

The London School of Economics and Political Science



Course Guides and Programme Regulations 2024/2025

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The London School of Economics and Political Science

2024/2025: Course Guides and Programme Regulations

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Undergraduate Programme Regulations

Key to Regulations

(H) means a half-unit course

(AT) means Autumn Term

(WT) means Winter Term

(ST) means Spring Term

BSc in Accounting and Finance

Programme Code: UBAF

Department: Accounting

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 AC105 Introduction to Financial Accounting (0.5) **and** AC106 Introduction to Management Accounting (0.5)

Paper 2 EC1A3 Microeconomics I (0.5) **# and** EC1B3 Macroeconomics I (0.5) **# 1**

Or

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

Paper 3 ST107 Quantitative Methods (Statistics) (0.5) **#** **And** one of the following:

MA107 Quantitative Methods (Mathematics) (0.5) **# or**

MA108 Methods in Calculus and Linear Algebra (0.5)

Paper 4 FM101 Finance (0.5) and one 0.5 unit course from the Year 1 options list: *Year 1 options list*

Year 2

Paper 5 AC205 Intermediate Financial Accounting (0.5) **# and** AC206 Intermediate Management Accounting (0.5) **#**

Paper 6 FM210 Principles of Finance I (0.5) **# and** FM211 Principles of Finance II (0.5) **# or**

FM214 Principles of Finance I (0.5) **# and** FM215 Principles of Finance II (0.5) **#**

FM210 cannot be combined with FM214. FM211 cannot be combined with FM215.

Paper 7 **Either**

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

EC2A3 Microeconomics II (0.5) **# 3 4**

EC2B3 Macroeconomics II (0.5) **# 5 6**

EC2C3 Econometrics I (0.5) **# 7**

Or

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

EC2A5 Microeconomics II (0.5) **# 8**

EC2B5 Macroeconomics II (0.5) **# 9**

EC2C3 Econometrics I (0.5) **# 10**

Paper 8

Courses to the value of 1.0 unit from the Year 2 options list

Year 2 options list

Year 3

Paper 9

AC311 Results Accountability and Management Control for Strategy Implementation (0.5) **# and** AC331 Contemporary Issues in Financial Accounting (0.5) **#**

Paper 10

Courses to the value of 1.0 unit from the following:

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

AC332 Financial Statement Analysis and Valuation (0.5) **#**

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

AC342 Accounting, Corporate Responsibility and Sustainability (0.5)

Paper 11

FM310 Corporate Finance, Investments and Financial Markets I (0.5) **# and** FM311 Corporate Finance, Investments and Financial Markets II (0.5) **#**

Paper 12

Courses to the value of 1.0 unit from the Year 3 options list:

Year 3 options list

Year 1 options list

MG104 Operations Management (0.5)

MG105 Organisational Behaviour and Leadership (0.5)

PH111 Introduction to Logic (0.5)

ST101 Programming for Data Science (0.5) **#**

Year 2 options list

EC2A3 Microeconomics II (0.5) **# 11**

EC2B3 Macroeconomics II (0.5) **# 12**

EC2C3 Econometrics I (0.5) **# 13**

EC2C4 Econometrics II (0.5) **# 14**

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

GV101 Introduction to Political Science (1.0)

GY121 Sustainable Development (1.0)

GY202 Introduction to Global Development (1.0)

GY222 Applied Environmental Economics (1.0)

MA207 Further Quantitative Methods

(Mathematics) (0.5) **# 15**

MA213 Operations Research Techniques (0.5) **#**

MA324 Mathematical Modelling and Simulation (0.5) **# 16**

MG205 Econometrics: Theory and Applications (1.0) **# 17**

MG209 E-business (0.5)

MG212 Marketing (0.5)

MG213 Information Systems (0.5)

ST115 Managing and Visualising Data (0.5) **#**

ST201 Statistical Models and Data Analysis (0.5) **#**

ST205 Sample Surveys and Experiments (0.5) **# 18**

Year 3 options list

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

AC332 Financial Statement Analysis and Valuation (0.5) **#**

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

AC342 Accounting, Corporate Responsibility and Sustainability (0.5)

EC2A3 Microeconomics II (0.5) **#**

EC2B3 Macroeconomics II (0.5) **#**

EC2C3 Econometrics I (0.5) **#**

EC2C4 Econometrics II (0.5) **#**

FM321 Risk Management and Modelling (0.5) **#**

FM322 Derivatives (0.5) **#**

GY326 Sustainable Business and Finance (0.5)

GY327 Global Environmental Governance (0.5)

LL202 Commercial Contracts (1.0) **# (withdrawn)**

	2024/25)
LL203	Company Law (1.0) #
LL293	Tax and Tax Avoidance (1.0)
MA213	Operations Research Techniques (0.5) #
MA301	Mathematical Game Theory (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) #
MG305	Innovation and Technology Management (0.5)
ST309	Elementary Data Analytics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

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

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

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

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

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

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BSc in Accounting and Finance

Programme Code: UBAF

Department: Accounting

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	AC105 Introduction to Financial Accounting (0.5) and AC106 Introduction to Management Accounting (0.5)
Paper 2	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) # 1
	Or
	EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) # 2
Paper 3	ST107 Quantitative Methods (Statistics) (0.5) # And one of the following:
	MA107 Quantitative Methods (Mathematics) (0.5) # or
	MA108 Methods in Calculus and Linear Algebra (0.5)
Paper 4	FM101 Finance (0.5) and one 0.5 unit course from the Year 1 options list: <i>Year 1 options list</i>
Year 2	
Paper 5	AC205 Intermediate Financial Accounting (0.5) # and AC206 Intermediate Management Accounting (0.5) #
Paper 6	FM210 Principles of Finance I (0.5) # and FM211 Principles of Finance II (0.5) # or
	FM214 Principles of Finance I (0.5) # and FM215 Principles of Finance II (0.5) #
	FM210 cannot be combined with FM214. FM211 cannot be combined with FM215.
Paper 7	Either
	Courses to the value of 1.0 unit(s) from the following:
	EC2A3 Microeconomics II (0.5) # 3 4
	EC2B3 Macroeconomics II (0.5) # 5 6
	EC2C3 Econometrics I (0.5) # 7
	Or
	Courses to the value of 1.0 unit(s) from the following:
	EC2A5 Microeconomics II (0.5) # 8
	EC2B5 Macroeconomics II (0.5) # 9
	EC2C3 Econometrics I (0.5) # 10
Paper 8	Courses to the value of 1.0 unit from the Year 2 options list: <i>Year 2 options list</i>
Year 3	
Paper 9	AC331 Contemporary Issues in Financial Accounting (0.5) # and AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #
Paper 10	Courses to the value of 1.0 unit from the following:
	AC312 Performance Measurement, Strategy, and

	Uncertainty (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5)
Paper 11	FM310 Corporate Finance, Investments and Financial Markets I (0.5) # and FM311 Corporate Finance, Investments and Financial Markets II (0.5) #
Paper 12	Courses to the value of 1.0 unit from the Year 3 options list: <i>Year 3 options list</i> Year 1 options list MG104 Operations Management (0.5) MG105 Organisational Behaviour and Leadership (0.5) PH111 Introduction to Logic (0.5) ST101A Programming for Data Science (0.5) # (not available 2024/25) ST101W Programming for Data Science (0.5) # (not available 2024/25) Year 2 options list EC2A3 Microeconomics II (0.5) # 11 EC2B3 Macroeconomics II (0.5) # 12 EC2C3 Econometrics I (0.5) # 13 EC2C4 Econometrics II (0.5) # 14 EH240 Business and Economic Performance since 1945: Britain in International Context (1.0) GV101 Introduction to Political Science (1.0) GY121 Sustainable Development (1.0) GY202 Introduction to Global Development (1.0) GY222 Applied Environmental Economics (1.0) MA207 Further Quantitative Methods (Mathematics) (0.5) # 15 MA213 Operations Research Techniques (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # 16 MG205 Econometrics: Theory and Applications (1.0) # 17 MG209 E-business (0.5) MG212 Marketing (0.5) MG213 Information Systems (0.5) ST115 Managing and Visualising Data (0.5) # ST201 Statistical Models and Data Analysis (0.5) # ST205 Sample Surveys and Experiments (0.5) # 18 Year 3 options list AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # AC332 Financial Statement Analysis and Valuation (0.5) # AC341 Corporate Governance, Risk Management and Financial Audit (0.5) AC342 Accounting, Corporate Responsibility and Sustainability (0.5) EC2A3 Microeconomics II (0.5) # EC2B3 Macroeconomics II (0.5) # EC2C3 Econometrics I (0.5) # EC2C4 Econometrics II (0.5) # FM321 Risk Management and Modelling (0.5) # FM322 Derivatives (0.5) # GY326 Sustainable Business and Finance (0.5) GY327 Global Environmental Governance (0.5) LL202 Commercial Contracts (1.0) # (withdrawn 2024/25) LL203 Company Law (1.0) # LL293 Tax and Tax Avoidance (1.0) MA213 Operations Research Techniques (0.5) # MA301 Mathematical Game Theory (0.5) # MA324 Mathematical Modelling and Simulation (0.5) #

MA330	Game Theory for Collective Decisions (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) #
MG305	Innovation and Technology Management (0.5)
ST309	Elementary Data Analytics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

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

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

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BSc in Accounting and Finance

Programme Code: UBAF

Department: Accounting

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

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

8 Undergraduate Programme Regulations

	LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.		
	Students will choose ONE of the three half-unit options below:			
	LSE100A	The LSE Course: How can we transform our climate futures? (0.5)	Paper 11	AC342 Accounting, Corporate Responsibility and Sustainability (0.5) FM310 Corporate Finance, Investments and Financial Markets I (0.5) # and FM311 Corporate Finance, Investments and Financial Markets II (0.5) #
	LSE100B	The LSE Course: How can we control AI? (0.5)	Paper 12	Courses to the value of 1.0 unit from the following (if not already taken under Paper 9 or Paper 10): <i>Year 3 options list</i> Year 1 options list GV101 Introduction to Political Science (1.0) GY121 Sustainable Development (1.0) LL104 Law of Obligations (1.0) (withdrawn 2024/25) MG104 Operations Management (0.5) MG105 Organisational Behaviour and Leadership (0.5) PH111 Introduction to Logic (0.5) PH112 Intermediate Logic and Probability (0.5) # A ST101 Programming for Data Science (0.5) # ST115 Managing and Visualising Data (0.5) # Note: PH112 must be taken with PH111. Year 2 options list EC2A3 Microeconomics II (0.5) # 11 EC2B3 Macroeconomics II (0.5) # 12 EC2C3 Econometrics I (0.5) # 13 EC2C4 Econometrics II (0.5) # 14 EH240 Business and Economic Performance since 1945: Britain in International Context (1.0) GY202 Introduction to Global Development (1.0) GY222 Applied Environmental Economics (1.0) LL202 Commercial Contracts (1.0) # (withdrawn 2024/25) MA207 Further Quantitative Methods (Mathematics) (0.5) # 15 MA213 Operations Research Techniques (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # 16 MG205 Econometrics: Theory and Applications (1.0) # 17 MG209 E-business (0.5) MG212 Marketing (0.5) MG213 Information Systems (0.5) ST201 Statistical Models and Data Analysis (0.5) # ST205 Sample Surveys and Experiments (0.5) # 18 Year 3 options list AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # AC332 Financial Statement Analysis and Valuation (0.5) # AC341 Corporate Governance, Risk Management and Financial Audit (0.5) AC342 Accounting, Corporate Responsibility and Sustainability (0.5) EC2A3 Microeconomics II (0.5) # EC2B3 Macroeconomics II (0.5) # EC2C3 Econometrics I (0.5) # EC2C4 Econometrics II (0.5) # FM321 Risk Management and Modelling (0.5) # FM322 Derivatives (0.5) # GY326 Sustainable Business and Finance (0.5) GY327 Global Environmental Governance (0.5) LL203 Company Law (1.0) # LL293 Tax and Tax Avoidance (1.0) MA213 Operations Research Techniques (0.5) # MA301 Mathematical Game Theory (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # MA330 Game Theory for Collective Decisions (0.5) #
	LSE100C	The LSE Course: How can we create a fair society? (0.5)		
Year 1				
Paper 1	AC100	Elements of Accounting and Finance (1.0) (withdrawn 2023/24)		
Paper 2	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) # 1		
	Or			
	EC1A5	Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) # 2		
Papers 3 & 4	Either	Both of the following plus courses to the value of 1.0 unit from the Year 1 options list: MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) # <i>Year 1 options list</i> Or Both of the following: MA100 Mathematical Methods (1.0) # and ST102 Elementary Statistical Theory (1.0) #		
Year 2				
Paper 5	AC200	Accounting Theory and Practice (1.0) # (withdrawn 2024/25)		
Paper 6	FM212	Principles of Finance (1.0) # (withdrawn 2024/25) <i>or</i>		
	FM213	Principles of Finance (1.0) # B (withdrawn 2024/25)		
Paper 7	Either	Courses to the value of 1.0 unit(s) from the following: EC2A3 Microeconomics II (0.5) # 34 EC2B3 Macroeconomics II (0.5) # 56 EC2C3 Econometrics I (0.5) # 7 Or Courses to the value of 1.0 unit(s) from the following: EC2A5 Microeconomics II (0.5) # 8 EC2B5 Macroeconomics II (0.5) # 9 EC2C3 Econometrics I (0.5) # 10		
Paper 8		Courses to the value of 1.0 unit from the following (if not already taken under Paper 7): <i>Year 2 options list</i>		
Year 3				
Paper 9	AC331	Contemporary Issues in Financial Accounting (0.5) #		
	And either:			
	AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #		
	or			
	AC341	Corporate Governance, Risk Management and Financial Audit (0.5)		
Paper 10		Courses to the value of 1.0 unit from the following (if not already taken under Paper 9): AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # AC332 Financial Statement Analysis and Valuation (0.5) # AC341 Corporate Governance, Risk Management and Financial Audit (0.5)		

- MG303 International Business Strategy and Emerging Markets (0.5) #
- MG305 Innovation and Technology Management (0.5)
- ST309 Elementary Data Analytics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

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

1: EC1A3, EC1B3 can not be taken with EC1A5, EC1B5

2: EC1A5, EC1B5 can not be taken with EC1A3, EC1B3

3: Before taking EC2A3 you must take EC1A3

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

5: Before taking EC2B3 you must take EC1A3

Before taking EC2B3 you must take EC1B3

6: EC2B3 can not be taken with EC210, EC2B5

7: EC2C3 can not be taken with MG205

8: EC2A5 can not be taken with EC2A3

9: EC2B5 can not be taken with EC2B3

10: EC2C3 can not be taken with MG205

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

12: EC2B3 can not be taken with EC2B5

13: EC2C3 can not be taken with MG205, EC210

14: EC2C4 can not be taken with MG205

15: MA207 can not be taken with MA100

16: MA324 can not be taken with MA334

17: MG205 can not be taken with EC2C3, EC2C4

18: ST205 can not be taken with ST307

Footnotes: A: PH112 must be taken with PH111.
B: FM212 and FM213 course choice depends on Mathematics and Statistics courses taken by students in their first year. See course guides for further information.

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BSc in Actuarial Science

Programme Code: UBACT2

Department: Statistics

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

prerequisite requirements.

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

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

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

Year 1

Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: MA103 Introduction to Abstract Mathematics (1.0) #

Or

Two half-unit courses from:

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
MA102	Mathematical Proof and Analysis (0.5) #
ST101	Programming for Data Science (0.5) #
ST111	Business Analytics (0.5) #
ST115	Managing and Visualising Data (0.5) #
Paper 4	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #

Year 2

Paper 5	ST202 Probability, Distribution Theory and Inference (1.0) #
Paper 6	MA221 Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25) and MA222 Further Mathematical Methods (Linear Algebra) (0.5) #

Paper 7	ST226 Actuarial Investigations: Financial (0.5) # and ST227 Survival Models (0.5) #
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Paper 8 Courses to the value of 1.0 unit(s) from the following:

A	
AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
FM214	Principles of Finance I (0.5) # 1
FM215	Principles of Finance II (0.5) # 23
MA102	Mathematical Proof and Analysis (0.5) #
MA103	Introduction to Abstract Mathematics (1.0) #
MA203	Real Analysis (0.5) #
ST207	Databases (0.5) #
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>

Year 3

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

Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their academic mentor and departmental tutor from the Undergraduate Outside Options List (Years 2 & 3), but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries) B

Undergraduate Outside Options List (Years 2 & 3)

Paper 11 & 12	Courses to the value of 2.0 unit(s) from the following:
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(please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their academic mentor and departmental tutor from the Undergraduate Outside Options List (Years 2 & 3), but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries) C

ST300	Regression and Generalised Linear Models (0.5) #
ST303	Stochastic Simulation (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST308	Bayesian Inference (0.5) #
ST310	Machine Learning (0.5) #
ST311	Artificial Intelligence (0.5) #
ST312	Applied Statistics Project (0.5) #
ST313	Ethics for Data Science (0.5) #
ST326	Financial Statistics (0.5) #

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: FM214 can not be taken with FM210

2: Before taking FM215 you must take FM214

3: FM215 can not be taken with FM211

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

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

C: Courses chosen from the Undergraduate Outside Options List must be discussed with the Academic Mentor and Departmental Tutor.

Individual exemptions from 2024-2025 onwards:

CS1	ST102 (x0.45) ST202 (x0.40) & [ST300 or ST308 or ST306] (x0.15)
CS2	ST227 (x0.30), ST302 (x0.30) & The average of two of the following courses: [ST303, ST306, ST304, ST326] (x0.4)
CM1	ST226 (x0.5) & ST301 (x0.5)
CM2	ST330 (x0.8) & ST306 (x0.20)
CB1	AC102 (x0.5) & FM215 (x0.5)
CB2	EC1A3 (x0.5) & EC1B3 (x0.5)

Accreditation: Accredited by the Institute and Faculty of Actuaries for the purpose of exemption from some professional examinations. Students may obtain exemption from some professional examinations of the Chartered Institute of Management Accountants (CIMA)'s CGMA Professional Qualification through relevant pathway. Further information is available on the *Department of Statistics website* <https://www.lse.ac.uk/Statistics/Current-Students/Undergraduate-Programme-Accreditation-and-Exemptions>.

BSc in Actuarial Science

Programme Code: UBACT2

Department: Statistics

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

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

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

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

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

Year 1

Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: MA103 Introduction to Abstract Mathematics (1.0) #

Or

Two half-unit courses from:

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
MA102	Mathematical Proof and Analysis (0.5) #
ST101A	Programming for Data Science (0.5) # 1 (not available 2024/25)
ST101W	Programming for Data Science (0.5) # 2 (not available 2024/25)
ST115	Managing and Visualising Data (0.5) #
EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #

Paper 4

Year 2

Paper 5	ST202 Probability, Distribution Theory and Inference (1.0) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	ST226 Actuarial Investigations: Financial (0.5) # and ST227 Survival Models (0.5) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: A AC102 Elements of Financial Accounting (0.5) AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) FM214 Principles of Finance I (0.5) # 3 FM215 Principles of Finance II (0.5) # 45 MA102 Mathematical Proof and Analysis (0.5) # MA103 Introduction to Abstract Mathematics (1.0) # MA203 Real Analysis (0.5) # ST207 Databases (0.5) # <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Year 3

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

Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries) *Undergraduate Outside Options List (Years 2 & 3)*
Courses to the value of 1.0 unit(s) from the following:
ST300 Regression and Generalised Linear Models (0.5) #

Paper 11

- ST303 Stochastic Simulation (0.5) #
 ST304 Time Series and Forecasting (0.5) #
 ST306 Actuarial Mathematics (General) (0.5) #
 ST308 Bayesian Inference (0.5) #
 ST310 Machine Learning (0.5) #
 ST313 Ethics for Data Science (0.5) #
 ST326 Financial Statistics (0.5) #

Or

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

Undergraduate Outside Options List (Years 2 & 3)

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

- MA203 Real Analysis (0.5) #
 MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA318 History and Culture of Mathematics (0.5) #
 ST300 Regression and Generalised Linear Models (0.5) #
 ST303 Stochastic Simulation (0.5) #
 ST306 Actuarial Mathematics (General) (0.5) #
 ST308 Bayesian Inference (0.5) #
 ST310 Machine Learning (0.5) #
 ST311 Artificial Intelligence (0.5) #
 ST312 Applied Statistics Project (0.5) #
 ST313 Ethics for Data Science (0.5) #
 ST326 Financial Statistics (0.5) #

Or

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

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: ST101A can not be taken with ST101W

2: ST101W can not be taken with ST101A

3: FM214 can not be taken with FM210

4: Before taking FM215 you must take FM214

5: FM215 can not be taken with FM211

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

Individual exemptions from 2019-2020 onwards:

- CS1 ST102 (x0.45) ST202 (x0.40) & [ST300 or ST308 or ST306] (x0.15)
 CS2 ST227 (x0.30), ST302 (x0.30) & The average of two of the following courses: [ST303, ST306, ST304, ST326] (x0.4)
 CM1 ST226 (x0.5) & ST301 (x0.5)
 CM2 ST330 (x0.8) & ST306 (x0.20)
 CB1 AC102 & AC103 (x0.5) & FM212/FM213 (x0.5)
 CB2 EC1A3 & EC1B3

Accreditation: Accredited by the Institute and Faculty of Actuaries for the purpose of exemption from some professional examinations. Students may obtain exemption from some professional examinations of the Chartered Institute of Management Accountants (CIMA)'s CGMA Professional Qualification through

relevant pathway. Further information is available on the *Department of Statistics website* <https://www.lse.ac.uk/Statistics/Current-Students/Undergraduate-Programme-Accreditation-and-Exemptions>.

BSc in Actuarial Science

Programme Code: UBACT2

Department: Statistics

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: MA103 Introduction to Abstract Mathematics (1.0) #

Or

Two half-unit courses from:

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
MA102	Mathematical Proof and Analysis (0.5) #
ST101	Programming for Data Science (0.5) #
ST115	Managing and Visualising Data (0.5) #
Paper 4	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #

Year 2

Paper 5	ST202 Probability, Distribution Theory and Inference (1.0) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	ST226 Actuarial Investigations: Financial (0.5) # and ST227 Survival Models (0.5) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: A AC102 Elements of Financial Accounting (0.5) AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) FM213 Principles of Finance (1.0) # (withdrawn 2024/25) MA102 Mathematical Proof and Analysis (0.5) # MA103 Introduction to Abstract Mathematics (1.0) # MA203 Real Analysis (0.5) # ST207 Databases (0.5) # <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Year 3

Paper 9	ST301 Actuarial Mathematics (Life) (0.5) # and ST302 Stochastic Processes (0.5) #
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Paper 10	ST330	Stochastic and Actuarial Methods in Finance (1.0) #
	Or	Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)
Paper 11		<i>Undergraduate Outside Options List (Years 2 & 3)</i>
	ST300	Regression and Generalised Linear Models (0.5) #
	ST303	Stochastic Simulation (0.5) #
	ST304	Time Series and Forecasting (0.5) #
	ST306	Actuarial Mathematics (General) (0.5) #
	ST308	Bayesian Inference (0.5) #
	ST310	Machine Learning (0.5) #
	ST313	Ethics for Data Science (0.5) #
	ST326	Financial Statistics (0.5) #
	Or	Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)
Paper 12		<i>Undergraduate Outside Options List (Years 2 & 3)</i>
	MA203	Real Analysis (0.5) #
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA318	History and Culture of Mathematics (0.5) #
	ST300	Regression and Generalised Linear Models (0.5) #
	ST303	Stochastic Simulation (0.5) #
	ST306	Actuarial Mathematics (General) (0.5) #
	ST308	Bayesian Inference (0.5) #
	ST310	Machine Learning (0.5) #
	ST311	Artificial Intelligence (0.5) #
	ST312	Applied Statistics Project (0.5) #
	ST313	Ethics for Data Science (0.5) #
	ST326	Financial Statistics (0.5) #
	Or	Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)
		<i>Undergraduate Outside Options List (Years 2 & 3)</i>
		Prerequisite Requirements and Mutually Exclusive Options
		* means available with permission
		# means there may be prerequisites for this course. Please view the course guide for more information.
		Footnotes: A: Courses chosen from the Undergraduate Outside Options List must be discussed with the Academic Mentor.
		Individual exemptions from 2019-2020 onwards:
	CS1	ST102 (x0.45) ST202 (x0.40) & [ST300 or ST308 or ST306] (x0.15)
	CS2	ST227 (x0.30), ST302 (x0.30) & The average of two of the following courses: [ST303, ST306, ST304, ST326] (x0.4)
	CM1	ST226 (x0.5) & ST301 (x0.5)
	CM2	ST330 (x0.8) & ST306 (x0.20)
	CB1	[(AC102 & AC103) or AC104] (x0.5) &

FM212/FM213 (x0.5)
 CB2 EC100 or EC102 or (EC1A3 & EC1B3)
Accreditation: Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Institute and Faculty of Actuaries for the purpose of exemption from some professional examinations. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available on the *Department of Statistics website* <https://www.lse.ac.uk/Statistics/Current-Students/Undergraduate-Programme-Accreditation-and-Exemptions>.

BSc in Actuarial Science (with a Placement Year)

Programme Code: UBACTPY

Department: Statistics

For students starting this programme of study in 2024/25

This is a four-year programme with a work placement year element after the end of Year 2. Students spend Years 1, 2 and 4 at the LSE.

The overall degree will be based on marks obtained during the three years spent at LSE under the three-year classification scheme.

In order to be eligible for the award of the degree, students must also satisfactorily complete the work placement and pass ST360 'Placement Year' course. If students fail ST360, they will transfer back into the final year of the three-year BSc in Actuarial Science programme; the content for the final year of the BSc in Actuarial Science is the same as Year 4 of the BSc in Actuarial Science (with a Placement Year). Students who do not pass ST360 will not therefore be eligible to graduate with the degree title BSc in Actuarial Science (with a Placement Year).

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	ST102	Elementary Statistical Theory (1.0) #
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	MA103	Introduction to Abstract Mathematics (1.0) #

Or

Two half-unit courses from:

	AC102	Elements of Financial Accounting (0.5)
	AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	MA102	Mathematical Proof and Analysis (0.5) #
	ST101	Programming for Data Science (0.5) #
	ST111	Business Analytics (0.5) #
	ST115	Managing and Visualising Data (0.5) #
Paper 4	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #

Year 2

Paper 5	ST202	Probability, Distribution Theory and Inference (1.0) #
Paper 6	MA221	Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25) and MA222 Further Mathematical Methods (Linear Algebra) (0.5) #
Paper 7	ST226	Actuarial Investigations: Financial (0.5) # and ST227 Survival Models (0.5) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: A AC102 Elements of Financial Accounting (0.5) AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) FM214 Principles of Finance I (0.5) # 1 FM215 Principles of Finance II (0.5) # 23 MA102 Mathematical Proof and Analysis (0.5) # MA103 Introduction to Abstract Mathematics (1.0) # MA203 Real Analysis (0.5) # ST207 Databases (0.5) #	

Year 3

The third year of the programme will be a placement year / year in industry.

Placement	ST360	Placement Year (0.0) # (not available 2024/25)
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Year 4

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

Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their academic mentor and departmental tutor from the Undergraduate Outside Options List (Years 2 & 3), but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries) B

Undergraduate Outside Options List (Years 2 & 3)

Paper 11 & 12	Courses to the value of 2.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their academic mentor and departmental tutor from the Undergraduate Outside Options List (Years 2 & 3), but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries) C	
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Courses to the value of 2.0 unit(s) from the following:

ST300	Regression and Generalised Linear Models (0.5) #
ST303	Stochastic Simulation (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST308	Bayesian Inference (0.5) #
ST310	Machine Learning (0.5) #
ST311	Artificial Intelligence (0.5) #
ST312	Applied Statistics Project (0.5) #
ST313	Ethics for Data Science (0.5) #
ST326	Financial Statistics (0.5) #

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: FM214 can not be taken with FM210

2: Before taking FM215 you must take FM214

3: FM215 can not be taken with FM211

Footnotes: A: Courses chosen from the

Undergraduate Outside Options List must be discussed with the Academic Mentor and Department Tutor.

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

C: Courses chosen from the Undergraduate Outside Options List must be discussed with the Academic Mentor and Departmental Tutor.

Individual exemptions from 2024-2025 onwards:

CS1	ST102 (x0.45) ST202 (x0.40) & [ST300 or ST308 or ST306] (x0.15)
CS2	ST227 (x0.30), ST302 (x0.30) & The average of two of the following courses: [ST303, ST306, ST304, ST326] (x0.4)
CM1	ST226 (x0.5) & ST301 (x0.5)
CM2	ST330 (x0.8) & ST306 (x0.20)
CB1	AC102 (x0.5) & FM215 (x0.5)
CB2	EC1A3 (x0.5) & EC1B3 (x0.5)

Accreditation: Accredited by the Institute and Faculty of Actuaries for the purpose of exemption from some professional examinations. Students may obtain exemption from some professional examinations of the Chartered Institute of Management Accountants (CIMA)'s CGMA Professional Qualification through relevant pathway. Further information is available on the *Department of Statistics website* <https://www.lse.ac.uk/Statistics/Current-Students/Undergraduate-Programme-Accreditation-and-Exemptions>.

BSc in Actuarial Science (with a Placement Year)

Programme Code: UBACTPY

Department: Statistics

For students starting this programme of study in 2023/24

This is a four-year programme with a work placement year element after the end of Year 2. Students spend Years 1, 2 and 4 at the LSE. The overall degree will be based on marks obtained during the three years spent at LSE under the three-year classification scheme.

In order to be eligible for the award of the degree, students must also satisfactorily complete the work placement and pass ST360 'Placement Year' course. If students fail ST360, they will transfer back into the final year of the three-year BSc in Actuarial Science programme; the content for the final year of the BSc in Actuarial Science is the same as Year 4 of the BSc in Actuarial Science (with a Placement Year). Students who do not pass ST360 will not therefore be eligible to graduate with the degree title BSc in Actuarial Science (with a Placement Year).

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

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Paper 1	ST102	Elementary Statistical Theory (1.0) #
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: MA103 Introduction to Abstract Mathematics (1.0) # Or Two half-unit courses from: AC102 Elements of Financial Accounting (0.5) AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) MA102 Mathematical Proof and Analysis (0.5) # ST101A Programming for Data Science (0.5) # 1 (not available 2024/25) ST101W Programming for Data Science (0.5) # 2 (not available 2024/25) ST115 Managing and Visualising Data (0.5) # Paper 4 EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #	
Year 2		
Paper 5	ST202	Probability, Distribution Theory and Inference (1.0) #
Paper 6	MA212	Further Mathematical Methods (1.0) #
Paper 7	ST226	Actuarial Investigations: Financial (0.5) # and ST227 Survival Models (0.5) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: A AC102 Elements of Financial Accounting (0.5) AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) FM214 Principles of Finance I (0.5) # 3 FM215 Principles of Finance II (0.5) # 45 MA102 Mathematical Proof and Analysis (0.5) # MA103 Introduction to Abstract Mathematics (1.0) # MA203 Real Analysis (0.5) # ST207 Databases (0.5) # <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Year 3		
The third year of the programme will be a placement year / year in industry.		
Placement	ST360	Placement Year (0.0) # (not available 2024/25)
Year 4		
Paper 9	ST301	Actuarial Mathematics (Life) (0.5) # and ST302 Stochastic Processes (0.5) #
Paper 10	ST330	Stochastic and Actuarial Methods in Finance (1.0) # Or Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries) B <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 11 & 12	Courses to the value of 2.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their academic mentor and departmental tutor from the Undergraduate Outside Options List (Years 2 & 3), but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries) C ST300 Regression and Generalised Linear Models (0.5) # ST303 Stochastic Simulation (0.5) # ST304 Time Series and Forecasting (0.5) # ST306 Actuarial Mathematics (General) (0.5) # ST308 Bayesian Inference (0.5) # ST310 Machine Learning (0.5) # ST311 Artificial Intelligence (0.5) #	

ST312 Applied Statistics Project (0.5) #

ST313 Ethics for Data Science (0.5) #

ST326 Financial Statistics (0.5) #

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: ST101A can not be taken with ST101W

2: ST101W can not be taken with ST101A

3: FM214 can not be taken with FM210

4: Before taking FM215 you must take FM214

5: FM215 can not be taken with FM211

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

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

C: Courses chosen from the Undergraduate Outside Options List must be discussed with the Academic Mentor and Departmental Tutor.

Individual exemptions from 2019-2020 onwards:

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

&

[ST300 or ST308 or ST306] (x0.15)

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

&

The average of two of the following courses:

[ST303, ST306, ST304, ST326] (x0.4)

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

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

CB1 AC102 & AC103 (x0.5)

&

FM212/FM213 (x0.5)

CB2 EC1A3 & EC1B3

Accreditation: Accredited by the Institute and Faculty of Actuaries for the purpose of exemption from some professional examinations. Students may obtain exemption from some professional examinations of the Chartered Institute of Management Accountants (CIMA)'s CGMA Professional Qualification through relevant pathway. Further information is available on the *Department of Statistics website* <https://www.lse.ac.uk/Statistics/Current-Students/Undergraduate-Programme-Accreditation-and-Exemptions>.

BA in Anthropology and Law

Programme Code: UBANLL2

Department: Anthropology

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper

Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

	LSE100C	The LSE Course: How can we create a fair society? (0.5)		Methods (0.5) 2
Year 1				AN393 Language, Signs, World, Action!
Introductory course	LL141	Introduction to Legal Systems (0.0) A		Introduction to Linguistic Anthropology (0.5) # (not available 2024/25)
Paper 1	AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)		Anthropology Selection List B
Paper 2	AN101	A History of Anthropological Theory (1.0)		AN200 The Anthropology of Kinship, Sex and Gender (1.0) 3
Paper 3	LL142	Contract Law (1.0)		AN256 Economic Anthropology (1): Production and Exchange (0.5)
Paper 4	LL108	Criminal Law (1.0)		AN273 Thinking as an Anthropologist (0.5) # 4 (not available 2024/25)
Skills course	LL100	Legal Studies Skills (0.0) B		AN285 Mind and Society (0.5) #
	LL150	Introduction to Careers in Law (0.0) #		AN287 Environmental Anthropology (0.5) (not available 2024/25)
Year 2				AN288 Gender, Sexuality and Kinship (0.5) (not available 2024/25)
Paper 5	AN253	Politics and Power: Debates in Anthropology (0.5) (not available 2024/25) and AN379 Anthropology of Law and Human Rights (0.5) (not available 2024/25)		AN301 The Anthropology of Religion (1.0) # 5
				AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 6	LL106	Public Law (1.0)		AN389 Anthropology of the Body (0.5) # (not available 2024/25)
Paper 7	LL143	Tort Law (1.0)		AN390 Anthropology and Religion (0.5) 6 (not available 2024/25)
Paper 8		Courses to the value of 1.0 unit(s) from the following: C <i>Anthropology Selection List A</i> <i>Anthropology Selection List B</i>		AN3A1 Understanding Religion in the Contemporary World (0.5) # 7 (not available 2024/25)
Skills course	LL200	Foundational Practice Skills (0.0) #		Law Selection List
Year 3				LL201 Law and State Power (1.0)
Paper 9		Courses to the value of 0.5 unit(s) from List A And Courses to the value of 0.5 unit(s) from List B: <i>List A Foundations: Transnational Law</i> <i>List B Foundations: Legal Theory</i>		LL203 Company Law (1.0) #
				LL204 Advanced Torts (1.0) #
Paper 10	LL276	Property (1.0)		LL205 Medical Law (1.0)
Papers 11		Courses to the value of 1.0 unit(s) from the following: D <i>Anthropology Selection List A</i> <i>Anthropology Selection List B</i>		LL208 Race, Class, and Law (0.5)
				LL211 Law, Poverty and Access to Justice (0.5)
Paper 12		Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List A</i> <i>Anthropology Selection List B</i> <i>Law Selection List</i> <i>List A Foundations: Transnational Law</i> <i>List B Foundations: Legal Theory</i> Anthropology Selection List A		LL212 Conflict of Laws (1.0)
				LL213 Commercial Law (0.5) #
	AN205	The Anthropology of Melanesia (0.5)		LL216 Freedom and the Law in Britain (0.5)
	AN221	The Anthropology of Christianity (0.5) # (not available 2024/25)		LL220 Technology Law and Regulation (0.5) #
	AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)		LL221 Family Law (1.0)
	AN237	The Anthropology of Development (0.5)		LL224 Regulation of Platforms (0.5)
	AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)		LL225 Critical Theory and Law (0.5)
	AN250	The Anthropology of South Asia (0.5) #		LL233 Law of Evidence (1.0) (not available 2024/25)
	AN269	The Anthropology of Amazonia (0.5) #		LL241 European Legal History (1.0)
	AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)		LL243 Constitutionalism Beyond Courts (0.5)
	AN276	Anthropology and the Anthropocene (0.5)		LL244 Sports: Law and Governance (0.5)
	AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)		LL245 Feminist Legal Theory (0.5)
	AN280	Public Anthropology (0.5) # (not available 2024/25)		LL250 Law and The Environment (1.0)
	AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)		LL251 Intellectual Property Law (1.0)
	AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)		LL257 Employment Law (1.0)
	AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)		LL272 Outlines of Modern Criminology (0.5)
	AN286	Ethnographic Methods and Skills: Individual Research Project (1.0) 1 (not available 2024/25)		LL280 Advanced Issues in Public International Law (0.5) #
	AN292	Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)		LL284 Topics in Sentencing and Criminal Justice (0.5)
	AN298	Fieldwork in London: Learning Ethnographic		LL293 Tax and Tax Avoidance (1.0)
				LL295 Media Law (1.0)
				LL300 Competition Law (1.0)
				LL303 Cultural Heritage and Art Law (0.5)
				LL304 Global Commodities: The Rise of International Law (0.5)
				LL342 International Protection of Human Rights (1.0) #
				List A Foundations: Transnational Law
				LL217 European Human Rights Law (0.5)
				LL228 European Union Law (0.5)
				LL279 Public International Law (0.5)
				List B Foundations: Legal Theory
				LL225 Critical Theory and Law (0.5)
				LL245 Feminist Legal Theory (0.5)
				LL306 Theories of Law (0.5)
				LL307 Justifying Political Authority (0.5)
				Prerequisite Requirements and Mutually Exclusive

Options

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

- 1: AN286 can not be taken with AN298
- 2: AN298 can not be taken with AN286
- 3: AN200 can not be taken with AN288, AN389
- 4: AN273 can not be taken with AN303
- 5: AN301 can not be taken with AN390, AN3A1
- 6: AN390 can not be taken with AN301
- 7: AN3A1 can not be taken with AN301

Footnotes: A: LL141 is compulsory but does not affect the final degree classification.

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

C: No more than one unit taken under Papers 8, 11 and 12 may be selected from Anthropology Selection List A.

D: No more than one unit taken under Papers 8, 11 and 12 may be selected from Anthropology Selection List A.

Accreditation: The qualifying law degree (QLD) is recognised by the *Solicitors Regulation Authority* www.sra.org.uk/consumers/consumers.page (SRA) for the purposes of satisfying the academic stage of training. The BA in Anthropology and Law is accredited by the SRA as a Qualifying Law Degree for the purposes of satisfying the academic stage of training for students who qualify for the transitional arrangements. Accredited by the *Bar Standards Board* www.barstandardsboard.org.uk/ for the purpose of a Qualifying Law Degree. Students wishing to become a Solicitor or Barrister in England and Wales should take LL228 EU Law from the transnational law basket in paper 9. Further information is available by emailing anthropology.enquiries@lse.ac.uk or accessing the *Anthropology Department website* lse.ac.uk/anthropology/degree_programmes/degree_programmes_home.aspx.

BA in Anthropology and Law

Programme Code: UBANLL2

Department: Anthropology

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Introductory

Paper 1	LL141	Introduction to Legal Systems (0.0) A
	AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
Paper 2	AN101	A History of Anthropological Theory (1.0)
Paper 3	LL142	Contract Law (1.0)
Paper 4	LL108	Criminal Law (1.0)

Skills course LL100 Legal Studies Skills (0.0) B

Year 2

Paper 5 AN226 Political and Legal Anthropology (1.0)

Paper 6 LL106 Public Law (1.0)

Paper 7 LL143 Tort Law (1.0)

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

Anthropology Selection List A

Anthropology Selection List B

Skills course LL200 Foundational Practice Skills (0.0) #

Year 3

Paper 9 Courses to the value of 0.5 unit(s) from List A

And courses to the value of 0.5 unit(s) from List B

List A Foundations: Transnational Law

List B Foundations: Legal Theory

Paper 10 LL276 Property (1.0)

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

Anthropology Selection List A

Anthropology Selection List B

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

Anthropology Selection List A

Anthropology Selection List B

Law Selection List

List A Foundations: Transnational Law

List B Foundations: Legal Theory

Anthropology Selection List A

AN205 The Anthropology of Melanesia (0.5)

AN221 The Anthropology of Christianity (0.5)
(not available 2024/25)

AN223 The Anthropology of Southeast Asia (0.5) (not available 2024/25)

AN237 The Anthropology of Development (0.5)

AN243 Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)

AN250 The Anthropology of South Asia (0.5) #

AN269 The Anthropology of Amazonia (0.5) #

AN275 The Anthropology of Revolution (0.5)
(not available 2024/25)

AN276 Anthropology and the Anthropocene (0.5)

AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)

AN280 Public Anthropology (0.5) # (not available 2024/25)

AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)

AN283 Anthropology, Art, and Poetics (0.5) (not available 2024/25)

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

AN286 Ethnographic Methods and Skills: Individual Research Project (1.0) 1 (not available 2024/25)

AN292 Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)

AN298 Fieldwork in London: Learning Ethnographic Methods (0.5) 2

AN393 Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # (not available 2024/25)

Anthropology Selection List B

AN200 The Anthropology of Kinship, Sex and Gender (1.0) 3

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

AN273 Thinking as an Anthropologist (0.5) # 4 (not available 2024/25)

AN285 Mind and Society (0.5) #

AN287 Environmental Anthropology (0.5) (not available 2024/25)

AN288 Gender, Sexuality and Kinship (0.5) (not

	available 2024/25)
AN301	The Anthropology of Religion (1.0) # 5
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN389	Anthropology of the Body (0.5) # (not available 2024/25)
AN390	Anthropology and Religion (0.5) 6 (not available 2024/25)
AN395	Digital Anthropology (0.5)
AN3A1	Understanding Religion in the Contemporary World (0.5) # 7 (not available 2024/25)

Law Selection List

LL201	Law and State Power (1.0)
LL203	Company Law (1.0) #
LL204	Advanced Torts (1.0) #
LL205	Medical Law (1.0)
LL208	Race, Class, and Law (0.5)
LL211	Law, Poverty and Access to Justice (0.5)
LL212	Conflict of Laws (1.0)
LL213	Commercial Law (0.5) #
LL216	Freedom and the Law in Britain (0.5)
LL217	European Human Rights Law (0.5)
LL220	Technology Law and Regulation (0.5) #
LL221	Family Law (1.0)
LL224	Regulation of Platforms (0.5)
LL225	Critical Theory and Law (0.5)
LL233	Law of Evidence (1.0) (not available 2024/25)
LL241	European Legal History (1.0)
LL243	Constitutionalism Beyond Courts (0.5)
LL244	Sports: Law and Governance (0.5)
LL245	Feminist Legal Theory (0.5)
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL257	Employment Law (1.0)
LL259	Legal and Social Change since 1750 (1.0) (withdrawn 2024/25)
LL272	Outlines of Modern Criminology (0.5)
LL279	Public International Law (0.5)
LL280	Advanced Issues in Public International Law (0.5) #
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0)
LL300	Competition Law (1.0)
LL303	Cultural Heritage and Art Law (0.5)
LL304	Global Commodities: The Rise of International Law (0.5)
LL306	Theories of Law (0.5)
LL307	Justifying Political Authority (0.5)
LL342	International Protection of Human Rights (1.0) #

List A Foundations: Transnational Law

LL217	European Human Rights Law (0.5)
LL228	European Union Law (0.5)
LL279	Public International Law (0.5)

List B Foundations: Legal Theory

LL225	Critical Theory and Law (0.5)
LL245	Feminist Legal Theory (0.5)
LL306	Theories of Law (0.5)
LL307	Justifying Political Authority (0.5)

Prerequisite Requirements and Mutually Exclusive Options

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

1: AN286 can not be taken with AN298

2: AN298 can not be taken with AN286

3: AN200 can not be taken with AN288, AN398

4: AN273 can not be taken with AN303

5: AN301 can not be taken with AN390, AN3A1

6: AN390 can not be taken with AN301

7: AN3A1 can not be taken with AN301

Footnotes: A: LL141 is compulsory but does not affect the final degree classification.

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

C: No more than one unit taken under Papers 8, 11 and 12 may be selected from Anthropology Selection List A.

D: No more than one unit taken under Papers 8, 11 and 12 may be selected from Anthropology Selection List A.

Accreditation: The qualifying law degree (QLD) is recognised by the *Solicitors Regulation Authority* www.sra.org.uk/consumers/consumers.page (SRA) for the purposes of satisfying the academic stage of training. The BA in Anthropology and Law is accredited by the SRA as a Qualifying Law Degree for the purposes of satisfying the academic stage of training for students who qualify for the transitional arrangements. Accredited by the *Bar Standards Board* www.barstandardsboard.org.uk/ for the purpose of a Qualifying Law Degree. Students wishing to become a Solicitor or Barrister in England and Wales should take LL228 EU Law from the transnational law basket in paper 9. Further information is available by emailing anthropology.enquiries@lse.ac.uk or accessing the *Anthropology Department website* lse.ac.uk/anthropology/degree_programmes/degree_programmes_home.aspx.

BA in Anthropology and Law

Programme Code: UBANLL2

Department: Anthropology

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
Paper 2	AN101	A History of Anthropological Theory (1.0)
Paper 3	LL106	Public Law (1.0)
Paper 4	LL105	Property I (0.5) (withdrawn 2023/24) and LL109 Introduction to the Legal System (0.5) (withdrawn 2023/24)
Skills course	LL100	Legal Studies Skills (0.0) A

Year 2

Paper 5	AN226	Political and Legal Anthropology (1.0)
Paper 6	LL108	Criminal Law (1.0)
Paper 7	LL104	Law of Obligations (1.0) (withdrawn 2024/25)

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

Year 3

Paper 9 LL232 European Union Law (1.0)

Paper 10 LL275 Property II (1.0) 1

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

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

Anthropology Selection List A

Anthropology Selection List B

Anthropology Selection List C

Anthropology Selection List A

AN205 The Anthropology of Melanesia (0.5)

AN221 The Anthropology of Christianity (0.5)
(not available 2024/25)

AN223 The Anthropology of Southeast Asia
(0.5) (not available 2024/25)

AN237 The Anthropology of Development (0.5)

AN243 Children and Youth in Contemporary
Ethnography (0.5) # (not available
2024/25)

AN250 The Anthropology of South Asia (0.5) #

AN269 The Anthropology of Amazonia (0.5) #

AN275 The Anthropology of Revolution (0.5)
(not available 2024/25)

AN276 Anthropology and the Anthropocene (0.5)

AN277 Topics in the Anthropology of sub-Saharan
Africa (0.5) # (not available 2024/25)

AN280 Public Anthropology (0.5) # (not available
2024/25)

AN281 Health and Welfare: Anthropological
Perspectives (0.5) (not available 2024/25)

AN283 Anthropology, Art, and Poetics (0.5) (not
available 2024/25)

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

AN285 Mind and Society (0.5) #

AN292 Anthropological Entanglements in the
Middle East (0.5) (not available 2024/25)

AN298 Fieldwork in London: Learning Ethnographic
Methods (0.5)

AN395 Digital Anthropology (0.5)

Anthropology Selection List B

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

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

AN357 Economic Anthropology (2):
Transformation and Globalisation (0.5)

Anthropology Selection List C

AN301 The Anthropology of Religion (1.0) #

AN303 Advanced Theory of Social Anthropology
(0.5) #

AN393 Language, Signs, World, Action!
Introduction to Linguistic Anthropology
(0.5) # (not available 2024/25)

Law Selection List

LL201 Law and State Power (1.0)

LL203 Company Law (1.0) #

LL204 Advanced Torts (1.0) #

LL205 Medical Law (1.0)

LL208 Race, Class, and Law (0.5)

LL211 Law, Poverty and Access to Justice (0.5)

LL212 Conflict of Laws (1.0)

LL213 Commercial Law (0.5) #

LL216 Freedom and the Law in Britain (0.5)

LL217 European Human Rights Law (0.5)

LL220 Technology Law and Regulation (0.5) #

LL221 Family Law (1.0)

LL224 Regulation of Platforms (0.5)

LL225 Critical Theory and Law (0.5)

LL233 Law of Evidence (1.0) (not available
2024/25)

LL241 European Legal History (1.0)

LL243 Constitutionalism Beyond Courts (0.5)

LL244 Sports: Law and Governance (0.5)

LL245 Feminist Legal Theory (0.5)

LL250 Law and The Environment (1.0)

LL251 Intellectual Property Law (1.0)

LL257 Employment Law (1.0)

LL259 Legal and Social Change since 1750
(1.0) (withdrawn 2024/25)

LL272 Outlines of Modern Criminology (0.5)

LL279 Public International Law (0.5)

LL280 Advanced Issues in Public International
Law (0.5) #

LL284 Topics in Sentencing and Criminal Justice
(0.5)

LL293 Tax and Tax Avoidance (1.0)

LL295 Media Law (1.0)

LL300 Competition Law (1.0)

LL303 Cultural Heritage and Art Law (0.5)

LL304 Global Commodities: The Rise of

International Law (0.5)

LL306 Theories of Law (0.5)

LL307 Justifying Political Authority (0.5)

LL342 International Protection of Human Rights
(1.0) #

Prerequisite Requirements and Mutually Exclusive Options

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

1: LL275 can not be taken with LL276

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

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

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

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

BSc in Data Science

Programme Code: UBDSC

Department: Statistics

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper

Course number, title (unit value)

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

Students will choose ONE of the three half-unit

options below:

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 ST102 Elementary Statistical Theory (1.0) #
 Paper 2 MA100 Mathematical Methods (1.0) #
 Paper 3 ST101 Programming for Data Science (0.5) # **and** ST115 Managing and Visualising Data (0.5) #

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

MA103 Introduction to Abstract Mathematics (1.0) #

Or B

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

Or C

Courses to the value of 0.5 unit(s) from the following:

AC102 Elements of Financial Accounting (0.5)

EC1A3 Microeconomics I (0.5) #

MA102 Mathematical Proof and Analysis (0.5) #

And

Courses to the value of 0.5 unit(s) from the following:

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

FM101 Finance (0.5)

Year 2

Paper 5 **If** MA102 or MA103 has not been taken in Year 1:
 MA102 Mathematical Proof and Analysis (0.5) #
and MA222 Further Mathematical Methods (Linear Algebra) (0.5) # D

Or

If MA102 or MA103 has been taken in Year 1, either:

MA203 Real Analysis (0.5) # **and** MA222 Further Mathematical Methods (Linear Algebra) (0.5) # **or**

MA221 Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25) **and** MA222 Further Mathematical Methods (Linear Algebra) (0.5) #

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

ST206 Probability and Distribution Theory (0.5) #
and ST211 Applied Regression (0.5) #

and 1.0 unit(s) from the options list below

Or

ST202 Probability, Distribution Theory and Inference (1.0) # **and** ST211 Applied Regression (0.5) #

and 0.5 unit(s) from the options list below

Options list

Paper 8 MA214 Algorithms and Data Structures (0.5) # **and** ST207 Databases (0.5) #

Year 3

Paper 9 ST310 Machine Learning (0.5) # **and** ST311 Artificial Intelligence (0.5) #

Paper 10 Courses to the value of 1.0 unit(s) from the following:
 ST300 Regression and Generalised Linear Models (0.5) #

ST304 Time Series and Forecasting (0.5) #

ST308 Bayesian Inference (0.5) #

ST314 Multilevel and Longitudinal Models (0.5) #

ST326 Financial Statistics (0.5) #

Paper 11 ST312 Applied Statistics Project (0.5) #
 and 0.5 unit(s) from the list of options below

List of options

MA301 Mathematical Game Theory (0.5) #

MA316 Graph Theory (0.5) #

MA320 Mathematics of Networks (0.5) #

MA324 Mathematical Modelling and Simulation (0.5) #

MA333 Optimisation for Machine Learning (0.5) #

ST301 Actuarial Mathematics (Life) (0.5) # 3

ST302 Stochastic Processes (0.5) #

ST303 Stochastic Simulation (0.5) # 4

ST307 Aspects of Market Research (0.5) # 5

ST313 Ethics for Data Science (0.5) #

any 0.5 unit(s) course listed under paper 10

Paper 10 options list

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

FM214 Principles of Finance I (0.5) #

FM215 Principles of Finance II (0.5) # 6

FM310 Corporate Finance, Investments and Financial Markets I (0.5) #

FM311 Corporate Finance, Investments and Financial Markets II (0.5) # 7

FM321 Risk Management and Modelling (0.5) #

FM322 Derivatives (0.5) #

MA330 Game Theory for Collective Decisions (0.5) #

ST313 Ethics for Data Science (0.5) #

ST327 Market Research: An Integrated Approach (1.0) # 8

ST330 Stochastic and Actuarial Methods in Finance (1.0) # 9

any courses listed under papers 10 & 11

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

EC2A3 Microeconomics II (0.5) #

EC2B3 Macroeconomics II (0.5) # 1

EC2C3 Econometrics I (0.5) #

EC2C4 Econometrics II (0.5) #

FM214 Principles of Finance I (0.5) #

FM215 Principles of Finance II (0.5) # 2

LL210 Information Technology and the Law (1.0) # (not available 2024/25)

LL220 Technology Law and Regulation (0.5) #

MA103 Introduction to Abstract Mathematics (1.0) # E

MA203 Real Analysis (0.5) # F

MA208 Optimisation Theory (0.5) #

MA210 Discrete Mathematics (0.5) #

MA213 Operations Research Techniques (0.5) #

MA221 Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25)

ST205 Sample Surveys and Experiments (0.5) #

ST226 Actuarial Investigations: Financial (0.5) #

ST227 Survival Models (0.5) #

Paper 10 options list

ST300 Regression and Generalised Linear Models (0.5) #

ST304 Time Series and Forecasting (0.5) #

ST308 Bayesian Inference (0.5) #

ST314 Multilevel and Longitudinal Models (0.5) #

ST326 Financial Statistics (0.5) #

Papers 10 & 11 options list

MA301 Mathematical Game Theory (0.5) # 10

MA316 Graph Theory (0.5) #

MA320 Mathematics of Networks (0.5) #

MA324 Mathematical Modelling and Simulation (0.5) #

MA333 Optimisation for Machine Learning (0.5) #

ST300 Regression and Generalised Linear Models (0.5) #

ST301 Actuarial Mathematics (Life) (0.5) # 11

ST302 Stochastic Processes (0.5) #

ST303 Stochastic Simulation (0.5) # 12

ST304 Time Series and Forecasting (0.5) #

ST307 Aspects of Market Research (0.5) # 13

- ST308 Bayesian Inference (0.5) #
- ST314 Multilevel and Longitudinal Models (0.5) #
- ST326 Financial Statistics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

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

- 1: EC2B3 can not be taken with EC210
- 2: Before taking FM215 you must take FM214
- 3: Before taking ST301 you must take ST227
- 4: Before taking ST303 you must take ST302
- 5: ST307 can not be taken with ST205, ST327
- 6: Before taking FM215 you must take FM214
- 7: Before taking FM311 you must take FM310
- 8: ST327 can not be taken with ST307
- 9: Before taking ST330 you must take ST302
- 10: MA301 can not be taken with MA300
- 11: Before taking ST301 you must take ST227
- 12: Before taking ST303 you must take ST302
- 13: ST307 can not be taken with ST327, ST205

Footnotes:

- A: Or
- B: Or
- C: And
- D: Students can obtain exemption from this course if they take MA103 in papers 6&7
- E: Students taking this option are exempt from MA102
- F: MA203 can only be taken if MA102 or MA103 has been taken under paper 4.

BSc in Data Science

Programme Code: UBDSC

Department: Statistics

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1	
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST101A Programming for Data Science (0.5) # (not available 2024/25) and ST115 Managing and Visualising Data (0.5) #
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	AC102 Elements of Financial Accounting (0.5)
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	EC1A3 Microeconomics I (0.5) #
	EC1B3 Macroeconomics I (0.5) # 1
	FM101 Finance (0.5)
	MA102 Mathematical Proof and Analysis (0.5) #
	MA103 Introduction to Abstract Mathematics (1.0)

Year 2	
Paper 5	#
	If MA102 or MA103 has not been taken in Year 1:
	MA102 Mathematical Proof and Analysis (0.5) # and MA222 Further Mathematical Methods (Linear Algebra) (0.5) # A
	Or
	If MA102 or MA103 has been taken in Year 1, either:
	MA212 Further Mathematical Methods (1.0) #
	Or
	MA203 Real Analysis (0.5) # and MA222 Further Mathematical Methods (Linear Algebra) (0.5) #
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following:
	Either
	ST206 Probability and Distribution Theory (0.5) # and ST211 Applied Regression (0.5) #
	and 1.0 unit(s) from the options list below
	Or
	ST202 Probability, Distribution Theory and Inference (1.0) # and ST211 Applied Regression (0.5) #
	and 0.5 unit(s) from the options list below
	<i>Options list</i>
Paper 8	MA214 Algorithms and Data Structures (0.5) # and ST207 Databases (0.5) #
Year 3	
Paper 9	ST310 Machine Learning (0.5) # and ST311 Artificial Intelligence (0.5) #
Paper 10	Courses to the value of 1.0 unit(s) from the following:
	ST300 Regression and Generalised Linear Models (0.5) #
	ST304 Time Series and Forecasting (0.5) #
	ST308 Bayesian Inference (0.5) #
	ST326 Financial Statistics (0.5) #
Paper 11	ST312 Applied Statistics Project (0.5) #
	and 0.5 unit(s) from the list of options below
	List of options
	MA301 Mathematical Game Theory (0.5) #
	MA316 Graph Theory (0.5) #
	MA320 Mathematics of Networks (0.5) #
	MA324 Mathematical Modelling and Simulation (0.5) #
	MA333 Optimisation for Machine Learning (0.5) #
	ST301 Actuarial Mathematics (Life) (0.5) # 4
	ST302 Stochastic Processes (0.5) #
	ST303 Stochastic Simulation (0.5) # 5
	ST307 Aspects of Market Research (0.5) # 6
	ST313 Ethics for Data Science (0.5) #
	ST314 Multilevel and Longitudinal Models (0.5) #
	any 0.5 unit(s) course listed under paper 10
	<i>Paper 10 options list</i>
Paper 12	Courses to the value of 1.0 unit(s) from the following:
	FM214 Principles of Finance I (0.5) #
	FM215 Principles of Finance II (0.5) # 7
	FM310 Corporate Finance, Investments and Financial Markets I (0.5) #
	FM311 Corporate Finance, Investments and Financial Markets II (0.5) # 8
	MA330 Game Theory for Collective Decisions (0.5) #
	ST313 Ethics for Data Science (0.5) #
	ST327 Market Research: An Integrated Approach (1.0) # 9
	ST330 Stochastic and Actuarial Methods in Finance (1.0) # 10
	any courses listed under papers 10 & 11
	<i>Papers 10 & 11 options list</i>
	Options list
	EC2A3 Microeconomics II (0.5) #
	EC2B3 Macroeconomics II (0.5) # 2
	EC2C3 Econometrics I (0.5) #

EC2C4	Econometrics II (0.5) #
FM214	Principles of Finance I (0.5) #
FM215	Principles of Finance II (0.5) # 3
LL210	Information Technology and the Law (1.0) # (not available 2024/25)
LL220	Technology Law and Regulation (0.5) #
MA103	Introduction to Abstract Mathematics (1.0) # B
MA203	Real Analysis (0.5) # C
MA208	Optimisation Theory (0.5) #
MA210	Discrete Mathematics (0.5) #
MA213	Operations Research Techniques (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

Paper 10 options list

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

Papers 10 & 11 options list

MA301	Mathematical Game Theory (0.5) # 11
MA316	Graph Theory (0.5) #
MA320	Mathematics of Networks (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) # 12
ST302	Stochastic Processes (0.5) #
ST303	Stochastic Simulation (0.5) # 13
ST304	Time Series and Forecasting (0.5) #
ST307	Aspects of Market Research (0.5) # 14
ST308	Bayesian Inference (0.5) #
ST314	Multilevel and Longitudinal Models (0.5) #
ST326	Financial Statistics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

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

- 1: Before taking EC1B3 you must take EC1A3
- 2: EC2B3 can not be taken with EC210
- 3: Before taking FM215 you must take FM214
- 4: Before taking ST301 you must take ST227
- 5: Before taking ST303 you must take ST302
- 6: ST307 can not be taken with ST205, ST327
- 7: Before taking FM215 you must take FM214
- 8: Before taking FM311 you must take FM310
- 9: ST327 can not be taken with ST307
- 10: Before taking ST330 you must take ST302
- 11: MA301 can not be taken with MA300
- 12: Before taking ST301 you must take ST227
- 13: Before taking ST303 you must take ST302
- 14: ST307 can not be taken with ST327, ST205

Footnotes: A: Students can obtain exemption from this course if they take MA103 in papers 6&7
 B: Students taking this option are exempt from MA102
 C: MA203 can only be taken if MA102 or MA103 has been taken under paper 4.

BSc in Data Science

Programme Code: UBDSC

Department: Statistics

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	ST102	Elementary Statistical Theory (1.0) #
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	ST101	Programming for Data Science (0.5) # and ST115 Managing and Visualising Data (0.5) #
Paper 4	EC1A3	Microeconomics I (0.5) #
	EC1B3	Macroeconomics I (0.5) #
	FM101	Finance (0.5)

And one from:**Year 2**

Paper 5	MA102	Mathematical Proof and Analysis (0.5) # A and MA222 Further Mathematical Methods (Linear Algebra) (0.5) #
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Papers 6 & 7 Courses to the value of 2.0 unit(s) from the following:

Either

ST206 Probability and Distribution Theory (0.5) # **and** ST211 Applied Regression (0.5) # and 1.0 unit(s) from the options list below

Or

ST202 Probability, Distribution Theory and Inference (1.0) # **and** ST211 Applied Regression (0.5) # and 0.5 unit(s) from the options list below

Options list

Paper 8	MA214	Algorithms and Data Structures (0.5) # and ST207 Databases (0.5) #
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Year 3

Paper 9	ST310	Machine Learning (0.5) # and ST311 Artificial Intelligence (0.5) #
Paper 10	Courses to the value of 1.0 unit(s) from the following:	
	ST300	Regression and Generalised Linear Models (0.5) #
	ST304	Time Series and Forecasting (0.5) #
	ST308	Bayesian Inference (0.5) #
	ST326	Financial Statistics (0.5) #
Paper 11	ST312	Applied Statistics Project (0.5) # and 0.5 unit(s) from the list of options below

List of options

MA301	Mathematical Game Theory (0.5) #
MA316	Graph Theory (0.5) #
MA320	Mathematics of Networks (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) # 1
ST302	Stochastic Processes (0.5) #
ST303	Stochastic Simulation (0.5) # 2

Paper 12	ST307	Aspects of Market Research (0.5) # 3
	ST313	Ethics for Data Science (0.5) #
	ST314	Multilevel and Longitudinal Models (0.5) #
	any 0.5 unit(s) course listed under paper 10	
	<i>Paper 10 options list</i>	
	Courses to the value of 1.0 unit(s) from the following:	
	FM214	Principles of Finance I (0.5) # C
	FM215	Principles of Finance II (0.5) # 4D
	FM310	Corporate Finance, Investments and Financial Markets I (0.5) #
	FM311	Corporate Finance, Investments and Financial Markets II (0.5) # 5
	MA330	Game Theory for Collective Decisions (0.5) #
	ST313	Ethics for Data Science (0.5) #
	ST327	Market Research: An Integrated Approach (1.0) # 6
	ST330	Stochastic and Actuarial Methods in Finance (1.0) # 7
	any courses listed under papers 10 & 11	
	<i>Papers 10 & 11 options list</i>	
	Options list	
	EC2A3	Microeconomics II (0.5) #
	EC2B3	Macroeconomics II (0.5) #
	EC2C3	Econometrics I (0.5) #
	EC2C4	Econometrics II (0.5) #
	FM213	Principles of Finance (1.0) # (withdrawn 2024/25)
	LL210	Information Technology and the Law (1.0) # (not available 2024/25)
	MA103	Introduction to Abstract Mathematics (1.0) # B
	MA208	Optimisation Theory (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA213	Operations Research Techniques (0.5) #
	ST205	Sample Surveys and Experiments (0.5) #
	ST226	Actuarial Investigations: Financial (0.5) #
	ST227	Survival Models (0.5) #
	Paper 10 options list	
	ST300	Regression and Generalised Linear Models (0.5) #
	ST304	Time Series and Forecasting (0.5) #
	ST308	Bayesian Inference (0.5) #
	ST326	Financial Statistics (0.5) #
	Papers 10 & 11 options list	
	MA301	Mathematical Game Theory (0.5) # 8
	MA316	Graph Theory (0.5) #
	MA320	Mathematics of Networks (0.5) #
	MA324	Mathematical Modelling and Simulation (0.5) #
	MA333	Optimisation for Machine Learning (0.5) #
	ST300	Regression and Generalised Linear Models (0.5) #
	ST301	Actuarial Mathematics (Life) (0.5) # 9
	ST302	Stochastic Processes (0.5) #
	ST303	Stochastic Simulation (0.5) # 10
	ST304	Time Series and Forecasting (0.5) #
	ST307	Aspects of Market Research (0.5) # 11
	ST308	Bayesian Inference (0.5) #
	ST314	Multilevel and Longitudinal Models (0.5) #
	ST326	Financial Statistics (0.5) #
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	1: Before taking ST301 you must take ST227	
	2: Before taking ST303 you must take ST302	
	3: ST307 can not be taken with ST205, ST327	
	4: Before taking FM215 you must take FM214	
	5: Before taking FM311 you must take FM310	
	6: ST327 can not be taken with ST307	
	7: Before taking ST330 you must take ST302	

8: MA301 can not be taken with MA300
 9: Before taking ST301 you must take ST227
 10: Before taking ST303 you must take ST302
 11: ST307 can not be taken with ST327, ST205
Footnotes: A: Students can obtain exemption from this course if they take MA103 in papers 6&7
 B: Students taking this option are exempt from MA102
 C: If FM213 has not been taken before.
 D: If FM213 has not been taken before.

BSc in Econometrics and Mathematical Economics

Programme Code: UBEM

Department: Economics

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1P1 Economic Reasoning (0.5) And
Paper 2	EC1A1 Microeconomics I (0.5) # ST109 Elementary Statistical Theory I (0.5) # 1 And
Paper 3	EC1C1 Econometrics I (0.5) # Either
	MA108 Methods in Calculus and Linear Algebra (0.5) And
Paper 4	EC1B1 Macroeconomics I (0.5) # Or
	MA100 Mathematical Methods (1.0) # If MA108 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i> Or If MA100 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: EC1B1 Macroeconomics I (0.5) # and a 0.5 unit MT course from: <i>Undergraduate Outside Options List (Year 1)</i>
Year 2	
Paper 5	EC2A1 Microeconomics II (1.0) # 2
Paper 6	EC2B1 Macroeconomics II (1.0) # 3
Paper 7	EC2C1 Econometrics II (1.0) # 45
Paper 8	Courses to the value of 1.0 unit(s) from the following: EH238 The Origins of Growth (1.0) FM214 Principles of Finance I (0.5) # FM215 Principles of Finance II (0.5) # 6 <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following:

	EC319 Games and Economic Behaviour (1.0) #
	EC333 Problems of Applied Econometrics (1.0) #
	EC336 Econometric Theory A (0.5) #
	EC337 Econometric Theory B (0.5) #
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Econometrics and Mathematical Economics Selection List</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following: A EC319 Games and Economic Behaviour (1.0) # EC333 Problems of Applied Econometrics (1.0) # EC336 Econometric Theory A (0.5) # EC337 Econometric Theory B (0.5) # <i>Econometrics and Mathematical Economics Selection List</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 12	EC331 Quantitative Thesis (1.0) # Econometrics and Mathematical Economics Selection List AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # *~A AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # * AC341 Corporate Governance, Risk Management and Financial Audit (0.5) AC342 Accounting, Corporate Responsibility and Sustainability (0.5) EC302 Political Economy (1.0) # (not available 2024/25) EC307 Development Economics (1.0) # EC310 Behavioural Economics (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC317 Labour Economics (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) # EC328 Economics of Diversity and Discrimination (0.5) # EC330 Environmental Economics (1.0) # EC334 Advanced Macroeconomics (0.5) # EC335 Economic Policy in the Global Economy (0.5) # EC338 International Trade (0.5) # EC339 International Macroeconomics (0.5) # FM214 Principles of Finance I (0.5) # ~B FM215 Principles of Finance II (0.5) # ~1~C FM310 Corporate Finance, Investments and Financial Markets I (0.5) # FM311 Corporate Finance, Investments and Financial Markets II (0.5) # ~2 FM321 Risk Management and Modelling (0.5) # FM322 Derivatives (0.5) # MA213 Operations Research Techniques (0.5) # MA301 Mathematical Game Theory (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # MA330 Game Theory for Collective Decisions (0.5) # PH311 Philosophy of Economics (1.0) # ST202 Probability, Distribution Theory and Inference (1.0) #

Footnotes: for Econometrics and Mathematical

Economics Selection List ~A: Students may take only two from AC311, AC312, AC341 and AC342 in Year 3.
~B: If not taken in Paper 8. ~C: If not taken in Paper 8.

Prerequisite Requirements and Mutually Exclusive Options for Econometrics and Mathematical

Economics Selection List ~1: Before taking FM215 you must take FM214 ~2: Before taking FM311 you

must take FM310

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

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

2: Before taking EC2A1 you must take EC1A1

3: Before taking EC2B1 you must take EC1A1

Before taking EC2B1 you must take EC1B1

4: Before taking EC2C1 you must take EC1A1

Before taking EC2C1 you must take EC1B1

Before taking EC2C1 you must take EC1C1

Before taking EC2C1 you must take EC1P1

5: EC2C1 can not be taken with MG205

6: Before taking FM215 you must take FM214

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

BSc in Econometrics and Mathematical Economics

Programme Code: UBEM

Department: Economics

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1P1 Economic Reasoning (0.5) And
	EC1A1 Microeconomics I (0.5) #
Paper 2	ST109 Elementary Statistical Theory I (0.5) # 1 And
	EC1C1 Econometrics I (0.5) #
Paper 3	Either MA108 Methods in Calculus and Linear Algebra (0.5) And
	EC1B1 Macroeconomics I (0.5) # Or
	MA100 Mathematical Methods (1.0) #
Paper 4	If MA108 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i> Or

If MA100 was taken under paper 3, courses to the value of 1.0 unit(s) from the following:
EC1B1 Macroeconomics I (0.5) #
and a 0.5 unit MT course from:
Undergraduate Outside Options List (Year 1)

Year 2

Paper 5 EC2A1 Microeconomics II (1.0) # 2
Paper 6 EC2B1 Macroeconomics II (1.0) # 3
Paper 7 EC2C1 Econometrics II (1.0) # 45
Paper 8 Courses to the value of 1.0 unit(s) from the following:
EH238 The Origins of Growth (1.0)
FM214 Principles of Finance I (0.5) #
FM215 Principles of Finance II (0.5) # 6
Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9 Courses to the value of 1.0 unit(s) from the following:
EC319 Games and Economic Behaviour (1.0) #
EC333 Problems of Applied Econometrics (1.0) #
EC336 Econometric Theory A (0.5) #
EC337 Econometric Theory B (0.5) #
Paper 10 Courses to the value of 1.0 unit(s) from the following:
Econometrics and Mathematical Economics Selection List
Paper 11 Courses to the value of 1.0 unit(s) from the following:
A
EC319 Games and Economic Behaviour (1.0) #
EC333 Problems of Applied Econometrics (1.0) #
EC336 Econometric Theory A (0.5) #
EC337 Econometric Theory B (0.5) #
Econometrics and Mathematical Economics Selection List
Undergraduate Outside Options List (Years 2 & 3)
Paper 12 EC331 Quantitative Thesis (1.0) #

Econometrics and Mathematical Economics Selection List

AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #
*~A
AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC341 Corporate Governance, Risk Management and Financial Audit (0.5)
AC342 Accounting, Corporate Responsibility and Sustainability (0.5)
EC302 Political Economy (1.0) # (not available 2024/25)
EC307 Development Economics (1.0) #
EC310 Behavioural Economics (1.0) #
EC311 History of Economics: How Theories Change (1.0)
EC313 Industrial Economics (1.0) #
EC317 Labour Economics (1.0) #
EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
EC325 Public Economics (1.0) #
EC328 Economics of Diversity and Discrimination (0.5) #
EC330 Environmental Economics (1.0) #
EC334 Advanced Macroeconomics (0.5) #
EC335 Economic Policy in the Global Economy (0.5) #
EC338 International Trade (0.5) #
EC339 International Macroeconomics (0.5) #
FM214 Principles of Finance I (0.5) # ~B
FM215 Principles of Finance II (0.5) # ~1~C
FM310 Corporate Finance, Investments and Financial Markets I (0.5) #
FM311 Corporate Finance, Investments and Financial Markets II (0.5) # ~2
FM321 Risk Management and Modelling (0.5) #
FM322 Derivatives (0.5) #
MA213 Operations Research Techniques (0.5) #

MA301 Mathematical Game Theory (0.5) #
MA324 Mathematical Modelling and Simulation (0.5) #
MA330 Game Theory for Collective Decisions (0.5) #
PH311 Philosophy of Economics (1.0) #
ST202 Probability, Distribution Theory and Inference (1.0) #

Footnotes: for Econometrics and Mathematical Economics Selection List

~A: Students may take only two from AC311, AC312, AC341 and AC342 in Year 3.

~B: If not taken in Paper 8.

~C: If not taken in Paper 8.

Prerequisite Requirements and Mutually Exclusive Options for Econometrics and Mathematical Economics Selection List

1: Before taking FM215 you must take FM214

2: Before taking FM311 you must take FM310

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

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

2: Before taking EC2A1 you must take EC1A1

3: Before taking EC2B1 you must take EC1A1

Before taking EC2B1 you must take EC1B1

4: Before taking EC2C1 you must take EC1A1

Before taking EC2C1 you must take EC1B1

Before taking EC2C1 you must take EC1C1

Before taking EC2C1 you must take EC1P1

5: EC2C1 can not be taken with MG205

6: Before taking FM215 you must take FM214

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

BSc in Econometrics and Mathematical Economics

Programme Code: UBEM

Department: Economics

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1	EC1P1	Economic Reasoning (0.5)
	And	
Paper 2	EC1A1	Microeconomics I (0.5) #
	ST109	Elementary Statistical Theory I (0.5) # 1
	And	
Paper 3	EC1C1	Econometrics I (0.5) #
	Either	
	MA107	Quantitative Methods (Mathematics) (0.5) #
	And	
	EC1B1	Macroeconomics I (0.5) #
	Or	
	MA100	Mathematical Methods (1.0) #
Paper 4	If MA107 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i>	
	Or	
	If MA100 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: EC1B1 Macroeconomics I (0.5) # and a 0.5 unit MT course from: <i>Undergraduate Outside Options List (Year 1)</i>	

Year 2

Paper 5	EC2A1	Microeconomics II (1.0) # 2
Paper 6	EC2B1	Macroeconomics II (1.0) # 3
Paper 7	EC2C1	Econometrics II (1.0) # 45
Paper 8	Courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
	Or	
	FM213	Principles of Finance (1.0) # (withdrawn 2024/25)

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: EC309 Econometric Theory (1.0) # (withdrawn 2023/24) EC319 Games and Economic Behaviour (1.0) # EC333 Problems of Applied Econometrics (1.0) # EC336 Econometric Theory A (0.5) # EC337 Econometric Theory B (0.5) #	
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Econometrics and Mathematical Economics Selection List</i>	
Paper 11	Courses to the value of 1.0 unit(s) from the following: A EC309 Econometric Theory (1.0) # (withdrawn 2023/24) EC319 Games and Economic Behaviour (1.0) # EC333 Problems of Applied Econometrics (1.0) # EC336 Econometric Theory A (0.5) # EC337 Econometric Theory B (0.5) # <i>Econometrics and Mathematical Economics Selection List</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Paper 12	EC331 Quantitative Thesis (1.0) # Econometrics and Mathematical Economics Selection List AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # *~A AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # * AC341 Corporate Governance, Risk Management and Financial Audit (0.5) AC342 Accounting, Corporate Responsibility and Sustainability (0.5) EC301 Advanced Economic Analysis (1.0) # (withdrawn 2023/24) EC302 Political Economy (1.0) # (not available 2024/25) EC307 Development Economics (1.0) # EC310 Behavioural Economics (1.0) #	

EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) # (withdrawn 2023/24)
EC317	Labour Economics (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
FM214	Principles of Finance I (0.5) # ~B
FM215	Principles of Finance II (0.5) # ~1~C
FM310	Corporate Finance, Investments and Financial Markets I (0.5) #
FM311	Corporate Finance, Investments and Financial Markets II (0.5) # ~2
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
MA213	Operations Research Techniques (0.5) #
MA301	Mathematical Game Theory (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
PH311	Philosophy of Economics (1.0) #
ST202	Probability, Distribution Theory and Inference (1.0) #

Footnotes: for Econometrics and Mathematical Economics Selection List

~A: Students may take only two from AC311, AC312, AC341 and AC342 in Year 3.

~B: If FM213 has not been taken before.

~C: If FM213 has not been taken before.

Prerequisite Requirements and Mutually Exclusive Options for Econometrics and Mathematical Economics Selection List

~1: Before taking FM215 you must take FM214~2: Before taking FM311 you must take FM310

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

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

2: Before taking EC2A1 you must take EC1A1

3: Before taking EC2B1 you must take EC1A1

Before taking EC2B1 you must take EC1B1

4: Before taking EC2C1 you must take EC1A1

Before taking EC2C1 you must take EC1B1

Before taking EC2C1 you must take EC1C1

Before taking EC2C1 you must take EC1P1

5: EC2C1 can not be taken with MG205

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

BSc in Economic History

Programme Code: UBEH

Department: Economic History

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
Paper 3	EH102 Pre-industrial Economic History (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <i>Language Courses</i> <i>Undergraduate Outside Options List (Year 1)</i> <i>First Year Recommended Outside Option List (BSc in Economic History)</i>
Year 2	
Paper 5	EH237 Theories and Evidence in Economic History (1.0)
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25) EH211 Africa and the World Economy, 1500-2000 (1.0) EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0) EH222 Economic History of the Middle East and North Africa (1.0) (not available 2024/25) EH225 Latin America and the International Economy (1.0) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: G <i>Papers 6 & 7 options list</i> <i>Language Courses</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i> <i>Second Year Recommended Outside Option List (BSc in Economic History)</i>
Year 3	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # EH306 Monetary and Financial History since 1750 (1.0) (not available 2024/25) EH307 The Economic History of South Asia, 1600-

	2000 (1.0) (not available 2024/25)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH314	Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
EH316	Atlantic World Slavery (1.0) (not available 2024/25)
EH317	Disease, Health and History (1.0) (not available 2024/25)
EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) # (not available 2024/25)
EH327	China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)
Paper 11	Courses taught by the Department of Economic History to the value of 1.0 unit(s) from the following: <i>Papers 6 & 7 options list</i> <i>Papers 9 & 10 options list</i>
Paper 12	EH390 Dissertation in Economic or Social History (1.0)
	Papers 6 & 7 options list
EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #
EH209	The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25)
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)
EH222	Economic History of the Middle East and North Africa (1.0) (not available 2024/25)
EH225	Latin America and the International Economy (1.0)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
	Papers 9 & 10 options list
EC311	History of Economics: How Theories Change (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
EH306	Monetary and Financial History since 1750 (1.0) (not available 2024/25)
EH307	The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH314	Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
EH316	Atlantic World Slavery (1.0) (not available 2024/25)
EH317	Disease, Health and History (1.0) (not available 2024/25)
EH327	China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

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

programmes.

B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
G: Courses selected from the Undergraduate Outside Options List must be level 200 or 300 from outside the Economic History Department.

BSc in Economic History

Programme Code: UBEH

Department: Economic History

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
Paper 3	EH102 Pre-industrial Economic History (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <i>First Year Recommended Outside Option List (BSc in Economic History)</i> <i>Language Courses</i> <i>Undergraduate Outside Options List (Year 1)</i>
Year 2	
Paper 5	EH237 Theories and Evidence in Economic History (1.0)
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25) EH211 Africa and the World Economy, 1500-2000 (1.0) EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0) EH222 Economic History of the Middle East and North Africa (1.0) (not available 2024/25) EH225 Latin America and the International Economy (1.0) (not available 2024/25) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

Paper 8	Courses to the value of 1.0 unit(s) from the following: G <i>Papers 6 & 7 options list</i> <i>Second Year Recommended Outside Option List (BSc in Economic History)</i> <i>Language Courses</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Year 3	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # EH306 Monetary and Financial History since 1750 (1.0) (not available 2024/25) EH307 The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25) EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0) EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0) EH316 Atlantic World Slavery (1.0) EH317 Disease, Health and History (1.0) (not available 2024/25) EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) # (not available 2024/25) EH327 China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)
Paper 11	Courses taught by the Department of Economic History to the value of 1.0 unit(s) from the following: <i>Papers 6 & 7 options list</i> <i>Papers 9 & 10 options list</i>
Paper 12	EH390 Dissertation in Economic or Social History (1.0) Papers 6 & 7 options list EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25) EH211 Africa and the World Economy, 1500-2000 (1.0) EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0) EH222 Economic History of the Middle East and North Africa (1.0) (not available 2024/25) EH225 Latin America and the International Economy (1.0) (not available 2024/25) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0) Papers 9 & 10 options list EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # EH306 Monetary and Financial History since 1750 (1.0) (not available 2024/25) EH307 The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25) EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0) EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) EH314 Political economy and economic policies:

	Europe from the High Middle Ages to the French Revolution (1.0)
EH316	Atlantic World Slavery (1.0)
EH317	Disease, Health and History (1.0) (not available 2024/25)
EH327	China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

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

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

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

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

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

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

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

BSc in Economic History

Programme Code: UBEH

Department: Economic History

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Additional course

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

EH103 Making Economic History Count (0.0) (withdrawn 2023/24)

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

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

Paper 3 EH102 Pre-industrial Economic History (1.0)

Paper 4 Courses to the value of 1.0 unit(s) from the following:
First Year Recommended Outside Option List (BSc in Economic History)
Language Courses
Undergraduate Outside Options List (Year 1)

Year 2

Paper 5	EH237 Theories and Evidence in Economic History (1.0)
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25) EH211 Africa and the World Economy, 1500-2000 (1.0) EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0) EH222 Economic History of the Middle East and North Africa (1.0) (not available 2024/25) EH225 Latin America and the International Economy (1.0) (not available 2024/25) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: G <i>Papers 6 & 7 options list</i> <i>Second Year Recommended Outside Option List (BSc in Economic History)</i> <i>Language Courses</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Year 3

Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # EH306 Monetary and Financial History since 1750 (1.0) (not available 2024/25) EH307 The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25) EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0) EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2023/24) EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0) EH316 Atlantic World Slavery (1.0) EH317 Disease, Health and History (1.0) (not available 2024/25) EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) # (not available 2024/25) EH327 China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)
Paper 11	Courses taught by the Department of Economic History to the value of 1.0 unit(s) from the following: <i>Papers 6 & 7 options list</i> <i>Papers 9 & 10 options list</i>
Paper 12	EH390 Dissertation in Economic or Social History (1.0) Papers 6 & 7 options list EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25) EH211 Africa and the World Economy, 1500-2000 (1.0) EH221 Boom and Bust: Macroeconomic History of

	the Modern World (1.0)
EH222	Economic History of the Middle East and North Africa (1.0) (not available 2024/25)
EH225	Latin America and the International Economy (1.0) (not available 2024/25)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)

Papers 9 & 10 options list

EC311	History of Economics: How Theories Change (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
EH306	Monetary and Financial History since 1750 (1.0) (not available 2024/25)
EH307	The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2023/24)
EH314	Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
EH316	Atlantic World Slavery (1.0)
EH317	Disease, Health and History (1.0) (not available 2024/25)
EH327	China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

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

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

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

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

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

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

purposes of classification.

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

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

Year 1

Paper 1	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	GY100	Introduction to Geography (1.0)
Paper 3	GY140	Introduction to Geographical Research (1.0)
Paper 4	Either	

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

Or

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

Year 2

Paper 5	GY209	The Economic Geography of Trade, Production and Development (0.5) # and GY210 The Economics of Cities (0.5) #
Paper 6	EH237	Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following:	
	EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
	EH207	China since 1800: Culture, institutions and economic growth (1.0) #
	EH209	The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25)
	EH211	Africa and the World Economy, 1500-2000 (1.0)
	EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)
	EH222	Economic History of the Middle East and North Africa (1.0) (not available 2024/25)
	EH225	Latin America and the International Economy (1.0) (not available 2024/25)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	GY202	Introduction to Global Development (1.0)
	GY204	Political Geography (0.5) #
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY212	Pathways in Human Geography (0.5) #
	GY220	Environment: Science and Society (1.0)
	GY222	Applied Environmental Economics (1.0)
	GY245	Quantitative Methods in Geography and GIS (0.5) #
	GY248	Field Methods in Geography & Environment (0.5)

Year 3

Paper 9	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # and GY314 The Economics of Housing Markets and Migration (0.5) #
Paper 10	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following:	
	EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
	EH306	Monetary and Financial History since 1750 (1.0) (not available 2024/25)
	EH307	The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25)
	EH312	Knowledge, Technology and Economy from

BSc in Economic History and Geography

Programme Code: UBEHGY

Department: Economic History

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for
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30 Undergraduate Programme Regulations

Paper 12	EH314	the Middle Ages to Modernity (1.0) Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
	EH316	Atlantic World Slavery (1.0)
	EH317	Disease, Health and History (1.0) (not available 2024/25)
	EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) # (not available 2024/25)
	EH327	China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	GY309	The Political Geography of Development (0.5) (not available 2024/25)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY315	Geographies of Race (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
	GY331	Geographies of Global Migration (0.5)
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>	
	<i>Language Courses</i>	
	<i>Third Year Recommended Outside Options List (BSc in Economic History and Geography)</i>	
	EH390	Dissertation in Economic or Social History (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

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

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

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

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

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

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

BSc in Economic History and Geography

Programme Code: UBEHGY

Department: Economic History

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

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

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

LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
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Year 1

Paper 1

Paper 2

Paper 3

Paper 4

Year 2

Paper 5

Paper 6

Paper 7

Paper 8

Year 3

Paper 9

Paper 10

Paper 11

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

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

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

GY100 Introduction to Geography (1.0)

GY140 Introduction to Geographical Research (1.0)

Either

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

Or

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

GY209 The Economic Geography of Trade, Production and Development (0.5) # **and** GY210 The Economics of Cities (0.5) #

EH237 Theories and Evidence in Economic History (1.0)

Courses to the value of 1.0 unit(s) from the following:
EH204 Money and Finance: From the Middle Ages to Modernity (1.0)

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

EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25)

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

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

EH222 Economic History of the Middle East and North Africa (1.0) (not available 2024/25)

EH225 Latin America and the International Economy (1.0) (not available 2024/25)

EH238 The Origins of Growth (1.0)

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

Courses to the value of 1.0 unit(s) from the following:
GY202 Introduction to Global Development (1.0)

GY204 Political Geography (0.5) #

GY206 Urban Geography and Globalisation (0.5)

GY207 Economy, Society and Place (0.5)

GY212 Pathways in Human Geography (0.5) #

GY220 Environment: Science and Society (1.0)

GY222 Applied Environmental Economics (1.0)

GY245 Quantitative Methods in Geography and GIS (0.5) #

GY248 Field Methods in Geography & Environment (0.5)

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

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

Courses to the value of 1.0 unit(s) from the following:
EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) #

EH306 Monetary and Financial History since 1750 (1.0) (not available 2024/25)

EH307 The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25)

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

EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)

EH316 Atlantic World Slavery (1.0)

EH317	Disease, Health and History (1.0) (not available 2024/25)
EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) # (not available 2024/25)
EH327	China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
GY309	The Political Geography of Development (0.5) (not available 2024/25)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY315	Geographies of Race (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)
<i>Third Year Recommended Outside Options List (BSc in Economic History and Geography)</i>	
<i>Undergraduate Outside Options List (Years 2 & 3)</i>	
<i>Language Courses</i>	

Paper 12	EH390 Dissertation in Economic or Social History (1.0)
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Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

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

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

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

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

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

BSc in Economic History and Geography

Programme Code: UBEHGY

Department: Economic History

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	GY100 Introduction to Geography (1.0)
Paper 3	GY140 Introduction to Geographical Research (1.0)
Paper 4	Either EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) # Or EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
Year 2	
Paper 5	GY209 The Economic Geography of Trade, Production and Development (0.5) # and GY210 The Economics of Cities (0.5) #
Paper 6	EH237 Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25) EH211 Africa and the World Economy, 1500-2000 (1.0) EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0) EH222 Economic History of the Middle East and North Africa (1.0) (not available 2024/25) EH225 Latin America and the International Economy (1.0) (not available 2024/25) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: GY202 Introduction to Global Development (1.0) GY204 Political Geography (0.5) # GY205 Political Geographies (1.0) (withdrawn 2023/24) GY206 Urban Geography and Globalisation (0.5) GY207 Economy, Society and Place (0.5) GY212 Pathways in Human Geography (0.5) # GY220 Environment: Science and Society (1.0) GY222 Applied Environmental Economics (1.0) GY245 Quantitative Methods in Geography and GIS (0.5) # GY248 Field Methods in Geography & Environment (0.5)
Year 3	
Paper 9	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) # and GY314 The Economics of Housing Markets and Migration (0.5) #
Paper 10	EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following: EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # EH306 Monetary and Financial History since 1750 (1.0) (not available 2024/25) EH307 The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25) EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2023/24) EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0) EH316 Atlantic World Slavery (1.0)

	EH317	Disease, Health and History (1.0) (not available 2024/25)
	EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) # (not available 2024/25)
	EH327	China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	GY309	The Political Geography of Development (0.5) (not available 2024/25)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY315	Geographies of Race (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
	GY331	Geographies of Global Migration (0.5)
	<i>Third Year Recommended Outside Options List (BSc in Economic History and Geography)</i>	
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>	
	<i>Language Courses</i>	
Paper 12	EH390	Dissertation in Economic or Social History (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission
means there may be prerequisites for this course.
Please view the course guide for more information.

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

BSc in Economics

Programme Code: UBEC
Department: Economics
For students starting this programme of study in 2024/25
Please note that places are limited on some optional courses.
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	EC1P1	Economic Reasoning (0.5)
	And	
	EC1A1	Microeconomics I (0.5) #
Paper 2	ST109	Elementary Statistical Theory I (0.5) # 1
	And	
	EC1C1	Econometrics I (0.5) #
Paper 3	Either	
	MA108	Methods in Calculus and Linear Algebra (0.5)
	And	
	EC1B1	Macroeconomics I (0.5) #
	Or	
	MA100	Mathematical Methods (1.0) #
Paper 4	If MA108 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i>	
	Or	
	If MA100 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: EC1B1 Macroeconomics I (0.5) # and a 0.5 unit AT course from: <i>Undergraduate Outside Options List (Year 1)</i>	
Year 2		
Paper 5	EC2A1	Microeconomics II (1.0) #
Paper 6	EC2B1	Macroeconomics II (1.0) #
Paper 7	EC2C1	Econometrics II (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: EH238 The Origins of Growth (1.0) FM214 Principles of Finance I (0.5) # FM215 Principles of Finance II (0.5) # 2 <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Year 3		
Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: <i>Economics Selection List</i>	
Paper 12	Courses to the value of 1.0 unit(s) from the following: AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # * AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # * AC341 Corporate Governance, Risk Management and Financial Audit (0.5) AC342 Accounting, Corporate Responsibility and Sustainability (0.5) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH225 Latin America and the International Economy (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # GY209 The Economic Geography of Trade, Production and Development (0.5) # GY210 The Economics of Cities (0.5) # GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25) IR206 International Political Economy (1.0) MA213 Operations Research Techniques (0.5) # MA221 Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25) MA222 Further Mathematical Methods (Linear Algebra) (0.5) # MA301 Mathematical Game Theory (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # MA330 Game Theory for Collective Decisions (0.5) # <i>Economics Selection List</i>	
	Or	

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

Undergraduate Outside Options List (Years 2 & 3)

Economics Selection List

EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC336	Econometric Theory A (0.5) #
EC337	Econometric Theory B (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
FM214	Principles of Finance I (0.5) #
FM215	Principles of Finance II (0.5) # 3
FM310	Corporate Finance, Investments and Financial Markets I (0.5) #
FM311	Corporate Finance, Investments and Financial Markets II (0.5) # 4
FM321	Risk Management and Modelling (0.5) # A
FM322	Derivatives (0.5) #
PH311	Philosophy of Economics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

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

2: Before taking FM215 you must take FM214

3: Before taking FM215 you must take FM214

4: Before taking FM311 you must take FM310

Footnotes: A: Before taking FM321 and/or FM322 you must have previously taken FM214 and FM215. Students who have not taken FM214 and FM215, but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.

A maximum of one unit of Finance courses may be chosen for Papers 9, 10 & 11; students wishing to choose more than one unit can do so as Paper 12.

Accreditation: EC1A1 and EC1B1 combined contribute towards certificate level exemptions from professional Chartered Institute of Management Accountants (CIMA) examinations. They also contribute to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the *undergraduate summary page* for

prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the *undergraduate summary page* for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Economics

Programme Code: UBEC

Department: Economics

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 EC1P1 Economic Reasoning (0.5)

And

EC1A1 Microeconomics I (0.5) #

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

And

EC1C1 Econometrics I (0.5) #

Paper 3 **Either**

MA108 Methods in Calculus and Linear Algebra (0.5)

And

EC1B1 Macroeconomics I (0.5) #

Or

MA100 Mathematical Methods (1.0) #

Paper 4 **If** MA108 was taken under paper 3, courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Year 1)

Or

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

EC1B1 Macroeconomics I (0.5) #

and a 0.5 unit AT course from:

Undergraduate Outside Options List (Year 1)

Year 2

Paper 5 EC2A1 Microeconomics II (1.0) #

Paper 6 EC2B1 Macroeconomics II (1.0) #

Paper 7 EC2C1 Econometrics II (1.0) #

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

EH238 The Origins of Growth (1.0)

FM214 Principles of Finance I (0.5) #

FM215 Principles of Finance II (0.5) # 2

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Papers 9, 10 & 11

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

Paper 12 Courses to the value of 1.0 unit(s) from the following:
AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #

	*
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #
EH225	Latin America and the International Economy (1.0) (not available 2024/25)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
GY209	The Economic Geography of Trade, Production and Development (0.5) #
GY210	The Economics of Cities (0.5) #
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
IR206	International Political Economy (1.0)
MA212	Further Mathematical Methods (1.0) #
MA213	Operations Research Techniques (0.5) #
MA301	Mathematical Game Theory (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #

*Economics Selection List***Or**

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

Undergraduate Outside Options List (Years 2 & 3)

Economics Selection List

EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC336	Econometric Theory A (0.5) #
EC337	Econometric Theory B (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
FM214	Principles of Finance I (0.5) #
FM215	Principles of Finance II (0.5) # 3
FM310	Corporate Finance, Investments and Financial Markets I (0.5) #
FM311	Corporate Finance, Investments and Financial Markets II (0.5) # 4

FM321	Risk Management and Modelling (0.5) # A
FM322	Derivatives (0.5) #
PH311	Philosophy of Economics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

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

2: Before taking FM215 you must take FM214

3: Before taking FM215 you must take FM214

4: Before taking FM311 you must take FM310

Footnotes: A: Before taking FM321 and/or FM322 you must have previously taken FM214 and FM215. Students who have not taken FM214 and FM215, but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.

A maximum of one unit of Finance courses (either FM300 or FM321 and/or FM322) may be chosen for Papers 9, 10 & 11; students wishing to choose more than one unit can do so as Paper 12.

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

BSc in Economics

Programme Code: UBEC

Department: Economics

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1P1 Economic Reasoning (0.5)
	And
	EC1A1 Microeconomics I (0.5) #
Paper 2	ST109 Elementary Statistical Theory I (0.5) # 1
	And
	EC1C1 Econometrics I (0.5) #
Paper 3	Either
	MA107 Quantitative Methods (Mathematics) (0.5) #
	And
	EC1B1 Macroeconomics I (0.5) #
	Or

Paper 4	MA100 Mathematical Methods (1.0) # If MA107 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i> Or If MA100 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: EC1B1 Macroeconomics I (0.5) # and a 0.5 unit MT course from: <i>Undergraduate Outside Options List (Year 1)</i>
Year 2	
Paper 5	EC2A1 Microeconomics II (1.0) #
Paper 6	EC2B1 Macroeconomics II (1.0) #
Paper 7	EC2C1 Econometrics II (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i> Or FM213 Principles of Finance (1.0) # (withdrawn 2024/25)
Year 3	
Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: <i>Economics Selection List</i>
Paper 12	Courses to the value of 1.0 unit(s) from the following: AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # * AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # * AC341 Corporate Governance, Risk Management and Financial Audit (0.5) AC342 Accounting, Corporate Responsibility and Sustainability (0.5) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH225 Latin America and the International Economy (1.0) (not available 2024/25) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # GY209 The Economic Geography of Trade, Production and Development (0.5) # GY210 The Economics of Cities (0.5) # GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25) IR206 International Political Economy (1.0) MA212 Further Mathematical Methods (1.0) # MA213 Operations Research Techniques (0.5) # MA301 Mathematical Game Theory (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # MA330 Game Theory for Collective Decisions (0.5) # <i>Economics Selection List</i> Or In exceptional circumstances a student may select a course from the Undergraduate Outside Options List below. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor. <i>Undergraduate Outside Options List (Years 2 & 3)</i> Economics Selection List EC302 Political Economy (1.0) # (not available 2024/25) EC307 Development Economics (1.0) #

EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC336	Econometric Theory A (0.5) #
EC337	Econometric Theory B (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
FM214	Principles of Finance I (0.5) # A
FM215	Principles of Finance II (0.5) # 2B
FM310	Corporate Finance, Investments and Financial Markets I (0.5) #
FM311	Corporate Finance, Investments and Financial Markets II (0.5) # 3
FM321	Risk Management and Modelling (0.5) # C
FM322	Derivatives (0.5) #
PH311	Philosophy of Economics (1.0) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

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

2: Before taking FM215 you must take FM214

3: Before taking FM311 you must take FM310

Footnotes: A: If FM213 has not been taken before.

B: If FM213 has not been taken before.

C:

Before taking FM321 and/or FM322 you must have previously taken FM213, or FM214&FM215. Students who have not taken FM213 or FM214&FM215, but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.

A maximum of one unit of Finance courses (either FM330 or FM321 and/or FM322) may be chosen for Papers 9, 10 & 11; students wishing to choose more than one unit can do so as Paper 12.

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

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

BSc in Economics and Economic History

Programme Code: UBECEH

Department: Economic History

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	<p>LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.</p> <p>Students will choose ONE of the three half-unit options below:</p> <p>LSE100A The LSE Course: How can we transform our climate futures? (0.5)</p> <p>LSE100B The LSE Course: How can we control AI? (0.5)</p> <p>LSE100C The LSE Course: How can we create a fair society? (0.5)</p>
Year 1	
Paper 1	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 2	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	EH102 Pre-industrial Economic History (1.0)
Year 2	
Paper 5	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) # 1
Paper 6	EC2C3 Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
Paper 7	EH237 Theories and Evidence in Economic History (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25) EH211 Africa and the World Economy, 1500-2000 (1.0) EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0) EH222 Economic History of the Middle East and North Africa (1.0) (not available 2024/25) EH225 Latin America and the International Economy (1.0) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Economics Selection List A</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: A <i>Economics Selection List A</i> <i>Language Courses</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i> <i>Third Year Recommended Outside Option List (BSc in Economics and Economic History)</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EC328 Economics of Diversity and Discrimination

	(0.5) #
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) #
EH306	Monetary and Financial History since 1750 (1.0) (not available 2024/25)
EH307	The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH314	Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
EH316	Atlantic World Slavery (1.0) (not available 2024/25)
EH317	Disease, Health and History (1.0) (not available 2024/25)
EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) # (not available 2024/25)
EH327	China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)
EH390	Dissertation in Economic or Social History (1.0)
	Economics Selection List A
EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC317	Labour Economics (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
	Prerequisite Requirements and Mutually Exclusive Options
	* means available with permission
	# means there may be prerequisites for this course. Please view the course guide for more information.
	1: Before taking EC2A3, EC2B3 you must take EC1A3
	Before taking EC2B3 you must take EC1B3
	Footnotes: A: Courses chosen from the undergraduate outside options list would normal be courses that are available to second or third year students.
	B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

BSc in Economics and Economic History

Programme Code: UBECEH

Department: Economic History

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #

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

Paper 3 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Paper 4 EH102 Pre-industrial Economic History (1.0)

Year 2

Paper 5 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) # 1

Paper 6 EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

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

Paper 8 Courses to the value of 1.0 unit(s) from the following:
EH204 Money and Finance: From the Middle Ages to Modernity (1.0)

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

EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25)

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

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

EH222 Economic History of the Middle East and North Africa (1.0) (not available 2024/25)

EH225 Latin America and the International Economy (1.0) (not available 2024/25)

EH238 The Origins of Growth (1.0)

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

Year 3

Paper 9 Courses to the value of 1.0 unit(s) from the following:
Economics Selection List A

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

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

Language Courses

Undergraduate Outside Options List (Years 2 & 3)

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

EC311 History of Economics: How Theories Change (1.0)

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

EH306 Monetary and Financial History since 1750 (1.0) (not available 2024/25)

EH307 The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25)

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

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

EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)

EH316 Atlantic World Slavery (1.0)

EH317 Disease, Health and History (1.0) (not available 2024/25)

EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) # (not available 2024/25)

EH327 China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)

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

Economics Selection List A

EC302 Political Economy (1.0) # (not available 2024/25)

EC307 Development Economics (1.0) #

EC311 History of Economics: How Theories Change (1.0)

EC313 Industrial Economics (1.0) #

EC317 Labour Economics (1.0) #

EC321 Monetary Economics and Aggregate Fluctuations (1.0) #

EC325 Public Economics (1.0) #

EC328 Economics of Diversity and Discrimination (0.5) #

EC333 Problems of Applied Econometrics (1.0) #

EC334 Advanced Macroeconomics (0.5) #

EC335 Economic Policy in the Global Economy (0.5) #

EC338 International Trade (0.5) #

EC339 International Macroeconomics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking EC2A3, EC2B3 you must take EC1A3

Before taking EC2B3 you must take EC1B3

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

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

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

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

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

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

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

BSc in Economics and Economic History

Programme Code: UBECEH

Department: Economic History

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #

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

Paper 3 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Paper 4 EH102 Pre-industrial Economic History (1.0)

Year 2

Paper 5 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) # 1

Paper 6 EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

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

Paper 8 Courses to the value of 1.0 unit(s) from the following:
 EH204 Money and Finance: From the Middle Ages to Modernity (1.0)
 EH207 China since 1800: Culture, institutions and economic growth (1.0) #
 EH209 The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25)
 EH211 Africa and the World Economy, 1500-2000 (1.0)
 EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0)
 EH222 Economic History of the Middle East and North Africa (1.0) (not available 2024/25)
 EH225 Latin America and the International Economy (1.0) (not available 2024/25)
 EH238 The Origins of Growth (1.0)
 EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

Year 3

Paper 9 Courses to the value of 1.0 unit(s) from the following:
Economics Selection List A

Paper 10 Courses to the value of 1.0 unit(s) from the following:
 A
Economics Selection List A
Third Year Recommended Outside Option List (BSc in Economics and Economic History)
Language Courses

Paper 11 Courses to the value of 1.0 unit(s) from the following:
 EC311 History of Economics: How Theories Change (1.0)
 EH304 The Economic History of North America:

from Colonial Times to the Cold War (1.0) #

EH306 Monetary and Financial History since 1750 (1.0) (not available 2024/25)

EH307 The Economic History of South Asia, 1600-2000 (1.0) (not available 2024/25)

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

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

EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2023/24)

EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)

EH316 Atlantic World Slavery (1.0)

EH317 Disease, Health and History (1.0) (not available 2024/25)

EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) # (not available 2024/25)

EH327 China's Economy and its Growth in the Very Long-Term (1.0) # (not available 2024/25)

Paper 12

EH390 Dissertation in Economic or Social History (1.0)

Economics Selection List A

EC302 Political Economy (1.0) # (not available 2024/25)

EC307 Development Economics (1.0) #

EC311 History of Economics: How Theories Change (1.0)

EC313 Industrial Economics (1.0) #

EC317 Labour Economics (1.0) #

EC321 Monetary Economics and Aggregate Fluctuations (1.0) #

EC325 Public Economics (1.0) #

EC328 Economics of Diversity and Discrimination (0.5) #

EC333 Problems of Applied Econometrics (1.0) #

EC334 Advanced Macroeconomics (0.5) #

EC335 Economic Policy in the Global Economy (0.5) #

EC338 International Trade (0.5) #

EC339 International Macroeconomics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: Before taking EC2A3, EC2B3 you must take EC1A3

Before taking EC2B3 you must take EC1B3

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

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

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

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

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

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

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

BSc in Environmental Policy with Economics

Programme Code: UBENPOWEC

Department: Geography and Environment

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
Year 2	
Paper 5	GY220 Environment: Science and Society (1.0)
Paper 6	GY222 Applied Environmental Economics (1.0)
Paper 7	Courses to the value of 1.0 unit from the following: A
	GV262 Contemporary Political Theory (1.0) #
	GV263 Public Policy Analysis (1.0) #
	GV264 Politics and Institutions in Europe (1.0) #
	GY202 Introduction to Global Development (1.0)
	GY204 Political Geography (0.5) #
	GY207 Economy, Society and Place (0.5)
	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY212 Pathways in Human Geography (0.5) #
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)
	LL250 Law and The Environment (1.0)
	LL279 Public International Law (0.5)
	LL280 Advanced Issues in Public International Law (0.5) # 1
	Or
	An approved language course:
	<i>Language Courses List 2</i>
Paper 8	EC2A3 Microeconomics II (0.5) #
	And either:
	EC2B3 Macroeconomics II (0.5) # or
	EC2C3 Econometrics I (0.5) #
Year 3	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)
	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and

Development (0.5) #

Papers 11
& 12

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

EC307	Development Economics (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
GY309	The Political Geography of Development (0.5) (not available 2024/25)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
GY314	The Economics of Housing Markets and Migration (0.5) #
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) # B

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking LL280 you must take LL279

Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**.

A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

B: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

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

BSc in Environmental Policy with Economics

Programme Code: UBENPOWEC

Department: Geography and Environment

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)

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	LSE100C	The LSE Course: How can we create a fair society? (0.5)
Year 1		
Paper 1	GY120	Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121	Sustainable Development (1.0)
Paper 3	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107	Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Skills Course	GY101	Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
Year 2		
Paper 5	GY220	Environment: Science and Society (1.0)
Paper 6	GY222	Applied Environmental Economics (1.0)
Paper 7	Courses to the value of 1.0 unit from the following: A	
	GV262	Contemporary Political Theory (1.0) #
	GV263	Public Policy Analysis (1.0) #
	GV264	Politics and Institutions in Europe (1.0) #
	GY202	Introduction to Global Development (1.0)
	GY204	Political Geography (0.5) #
	GY207	Economy, Society and Place (0.5)
	GY209	The Economic Geography of Trade, Production and Development (0.5) #
	GY210	The Economics of Cities (0.5) #
	GY212	Pathways in Human Geography (0.5) #
	GY245	Quantitative Methods in Geography and GIS (0.5) #
	GY248	Field Methods in Geography & Environment (0.5)
	LL250	Law and The Environment (1.0)
	LL279	Public International Law (0.5)
	LL280	Advanced Issues in Public International Law (0.5) # 1
	Or	
	An approved language course: <i>Language Courses List 2</i>	
Paper 8	EC2A3	Microeconomics II (0.5) #
	And either:	
	EC2B3	Macroeconomics II (0.5) # or
	EC2C3	Econometrics I (0.5) #
Year 3		
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:	
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following:	
	EC307	Development Economics (1.0) #
	EC325	Public Economics (1.0) #
	EC328	Economics of Diversity and Discrimination (0.5) #
	EC338	International Trade (0.5) #
	EC339	International Macroeconomics (0.5) #
	GY309	The Political Geography of Development (0.5) (not available 2024/25)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314	The Economics of Housing Markets and Migration (0.5) #
	GY315	Geographies of Race (0.5)
	GY316	Gender, Space and Power (0.5)
	GY331	Geographies of Global Migration (0.5)
	GY350	Dissertation (1.0) # B

Prerequisite Requirements and Mutually Exclusive Options

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

1: Before taking LL280 you must take LL279

Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**.

A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.
B: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248
Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

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

BSc in Environmental Policy with Economics

Programme Code: UBENPOWEC

Department: Geography and Environment

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	GY120	Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121	Sustainable Development (1.0)
Paper 3	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107	Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Skills Course	GY101	Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

Year 2

Paper 5	GY220	Environment: Science and Society (1.0)
Paper 6	GY222	Applied Environmental Economics (1.0)
Paper 7	Courses to the value of 1.0 unit from the following: A	
	GV262	Contemporary Political Theory (1.0) #
	GV263	Public Policy Analysis (1.0) #
	GV264	Politics and Institutions in Europe (1.0) #
	GY202	Introduction to Global Development (1.0)

GY204	Political Geography (0.5) #
GY205	Political Geographies (1.0) (withdrawn 2023/24)
GY207	Economy, Society and Place (0.5)
GY209	The Economic Geography of Trade, Production and Development (0.5) #
GY210	The Economics of Cities (0.5) #
GY212	Pathways in Human Geography (0.5) #
GY245	Quantitative Methods in Geography and GIS (0.5) #
GY248	Field Methods in Geography & Environment (0.5)
LL250	Law and The Environment (1.0)
LL278	Public International Law (1.0) (withdrawn 2024/25)

Or

An approved language course:

Language Courses List 2

Paper 8 EC2A3 Microeconomics II (0.5) #

And either:

EC2B3 Macroeconomics II (0.5) # **or**

EC2C3 Econometrics I (0.5) #

Year 3

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

GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
GY317	Geographies of Urban Violence (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #

Papers 11 & 12

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

EC307	Development Economics (1.0) #
EC315	International Economics (1.0) # (withdrawn 2023/24)
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
GY309	The Political Geography of Development (0.5) (not available 2024/25)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY312	Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
GY314	The Economics of Housing Markets and Migration (0.5) #
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) # B

Prerequisite Requirements and Mutually Exclusive Options

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

Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**.

A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

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

Level 1 courses are not permitted as part of this

degree programme in Years 2 and 3.

Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the *undergraduate summary page for prospective students* lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the *undergraduate summary page for future students* lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm. This programme has been retitled to *BSc in Environment and Sustainable Development with Economics for 2023/24*. Last year of entry 2022/23.

BSc in Environment and Development

Programme Code: UBENDV

Department: Geography and Environment

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

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 GY120 Environmental Change: Past, Present and Future (1.0)

Paper 2 GY121 Sustainable Development (1.0)

Paper 3 GY100 Introduction to Geography (1.0)

Paper 4 Courses to the value of 1.0 unit from the following: A

EC1A3 Microeconomics I (0.5) # **and** EC1B3

Macroeconomics I (0.5) #

EC1A5 Microeconomics I (0.5) **and** EC1B5

Macroeconomics I (0.5) #

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

GV100 Introduction to Political Theory (1.0)

GY103 Contemporary Europe (1.0)

GY140 Introduction to Geographical Research (1.0)

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

Or

An approved language course:

Language Courses List 1

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

Year 2

Paper 5 GY202 Introduction to Global Development (1.0)

Paper 6 GY220 Environment: Science and Society (1.0)

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

GY204 Political Geography (0.5) #

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	GY205	Political Geographies (1.0) (withdrawn 2023/24)
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY209	The Economic Geography of Trade, Production and Development (0.5) #
	GY210	The Economics of Cities (0.5) #
	GY212	Pathways in Human Geography (0.5) #
	GY222	Applied Environmental Economics (1.0)
	GY245	Quantitative Methods in Geography and GIS (0.5) #
	GY248	Field Methods in Geography & Environment (0.5)
Paper 8	Courses to the value of 1.0 unit from the following: B	
	EC2A3	Microeconomics II (0.5) # and EC2B3
		Macroeconomics II (0.5) #
	EC2A5	Microeconomics II (0.5) # and EC2B5
		Macroeconomics II (0.5) #
	EC2C3	Econometrics I (0.5) # and EC2C4
		Econometrics II (0.5) #
	LL250	Law and The Environment (1.0)
	SP231	Poverty, Inequality, and Social Policy (1.0)
	Or	
	Courses to the value of 1.0 unit(s) from the options list under Paper 7 (if not studied under paper 7):	
	<i>Paper 7 options list</i>	
	Or	
	An approved language course:	
	<i>Language Courses List 2</i>	
Year 3		
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:	
	GY309	The Political Geography of Development (0.5) (not available 2024/25)
	GY317	Geographies of Urban Violence (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following: C	
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY315	Geographies of Race (0.5)
	GY316	Gender, Space and Power (0.5)
	GY331	Geographies of Global Migration (0.5)
	GY350	Dissertation (1.0) # D
	<i>Language Courses List 3</i>	
	Paper 7 options list	
	GY204	Political Geography (0.5) #
	GY205	Political Geographies (1.0) (withdrawn 2023/24)
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY209	The Economic Geography of Trade, Production and Development (0.5) #
	GY210	The Economics of Cities (0.5) #
	GY212	Pathways in Human Geography (0.5) #
	GY222	Applied Environmental Economics (1.0)
	GY245	Quantitative Methods in Geography and GIS (0.5) #
	GY248	Field Methods in Geography & Environment (0.5)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses List	

1.
A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.
B: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**.
A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.
C: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 3**, for students wishing to receive a language specialism attached to their degree certificate and transcript. The appropriate course level is determined by the Language Centre and must be a progression from courses studied in Year 1 and 2.
D: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.
Language Specialism: Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: **BA in Geography (with French)**.
Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the *undergraduate summary page for prospective students* lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the *undergraduate summary page for future students* lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm. This programme has been retitled to BSc in Environment and Sustainable Development for 2023/24. Last year of entry 2022/23.

BSc in Environment and Sustainable Development

Programme Code: UBENDV2

Department: Geography and Environment

For students starting this programme of study in 2024/25
Previously titled *BSc in Environment and Development*.

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

Please note that places are limited on some optional courses.

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

Please also note that permission to take unlisted outside courses may be given in exceptional circumstances but would require approval by

the Academic Mentor and Departmental Tutor.

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	GY100 Introduction to Geography (1.0)
Paper 4	Courses to the value of 1.0 unit from the following: A
	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
	EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	GV100 Introduction to Political Theory (1.0)
	GY103 Contemporary Europe (1.0)
	GY140 Introduction to Geographical Research (1.0)
	IR100 International Relations: Theories, Concepts and Debates (1.0)
	Or
	An approved language course:
	<i>Language Courses List 1</i>
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
Year 2	
Paper 5	GY211 Introduction to Global Development (0.5) (not available 2025/26) and GY248 Field Methods in Geography & Environment (0.5)
Paper 6	GY220 Environment: Science and Society (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following:
	GY204 Political Geography (0.5) #
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY212 Pathways in Human Geography (0.5) #
	GY222 Applied Environmental Economics (1.0)
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)
Paper 8	Courses to the value of 1.0 unit from the following: B
	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
	EC2A5 Microeconomics II (0.5) # and EC2B5 Macroeconomics II (0.5) #
	EC2C3 Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
	LL250 Law and The Environment (1.0)
	SP231 Poverty, Inequality, and Social Policy (1.0)
	Or
	Courses to the value of 1.0 unit(s) from the options list under Paper 7 (if not studied under paper 7):
	<i>Paper 7 options list</i>
	Or
	An approved language course:

Language Courses List 2

Year 3	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
	GY309 The Political Geography of Development (0.5) (not available 2024/25)
	GY317 Geographies of Urban Violence (0.5)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)
	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and Development (0.5) #
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following:
	C
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	GY310 Urban Politics (0.5)
	GY311 The Political Economy of Urbanisation (0.5)
	GY315 Geographies of Race (0.5)
	GY316 Gender, Space and Power (0.5)
	GY331 Geographies of Global Migration (0.5)
	GY350 Dissertation (1.0) # D
	<i>Language Courses List 3</i>
	Paper 7 options list
	GY204 Political Geography (0.5) #
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY212 Pathways in Human Geography (0.5) #
	GY222 Applied Environmental Economics (1.0)
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)
	Prerequisite Requirements and Mutually Exclusive Options
	# means there may be prerequisites for this course. Please view the course guide for more information.
	Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses List 1 .
	A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.
	B: Approved courses to the value of 1.0 unit can be selected from the Language Courses List 2 .
	A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.
	C: Approved courses to the value of 1.0 unit can be selected from the Language Courses List 3 , for students wishing to receive a language specialism attached to their degree certificate and transcript. The appropriate course level is determined by the Language Centre and must be a progression from courses studied in Year 1 and 2.
	D: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248.
	Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.
	Language Specialism: Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish,

German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: **BA in Geography (with French)**.

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

BSc in Environment and Sustainable Development

Programme Code: UBENDV2

Department: Geography and Environment

For students starting this programme of study in 2023/24

Previously titled BSc in Environment and Development.

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

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	GY100 Introduction to Geography (1.0)
Paper 4	Courses to the value of 1.0 unit from the following: A
	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
	EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	GV100 Introduction to Political Theory (1.0)
	GY103 Contemporary Europe (1.0)
	GY140 Introduction to Geographical Research (1.0)
	IR100 International Relations: Theories, Concepts and Debates (1.0)
	Or
	An approved language course:

Language Courses List 1

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

Year 2

Paper 5 GY202 Introduction to Global Development (1.0)
 Paper 6 GY220 Environment: Science and Society (1.0)
 Paper 7 Courses to the value of 1.0 unit(s) from the following:
 GY204 Political Geography (0.5) #
 GY206 Urban Geography and Globalisation (0.5)
 GY207 Economy, Society and Place (0.5)
 GY209 The Economic Geography of Trade, Production and Development (0.5) #
 GY210 The Economics of Cities (0.5) #
 GY212 Pathways in Human Geography (0.5) #
 GY222 Applied Environmental Economics (1.0)
 GY245 Quantitative Methods in Geography and GIS (0.5) #
 GY248 Field Methods in Geography & Environment (0.5)

Paper 8

Courses to the value of 1.0 unit from the following: B
 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #
 EC2A5 Microeconomics II (0.5) # **and** EC2B5 Macroeconomics II (0.5) #
 EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #
 LL250 Law and The Environment (1.0)
 SP231 Poverty, Inequality, and Social Policy (1.0)

Or

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

Paper 7 options list

Or

An approved language course:

Language Courses List 2

Year 3

Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:
 GY309 The Political Geography of Development (0.5) (not available 2024/25)
 GY317 Geographies of Urban Violence (0.5)
 GY326 Sustainable Business and Finance (0.5)
 GY327 Global Environmental Governance (0.5)
 GY328 Political Ecology of Development (0.5)
 GY329 Applied Economics of Environment and Development (0.5) #

Papers 11 & 12

Courses to the value of 2.0 unit(s) from the following: C
 GY307 Regional Economic Development (0.5)
 GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25)
 GY310 Urban Politics (0.5)
 GY311 The Political Economy of Urbanisation (0.5)
 GY315 Geographies of Race (0.5)
 GY316 Gender, Space and Power (0.5)
 GY331 Geographies of Global Migration (0.5)
 GY350 Dissertation (1.0) # D

Language Courses List 3

Paper 7 options list

GY204 Political Geography (0.5) #
 GY206 Urban Geography and Globalisation (0.5)
 GY207 Economy, Society and Place (0.5)
 GY209 The Economic Geography of Trade, Production and Development (0.5) #
 GY210 The Economics of Cities (0.5) #
 GY212 Pathways in Human Geography (0.5) #
 GY222 Applied Environmental Economics (1.0)
 GY245 Quantitative Methods in Geography and GIS (0.5) #
 GY248 Field Methods in Geography & Environment (0.5)

Prerequisite Requirements and Mutually Exclusive

Options

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

Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 1**.

A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

B: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**.

A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.

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

D: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

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

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

BSc in Environment and Sustainable Development with Economics

Programme Code: UBENPOWEC2

Department: Geography and Environment

For students starting this programme of study in 2024/25

Previously titled *BSc in Environmental Policy with Economics*.

Please note that places are limited on some optional courses.

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

Please also note that permission to take unlisted outside courses may be given in exceptional circumstances but would require approval by the Academic Mentor and Departmental Tutor

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

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 GY120 Environmental Change: Past, Present and Future (1.0)

Paper 2 GY121 Sustainable Development (1.0)

Paper 3 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #

Paper 4 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

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

Year 2

Paper 5 GY220 Environment: Science and Society (1.0)

Paper 6 GY222 Applied Environmental Economics (1.0)

Paper 7 Courses to the value of 1.0 unit from the following: A

GV262 Contemporary Political Theory (1.0) #

GV263 Public Policy Analysis (1.0) #

GV264 Politics and Institutions in Europe (1.0) #

GY202 Introduction to Global Development (1.0)

GY204 Political Geography (0.5) #

GY207 Economy, Society and Place (0.5)

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

GY210 The Economics of Cities (0.5) #

GY212 Pathways in Human Geography (0.5) #

GY245 Quantitative Methods in Geography and GIS (0.5) #

GY248 Field Methods in Geography & Environment (0.5)

LL250 Law and The Environment (1.0)

LL279 Public International Law (0.5)

LL280 Advanced Issues in Public International Law (0.5) #

Or

An approved language course:

Language Courses List 2

Paper 8 EC2A3 Microeconomics II (0.5) #

And either:

EC2B3 Macroeconomics II (0.5) # **or**

EC2C3 Econometrics I (0.5) #

Year 3

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

GY307 Regional Economic Development (0.5)

GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25)

GY317 Geographies of Urban Violence (0.5)

GY326 Sustainable Business and Finance (0.5)

GY327 Global Environmental Governance (0.5)

GY328 Political Ecology of Development (0.5)

GY329 Applied Economics of Environment and Development (0.5) #

Papers 11 & 12

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

EC307 Development Economics (1.0) #

EC325 Public Economics (1.0) #

EC328 Economics of Diversity and Discrimination (0.5) #

EC330 Environmental Economics (1.0) #

EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
GY309	The Political Geography of Development (0.5) (not available 2024/25)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
GY314	The Economics of Housing Markets and Migration (0.5) #
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) # B

Prerequisite Requirements and Mutually Exclusive Options

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

Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**.

A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

B: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

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

BSc in Environment and Sustainable Development with Economics

Programme Code: UBENPOWEC2

Department: Geography and Environment

For students starting this programme of study in 2023/24. Previously titled *BSc in Environmental Policy with Economics*.

Please note that places are limited on some optional courses.

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

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

Paper 2	GY121 Sustainable Development (1.0)
Paper 3	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

Year 2

Paper 5	GY220 Environment: Science and Society (1.0)
Paper 6	GY222 Applied Environmental Economics (1.0)
Paper 7	Courses to the value of 1.0 unit from the following: A
	GV262 Contemporary Political Theory (1.0) #
	GV263 Public Policy Analysis (1.0) #
	GV264 Politics and Institutions in Europe (1.0) #
	GY202 Introduction to Global Development (1.0)
	GY204 Political Geography (0.5) #
	GY207 Economy, Society and Place (0.5)
	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY212 Pathways in Human Geography (0.5) #
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)
	LL250 Law and The Environment (1.0)
	LL279 Public International Law (0.5)
	LL280 Advanced Issues in Public International Law (0.5) #

Or

An approved language course:

Language Courses List 2

Paper 8	EC2A3 Microeconomics II (0.5) #
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And either:

EC2B3	Macroeconomics II (0.5) # or
EC2C3	Econometrics I (0.5) #

Year 3

Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	GY317 Geographies of Urban Violence (0.5)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)
	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and Development (0.5) #

Papers 11 & 12

	Courses to the value of 2.0 unit(s) from the following:
	EC307 Development Economics (1.0) #
	EC325 Public Economics (1.0) #
	EC328 Economics of Diversity and Discrimination (0.5) #
	EC330 Environmental Economics (1.0) #
	EC338 International Trade (0.5) #
	EC339 International Macroeconomics (0.5) #
	GY309 The Political Geography of Development (0.5) (not available 2024/25)
	GY310 Urban Politics (0.5)
	GY311 The Political Economy of Urbanisation (0.5)
	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314 The Economics of Housing Markets and Migration (0.5) #
	GY315 Geographies of Race (0.5)
	GY316 Gender, Space and Power (0.5)
	GY331 Geographies of Global Migration (0.5)
	GY350 Dissertation (1.0) # B

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**.

A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

B: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

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

BSc in Finance

Programme Code: UBFI

Department: Finance

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	FM100 Introduction to Finance for BSc in Finance (0.5)
	And one from:
	AC102 Elements of Financial Accounting (0.5) or
	ST101 Programming for Data Science (0.5) #
Paper 2	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	FM102 Quantitative Methods for Finance (0.5) # and MA108 Methods in Calculus and Linear Algebra (0.5)
Year 2	
Paper 5	FM214 Principles of Finance I (0.5) # and FM215 Principles of Finance II (0.5) #
Paper 6	EC2A3 Microeconomics II (0.5) # 1
	And either:
	ST115 Managing and Visualising Data (0.5) #
	Or one 0.5 unit course from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 7	EC2C3 Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
Paper 8	FM200 Financial Systems and Crises (0.5) and

FM201 Macro-Finance (0.5)

Year 3	
Paper 9	FM301 Market Anomalies and Asset Management (0.5) # and FM302 Theories of Corporate Finance (0.5) #
Paper 10	FM321 Risk Management and Modelling (0.5) # and FM322 Derivatives (0.5) #
Paper 11	FM304 Applied Corporate Finance (0.5) # and FM305 Advanced Financial Economics (0.5) #
Paper 12	Either:
	ST310 Machine Learning (0.5) # and ST311 Artificial Intelligence (0.5) #
	Or
	ST310 Machine Learning (0.5) #
	and courses to the value of 0.5 units from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>
	Or
	ST311 Artificial Intelligence (0.5) #
	and courses to the value of 0.5 units from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>
	Or
	Courses to the value of 1.0 units from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>
	Prerequisite Requirements and Mutually Exclusive Options
	* means available with permission
	# means there may be prerequisites for this course. Please view the course guide for more information.
	1: Before taking EC2A3 you must take EC1A3
	Footnotes: A: Courses selected from the Undergraduate Outside Options List must be approved.

BSc in Finance

Programme Code: UBFI

Department: Finance

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	FM100 Introduction to Finance for BSc in Finance (0.5)
	And one from:
	AC102 Elements of Financial Accounting (0.5) or
	ST101A Programming for Data Science (0.5) # (not available 2024/25)
Paper 2	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	FM102 Quantitative Methods for Finance (0.5) #

		and MA108 Methods in Calculus and Linear Algebra (0.5)
Year 2		
Paper 5	FM214	Principles of Finance I (0.5) # and FM215 Principles of Finance II (0.5) #
Paper 6	EC2A3	Microeconomics II (0.5) # 1
	And either: ST115 Managing and Visualising Data (0.5) # Or one 0.5 unit course from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Paper 7	EC2C3	Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
Paper 8	FM200	Financial Systems and Crises (0.5) and FM201 Macro-Finance (0.5)
Year 3		
Paper 9	FM301	Market Anomalies and Asset Management (0.5) # and FM302 Theories of Corporate Finance (0.5) #
Paper 10	FM321	Risk Management and Modelling (0.5) # and FM322 Derivatives (0.5) #
Paper 11	FM304	Applied Corporate Finance (0.5) # and FM305 Advanced Financial Economics (0.5) #
Paper 12	Either: ST310 Machine Learning (0.5) # and ST311 Artificial Intelligence (0.5) # Or ST310 Machine Learning (0.5) # and courses to the value of 0.5 units from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i> Or ST311 Artificial Intelligence (0.5) # and courses to the value of 0.5 units from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i> Or Courses to the value of 1.0 units from the following: A <i>Undergraduate Outside Options List (Years 2 & 3)</i> Prerequisite Requirements and Mutually Exclusive Options * means available with permission # means there may be prerequisites for this course. Please view the course guide for more information. 1: Before taking EC2A3 you must take EC1A3 Footnotes: A: Courses selected from the Undergraduate Outside Options List must be approved.	

BSc in Finance

Programme Code: UBF1
Department: Finance
For students starting this programme of study in 2022/23
Please note that places are limited on some optional courses.
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
	LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:		
	LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B	The LSE Course: How can we control AI? (0.5)

	LSE100C	The LSE Course: How can we create a fair society? (0.5)
Year 1		
Paper 1	FM100	Introduction to Finance for BSc in Finance (0.5)
	And either: AC102 Elements of Financial Accounting (0.5) or ST101 Programming for Data Science (0.5) # EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #	
Paper 2	ST102	Elementary Statistical Theory (1.0) #
Paper 3	MA100	Mathematical Methods (1.0) #
Year 2		
Paper 5	FM213	Principles of Finance (1.0) # A (withdrawn 2024/25)
Paper 6	EC2A3	Microeconomics II (0.5) # 1
	And either: ST115 Managing and Visualising Data (0.5) # Or one 0.5 unit course from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Paper 7	EC2C3	Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
Paper 8	FM200	Financial Systems and Crises (0.5) and FM201 Macro-Finance (0.5)
Year 3		
Paper 9	FM301	Market Anomalies and Asset Management (0.5) # and FM302 Theories of Corporate Finance (0.5) #
Paper 10	FM321	Risk Management and Modelling (0.5) # and FM322 Derivatives (0.5) #
Paper 11	FM304	Applied Corporate Finance (0.5) # and FM305 Advanced Financial Economics (0.5) #
Paper 12	Either: ST310 Machine Learning (0.5) # and ST311 Artificial Intelligence (0.5) # Or ST310 Machine Learning (0.5) # and courses to the value of 0.5 units from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i> Or ST311 Artificial Intelligence (0.5) # and courses to the value of 0.5 units from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i> Or Courses to the value of 1.0 units from the following: B <i>Undergraduate Outside Options List (Years 2 & 3)</i> Prerequisite Requirements and Mutually Exclusive Options * means available with permission # means there may be prerequisites for this course. Please view the course guide for more information. 1: Before taking EC2A3 you must take EC1A3 Footnotes: A: Students must have completed: EC1A3, EC1B3, MA100 and ST102. B: Courses selected from the Undergraduate Outside Options List must be approved.	

BSc in Financial Mathematics and Statistics

Programme Code: UBFIMAST
Department: Mathematics
For students starting this programme of study in 2024/25
Please note that places are limited on some optional courses.
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
	LSE100	LSE100 is a half unit taken by all students,

running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

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

- LSE100A The LSE Course: How can we transform our climate futures? (0.5)
 LSE100B The LSE Course: How can we control AI? (0.5)
 LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

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

Year 2

- Paper 5 FM214 Principles of Finance I (0.5) # **and** FM215 Principles of Finance II (0.5) # A
 Paper 6 MA221 Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25) **and** MA222 Further Mathematical Methods (Linear Algebra) (0.5) #
 Paper 7 ST202 Probability, Distribution Theory and Inference (1.0) #
 Paper 8 MA203 Real Analysis (0.5) # **and** ST213 Introduction to Pricing, Hedging and Optimization (0.5) #

Year 3

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

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: MA322 can not be taken with ST302

2: ST302 can not be taken with MA322

Footnotes: A: To take FM215, students must have completed FM214 Principles of Finance I.

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

BSc in Financial Mathematics and Statistics

Programme Code: UBFIMAST

Department: Mathematics

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

LSE100 LSE100 is a half unit taken by all students,

running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

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

- LSE100A The LSE Course: How can we transform our climate futures? (0.5)
 LSE100B The LSE Course: How can we control AI? (0.5)
 LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

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

Year 2

- Paper 5 FM214 Principles of Finance I (0.5) # **and** FM215 Principles of Finance II (0.5) # A
 Paper 6 MA212 Further Mathematical Methods (1.0) #
 Paper 7 ST202 Probability, Distribution Theory and Inference (1.0) #
 Paper 8 MA203 Real Analysis (0.5) # **and** ST213 Introduction to Pricing, Hedging and Optimization (0.5) #

Year 3

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

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: MA322 can not be taken with ST302

2: ST302 can not be taken with MA322

Footnotes: A: To take FM215, students must have completed FM214 Principles of Finance I.

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

BSc in Financial Mathematics and Statistics

Programme Code: UBFIMAST

Department: Mathematics

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

the calculation of the First Year Average for purposes of classification.

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

- LSE100A The LSE Course: How can we transform our climate futures? (0.5)
 LSE100B The LSE Course: How can we control AI? (0.5)
 LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

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

Year 2

- Paper 5 FM213 Principles of Finance (1.0) # (withdrawn 2024/25)
 Paper 6 MA212 Further Mathematical Methods (1.0) #
 Paper 7 ST202 Probability, Distribution Theory and Inference (1.0) #
 Paper 8 MA203 Real Analysis (0.5) # **and** ST213 Introduction to Pricing, Hedging and Optimization (0.5) #

Year 3

- Paper 9 FM321 Risk Management and Modelling (0.5) # **and** FM322 Derivatives (0.5) #
 Paper 10 MA323 Computational Methods in Financial Mathematics (0.5) # **and** ST326 Financial Statistics (0.5) #
 Paper 11 Courses to the value of 1.0 unit(s) from the following:
 MA321 Measure Theoretic Probability (0.5) #
 MA322 Mathematics of Finance and Valuation (0.5) # 1
 ST300 Regression and Generalised Linear Models (0.5) #
 ST302 Stochastic Processes (0.5) # 2
 Paper 12 Courses to the value of 1.0 unit(s) from the following:
 A
Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: MA322 can not be taken with ST302

2: ST302 can not be taken with MA322

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

BA in Geography

Programme Code: UBGY2

Department: Geography and Environment

For students starting this programme of study in 2024/25 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

Please also note that permission to take unlisted outside courses may be given in exceptional circumstances but would require approval by the Academic Mentor and Departmental Tutor

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms

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

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

- LSE100A The LSE Course: How can we transform our climate futures? (0.5)
 LSE100B The LSE Course: How can we control AI? (0.5)
 LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

- Paper 1 GY100 Introduction to Geography (1.0)
 Paper 2 GY140 Introduction to Geographical Research (1.0)
 Paper 3 GY144 Human Geography and the City (1.0)
 Paper 4

Either

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

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

Or

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

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

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

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

GV101 Introduction to Political Science (1.0)

HY113 Empires and Resistance in Global History (1.0)

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

Or

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

Language Courses List 1

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

Year 2

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

- Paper 6 GY246 Field Methods in Geography (0.5)
 GY212 Pathways in Human Geography (0.5) #

One course to the value of 0.5 units from the following:

- GY204 Political Geography (0.5) #
 GY206 Urban Geography and Globalisation (0.5)
 GY207 Economy, Society and Place (0.5)

- Papers 7 & 8 Courses to the value of 2.0 unit(s) from the following, other than what is selected under Paper 6: B

- GY202 Introduction to Global Development (1.0)
 GY204 Political Geography (0.5) #
 GY206 Urban Geography and Globalisation (0.5)
 GY207 Economy, Society and Place (0.5)
 GY209 The Economic Geography of Trade, Production and Development (0.5) #
 GY210 The Economics of Cities (0.5) #
 GY220 Environment: Science and Society (1.0)
 GY222 Applied Environmental Economics (1.0)

Language Courses List 2

Year 3

- Paper 9 GY350 Dissertation (1.0) #
 Papers 10, 11 & 12 Course(s) to the value of 3.0 units from the following:
 C
 GY307 Regional Economic Development (0.5)
 GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25)

GY309	The Political Geography of Development (0.5) (not available 2024/25)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
GY314	The Economics of Housing Markets and Migration (0.5) #
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY317	Geographies of Urban Violence (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)

Language Courses List 3

Prerequisite Requirements and Mutually Exclusive Options

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

Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 1**.

A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

B: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**.

A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.

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

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

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

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

BA in Geography

Programme Code: UBGY2

Department: Geography and Environment

For students starting this programme of study in 2023/24 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	GY100 Introduction to Geography (1.0)
Paper 2	GY140 Introduction to Geographical Research (1.0)
Paper 3	GY144 Human Geography and the City (1.0)
Paper 4	

Either

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

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

Or

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

AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
EC1A5	Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
GV101	Introduction to Political Science (1.0)
HY113	Empires and Resistance in Global History (1.0)
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Or

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

Language Courses List 1

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

Paper 5	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY246 Field Methods in Geography (0.5)
Paper 6	GY212 Pathways in Human Geography (0.5) #
	One course to the value of 0.5 units from the following:
	GY204 Political Geography (0.5) #
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following, other than what is selected under Paper 6: B
	GY202 Introduction to Global Development (1.0)
	GY204 Political Geography (0.5) #

Year 3

Paper 9
Papers 10, 11
& 12

GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY209	The Economic Geography of Trade, Production and Development (0.5) #
GY210	The Economics of Cities (0.5) #
GY220	Environment: Science and Society (1.0)
GY222	Applied Environmental Economics (1.0)
<i>Language Courses List 2</i>	
GY350	Dissertation (1.0) #
Course(s) to the value of 3.0 units from the following:	
C	
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
GY309	The Political Geography of Development (0.5) (not available 2024/25)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
GY314	The Economics of Housing Markets and Migration (0.5) #
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY317	Geographies of Urban Violence (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)
<i>Language Courses List 3</i>	

Prerequisite Requirements and Mutually Exclusive Options

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

Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 1**.

A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

B: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**.

A language option may be chosen if it is a continuation of a language studied at A level (or equivalent) or Year 1. The appropriate course level is determined by the Language Centre.

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

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

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

these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: **BA in Geography (with French)**.

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

BA in Geography

Programme Code: UBGY2

Department: Geography and Environment

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

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	GY100	Introduction to Geography (1.0)
Paper 2	GY140	Introduction to Geographical Research (1.0)
Paper 3	GY144	Human Geography and the City (1.0)
Paper 4	Either	
	Courses	to the value of 1.0 unit(s) from the following:
	GY103	Contemporary Europe (1.0)
	GY120	Environmental Change: Past, Present and Future (1.0)
	GY121	Sustainable Development (1.0)
	Or	
	An approved paper	taught outside the Department to the value of 1.0 unit from the following: A
	AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
	EC1A5	Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
	GV101	Introduction to Political Science (1.0)
	HY113	Empires and Resistance in Global History (1.0)
	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
	Or	
	A language option	to the value of 1.0 unit from the following:

<i>Language Courses List 1</i>		
Skills Course	GY101	Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
Year 2		
Paper 5	GY245	Quantitative Methods in Geography and GIS (0.5) #
	GY246	Field Methods in Geography (0.5)
Papers 6, 7 & 8	Courses to the value of 3.0 unit(s) from the following:	
	GY202	Introduction to Global Development (1.0)
	GY204	Political Geography (0.5) #
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY209	The Economic Geography of Trade, Production and Development (0.5) #
	GY210	The Economics of Cities (0.5) #
	GY212	Pathways in Human Geography (0.5) #
	GY220	Environment: Science and Society (1.0)
	GY222	Applied Environmental Economics (1.0)
<i>Language Courses List 2</i>		
Year 3		
Paper 9	GY350	Dissertation (1.0) #
Papers 10, 11 & 12	Course(s) to the value of 3.0 units from the following:	
	B	
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	GY309	The Political Geography of Development (0.5) (not available 2024/25)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY312	Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314	The Economics of Housing Markets and Migration (0.5) #
	GY315	Geographies of Race (0.5)
	GY316	Gender, Space and Power (0.5)
	GY317	Geographies of Urban Violence (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
	GY331	Geographies of Global Migration (0.5)
<i>Language Courses List 3</i>		
Prerequisite Requirements and Mutually Exclusive Options		
# means there may be prerequisites for this course. Please view the course guide for more information.		
Footnotes: A: Approved courses to the value of 1.0 unit can be selected from the Language Courses List 1 .		
A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.		
B: Approved courses to the value of 1.0 unit can be selected from the Language Courses List 3 , for students wishing to receive a language specialism attached to their degree certificate and transcript. The appropriate course level is determined by the Language Centre and must be a progression from course studied in Year 1 and 2.		
Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.		
Language Specialism: Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached		

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

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

BSc in Geography with Economics

Programme Code: UBGYWEC

Department: Geography and Environment

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Please also note that permission to take unlisted outside courses may be given in exceptional circumstances but would require approval by the Academic Mentor and Departmental Tutor.

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1		
Paper 1	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 2	MA107	Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 3	GY100	Introduction to Geography (1.0)
Paper 4	One from the following:	
	GY103	Contemporary Europe (1.0)
	GY121	Sustainable Development (1.0)
	GY144	Human Geography and the City (1.0)
Skills Course	GY101	Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
Year 2		
Paper 5	EC2A3	Microeconomics II (0.5) #
	And either:	
	EC2B3	Macroeconomics II (0.5) # or
	EC2C3	Econometrics I (0.5) #
Paper 6	GY209	The Economic Geography of Trade, Production and Development (0.5) # and GY210 The Economics of Cities (0.5) #

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Paper 7	GY245	Quantitative Methods in Geography and GIS (0.5) # and GY247 Field Methods in Geography with Economics (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	EC2B3	Macroeconomics II (0.5) # A
	EC2C3	Econometrics I (0.5) # B
	EC2C4	Econometrics II (0.5) #
	GY202	Introduction to Global Development (1.0)
	GY204	Political Geography (0.5) #
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY212	Pathways in Human Geography (0.5) #
	GY222	Applied Environmental Economics (1.0)
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
Year 3		
Paper 9	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # and GY314 The Economics of Housing Markets and Migration (0.5) #
Papers 10, 11 & 12	Courses to the value of 3.0 unit(s) from the following:	
	Students may take the following combinations:	
	up to 3.0 unit(s) from Level 3 options	
	up to 2.0 unit(s) from Approved economics options	
	up to 1.0 unit(s) from Paper 8 options	
	<i>Level 3 options</i>	
	<i>Approved economics courses</i>	
	<i>Paper 8 options list</i>	
	Level 3 options	
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	GY309	The Political Geography of Development (0.5) (not available 2024/25)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY315	Geographies of Race (0.5)
	GY316	Gender, Space and Power (0.5)
	GY317	Geographies of Urban Violence (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
	GY331	Geographies of Global Migration (0.5)
	GY350	Dissertation (1.0) #
	Approved economics courses	
	EC307	Development Economics (1.0) #
	EC325	Public Economics (1.0) #
	EC328	Economics of Diversity and Discrimination (0.5) #
	EC330	Environmental Economics (1.0) #
	EC338	International Trade (0.5) #
	EC339	International Macroeconomics (0.5) #
	Paper 8 options list	
	EC2B3	Macroeconomics II (0.5) #
	EC2C3	Econometrics I (0.5) #
	EC2C4	Econometrics II (0.5) #
	GY202	Introduction to Global Development (1.0)
	GY204	Political Geography (0.5) #
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY212	Pathways in Human Geography (0.5) #
	GY222	Applied Environmental Economics (1.0)
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course.	

Please view the course guide for more information.

Footnotes: A: If not taken under paper 5.

B: If not taken under paper 5.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3. Modern

language courses are not permitted in any year.

Students wishing to study a modern language are

encouraged to take one of the LSE Language Centre's

extra-curricular courses.

Note for prospective students: For changes

to undergraduate course and programme

information for the next academic session,

please see the *undergraduate summary page* for

prospective students [lse.ac.uk/resources/calendar/](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm)

[CourseAndProgrammeInfo/updatedUGProspective.](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm)

[htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm). Changes to course and programme

information for future academic sessions can

be found on the *undergraduate summary page*

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

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

BSc in Geography with Economics

Programme Code: UBGYWEC

Department: Geography and Environment

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be

subject to timetabling constraints and/or students meeting specific

prerequisite requirements.

Paper

Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1

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

Paper 2

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

Paper 3

GY100 Introduction to Geography (1.0)

Paper 4

One from the following:
GY103 Contemporary Europe (1.0)
GY121 Sustainable Development (1.0)
GY144 Human Geography and the City (1.0)

Skills Course

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

Year 2

Paper 5

EC2A3 Microeconomics II (0.5) #

And either:

EC2B3 Macroeconomics II (0.5) # **or**

EC2C3 Econometrics I (0.5) #

Paper 6

GY209 The Economic Geography of Trade, Production and Development (0.5) # **and** GY210 The Economics of Cities (0.5) #

Paper 7

GY245 Quantitative Methods in Geography and GIS (0.5) # **and** GY247 Field Methods in Geography with Economics (0.5)

Paper 8

Courses to the value of 1.0 unit(s) from the following:
EC2B3 Macroeconomics II (0.5) # A

	EC2C3	Econometrics I (0.5) # B
	EC2C4	Econometrics II (0.5) #
	GY202	Introduction to Global Development (1.0)
	GY204	Political Geography (0.5) #
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY212	Pathways in Human Geography (0.5) #
	GY222	Applied Environmental Economics (1.0)
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
Year 3		
Paper 9	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # and
	GY314	The Economics of Housing Markets and Migration (0.5) #

Papers 10, 11
& 12

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

Level 3 options

Approved economics courses

Paper 8 options list

Level 3 options

GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
GY309	The Political Geography of Development (0.5) (not available 2024/25)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY317	Geographies of Urban Violence (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) #

Approved economics courses

EC307	Development Economics (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Paper 8 options list

EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
GY202	Introduction to Global Development (1.0)
GY204	Political Geography (0.5) #
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY212	Pathways in Human Geography (0.5) #
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

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

Footnotes: A: If not taken under paper 5.

B: If not taken under paper 5.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3. Modern

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

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

BSc in Geography with Economics

Programme Code: UBGYWEC

Department: Geography and Environment

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

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

Year 2

Paper 5	EC2A3	Microeconomics II (0.5) #
	And either:	
	EC2B3	Macroeconomics II (0.5) # or
	EC2C3	Econometrics I (0.5) #
Paper 6	GY209	The Economic Geography of Trade, Production and Development (0.5) # and GY210 The Economics of Cities (0.5) #
Paper 7	GY245	Quantitative Methods in Geography and GIS (0.5) # and GY247 Field Methods in Geography with Economics (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	EC2B3	Macroeconomics II (0.5) # A
	EC2C3	Econometrics I (0.5) # B
	EC2C4	Econometrics II (0.5) #
	GY202	Introduction to Global Development (1.0)
	GY204	Political Geography (0.5) #
	GY205	Political Geographies (1.0) (withdrawn)

		2023/24)
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY212	Pathways in Human Geography (0.5) #
	GY222	Applied Environmental Economics (1.0)
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5) (not available 2024/25)
Year 3		
Paper 9	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # and
	GY314	The Economics of Housing Markets and Migration (0.5) #
Papers 10, 11 & 12		Courses to the value of 3.0 unit(s) from the following: Students may take the following combinations: up to 3.0 unit(s) from Level 3 options up to 2.0 unit(s) from Approved economics options up to 1.0 unit(s) from Paper 8 options <i>Level 3 options</i> <i>Approved economics courses</i> <i>Paper 8 options list</i> Level 3 options GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25) GY309 The Political Geography of Development (0.5) (not available 2024/25) GY310 Urban Politics (0.5) GY311 The Political Economy of Urbanisation (0.5) GY312 Geographies of Gender in the Global South (0.5) (withdrawn 2022/23) GY315 Geographies of Race (0.5) GY316 Gender, Space and Power (0.5) GY317 Geographies of Urban Violence (0.5) GY326 Sustainable Business and Finance (0.5) GY327 Global Environmental Governance (0.5) GY328 Political Ecology of Development (0.5) GY329 Applied Economics of Environment and Development (0.5) # GY331 Geographies of Global Migration (0.5) GY350 Dissertation (1.0) # Approved economics courses EC307 Development Economics (1.0) # EC325 Public Economics (1.0) # EC328 Economics of Diversity and Discrimination (0.5) # EC330 Environmental Economics (1.0) # EC338 International Trade (0.5) # EC339 International Macroeconomics (0.5) # Paper 8 options list EC2B3 Macroeconomics II (0.5) # EC2C3 Econometrics I (0.5) # EC2C4 Econometrics II (0.5) # GY202 Introduction to Global Development (1.0) GY204 Political Geography (0.5) # GY205 Political Geographies (1.0) (withdrawn 2023/24) GY206 Urban Geography and Globalisation (0.5) GY207 Economy, Society and Place (0.5) GY212 Pathways in Human Geography (0.5) # GY222 Applied Environmental Economics (1.0) GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) (not available 2024/25) Prerequisite Requirements and Mutually Exclusive Options # means there may be prerequisites for this course. Please view the course guide for more information. Footnotes: A: If not taken under paper 5. B: If not taken under paper 5. Level 1 courses are not permitted as part of this

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

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

BA in History

Programme Code: UBHY2

Department: International History

For students starting this programme of study in 2024/25
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following: EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) HY113 Empires and Resistance in Global History (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
Paper 3	HY120 Historical Approaches to the Modern World (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i>

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: EH238 The Origins of Growth (1.0) HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) HY221 The History of the Russian Empire, 1676-1825 (1.0) HY243 Islamic Empires, 1400 - 1800 (1.0) HY315 The European Enlightenment, c.1680-1799 (1.0) HY319 Napoleon and Europe (1.0)
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- HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
- HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
- HY333 People and Power in West African History, c. 1450 - 1850 (1.0)
- HY334 Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)
- HY344 Muslim-Jewish Relations: History and Memory in the Middle East and Europe (1.0)

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

Paper 7 Courses to the value of 1.0 unit(s) from the following:
EH207 China since 1800: Culture, institutions and economic growth (1.0) # **or**
EH225 Latin America and the International Economy (1.0) (not available 2024/25)

History List A

History List B

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

Year 3

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

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

Paper 12 HY300 Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

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

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

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

BA in History

Programme Code: UBHY2

Department: International History

For students starting this programme of study in 2023/24
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following:
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
HY113	Empires and Resistance in Global History (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
Paper 3	HY120 Historical Approaches to the Modern World (1.0)

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

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following:
EH238	The Origins of Growth (1.0)
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)
HY221	The History of the Russian Empire, 1676-1825 (1.0)
HY243	Islamic Empires, 1400 - 1800 (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY333	People and Power in West African History, c. 1450 - 1850 (1.0)
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)
HY344	Muslim-Jewish Relations: History and Memory in the Middle East and Europe (1.0)

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

Paper 7 Courses to the value of 1.0 unit(s) from the following:
EH207 China since 1800: Culture, institutions and economic growth (1.0) # **or**
EH225 Latin America and the International

	Economy (1.0) (not available 2024/25)
	<i>History List A</i>
	<i>History List B</i>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Year 3	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: A <i>History List A</i> <i>History List B</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>History List A</i> <i>History List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 12	HY300 Dissertation (1.0)
Prerequisite Requirements and Mutually Exclusive Options	
* means available with permission	
# means there may be prerequisites for this course. Please view the course guide for more information.	
Footnotes: A: One course in Papers 9 & 10 must be from History List B if no course from this list was already taken at Paper 5 or Paper 7.	
Language Specialism: Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: BA in History (with French) .	
Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the <i>undergraduate summary page for prospective students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme information for future academic sessions can be found on the <i>undergraduate summary page for future students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm .	

BA in History

Programme Code: UBHY2

Department: International History

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

Please note that places are limited on some optional courses.

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

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

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

- LSE100A The LSE Course: How can we transform our climate futures? (0.5)
- LSE100B The LSE Course: How can we control AI? (0.5)
- LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

- Papers 1 & 2 Courses to the value of 2.0 unit(s) from the following:
- EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
- HY113 Empires and Resistance in Global History (1.0)
- HY116 International Politics since 1914: Peace and War (1.0)
- HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
- Paper 3 HY120 Historical Approaches to the Modern World (1.0)

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

Year 2

- Paper 5 Courses to the value of 1.0 unit(s) from the following:
- EH238 The Origins of Growth (1.0)
- HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)
- HY221 The History of the Russian Empire, 1676-1825 (1.0)
- HY243 Islamic Empires, 1400 - 1800 (1.0)
- HY315 The European Enlightenment, c.1680-1799 (1.0)
- HY319 Napoleon and Europe (1.0)
- HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
- HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
- HY333 People and Power in West African History, c. 1450 - 1850 (1.0)
- HY334 Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)

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

- Paper 7 Courses to the value of 1.0 unit(s) from the following:
- EH207 China since 1800: Culture, institutions and economic growth (1.0) # **or**
- EH225 Latin America and the International Economy (1.0) (not available 2024/25)

History List A

History List B

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

Year 3

- Papers 9 & 10 Courses to the value of 2.0 unit(s) from the following:
A
History List A
History List B
- Paper 11 Courses to the value of 1.0 unit(s) from the following:
History List A
History List B
Undergraduate Outside Options List (Years 2 & 3)
- Paper 12 HY300 Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

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

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

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

BSc in History and Politics

Programme Code: UBHYPOL

Department: International History

For students starting this programme of study in 2024/25
(Formerly BSc in Politics and History)

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:	
	HY113	Empires and Resistance in Global History (1.0)
	HY116	International Politics since 1914: Peace and War (1.0)
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	HY120	Historical Approaches to the Modern World (1.0)

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>	
Paper 6	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>	
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following:	

History List A

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List B</i>	
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>History List B</i>	
Paper 11	Courses to the value of 1.0 unit from the following: D <i>Government List B</i> <i>History List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Paper 12	Courses to the value of 1.0 unit from the following: E GV390 Government Dissertation Option (1.0) HY300 Dissertation (1.0) <i>Government List B</i> <i>History List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>	

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes

B: GV319 can be taken in Year 3 only.

C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

D: Courses selected from the Undergraduate Outside Options list must be approved.

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

BSc in History and Politics

Programme Code: UBHYPOL

Department: International History

For students starting this programme of study in 2023/24
(Formerly BSc in Politics and History)

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:	
	HY113	Empires and Resistance in Global History (1.0)
	HY116	International Politics since 1914: Peace and War (1.0)
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	HY120	Historical Approaches to the Modern World (1.0)

Year 2

- Paper 5 Courses to the value of 1.0 unit(s) from the following:
Government List A
- Paper 6 Courses to the value of 1.0 unit(s) from the following:
Government List A
- Papers 7 & 8 Courses to the value of 2.0 unit(s) from the following:
History List A

Year 3

- Paper 9 Courses to the value of 1.0 unit(s) from the following:
Government List B
- Paper 10 Courses to the value of 1.0 unit(s) from the following:
History List B
- Paper 11 Courses to the value of 1.0 unit from the following: D
Government List B
History List B
Undergraduate Outside Options List (Years 2 & 3)
- Paper 12 Courses to the value of 1.0 unit from the following: E
GV390 Government Dissertation Option (1.0)
HY300 Dissertation (1.0)
Government List B
History List B
Undergraduate Outside Options List (Years 2 & 3)
- Prerequisite Requirements and Mutually Exclusive Options**
- * means available with permission
means there may be prerequisites for this course.
Please view the course guide for more information.
- Footnotes:** A: GV307: Not available for students on the BA/BSc Social Anthropology programmes
B: GV319 can be taken in Year 3 only.
C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
D: Courses selected from the Undergraduate Outside Options list must be approved.
E: Courses selected from the Undergraduate Outside Options List must be approved.

BSc in History and Politics**Programme Code:** UBHYPOL**Department:** International History

For students starting this programme of study in 2022/23
(Formerly BSc in Politics and History)

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

- Paper 1 GV100 Introduction to Political Theory (1.0)
- Paper 2 GV101 Introduction to Political Science (1.0)
- Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following:
HY113 Empires and Resistance in Global History (1.0)

- HY116 International Politics since 1914: Peace and War (1.0)
- HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
- HY120 Historical Approaches to the Modern World (1.0)

Year 2

- Paper 5 Courses to the value of 1.0 unit(s) from the following:
Government List A
- Paper 6 Courses to the value of 1.0 unit(s) from the following:
Government List A
- Papers 7 & 8 Courses to the value of 2.0 unit(s) from the following:
History List A

Year 3

- Paper 9 Courses to the value of 1.0 unit(s) from the following:
Government List B
- Paper 10 Courses to the value of 1.0 unit(s) from the following:
History List B
- Paper 11 Courses to the value of 1.0 unit from the following: D
Government List B
History List B
Undergraduate Outside Options List (Years 2 & 3)
- Paper 12 Courses to the value of 1.0 unit from the following: E
GV390 Government Dissertation Option (1.0)
HY300 Dissertation (1.0)
Government List B
History List B
Undergraduate Outside Options List (Years 2 & 3)
- Prerequisite Requirements and Mutually Exclusive Options**
- * means available with permission
means there may be prerequisites for this course.
Please view the course guide for more information.
- Footnotes:** A: GV307: Not available for students on the BA/BSc Social Anthropology programmes
B: GV319 can be taken in Year 3 only.
C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
D: Courses selected from the Undergraduate Outside Options list must be approved.
E: Courses selected from the Undergraduate Outside Options List must be approved.

International Exchange (1 Term)**Programme Code:** UOMNIMEX3**Department:** Management

For students starting this programme of study in 2024/25

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

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

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

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

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
AT	Autumn Term
	MG105 Organisational Behaviour and Leadership (0.5)
	MG212 Marketing (0.5)
	MG214 Human Resource Management (0.5) #
	MG302 Topics in Management Research (0.5) #
	MG305 Innovation and Technology Management (0.5)
	MG307 International Context of Management (0.5) #
	MG312 Science of People in Workplaces (0.5) (not available 2024/25)
	PH225 Business and Organisational Ethics (0.5)
	ST205 Sample Surveys and Experiments (0.5) #
	ST307 Aspects of Market Research (0.5) #
WT	Winter Term
	MG104 Operations Management (0.5)
	MG206 Firms, Management and Competitive Advantage (0.5) #
	MG209 E-business (0.5)
	MG210 Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2024/25)
	MG213 Information Systems (0.5)
	MG228 Managing the Stone-Age Brain (0.5) (not available 2024/25)
	MG303 International Business Strategy and Emerging Markets (0.5) #
	MG308 Simulations for Managerial Decisions (0.5) #
	MG310 Strategic Decision Making (0.5) # (not available 2024/25)
	MG311 Foundations of Behavioural Decision Science (0.5) #
	MG316 Brand Strategy (0.5)
	Prerequisite Requirements and Mutually Exclusive Options
	# means there may be prerequisites for this course. Please view the course guide for more information.

International Exchange (Full Year)

Programme Code: UOMNIMEX2

Department: Management

For students starting this programme of study in 2024/25

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

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

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

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
AT	Autumn Term
	MG105 Organisational Behaviour and Leadership

	(0.5)
MG213	Information Systems (0.5)
MG214	Human Resource Management (0.5) #
MG302	Topics in Management Research (0.5) #
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) #
MG312	Science of People in Workplaces (0.5) (not available 2024/25)
PH225	Business and Organisational Ethics (0.5)
ST205	Sample Surveys and Experiments (0.5) #
ST307	Aspects of Market Research (0.5) #

WT

	Winter Term
MG104	Operations Management (0.5)
MG206	Firms, Management and Competitive Advantage (0.5) #
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2024/25)
MG212	Marketing (0.5)
MG228	Managing the Stone-Age Brain (0.5)
MG303	International Business Strategy and Emerging Markets (0.5) #
MG308	Simulations for Managerial Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # (not available 2024/25)
MG311	Foundations of Behavioural Decision Science (0.5) #
MG316	Brand Strategy (0.5)

Prerequisite Requirements and Mutually Exclusive Options

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

BSc in International Relations

Programme Code: UBIR

Department: International Relations

For students starting this programme of study in 2024/25

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

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	IR101 Contemporary Issues in International Relations (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:

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Paper 4	HY113	Empires and Resistance in Global History (1.0) <i>or</i>	IR317	American Grand Strategy (0.5)	
	HY116	International Politics since 1914: Peace and War (1.0)	IR318	Visual International Politics (0.5) (not available 2024/25)	
	A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended (if not already chosen for Paper 3):		IR319	Empire and Conflict in World Politics (0.5)	
	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)	
	GV101	Introduction to Political Science (1.0)	IR323	Race and Gender in International Relations (0.5)	
	HY113	Empires and Resistance in Global History (1.0)	IR324	The Practices of Transitional Justice (0.5) # 1 (not available 2024/25)	
	HY116	International Politics since 1914: Peace and War (1.0)	IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)	
	PH103	The Big Questions: An Introduction to Philosophy (1.0) #	IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)	
	SO100	Key Concepts: Introduction to Social Theory (1.0)	IR345	Global Politics of China (1.0) (not available 2024/25)	
	<i>Undergraduate Outside Options List (Year 1)</i>		IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #	
Skills course	Or		IR355	Economic Diplomacy (0.5) # (not available 2024/25)	
	An approved foreign language course from the Foreign Language Selection List:		IR367	Political Economy of Climate Change (0.5) #	
	<i>Language Courses</i>		IR368	The Political Economy of Trade (0.5) #	
	Students take the following non-assessed course:		IR369	Politics of Money in the World Economy (0.5) #	
	IR102	Thinking Globally: Studying International Relations (0.0)	IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)	
	Year 2		IR373	China and the Global South (0.5) #	
	Papers 5, 6 & 7 Courses to the value of 3.0 unit(s) from the following:		IR374	Conflict and Peacebuilding (0.5) #	
	IR200	International Political Theory (1.0) #	IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)	
	IR202	Foreign Policy Analysis 1 (1.0)	IR378	Critical War Studies (0.5)	
	IR203	International Organisations (1.0) #	IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #	
Paper 8	IR205	International Security (1.0)	IR380	The Politics of Inequality and Development (0.5) #	
	IR206	International Political Economy (1.0)	IR391	Globalisation and Development (0.5)	
	One from:		IR392	The Political Economy of China's Technological Rise (0.5)	
	A further full-unit course from Papers 5, 6 & 7:		IR395	The Politics of Displacement and Refuge (0.5)	
	IR200	International Political Theory (1.0) #	IR398	Dissertation (1.0)	
	IR202	Foreign Policy Analysis 1 (1.0)	Paper 12	Courses to the value of 1.0 unit from the following: G	
	IR203	International Organisations (1.0) #		IR200	International Political Theory (1.0) #
	IR205	International Security (1.0)		IR202	Foreign Policy Analysis 1 (1.0)
	IR206	International Political Economy (1.0)		IR203	International Organisations (1.0) #
	Or			IR205	International Security (1.0)
	A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended:			IR206	International Political Economy (1.0)
	GV264	Politics and Institutions in Europe (1.0) #		LL342	International Protection of Human Rights (1.0) #
	HY206	The International History of the Cold War, 1945-1989 (1.0)		<i>Selection List of Papers Approved by the Department as Relevant to the Study of International Relations Papers 9, 10 & 11 options list</i>	
	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)		<i>Language Courses (intermediate, advanced or proficiency level)</i>	
	LL279	Public International Law (0.5)		Selection List of Papers Approved by the Department as Relevant to the Study of International Relations	
LL280	Advanced Issues in Public International Law (0.5) #	EC2A5	Microeconomics II (0.5) #		
Or		EC2B5	Macroeconomics II (0.5) #		
An approved foreign language course to the value of 1.0 unit, approved by the candidate's Academic Mentor and the Departmental Tutor.		EH225	Latin America and the International Economy (1.0)		
<i>Language Courses</i>		GV245	Democracy and Democratisation (1.0) #		
Year 3	Papers 9, 10 & 11		GV251	Government, Politics and Public Policy in the European Union (1.0) #	
	Courses to the value of 3.0 unit(s) from the following:		GV262	Contemporary Political Theory (1.0) #	
	IR305	Strategic Aspects of International Relations (1.0)	GV264	Politics and Institutions in Europe (1.0) #	
	IR312	Genocide (0.5)	GY202	Introduction to Global Development (1.0)	
	IR314	Southeast Asia: Intra-regional Politics and Security (0.5)	GY220	Environment: Science and Society (1.0)	
	IR315	International Relations of the Middle East (1.0)			

HY206	The International History of the Cold War, 1945-1989 (1.0)
HY226	The Greater War c. 1912-1923 (1.0)
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
HY319	Napoleon and Europe (1.0)
LL250	Law and The Environment (1.0)
LL279	Public International Law (0.5)
LL280	Advanced Issues in Public International Law (0.5) # 2
PH226	Philosophy of Society (0.5) #
Papers 9, 10 & 11 options list	
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0)
IR317	American Grand Strategy (0.5)
IR318	Visual International Politics (0.5) (not available 2024/25)
IR319	Empire and Conflict in World Politics (0.5)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
IR323	Race and Gender in International Relations (0.5)
IR324	The Practices of Transitional Justice (0.5) # (not available 2024/25)
IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)
IR345	Global Politics of China (1.0) (not available 2024/25)
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
IR355	Economic Diplomacy (0.5) # (not available 2024/25)
IR367	Political Economy of Climate Change (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
IR373	China and the Global South (0.5) #
IR374	Conflict and Peacebuilding (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5)
IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR391	Globalisation and Development (0.5)
IR392	The Political Economy of China's Technological Rise (0.5)
IR395	The Politics of Displacement and Refuge (0.5)
IR398	Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking IR324 you must take IR203

Before taking IR324 you must take IR200

2: Before taking LL280 you must take LL279

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

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

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

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

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

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

G: Courses selected from the list of language courses must be approved.

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

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

BSc in International Relations

Programme Code: UBIR

Department: International Relations

For students starting this programme of study in 2023/24

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

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

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Year 1

Paper 1	IR100	International Relations: Theories, Concepts and Debates (1.0)
Paper 2	IR101	Contemporary Issues in International Relations (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: HY113 Empires and Resistance in Global History (1.0) <i>or</i> HY116 International Politics since 1914: Peace and War (1.0)	
Paper 4	A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended (if not already chosen for Paper 3): EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GV101 Introduction to Political Science (1.0) HY113 Empires and Resistance in Global History (1.0) HY116 International Politics since 1914: Peace and War (1.0) PH103 The Big Questions: An Introduction to Philosophy (1.0) # SO100 Key Concepts: Introduction to Social Theory (1.0) <i>Undergraduate Outside Options List (Year 1)</i>	

Or

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

Language Courses

Skills course	Students take the following non-assessed course: IR102 Thinking Globally: Studying International Relations (0.0)	
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Year 2

Papers 5, 6 & 7	Courses to the value of 3.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)	
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Paper 8	One from: A further full-unit course from Papers 5, 6 & 7: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)	
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Or

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

GV264	Politics and Institutions in Europe (1.0) #
HY206	The International History of the Cold War, 1945-1989 (1.0)
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
LL279	Public International Law (0.5)
LL280	Advanced Issues in Public International Law (0.5) # 1

Or

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

Language Courses

Year 3

Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: IR305 Strategic Aspects of International Relations	
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IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0)
IR317	American Grand Strategy (0.5)
IR318	Visual International Politics (0.5) (not available 2024/25)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # 2 (withdrawn 2024/25)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
IR323	Race and Gender in International Relations (0.5)
IR324	The Practices of Transitional Justice (0.5) # 3 (not available 2024/25)
IR325	The Situations of the International Criminal Court (0.5) 4 (withdrawn 2024/25)
IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)
IR345	Global Politics of China (1.0) (not available 2024/25)
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
IR355	Economic Diplomacy (0.5) # (not available 2024/25)
IR367	Political Economy of Climate Change (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
IR373	China and the Global South (0.5) #
IR374	Conflict and Peacebuilding (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5)
IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR391	Globalisation and Development (0.5)
IR392	The Political Economy of China's Technological Rise (0.5)
IR395	The Politics of Displacement and Refuge (0.5)
IR398	Dissertation (1.0)

Paper 12

Courses to the value of 1.0 unit from the following: G	
IR200	International Political Theory (1.0) #
IR202	Foreign Policy Analysis 1 (1.0)
IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)
LL342	International Protection of Human Rights (1.0) #

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations Papers 9, 10 & 11 options list
Language Courses (intermediate, advanced or proficiency level)

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

Relations

EC2A5	Microeconomics II (0.5) #
EC2B5	Macroeconomics II (0.5) #
EH225	Latin America and the International Economy (1.0)
GV245	Democracy and Democratisation (1.0) #
GV251	Government, Politics and Public Policy in the European Union (1.0) #
GV262	Contemporary Political Theory (1.0) #
GV264	Politics and Institutions in Europe (1.0) #
GY202	Introduction to Global Development (1.0)
GY220	Environment: Science and Society (1.0)
HY206	The International History of the Cold War, 1945-1989 (1.0)
HY226	The Greater War c. 1912-1923 (1.0)
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
HY319	Napoleon and Europe (1.0)
LL250	Law and The Environment (1.0)
LL278	Public International Law (1.0) (withdrawn 2024/25)
LL279	Public International Law (0.5)
LL280	Advanced Issues in Public International Law (0.5) # 5
PH226	Philosophy of Society (0.5) #
Papers 9, 10 & 11 options list	
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) 6
IR317	American Grand Strategy (0.5)
IR318	Visual International Politics (0.5) (not available 2024/25)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (withdrawn 2024/25)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
IR323	Race and Gender in International Relations (0.5)
IR324	The Practices of Transitional Justice (0.5) # (not available 2024/25)
IR325	The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)
IR345	Global Politics of China (1.0) (not available 2024/25)
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
IR355	Economic Diplomacy (0.5) # (not available 2024/25)
IR367	Political Economy of Climate Change (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
IR373	China and the Global South (0.5) #
IR374	Conflict and Peacebuilding (0.5) #
IR377	The Politics of Peace & Security in Sub-

Saharan Africa (0.5)

IR378 Critical War Studies (0.5)

IR379 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #

IR380 The Politics of Inequality and Development (0.5) #

IR391 Globalisation and Development (0.5)

IR392 The Political Economy of China's Technological Rise (0.5)

IR395 The Politics of Displacement and Refuge (0.5)

IR398 Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking LL280 you must take LL279

2: Before taking IR320 you must take IR203

3: Before taking IR324 you must take IR203

Before taking IR324 you must take IR200

4: Before taking IR325 you must take IR200

Before taking IR325 you must take IR203

5: Before taking LL280 you must take LL279

6: Before taking IR315 you must take IR200

Before taking IR315 you must take IR202

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

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

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

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

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

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

G: Courses selected from the list of language courses must be approved.

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

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

BSc in International Relations

Programme Code: UBIR

Department: International Relations

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

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	IR101 Contemporary Issues in International Relations (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: HY113 Empires and Resistance in Global History (1.0) <i>or</i> HY116 International Politics since 1914: Peace and War (1.0)
Paper 4	A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended (if not already chosen for Paper 3): EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GV101 Introduction to Political Science (1.0) HY113 Empires and Resistance in Global History (1.0) HY116 International Politics since 1914: Peace and War (1.0) PH103 The Big Questions: An Introduction to Philosophy (1.0) # SO100 Key Concepts: Introduction to Social Theory (1.0)

Undergraduate Outside Options List (Year 1)

Or

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

Language Courses

Skills course	Students take the following non-assessed course: IR102 Thinking Globally: Studying International Relations (0.0)
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Year 2

Papers 5, 6 & 7	Courses to the value of 3.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 8	One from: A further full-unit course from Papers 5, 6 & 7:

IR200	International Political Theory (1.0) #
IR202	Foreign Policy Analysis 1 (1.0)
IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)

Or

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

GV264	Politics and Institutions in Europe (1.0) #
HY206	The International History of the Cold War, 1945-1989 (1.0)
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
LL278	Public International Law (1.0) (withdrawn 2024/25)

Or

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

Language Courses

Year 3

Papers 9, 10 & 11

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

IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0)
IR317	American Grand Strategy (0.5)
IR318	Visual International Politics (0.5) (not available 2024/25)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # 1 (withdrawn 2024/25)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
IR323	Race and Gender in International Relations (0.5)
IR324	The Practices of Transitional Justice (0.5) # 2 (not available 2024/25)
IR325	The Situations of the International Criminal Court (0.5) 3 (withdrawn 2024/25)
IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)
IR345	Global Politics of China (1.0) (not available 2024/25)
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
IR355	Economic Diplomacy (0.5) # (not available 2024/25)
IR367	Political Economy of Climate Change (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
IR373	China and the Global South (0.5) #
IR374	Conflict and Peacebuilding (0.5) #
IR377	The Politics of Peace & Security in Sub-

Paper 12	IR378	Saharan Africa (0.5)
	IR379	Critical War Studies (0.5)
	IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	IR380	The Politics of Inequality and Development (0.5) #
	IR391	Globalisation and Development (0.5)
	IR392	The Political Economy of China's Technological Rise (0.5)
	IR395	The Politics of Displacement and Refuge (0.5)
	IR398	Dissertation (1.0)
	Courses to the value of 1.0 unit from the following: G	
	IR200	International Political Theory (1.0) #
	IR202	Foreign Policy Analysis 1 (1.0)
	IR203	International Organisations (1.0) #
	IR205	International Security (1.0)
	IR206	International Political Economy (1.0)
	LL342	International Protection of Human Rights (1.0) # 4
<i>Selection List of Papers Approved by the Department as Relevant to the Study of International Relations Papers 9, 10 & 11 options list</i>		
<i>Language Courses (intermediate, advanced or proficiency level)</i>		
Selection List of Papers Approved by the Department as Relevant to the Study of International Relations		
	EC2A5	Microeconomics II (0.5) #
	EC2B5	Macroeconomics II (0.5) #
	EH225	Latin America and the International Economy (1.0)
	GV245	Democracy and Democratisation (1.0) #
	GV251	Government, Politics and Public Policy in the European Union (1.0) #
	GV262	Contemporary Political Theory (1.0) #
	GV264	Politics and Institutions in Europe (1.0) #
	GY202	Introduction to Global Development (1.0)
	GY220	Environment: Science and Society (1.0)
	HY206	The International History of the Cold War, 1945-1989 (1.0)
	HY226	The Greater War c. 1912-1923 (1.0)
	HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
	HY319	Napoleon and Europe (1.0)
	LL250	Law and The Environment (1.0)
	LL278	Public International Law (1.0) (withdrawn 2024/25)
	PH226	Philosophy of Society (0.5) #
Papers 9, 10 & 11 options list		
	IR305	Strategic Aspects of International Relations (1.0)
	IR312	Genocide (0.5)
	IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
	IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
	IR315	International Relations of the Middle East (1.0)
	IR317	American Grand Strategy (0.5)
	IR318	Visual International Politics (0.5) (not available 2024/25)
	IR319	Empire and Conflict in World Politics (0.5)
	IR320	Europe's Institutional Order (0.5) # (withdrawn 2024/25)
	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
	IR323	Race and Gender in International Relations (0.5)
	IR324	The Practices of Transitional Justice (0.5) # (not available 2024/25)

IR325	The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)
IR345	Global Politics of China (1.0) (not available 2024/25)
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
IR355	Economic Diplomacy (0.5) # (not available 2024/25)
IR367	Political Economy of Climate Change (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
IR373	China and the Global South (0.5) #
IR374	Conflict and Peacebuilding (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5)
IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR391	Globalisation and Development (0.5)
IR392	The Political Economy of China's Technological Rise (0.5)
IR395	The Politics of Displacement and Refuge (0.5)
IR398	Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: Before taking IR320 you must take IR203

2: Before taking IR324 you must take IR203

Before taking IR324 you must take IR200

3: Before taking IR325 you must take IR200

Before taking IR325 you must take IR203

4: Before taking LL342 you must take LL278

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

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

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

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

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

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

G: Courses selected from the list of language courses must be approved.

Language Specialism: Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner,

intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in International Relations (with French).**

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

BSc in International Relations and Chinese

Programme Code: UBIRCHI

Department: Language Centre

For students starting this programme of study in 2024/25 This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at Fudan University. Fudan University will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

Skills Course	Students take the following non-assessed course:
	IR102 Thinking Globally: Studying International Relations (0.0)
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY113 Empires and Resistance in Global History (1.0) <i>or</i> HY116 International Politics since 1914: Peace and War (1.0)
Paper 3	LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) # <i>or</i> LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #
Paper 4	LN115 Intercultural Communication and Management (1.0) # Students will complete an 8 week intensive tailor-made language programme at Fudan University, China between Years 1 and 2.

Year 2

Papers 5 & 6 Courses to the value of 2.0 unit(s) from the following:

	IR200 International Political Theory (1.0) #
	IR202 Foreign Policy Analysis 1 (1.0)
	IR203 International Organisations (1.0) #
	IR205 International Security (1.0)
	IR206 International Political Economy (1.0)
Paper 7	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #
Paper 8	LN241 Mandarin for International Relations (Elementary) (1.0) #
Year 3	The third year of the programme will be a study abroad year hosted by Fudan University, China.
Year 4	One from the full-unit courses from papers 5 & 6 not taken in Year 2:
Paper 9	IR200 International Political Theory (1.0) #
	IR202 Foreign Policy Analysis 1 (1.0)
	IR203 International Organisations (1.0) #
	IR205 International Security (1.0)
	IR206 International Political Economy (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following:
	IR305 Strategic Aspects of International Relations (1.0)
	IR312 Genocide (0.5)
	IR313 Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
	IR314 Southeast Asia: Intra-regional Politics and Security (0.5)
	IR315 International Relations of the Middle East (1.0)
	IR317 American Grand Strategy (0.5)
	IR318 Visual International Politics (0.5) (not available 2024/25)
	IR319 Empire and Conflict in World Politics (0.5)
	IR320 Europe's Institutional Order (0.5) # (withdrawn 2024/25)
	IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
	IR323 Race and Gender in International Relations (0.5)
	IR324 The Practices of Transitional Justice (0.5) # (not available 2024/25)
	IR325 The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
	IR326 The Rule of Law: A Global History (0.5) (not available 2024/25)
	IR327 World Orders in Historical International Relations (0.5) # (not available 2024/25)
	IR345 Global Politics of China (1.0) (not available 2024/25)
	IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) #
	IR355 Economic Diplomacy (0.5) # (not available 2024/25)
	IR367 Political Economy of Climate Change (0.5) #
	IR368 The Political Economy of Trade (0.5) #
	IR369 Politics of Money in the World Economy (0.5) #
	IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
	IR373 China and the Global South (0.5) #
	IR374 Conflict and Peacebuilding (0.5) #
	IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR378 Critical War Studies (0.5)
	IR379 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	IR380 The Politics of Inequality and Development

	(0.5) #
IR391	Globalisation and Development (0.5)
IR392	The Political Economy of China's Technological Rise (0.5)
IR395	The Politics of Displacement and Refuge (0.5)
IR398	Dissertation (1.0)
Paper 11	LN342 Academic Chinese for International Relations (1.0) #
Paper 12	LN341 Mandarin in the Global Workplace (1.0) #
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	
Progression Rules: Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad at Fudan; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.	
Failure to progress: Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to Fudan until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.	
Failure to pass all courses at Fudan University: Students must pass all assessments set by Fudan University in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either in Fudan at the end of the year abroad or when they are back in London at the start of the final year of the programme.	
Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the <i>undergraduate summary page for prospective students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme information for future academic sessions can be found on the <i>undergraduate summary page for future students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm .	

BSc in International Relations and Chinese

Programme Code: UBIRCHI

Department: Language Centre

For students starting this programme of study in 2023/24

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at Fudan University. Fudan University will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Skills Course	Students take the following non-assessed course:
IR102	Thinking Globally: Studying International Relations (0.0)
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY113 Empires and Resistance in Global History (1.0) <i>or</i> HY116 International Politics since 1914: Peace and War (1.0)
Paper 3	LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) # <i>or</i> LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #
Paper 4	LN115 Intercultural Communication and Management (1.0) #

Students will complete an 8 week intensive tailor-made language programme at Fudan University, China between Years 1 and 2.

Year 2

Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following:
IR200	International Political Theory (1.0) #
IR202	Foreign Policy Analysis 1 (1.0)
IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)
Paper 7	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #
Paper 8	LN241 Mandarin for International Relations (Elementary) (1.0) #

Year 3

The third year of the programme will be a study abroad year hosted by Fudan University, China.

Year 4

Paper 9	One from the full-unit courses from papers 5 & 6 not taken in Year 2:
IR200	International Political Theory (1.0) #
IR202	Foreign Policy Analysis 1 (1.0)
IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following:
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0)
IR317	American Grand Strategy (0.5)
IR318	Visual International Politics (0.5) (not available 2024/25)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (withdrawn 2024/25)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
IR323	Race and Gender in International Relations (0.5)
IR324	The Practices of Transitional Justice (0.5) # (not available 2024/25)

	IR325	The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
	IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
	IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)
	IR345	Global Politics of China (1.0) (not available 2024/25)
	IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
	IR355	Economic Diplomacy (0.5) # (not available 2024/25)
	IR367	Political Economy of Climate Change (0.5) #
	IR368	The Political Economy of Trade (0.5) #
	IR369	Politics of Money in the World Economy (0.5) #
	IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
	IR373	China and the Global South (0.5) #
	IR374	Conflict and Peacebuilding (0.5) #
	IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR378	Critical War Studies (0.5)
	IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	IR380	The Politics of Inequality and Development (0.5) #
	IR391	Globalisation and Development (0.5)
	IR392	The Political Economy of China's Technological Rise (0.5)
	IR395	The Politics of Displacement and Refuge (0.5)
Paper 11	IR398	Dissertation (1.0)
	LN342	Academic Chinese for International Relations (1.0) #
Paper 12	LN341	Mandarin in the Global Workplace (1.0) #
Prerequisite Requirements and Mutually Exclusive Options		
# means there may be prerequisites for this course. Please view the course guide for more information.		
Progression Rules: Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad at Fudan; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.		
Failure to progress: Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to Fudan until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.		
Failure to pass all courses at Fudan University: Students must pass all assessments set by Fudan University in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either in Fudan at the end of the year abroad or when they are back in London at the start of the final year of the programme.		
Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the <i>undergraduate summary page for prospective students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme information for future academic sessions can		

be found on the *undergraduate summary page for future students* lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Relations and Chinese

Programme Code: UBIRCHI

Department: Language Centre

For students starting this programme of study in 2022/23

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at Fudan University. Fudan University will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

Skills Course	Students take the following non-assessed course:
	IR102 Thinking Globally: Studying International Relations (0.0)
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY113 Empires and Resistance in Global History (1.0) <i>or</i> HY116 International Politics since 1914: Peace and War (1.0)
Paper 3	LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) # <i>or</i> LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #
Paper 4	LN115 Intercultural Communication and Management (1.0) # Students will complete an 8 week intensive tailor-made language programme at Fudan University, China between Years 1 and 2.

Year 2

Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following:
	IR200 International Political Theory (1.0) #
	IR202 Foreign Policy Analysis 1 (1.0)
	IR203 International Organisations (1.0) #
	IR205 International Security (1.0)
	IR206 International Political Economy (1.0)
Paper 7	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #
Paper 8	LN241 Mandarin for International Relations (Elementary) (1.0) #

Year 3

The third year of the programme will be a study abroad year hosted by Fudan University, China.

Year 4

Paper 9	One from the full-unit courses from papers 5 & 6 not
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	taken in Year 2:
	IR200 International Political Theory (1.0) #
	IR202 Foreign Policy Analysis 1 (1.0)
	IR203 International Organisations (1.0) #
	IR205 International Security (1.0)
	IR206 International Political Economy (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following:
	IR305 Strategic Aspects of International Relations (1.0)
	IR312 Genocide (0.5)
	IR313 Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
	IR314 Southeast Asia: Intra-regional Politics and Security (0.5)
	IR315 International Relations of the Middle East (1.0)
	IR317 American Grand Strategy (0.5)
	IR318 Visual International Politics (0.5) (not available 2024/25)
	IR319 Empire and Conflict in World Politics (0.5)
	IR320 Europe's Institutional Order (0.5) # (withdrawn 2024/25)
	IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
	IR323 Race and Gender in International Relations (0.5)
	IR324 The Practices of Transitional Justice (0.5) # (not available 2024/25)
	IR325 The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
	IR326 The Rule of Law: A Global History (0.5) (not available 2024/25)
	IR327 World Orders in Historical International Relations (0.5) # (not available 2024/25)
	IR345 Global Politics of China (1.0) (not available 2024/25)
	IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) #
	IR355 Economic Diplomacy (0.5) # (not available 2024/25)
	IR367 Political Economy of Climate Change (0.5) #
	IR368 The Political Economy of Trade (0.5) #
	IR369 Politics of Money in the World Economy (0.5) #
	IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
	IR373 China and the Global South (0.5) #
	IR374 Conflict and Peacebuilding (0.5) #
	IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR378 Critical War Studies (0.5)
	IR379 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	IR380 The Politics of Inequality and Development (0.5) #
	IR391 Globalisation and Development (0.5)
	IR392 The Political Economy of China's Technological Rise (0.5)
	IR395 The Politics of Displacement and Refuge (0.5)
	IR398 Dissertation (1.0)
Paper 11	LN342 Academic Chinese for International Relations (1.0) #
Paper 12	LN341 Mandarin in the Global Workplace (1.0) #

Prerequisite Requirements and Mutually Exclusive Options

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

Progression Rules: Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad at Fudan; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

Failure to progress: Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to Fudan until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

Failure to pass all courses at Fudan University: Students must pass all assessments set by Fudan University in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either in Fudan at the end of the year abroad or when they are back in London at the start of the final year of the programme.

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

BSc in International Relations and History

Programme Code: UBIRHY

Department: International History

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY120 Historical Approaches to the Modern World (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:
	A
	HY113 Empires and Resistance in Global History (1.0)
	HY116 International Politics since 1914: Peace and War (1.0)
	HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR101 Contemporary Issues in International

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	Relations (1.0)		
	<i>Language Courses</i>		
	<i>Undergraduate Outside Options List (Year 1)</i>		
Year 2			
Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following:		
	IR200 International Political Theory (1.0) #	IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
	IR202 Foreign Policy Analysis 1 (1.0)	IR355	Economic Diplomacy (0.5) # (not available 2024/25)
	IR203 International Organisations (1.0) #	IR367	Political Economy of Climate Change (0.5) #
	IR205 International Security (1.0)	IR368	The Political Economy of Trade (0.5) #
	IR206 International Political Economy (1.0)	IR369	Politics of Money in the World Economy (0.5) #
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following:	IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
	HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)	IR373	China and the Global South (0.5) #
	HY206 The International History of the Cold War, 1945-1989 (1.0)	IR374	Conflict and Peacebuilding (0.5) #
	HY221 The History of the Russian Empire, 1676-1825 (1.0)	IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	HY226 The Greater War c. 1912-1923 (1.0)	IR378	Critical War Studies (0.5)
	HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)	IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	HY239 People, Power and Protest in Latin America, c.1895 to the present day (1.0)	IR380	The Politics of Inequality and Development (0.5) #
	HY240 From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)	IR391	Globalisation and Development (0.5)
	HY241 What is History? Methods and Debates (1.0)	IR395	The Politics of Displacement and Refuge (0.5)
	HY242 The Soviet Union: Domestic, International and Intellectual History (1.0)		<i>Papers 5 & 6 options list</i>
	HY243 Islamic Empires, 1400 - 1800 (1.0)	Paper 11	Courses to the value of 1.0 unit(s) from the following:
	HY245 The United States and the World since 1776 (1.0)		HY311 Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
	HY246 The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) (not available 2024/25)		HY315 The European Enlightenment, c.1680-1799 (1.0)
	HY247 The History of Modern Turkey, 1789 to the Present (1.0) (not available 2024/25)		HY319 Napoleon and Europe (1.0)
	LN251 Comparative Literature and 20th Century Political History (1.0) #		HY320 The Cold War Endgame (1.0)
			HY322 Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
Year 3			HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
Paper 9	Courses to the value of 1.0 unit(s) from the following:		HY327 The Anglo-American Special Relationship, 1939-89 (1.0) (not available 2024/25)
	<i>Papers 5 & 6 options list</i>		HY328 The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following:		HY329 Independent India: Myths of Freedom and Development (1.0) (withdrawn 2024/25)
	IR305 Strategic Aspects of International Relations (1.0)		HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
	IR312 Genocide (0.5)		HY331 Henry Kissinger and the Global 1970s (1.0)
	IR313 Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)		HY332 Interwar worlds: the cultural consequences of the First World War (1.0) (not available 2024/25)
	IR314 Southeast Asia: Intra-regional Politics and Security (0.5)		HY333 People and Power in West African History, c. 1450 - 1850 (1.0)
	IR315 International Relations of the Middle East (1.0)		HY334 Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)
	IR317 American Grand Strategy (0.5)		HY335 History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
	IR318 Visual International Politics (0.5) (not available 2024/25)		HY336 The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) (not available 2024/25)
	IR319 Empire and Conflict in World Politics (0.5)		HY344 Muslim-Jewish Relations: History and Memory in the Middle East and Europe (1.0)
	IR320 Europe's Institutional Order (0.5) # (withdrawn 2024/25)		
	IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)		
	IR323 Race and Gender in International Relations (0.5)	Paper 12	Courses to the value of 1.0 unit(s) from the following:
	IR324 The Practices of Transitional Justice (0.5) # (not available 2024/25)		HY300 Dissertation (1.0)
	IR325 The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)		<i>Papers 5 & 6 options list</i>
	IR326 The Rule of Law: A Global History (0.5) (not available 2024/25)		<i>Paper 10 options list</i>
	IR327 World Orders in Historical International Relations (0.5) # (not available 2024/25)		<i>Paper 11 options list</i>
			<i>Undergraduate Outside Options List (Years 2 & 3)</i>
			Papers 5 & 6 options list
			IR200 International Political Theory (1.0) #
			IR202 Foreign Policy Analysis 1 (1.0)

IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)
Paper 10 options list	
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0)
IR317	American Grand Strategy (0.5)
IR318	Visual International Politics (0.5) (not available 2024/25)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (withdrawn 2024/25)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
IR323	Race and Gender in International Relations (0.5)
IR324	The Practices of Transitional Justice (0.5) # (not available 2024/25)
IR325	The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
IR355	Economic Diplomacy (0.5) # (not available 2024/25)
IR367	Political Economy of Climate Change (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
IR373	China and the Global South (0.5) #
IR374	Conflict and Peacebuilding (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5)
IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)
Paper 11 options list	
HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0)
HY320	The Cold War Endgame (1.0)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0) (not available 2024/25)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0) (withdrawn 2024/25)

HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0) (not available 2024/25)
HY333	People and Power in West African History, c. 1450 - 1850 (1.0)
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) (not available 2024/25)
HY344	Muslim-Jewish Relations: History and Memory in the Middle East and Europe (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: Students can select a maximum of one approved language (LN) course and a maximum of one approved paper taught outside the Department. B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

BSc in International Relations and History

Programme Code: UBIRHY

Department: International History

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	IR100	International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY120	Historical Approaches to the Modern World (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: A	

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	HY113	Empires and Resistance in Global History (1.0)			# (not available 2024/25)
	HY116	International Politics since 1914: Peace and War (1.0)		IR325	The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)		IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
	IR101	Contemporary Issues in International Relations (1.0)		IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)
	<i>Language Courses</i>			IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
	<i>Undergraduate Outside Options List (Year 1)</i>			IR355	Economic Diplomacy (0.5) # (not available 2024/25)
Year 2				IR367	Political Economy of Climate Change (0.5) #
Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following:			IR368	The Political Economy of Trade (0.5) #
	IR200	International Political Theory (1.0) #		IR369	Politics of Money in the World Economy (0.5) #
	IR202	Foreign Policy Analysis 1 (1.0)		IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
	IR203	International Organisations (1.0) #		IR373	China and the Global South (0.5) #
	IR205	International Security (1.0)		IR374	Conflict and Peacebuilding (0.5) #
	IR206	International Political Economy (1.0)		IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following:			IR378	Critical War Studies (0.5)
	HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)		IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	HY206	The International History of the Cold War, 1945-1989 (1.0)		IR380	The Politics of Inequality and Development (0.5) #
	HY221	The History of the Russian Empire, 1676-1825 (1.0)		IR391	Globalisation and Development (0.5)
	HY226	The Greater War c. 1912-1923 (1.0)		IR395	The Politics of Displacement and Refuge (0.5)
	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)		<i>Papers 5 & 6 options list</i>	
	HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0)		Paper 11	Courses to the value of 1.0 unit(s) from the following:
	HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)		HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
	HY241	What is History? Methods and Debates (1.0)		HY315	The European Enlightenment, c.1680-1799 (1.0)
	HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)		HY319	Napoleon and Europe (1.0)
	HY243	Islamic Empires, 1400 - 1800 (1.0)		HY320	The Cold War Endgame (1.0)
	HY245	The United States and the World since 1776 (1.0)		HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
	HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) (not available 2024/25)		HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
	HY247	The History of Modern Turkey, 1789 to the Present (1.0) (not available 2024/25)		HY327	The Anglo-American Special Relationship, 1939-89 (1.0) (not available 2024/25)
	LN251	Comparative Literature and 20th Century Political History (1.0) #		HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
Year 3				HY329	Independent India: Myths of Freedom and Development (1.0) (withdrawn 2024/25)
Paper 9	Courses to the value of 1.0 unit(s) from the following:			HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
	<i>Papers 5 & 6 options list</i>			HY331	Henry Kissinger and the Global 1970s (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following:			HY332	Interwar worlds: the cultural consequences of the First World War (1.0) (not available 2024/25)
	IR305	Strategic Aspects of International Relations (1.0)		HY333	People and Power in West African History, c. 1450 - 1850 (1.0)
	IR312	Genocide (0.5)		HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)
	IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)		HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
	IR314	Southeast Asia: Intra-regional Politics and Security (0.5)		HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) (not available 2024/25)
	IR315	International Relations of the Middle East (1.0)		HY344	Muslim-Jewish Relations: History and Memory in the Middle East and Europe (1.0)
	IR317	American Grand Strategy (0.5)			
	IR318	Visual International Politics (0.5) (not available 2024/25)		Paper 12	Courses to the value of 1.0 unit(s) from the following:
	IR319	Empire and Conflict in World Politics (0.5)		HY300	Dissertation (1.0)
	IR320	Europe's Institutional Order (0.5) # (withdrawn 2024/25)			
	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)			
	IR323	Race and Gender in International Relations (0.5)			
	IR324	The Practices of Transitional Justice (0.5)			

*Papers 5 & 6 options list**Paper 10 options list**Paper 11 options list**Undergraduate Outside Options List (Years 2 & 3)***Papers 5 & 6 options list**

- IR200 International Political Theory (1.0) #
 IR202 Foreign Policy Analysis 1 (1.0)
 IR203 International Organisations (1.0) #
 IR205 International Security (1.0)
 IR206 International Political Economy (1.0)

Paper 10 options list

- IR305 Strategic Aspects of International Relations (1.0)
 IR312 Genocide (0.5)
 IR313 Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
 IR314 Southeast Asia: Intra-regional Politics and Security (0.5)
 IR315 International Relations of the Middle East (1.0)
 IR317 American Grand Strategy (0.5)
 IR318 Visual International Politics (0.5) (not available 2024/25)
 IR319 Empire and Conflict in World Politics (0.5)
 IR320 Europe's Institutional Order (0.5) # (withdrawn 2024/25)
 IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
 IR323 Race and Gender in International Relations (0.5)
 IR324 The Practices of Transitional Justice (0.5) # (not available 2024/25)
 IR325 The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
 IR326 The Rule of Law: A Global History (0.5) (not available 2024/25)
 IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) #
 IR355 Economic Diplomacy (0.5) # (not available 2024/25)
 IR367 Political Economy of Climate Change (0.5) #
 IR368 The Political Economy of Trade (0.5) #
 IR369 Politics of Money in the World Economy (0.5) #
 IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
 IR373 China and the Global South (0.5) #
 IR374 Conflict and Peacebuilding (0.5) #
 IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5)
 IR378 Critical War Studies (0.5)
 IR379 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
 IR380 The Politics of Inequality and Development (0.5) #
 IR395 The Politics of Displacement and Refuge (0.5)

Paper 11 options list

- HY311 Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
 HY315 The European Enlightenment, c.1680-1799 (1.0)
 HY319 Napoleon and Europe (1.0)
 HY320 The Cold War Endgame (1.0)
 HY322 Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
 HY323 Travel, Pleasure and Politics: The European

- Grand Tour, 1670-1825 (1.0)
 HY327 The Anglo-American Special Relationship, 1939-89 (1.0) (not available 2024/25)
 HY328 The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
 HY329 Independent India: Myths of Freedom and Development (1.0) (withdrawn 2024/25)
 HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
 HY331 Henry Kissinger and the Global 1970s (1.0)
 HY332 Interwar worlds: the cultural consequences of the First World War (1.0) (not available 2024/25)
 HY333 People and Power in West African History, c. 1450 - 1850 (1.0)
 HY334 Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)
 HY335 History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
 HY336 The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) (not available 2024/25)
 HY344 Muslim-Jewish Relations: History and Memory in the Middle East and Europe (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: Students can select a maximum of one approved language (LN) course and a maximum of one approved paper taught outside the Department. B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes. G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.

BSc in International Relations and History

Programme Code: UBIRHY

Department: International History

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

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Year 1					IR317	American Grand Strategy (0.5)	
Paper 1	IR100	International Relations: Theories, Concepts and Debates (1.0)			IR318	Visual International Politics (0.5) (not available 2024/25)	
Paper 2	HY120	Historical Approaches to the Modern World (1.0)			IR319	Empire and Conflict in World Politics (0.5)	
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:				IR320	Europe's Institutional Order (0.5) # (withdrawn 2024/25)	
	A				IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)	
	HY113	Empires and Resistance in Global History (1.0)			IR323	Race and Gender in International Relations (0.5)	
	HY116	International Politics since 1914: Peace and War (1.0)			IR324	The Practices of Transitional Justice (0.5) # (not available 2024/25)	
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)			IR325	The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)	
	IR101	Contemporary Issues in International Relations (1.0)			IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)	
	<i>Language Courses</i>				IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)	
<i>Undergraduate Outside Options List (Year 1)</i>				IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #		
Year 2					IR355	Economic Diplomacy (0.5) # (not available 2024/25)	
Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following:				IR367	Political Economy of Climate Change (0.5) #	
	IR200	International Political Theory (1.0) #			IR368	The Political Economy of Trade (0.5) #	
	IR202	Foreign Policy Analysis 1 (1.0)			IR369	Politics of Money in the World Economy (0.5) #	
	IR203	International Organisations (1.0) #			IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)	
	IR205	International Security (1.0)			IR373	China and the Global South (0.5) #	
	IR206	International Political Economy (1.0)			IR374	Conflict and Peacebuilding (0.5) #	
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following:				IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)	
	HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)			IR378	Critical War Studies (0.5)	
	HY206	The International History of the Cold War, 1945-1989 (1.0)			IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #	
	HY221	The History of the Russian Empire, 1676-1825 (1.0)			IR380	The Politics of Inequality and Development (0.5) #	
	HY226	The Greater War c. 1912-1923 (1.0)			IR391	Globalisation and Development (0.5)	
	HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0) (withdrawn 2023/24)			IR395	The Politics of Displacement and Refuge (0.5)	
	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)			<i>Papers 5 & 6 options list</i>		
	HY238	The Cold War and European Integration, 1947-1992 (1.0) (withdrawn 2023/24)			Paper 11	Courses to the value of 1.0 unit(s) from the following:	
	HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0)			HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)	
	HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)			HY315	The European Enlightenment, c.1680-1799 (1.0)	
	HY241	What is History? Methods and Debates (1.0)			HY319	Napoleon and Europe (1.0)	
	HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)			HY320	The Cold War Endgame (1.0)	
	HY243	Islamic Empires, 1400 - 1800 (1.0)			HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)	
	HY245	The United States and the World since 1776 (1.0)			HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)	
	HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) (not available 2024/25)			HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (withdrawn 2022/23)	
	HY247	The History of Modern Turkey, 1789 to the Present (1.0) (not available 2024/25)			HY327	The Anglo-American Special Relationship, 1939-89 (1.0) (not available 2024/25)	
	LN251	Comparative Literature and 20th Century Political History (1.0) #			HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)	
	Year 3					HY329	Independent India: Myths of Freedom and Development (1.0) (withdrawn 2024/25)
	Paper 9	Courses to the value of 1.0 unit(s) from the following:				HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
			<i>Papers 5 & 6 options list</i>			HY331	Henry Kissinger and the Global 1970s (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following:				HY332	Interwar worlds: the cultural consequences of the First World War (1.0) (not available 2024/25)	
	IR305	Strategic Aspects of International Relations (1.0)					
	IR312	Genocide (0.5)					
	IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)					
	IR314	Southeast Asia: Intra-regional Politics and Security (0.5)					
	IR315	International Relations of the Middle East (1.0)					

	HY333	People and Power in West African History, c. 1450 - 1850 (1.0)	IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)	IR380	The Politics of Inequality and Development (0.5) #
	HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)	IR391	Globalisation and Development (0.5)
	HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) (not available 2024/25)	IR395	The Politics of Displacement and Refuge (0.5)
	HY344	Muslim-Jewish Relations: History and Memory in the Middle East and Europe (1.0)		Paper 11 options list
Paper 12	Courses to the value of 1.0 unit(s) from the following:		HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
	HY300	Dissertation (1.0)	HY315	The European Enlightenment, c.1680-1799 (1.0)
	<i>Papers 5 & 6 options list</i>		HY319	Napoleon and Europe (1.0)
	<i>Paper 10 options list</i>		HY320	The Cold War Endgame (1.0)
	<i>Paper 11 options list</i>		HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>		HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
	Papers 5 & 6 options list		HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (withdrawn 2022/23)
	IR200	International Political Theory (1.0) #	HY327	The Anglo-American Special Relationship, 1939-89 (1.0) (not available 2024/25)
	IR202	Foreign Policy Analysis 1 (1.0)	HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
	IR203	International Organisations (1.0) #	HY329	Independent India: Myths of Freedom and Development (1.0) (withdrawn 2024/25)
	IR205	International Security (1.0)	HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
	IR206	International Political Economy (1.0)	HY331	Henry Kissinger and the Global 1970s (1.0)
	Paper 10 options list		HY332	Interwar worlds: the cultural consequences of the First World War (1.0) (not available 2024/25)
	IR305	Strategic Aspects of International Relations (1.0)	HY333	People and Power in West African History, c. 1450 - 1850 (1.0)
	IR312	Genocide (0.5)	HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)
	IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)	HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
	IR314	Southeast Asia: Intra-regional Politics and Security (0.5)	HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) (not available 2024/25)
	IR315	International Relations of the Middle East (1.0)	HY344	Muslim-Jewish Relations: History and Memory in the Middle East and Europe (1.0)
	IR317	American Grand Strategy (0.5)		Prerequisite Requirements and Mutually Exclusive Options
	IR318	Visual International Politics (0.5) (not available 2024/25)		* means available with permission
	IR319	Empire and Conflict in World Politics (0.5)		# means there may be prerequisites for this course. Please view the course guide for more information.
	IR320	Europe's Institutional Order (0.5) # (withdrawn 2024/25)		Footnotes: A: Students can select a maximum of one approved language (LN) course and a maximum of one approved paper taught outside the Department.
	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)		B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	IR323	Race and Gender in International Relations (0.5)		C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	IR324	The Practices of Transitional Justice (0.5) # (not available 2024/25)		D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	IR325	The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)		E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)		F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)		G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.
	IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #		
	IR355	Economic Diplomacy (0.5) # (not available 2024/25)		
	IR367	Political Economy of Climate Change (0.5) #		
	IR368	The Political Economy of Trade (0.5) #		
	IR369	Politics of Money in the World Economy (0.5) #		
	IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)		
	IR373	China and the Global South (0.5) #		
	IR374	Conflict and Peacebuilding (0.5) #		
	IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)		
	IR378	Critical War Studies (0.5)		

BSc in International Social and Public Policy

Programme Code: UBISPP

Department: Social Policy

For students starting this programme of study in 2024/25
Students may elect to qualify for a specialism in Development and to have this title attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	SP101 Foundations of Social Policy Research (1.0)
Paper 3	SP111 Social Economics and Policy (1.0) #
Paper 4	SP112 Politics of Social Policy Making (1.0)

Year 2

Paper 5	SP200 Comparative and International Social Policy (1.0) # 1
Paper 6	SP201 Research Methods for Social Policy (1.0) #
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: (up to one full unit of approved outside options only) ISPP Selection List 2 Recommended Year 2 Outside Options List (ISPP) Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9	SP399 Dissertation (1.0)
Papers 10, 11 & 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 3.0 unit(s) from the following: (up to one full unit of approved outside options only) ISPP Selection List 2 ISPP Selection List 3 Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking SP200 you must take SP100

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

Development Specialism

In order to qualify for the Development Specialism, students must meet two requirements:

- Completion of SP210 Development and Social Change; and

- Their dissertation will need to focus on a question relevant to the specialism

Degree certificates which include a Development specialism will state the following in the title: **BSc in International Social and Public Policy (Development).**

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

BSc in International Social and Public Policy

Programme Code: UBISPP

Department: Social Policy

For students starting this programme of study in 2023/24

Students may elect to qualify for a specialism in Development and to have this title attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	SP101 Foundations of Social Policy Research (1.0)
Paper 3	SP111 Social Economics and Policy (1.0) #
Paper 4	SP112 Politics of Social Policy Making (1.0)

Year 2

Paper 5	SP200 Comparative and International Social Policy (1.0) # 1
Paper 6	SP201 Research Methods for Social Policy (1.0) #
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: (up to one full unit of approved outside options only) ISPP Selection List 2 Recommended Year 2 Outside Options List (ISPP) Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9	SP399 Dissertation (1.0)
Papers 10, 11 & 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 3.0 unit(s) from the following: (up to one full unit of approved outside options only)

ISPP Selection List 2

ISPP Selection List 3

Undergraduate Outside Options List (Years 2 & 3)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking SP200 you must take SP100

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

Development Specialism

In order to qualify for the Development Specialism, students must meet two requirements:

- Completion of SP210 Development and Social Change; and
- Their dissertation will need to focus on a question relevant to the specialism

Degree certificates which include a Development specialism will state the following in the title: **BSc in International Social and Public Policy (Development)**.

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

BSc in International Social and Public Policy

Programme Code: UBISPP

Department: Social Policy

For students starting this programme of study in 2022/23

Students may elect to qualify for a specialism in Development and to have this title attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1	SP100	Understanding International Social and Public Policy (1.0)
Paper 2	SP101	Foundations of Social Policy Research (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:	
	SP110	Sociology and Social Policy (1.0)
	#	(withdrawn 2023/24)
	SP111	Social Economics and Policy (1.0) #

SP112 Politics of Social Policy Making (1.0)

Year 2

Paper 5	SP200	Comparative and International Social Policy (1.0) # 1
Paper 6	SP201	Research Methods for Social Policy (1.0) #
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: (up to one full unit of approved outside options only)	
	ISPP Selection List 1	
	ISPP Selection List 2	
	Recommended Year 2 Outside Options List (ISPP)	
	Undergraduate Outside Options List (Years 2 & 3)	

Year 3

Paper 9	SP399	Dissertation (1.0)
Papers 10, 11 & 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 3.0 unit(s) from the following: (up to one full unit of approved outside options only)	
	ISPP Selection List 2	
	ISPP Selection List 3	
	Undergraduate Outside Options List (Years 2 & 3)	

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking SP200 you must take SP100

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

Development Specialism

In order to qualify for the Development Specialism, students must meet two requirements:

- Completion of SP210 Development and Social Change; and
- Their dissertation will need to focus on a question relevant to the specialism

Degree certificates which include a Development specialism will state the following in the title: **BSc in International Social and Public Policy (Development)**.

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

BSc in International Social and Public Policy and Economics

Programme Code: UBISPEEC

Department: Social Policy

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 SP100 Understanding International Social and Public Policy (1.0)

Paper 2 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #

Paper 3 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Paper 4 SP101 Foundations of Social Policy Research (1.0)

Year 2

Paper 5 SP200 Comparative and International Social Policy (1.0) #

Paper 6 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #

Paper 7 EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

Paper 8 SP201 Research Methods for Social Policy (1.0) #

Year 3

Paper 9 SP399 Dissertation (1.0)

Paper 10 EC325 Public Economics (1.0) #

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

EC302 Political Economy (1.0) # (not available 2024/25)

EC311 History of Economics: How Theories Change (1.0)

EC313 Industrial Economics (1.0) #

EC317 Labour Economics (1.0) #

EC328 Economics of Diversity and Discrimination (0.5) #

EC330 Environmental Economics (1.0) #

EC334 Advanced Macroeconomics (0.5) #

EC335 Economic Policy in the Global Economy (0.5) #

EC338 International Trade (0.5) #

EC339 International Macroeconomics (0.5) #

FM210 Principles of Finance I (0.5) #

FM211 Principles of Finance II (0.5) # 1

Paper 12 Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You.

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

Paper 11 options list

ISPP Selection List 2

ISPP Selection List 3

Undergraduate Outside Options List (Years 2 & 3)

Paper 11 options list

EC302 Political Economy (1.0) # (not available 2024/25)

EC311 History of Economics: How Theories Change (1.0)

EC313 Industrial Economics (1.0) #

EC317 Labour Economics (1.0) #

EC330 Environmental Economics (1.0) #

EC334 Advanced Macroeconomics (0.5) #

EC335 Economic Policy in the Global Economy (0.5) #

EC338 International Trade (0.5) #

EC339 International Macroeconomics (0.5) #

FM210 Principles of Finance I (0.5) #

FM211 Principles of Finance II (0.5) # 2

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking FM211 you must take FM210

2: Before taking FM211 you must take FM210

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

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

information for future academic sessions can be found on the *undergraduate summary page for future students* lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in International Social and Public Policy and Economics

Programme Code: UBISPPEC

Department: Social Policy

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper

Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 SP100 Understanding International Social and Public Policy (1.0)

Paper 2 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #

Paper 3 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Paper 4 SP101 Foundations of Social Policy Research (1.0)

Year 2

Paper 5 SP200 Comparative and International Social Policy (1.0) #

Paper 6 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #

Paper 7 EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

Paper 8 Year 3	SP201	Research Methods for Social Policy (1.0) #
Paper 9	SP399	Dissertation (1.0)
Paper 10	EC325	Public Economics (1.0) #
Paper 11	Courses to the value of 1.0 unit(s) from the following:	
	EC302	Political Economy (1.0) # (not available 2024/25)
	EC311	History of Economics: How Theories Change (1.0)
	EC313	Industrial Economics (1.0) #
	EC317	Labour Economics (1.0) #
	EC328	Economics of Diversity and Discrimination (0.5) #
	EC330	Environmental Economics (1.0) #
	EC334	Advanced Macroeconomics (0.5) #
	EC335	Economic Policy in the Global Economy (0.5) #
	EC338	International Trade (0.5) #
	EC339	International Macroeconomics (0.5) #
	FM210	Principles of Finance I (0.5) #
	FM211	Principles of Finance II (0.5) # 1
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You.	
	Courses to the value of 1.0 unit(s) from the following:	
	<i>Paper 11 options list</i>	
	<i>ISPP Selection List 2</i>	
	<i>ISPP Selection List 3</i>	
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>	
	Paper 11 options list	
	EC302	Political Economy (1.0) # (not available 2024/25)
	EC311	History of Economics: How Theories Change (1.0)
	EC313	Industrial Economics (1.0) #
	EC317	Labour Economics (1.0) #
	EC330	Environmental Economics (1.0) #
	EC334	Advanced Macroeconomics (0.5) #
	EC335	Economic Policy in the Global Economy (0.5) #
	EC338	International Trade (0.5) #
	EC339	International Macroeconomics (0.5) #
	FM210	Principles of Finance I (0.5) #
	FM211	Principles of Finance II (0.5) # 2
	Prerequisite Requirements and Mutually Exclusive Options	
	* means available with permission	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	1: Before taking FM211 you must take FM210	
	2: Before taking FM211 you must take FM210	
	It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').	
	Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the <i>undergraduate summary page for prospective students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme information for future academic sessions can be found on the <i>undergraduate summary page for future students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm .	

BSc in International Social and Public Policy and Economics

Programme Code: UBISPPEC

Department: Social Policy

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	SP100	Understanding International Social and Public Policy (1.0)
Paper 2	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 3	MA107	Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	SP101	Foundations of Social Policy Research (1.0)

Year 2

Paper 5	SP200	Comparative and International Social Policy (1.0) #
Paper 6	EC2A3	Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Paper 7	EC2C3	Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
Paper 8	SP201	Research Methods for Social Policy (1.0) #

Year 3

Paper 9	SP399	Dissertation (1.0)
Paper 10	EC325	Public Economics (1.0) #
Paper 11	Courses to the value of 1.0 unit(s) from the following:	
	EC302	Political Economy (1.0) # (not available 2024/25)
	EC311	History of Economics: How Theories Change (1.0)
	EC313	Industrial Economics (1.0) #
	EC317	Labour Economics (1.0) #
	EC328	Economics of Diversity and Discrimination (0.5) #
	EC330	Environmental Economics (1.0) #
	EC334	Advanced Macroeconomics (0.5) #
	EC335	Economic Policy in the Global Economy (0.5) #
	EC338	International Trade (0.5) #
	EC339	International Macroeconomics (0.5) #
	FM210	Principles of Finance I (0.5) #
	FM211	Principles of Finance II (0.5) # 1
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You.	
	Courses to the value of 1.0 unit(s) from the following:	
	<i>Paper 11 options list</i>	
	<i>ISPP Selection List 2</i>	

ISPP Selection List 3

Undergraduate Outside Options List (Years 2 & 3)

Paper 11 options list

EC301	Advanced Economic Analysis (1.0) # (withdrawn 2023/24)
EC302	Political Economy (1.0) # (not available 2024/25)
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) # (withdrawn 2023/24)
EC317	Labour Economics (1.0) #
EC330	Environmental Economics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
FM210	Principles of Finance I (0.5) #
FM211	Principles of Finance II (0.5) # 2

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: Before taking FM211 you must take FM210

2: Before taking FM211 you must take FM210

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

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

BSc in International Social and Public Policy with Politics

Programme Code: UBISPPPOL

Department: Social Policy

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
<div>Students will choose ONE of the three half-unit options below:</div> <div> <div>LSE100A</div> <div>The LSE Course: How can we transform our climate futures? (0.5)</div> </div> <div> <div>LSE100B</div> <div>The LSE Course: How can we control AI? (0.5)</div> </div> <div> <div>LSE100C</div> <div>The LSE Course: How can we create a fair society? (0.5)</div> </div>	

Paper 1	SP100	Understanding International Social and Public Policy (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	GV100	Introduction to Political Theory (1.0)
Paper 4	SP101	Foundations of Social Policy Research (1.0)
Year 2		
Paper 5	SP200	Comparative and International Social Policy (1.0) #
Paper 6	SP201	Research Methods for Social Policy (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following: <i>ISPP Selection List 1</i> <i>ISPP Selection List 2</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Paper 8	Courses to the value of 1.0 unit(s) from the following: <i>Government Selection List 1</i> <i>Government Selection List 2</i>	
Year 3 A		
Paper 9	SP399	Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>ISPP Selection List 2</i> <i>ISPP Selection List 3</i>	
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>Government Selection List 2</i>	
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following: <i>Government Selection List 1</i> <i>Government Selection List 2</i> <i>Government Selection List 3</i> <i>ISPP Selection List 2</i> <i>ISPP Selection List 3</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
	Government Selection List 1	
	GV245	Democracy and Democratisation (1.0) #
	GV251	Government, Politics and Public Policy in the European Union (1.0) #
	GV264	Politics and Institutions in Europe (1.0) #
	Government Selection List 2	
	GV225	Analytical Politics (1.0) #
	GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) #
	GV249	Research Design in Political Science (1.0)
	GV252	Politics and Policy of Data Science (0.5) #
	GV262	Contemporary Political Theory (1.0) #
	GV263	Public Policy Analysis (1.0) #
	GV267	Global Political Thought (1.0) # (not available 2024/25)
	Government Selection List 3	
	GV302	Key Themes in the History of Political Thought (1.0) # (not available 2024/25)
	GV311	British Government (1.0) #
	GV313	Politics of Trade in Comparative Perspective (0.5) #
	GV315	Voting and Elections in Developing Democracies (0.5) # (not available 2024/25)
	GV316	Advanced Issues in Applied Political Theory (0.5) #
	GV318	Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) #
	GV320	Populism (0.5)
	GV321	Concepts and Controversies in Political Theory (0.5) #
	GV324	Applied Quantitative Methods for Political Science (0.5) #
	GV325	Topics in Political Economy (0.5) #

GV327	Governance and Corruption (0.5) #
GV328	Middle East Politics in Transnational Perspective (0.5)
GV329	Making Democracy Work (0.5) #
GV330	Data Science Applications to Politics Research (0.5) #
GV333	Politics of Public Lands (0.5) #
GV335	African Political Economy (0.5)
GV362	Advanced Topics in Government: Executive Politics (0.5) #

GV3L6 The Political Economy of Inequality (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes: A: Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

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

BSc in International Social and Public Policy with Politics

Programme Code: UBISPPPOL

Department: Social Policy

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	GV100 Introduction to Political Theory (1.0)
Paper 4	SP101 Foundations of Social Policy Research (1.0)
Year 2	
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	SP201 Research Methods for Social Policy (1.0) #

Paper 7	Courses to the value of 1.0 unit(s) from the following: <i>ISPP Selection List 1</i> <i>ISPP Selection List 2</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <i>Government Selection List 1</i> <i>Government Selection List 2</i>
Year 3 A	
Paper 9	SP399 Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>ISPP Selection List 2</i> <i>ISPP Selection List 3</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>Government Selection List 2</i>
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following: <i>Government Selection List 1</i> <i>Government Selection List 2</i> <i>Government Selection List 3</i> <i>ISPP Selection List 2</i> <i>ISPP Selection List 3</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i> Government Selection List 1 GV245 Democracy and Democratisation (1.0) # GV251 Government, Politics and Public Policy in the European Union (1.0) # GV264 Politics and Institutions in Europe (1.0) # Government Selection List 2 GV225 Analytical Politics (1.0) # GV248 Power and Politics in the Modern World: Comparative Perspectives (1.0) # GV249 Research Design in Political Science (1.0) GV250 Ethics and Politics of Artificial Intelligence (0.5) # (withdrawn 2024/25) GV252 Politics and Policy of Data Science (0.5) # GV262 Contemporary Political Theory (1.0) # GV263 Public Policy Analysis (1.0) # GV267 Global Political Thought (1.0) # (not available 2024/25) Government Selection List 3 GV302 Key Themes in the History of Political Thought (1.0) # (not available 2024/25) GV311 British Government (1.0) # GV312 Advanced Topics in Government: Executive Politics (1.0) # (withdrawn 2024/25) GV313 Politics of Trade in Comparative Perspective (0.5) # GV315 Voting and Elections in Developing Democracies (0.5) # (not available 2024/25) GV316 Advanced Issues in Applied Political Theory (0.5) # GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) # GV320 Populism (0.5) GV321 Concepts and Controversies in Political Theory (0.5) # GV323 Transparency and Accountability in Government (0.5) (withdrawn 2024/25) GV324 Applied Quantitative Methods for Political Science (0.5) # GV325 Topics in Political Economy (0.5) # GV327 Governance and Corruption (0.5) # GV328 Middle East Politics in Transnational Perspective (0.5)

GV329	Making Democracy Work (0.5) #
GV330	Data Science Applications to Politics Research (0.5) #
GV333	Politics of Public Lands (0.5) #
GV335	African Political Economy (0.5)
GV362	Advanced Topics in Government: Executive Politics (0.5) #
GV3L6	The Political Economy of Inequality (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

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BSc in International Social and Public Policy with Politics

Programme Code: UBISPPPOL

Department: Social Policy

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	GV100 Introduction to Political Theory (1.0)
Paper 4	SP101 Foundations of Social Policy Research (1.0)
Year 2	
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	SP201 Research Methods for Social Policy (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following: <i>ISPP Selection List 1</i> <i>ISPP Selection List 2</i>

Paper 8 *Undergraduate Outside Options List (Years 2 & 3)*
Courses to the value of 1.0 unit(s) from the following:
Government Selection List 1

Year 3 A

Paper 9 SP399 Dissertation (1.0)
Paper 10 Courses to the value of 1.0 unit(s) from the following:
ISPP Selection List 2
ISPP Selection List 3

Paper 11 Courses to the value of 1.0 unit(s) from the following:
Government Selection List 2

Paper 12 Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You.

Courses to the value of 1.0 unit(s) from the following:
Government Selection List 1
Government Selection List 2
Government Selection List 3
ISPP Selection List 2
ISPP Selection List 3
Undergraduate Outside Options List (Years 2 & 3)

Government Selection List 1

GV245 Democracy and Democratisation (1.0) #
GV251 Government, Politics and Public Policy in the European Union (1.0) #
GV264 Politics and Institutions in Europe (1.0) #

Government Selection List 2

GV225 Analytical Politics (1.0) #
GV248 Power and Politics in the Modern World: Comparative Perspectives (1.0) #
GV249 Research Design in Political Science (1.0)
GV250 Ethics and Politics of Artificial Intelligence (0.5) # (withdrawn 2024/25)
GV252 Politics and Policy of Data Science (0.5) #
GV262 Contemporary Political Theory (1.0) #
GV263 Public Policy Analysis (1.0) #
GV267 Global Political Thought (1.0) # (not available 2024/25)

Government Selection List 3

GV302 Key Themes in the History of Political Thought (1.0) # (not available 2024/25)
GV311 British Government (1.0) #
GV312 Advanced Topics in Government: Executive Politics (1.0) # (withdrawn 2024/25)
GV313 Politics of Trade in Comparative Perspective (0.5) #
GV315 Voting and Elections in Developing Democracies (0.5) # (not available 2024/25)
GV316 Advanced Issues in Applied Political Theory (0.5) #
GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) #
GV320 Populism (0.5)
GV321 Concepts and Controversies in Political Theory (0.5) #
GV323 Transparency and Accountability in Government (0.5) (withdrawn 2024/25)
GV324 Applied Quantitative Methods for Political Science (0.5) #
GV325 Topics in Political Economy (0.5) #
GV327 Governance and Corruption (0.5) #
GV328 Middle East Politics in Transnational Perspective (0.5)
GV329 Making Democracy Work (0.5) #
GV330 Data Science Applications to Politics Research (0.5) #
GV333 Politics of Public Lands (0.5) #

GV335 African Political Economy (0.5)
GV362 Advanced Topics in Government: Executive Politics (0.5) #

GV3L6 The Political Economy of Inequality (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.

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BSc in Language, Culture and Society

Programme Code: UBLNCUSO

Department: Language Centre

For students starting this programme of study in 2024/25

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at the overseas Institution. The overseas Institution will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 SO100 Key Concepts: Introduction to Social Theory (1.0)

Paper 2 SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

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

French:
LN130 French Language and Society 3 (advanced) (1.0) #
LN131 French Language and Society 1 (beginner)

(1.0) #

LN132 French Language and Society 2 (intermediate) (1.0) #

German:

LN110 German Language and Society 3 (advanced) (1.0) #

LN112 German Language and Society 2 (Intermediate) (1.0) #

Mandarin:

LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) #

LN140 Mandarin Language and Society 3 (Advanced) (1.0) #

LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #

Russian:

LN100 Russian Language and Society 3 (advanced) (1.0) #

LN101 Russian Language and Society 1 (beginner) (1.0) #

LN102 Russian Language and Society 2 (intermediate) (1.0) #

Spanish:

LN120 Spanish Language and Society 3 (advanced) (1.0) #

LN121 Spanish Language and Society 1 (beginner) (1.0) #

LN122 Spanish Language and Society 2 (intermediate) (1.0) #

Paper 4

One from:

LN115 Intercultural Communication and Management (1.0) # **or**

LN250 English Literature and Society (1.0) #

Year 2

Paper 5

SO201 Key Concepts: Advanced Social Theory (1.0)

Paper 6

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

SO203 Political Sociology (1.0) 1 (not available 2024/25)

SO232 Sociology of Health and Illness (0.5)

SO235 The Sociology of Homicide (0.5)

SO236 Urban Society (0.5)

SO237 Racial Borderscapes (0.5)

SO240 Crime, Deviance and Control (0.5) (not available 2024/25)

SO243 Political Sociology: Nation-States Unravelling (0.5) 2

SO244 The Sociology of Race and Empire (0.5)

SO248 Gender and Society (0.5)

SO309 Atrocity and Justice (0.5)

SO310 The Sociology of Elites (0.5) (not available 2024/25)

SO312 Work, Inequality and Society (0.5) (not available 2024/25)

SO313 Material Culture and Everyday Life (0.5)

SO314 Class, Culture and Meritocracy (0.5)

SO348 Family Diversity and Change (0.5)

Paper 7

French:

LN130 French Language and Society 3 (advanced) (1.0) #

LN132 French Language and Society 2 (intermediate) (1.0) #

LN230 French Language and Society 4 (proficiency) (1.0) #

German:

LN110 German Language and Society 3 (advanced) (1.0) #

LN112 German Language and Society 2 (Intermediate) (1.0) #

LN210 German Language and Society 4 (proficiency) (1.0) #

Mandarin:

Paper 8	LN140	Mandarin Language and Society 3 (Advanced) (1.0) #
	LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
	LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
	Russian:	
	LN100	Russian Language and Society 3 (advanced) (1.0) #
	LN102	Russian Language and Society 2 (intermediate) (1.0) #
	LN200	Russian Language and Society 4 (proficiency) (1.0) #
	Spanish:	
	LN120	Spanish Language and Society 3 (advanced) (1.0) #
	LN122	Spanish Language and Society 2 (intermediate) (1.0) #
Paper 11	LN220	Spanish Language and Society 4 (proficiency) (1.0) #
	One from:	
	LN251	Comparative Literature and 20th Century Political History (1.0) #
	LN254	Literature and Aspects of Ethics (1.0) #
Year 3	LN270	Society and Language: Linguistics for Social Scientists (1.0)
	The third year of the programme will be a study abroad year hosted by one of LSE Language Centre's partner institutions.	
Year 4	Papers 9 & 10	
	Courses to the value of 2.0 unit(s) from the following:	
	SO203	Political Sociology (1.0) 3 (not available 2024/25)
	SO232	Sociology of Health and Illness (0.5)
Paper 11	SO235	The Sociology of Homicide (0.5)
	SO236	Urban Society (0.5)
	SO237	Racial Borderscapes (0.5)
	SO240	Crime, Deviance and Control (0.5) (not available 2024/25)
	SO243	Political Sociology: Nation-States Unravelling (0.5) 4
	SO244	The Sociology of Race and Empire (0.5)
	SO248	Gender and Society (0.5)
	SO309	Atrocity and Justice (0.5)
	SO310	The Sociology of Elites (0.5) (not available 2024/25)
	SO311	Law and Violence (0.5)
	SO312	Work, Inequality and Society (0.5) (not available 2024/25)
	SO313	Material Culture and Everyday Life (0.5)
	SO314	Class, Culture and Meritocracy (0.5)
	SO348	Family Diversity and Change (0.5)
	Courses to the value of 1.0 unit(s) from the following:	
	French:	
	LN230	French Language and Society 4 (proficiency) (1.0) #
	LN330	French Language and Society 5 (mastery) (1.0) #
	German:	
	LN210	German Language and Society 4 (proficiency) (1.0) #
	Mandarin:	
	LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
	LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2024/25)
	Russian:	
	LN200	Russian Language and Society 4 (proficiency) (1.0) #
	Spanish:	
	LN220	Spanish Language and Society 4

(proficiency) (1.0) #
LN320 Spanish Language and Society 5 (mastery) (1.0) #

Or

Paper 12

LN303 Language Studies Dissertation (1.0) #
Courses to the value of 1.0 unit(s) from the following:
LN252 Contemporary Literature and Global Society (1.0) #
LN253 European Literature and Philosophy (1.0) #
LN270 Society and Language: Linguistics for Social Scientists (1.0)

Prerequisite Requirements and Mutually Exclusive Options

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

1: SO203 can not be taken with SO243

2: SO243 can not be taken with SO203

3: SO203 can not be taken with SO243

4: SO243 can not be taken with SO203

Progression Rules: Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

Failure to progress: Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to the overseas Institution until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

Failure to pass all courses at the overseas Institution: Students must pass all assessments set by the overseas Institution in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either at the overseas Institution at the end of the year abroad or when they are back in London at the start of the final year of the programme.

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

BSc in Language, Culture and Society

Programme Code: UBLNCUSO

Department: Language Centre

For students starting this programme of study in 2023/24

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at the overseas Institution. The overseas Institution will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

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

prerequisite requirements.

Paper	Course number, title (unit value)	
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.	
	Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)	
	LSE100B The LSE Course: How can we control AI? (0.5)	
	LSE100C The LSE Course: How can we create a fair society? (0.5)	
Year 1		
Paper 1	SO100 Key Concepts: Introduction to Social Theory (1.0)	
Paper 2	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)	
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	French:	
	LN130 French Language and Society 3 (advanced) (1.0) #	
	LN131 French Language and Society 1 (beginner) (1.0) #	
	LN132 French Language and Society 2 (intermediate) (1.0) #	
	German:	
	LN110 German Language and Society 3 (advanced) (1.0) #	
	LN112 German Language and Society 2 (Intermediate) (1.0) #	
	Mandarin:	
	LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) #	
	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #	
	LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #	
	Russian:	
	LN100 Russian Language and Society 3 (advanced) (1.0) #	
	LN101 Russian Language and Society 1 (beginner) (1.0) #	
	LN102 Russian Language and Society 2 (intermediate) (1.0) #	
	Spanish:	
	LN120 Spanish Language and Society 3 (advanced) (1.0) #	
	LN121 Spanish Language and Society 1 (beginner) (1.0) #	
	LN122 Spanish Language and Society 2 (intermediate) (1.0) #	
Paper 4	One from:	
	LN115 Intercultural Communication and Management (1.0) # or	
	LN250 English Literature and Society (1.0) #	
Year 2		
Paper 5	SO201 Key Concepts: Advanced Social Theory (1.0)	
Paper 6	Courses to the value of 1.0 unit(s) from the following:	
	SO203 Political Sociology (1.0) 1 (not available 2024/25)	
	SO232 Sociology of Health and Illness (0.5)	
	SO235 The Sociology of Homicide (0.5)	
	SO236 Urban Society (0.5)	
	SO237 Racial Borderscapes (0.5)	
	SO243 Political Sociology: Nation-States Unravelling (0.5) 2	
	SO244 The Sociology of Race and Empire (0.5)	
	SO248 Gender and Society (0.5)	
	SO309 Atrocity and Justice (0.5)	
	SO310 The Sociology of Elites (0.5) (not available 2024/25)	
	SO311 Law and Violence (0.5)	
	SO312 Work, Inequality and Society (0.5) (not available 2024/25)	
	SO313 Material Culture and Everyday Life (0.5)	
	SO314 Class, Culture and Meritocracy (0.5)	
	SO348 Family Diversity and Change (0.5)	
	French:	
	LN130 French Language and Society 3 (advanced) (1.0) #	
	LN132 French Language and Society 2 (intermediate) (1.0) #	
	LN230 French Language and Society 4 (proficiency) (1.0) #	
	German:	
	LN110 German Language and Society 3 (advanced) (1.0) #	
	LN112 German Language and Society 2 (Intermediate) (1.0) #	
	LN210 German Language and Society 4 (proficiency) (1.0) #	
	Mandarin:	
	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #	
	LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #	
	LN240 Mandarin Language and Society 4 (Proficiency) (1.0) #	
	Russian:	
	LN100 Russian Language and Society 3 (advanced) (1.0) #	
	LN102 Russian Language and Society 2 (intermediate) (1.0) #	
	LN200 Russian Language and Society 4 (proficiency) (1.0) #	
	Spanish:	
	LN120 Spanish Language and Society 3 (advanced) (1.0) #	
	LN122 Spanish Language and Society 2 (intermediate) (1.0) #	
	LN220 Spanish Language and Society 4 (proficiency) (1.0) #	
	Year 3	
	The third year of the programme will be a study abroad year hosted by one of LSE Language Centre's partner institutions.	
Year 4		
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:	
	SO203 Political Sociology (1.0) 3 (not available 2024/25)	
	SO232 Sociology of Health and Illness (0.5)	
	SO235 The Sociology of Homicide (0.5)	
	SO236 Urban Society (0.5)	
	SO237 Racial Borderscapes (0.5)	
	SO240 Crime, Deviance and Control (0.5) (not available 2024/25)	
	SO243 Political Sociology: Nation-States Unravelling (0.5) 4	
	SO244 The Sociology of Race and Empire (0.5)	
	SO248 Gender and Society (0.5)	
	SO309 Atrocity and Justice (0.5)	
	SO310 The Sociology of Elites (0.5) (not available 2024/25)	
	SO311 Law and Violence (0.5)	
	SO312 Work, Inequality and Society (0.5) (not available 2024/25)	

	available 2024/25)
	SO313 Material Culture and Everyday Life (0.5)
	SO314 Class, Culture and Meritocracy (0.5)
	SO348 Family Diversity and Change (0.5)
Paper 11	Courses to the value of 1.0 unit(s) from the following:
	French:
	LN230 French Language and Society 4 (proficiency) (1.0) #
	LN330 French Language and Society 5 (mastery) (1.0) #
	German:
	LN210 German Language and Society 4 (proficiency) (1.0) #
	Mandarin:
	LN240 Mandarin Language and Society 4 (Proficiency) (1.0) #
	LN340 Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2024/25)
	Russian:
	LN200 Russian Language and Society 4 (proficiency) (1.0) #
	Spanish:
	LN220 Spanish Language and Society 4 (proficiency) (1.0) #
	LN320 Spanish Language and Society 5 (mastery) (1.0) #
	Or
Paper 12	LN303 Language Studies Dissertation (1.0) #
	Courses to the value of 1.0 unit(s) from the following:
	LN252 Contemporary Literature and Global Society (1.0) #
	LN253 European Literature and Philosophy (1.0) #
	LN270 Society and Language: Linguistics for Social Scientists (1.0)
	Prerequisite Requirements and Mutually Exclusive Options
	# means there may be prerequisites for this course. Please view the course guide for more information.
	1: SO203 can not be taken with SO243
	2: SO243 can not be taken with SO203
	3: SO203 can not be taken with SO243
	4: SO243 can not be taken with SO203
	Progression Rules: Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.
	Failure to progress: Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to the overseas Institution until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.
	Failure to pass all courses at the overseas Institution: Students must pass all assessments set by the overseas Institution in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either at the overseas Institution at the end of the year abroad or when they are back in London at the start of the final year of the programme.
	Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the <i>undergraduate summary page for prospective students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme

information for future academic sessions can be found on the *undergraduate summary page for future students* lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Language, Culture and Society

Programme Code: UBLNCUSO

Department: Language Centre

For students starting this programme of study in 2022/23

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at the overseas Institution. The overseas Institution will provide all successful students with a certificate and transcript with information about their year abroad.

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 2	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	French:
	LN130 French Language and Society 3 (advanced) (1.0) #
	LN131 French Language and Society 1 (beginner) (1.0) #
	LN132 French Language and Society 2 (intermediate) (1.0) #
	German:
	LN110 German Language and Society 3 (advanced) (1.0) #
	LN112 German Language and Society 2 (Intermediate) (1.0) #
	Mandarin:
	LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) #
	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #
	LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #
	Russian:
	LN100 Russian Language and Society 3 (advanced) (1.0) #
	LN101 Russian Language and Society 1 (beginner) (1.0) #
	LN102 Russian Language and Society 2 (intermediate) (1.0) #
	Spanish:

	LN120	Spanish Language and Society 3 (advanced) (1.0) #		LN254	Literature and Aspects of Ethics (1.0) #
	LN121	Spanish Language and Society 1 (beginner) (1.0) #		LN270	Society and Language: Linguistics for Social Scientists (1.0)
	LN122	Spanish Language and Society 2 (intermediate) (1.0) #	Year 3	The third year of the programme will be a study abroad year hosted by one of LSE Language Centre's partner institutions.	
Paper 4	One from:		Year 4		
	LN115	Intercultural Communication and Management (1.0) # or	Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:	
	LN250	English Literature and Society (1.0) #	SO203	Political Sociology (1.0) 3 (not available 2024/25)	
Year 2			SO232	Sociology of Health and Illness (0.5)	
Paper 5	SO201	Key Concepts: Advanced Social Theory (1.0)	SO235	The Sociology of Homicide (0.5)	
Paper 6	Courses to the value of 1.0 unit(s) from the following:		SO236	Urban Society (0.5)	
	SO203	Political Sociology (1.0) (not available 2024/25)	SO237	Racial Borderscapes (0.5)	
	SO210	Crime, Deviance and Control (1.0) 1 (withdrawn 2023/24)	SO240	Crime, Deviance and Control (0.5) 4 (not available 2024/25)	
	SO232	Sociology of Health and Illness (0.5)	SO243	Political Sociology: Nation-States Unravelling (0.5) 5A	
	SO235	The Sociology of Homicide (0.5)	SO244	The Sociology of Race and Empire (0.5)	
	SO236	Urban Society (0.5)	SO248	Gender and Society (0.5)	
	SO237	Racial Borderscapes (0.5)	SO309	Atrocity and Justice (0.5)	
	SO240	Crime, Deviance and Control (0.5) 2 (not available 2024/25)	SO310	The Sociology of Elites (0.5) (not available 2024/25)	
	SO244	The Sociology of Race and Empire (0.5)	SO311	Law and Violence (0.5)	
	SO248	Gender and Society (0.5)	SO312	Work, Inequality and Society (0.5) (not available 2024/25)	
	SO309	Atrocity and Justice (0.5)	SO313	Material Culture and Everyday Life (0.5)	
	SO310	The Sociology of Elites (0.5) (not available 2024/25)	SO314	Class, Culture and Meritocracy (0.5)	
	SO312	Work, Inequality and Society (0.5) (not available 2024/25)	SO348	Family Diversity and Change (0.5)	
	SO313	Material Culture and Everyday Life (0.5)	Paper 11	Courses to the value of 1.0 unit(s) from the following:	
	SO314	Class, Culture and Meritocracy (0.5)	French:		
	SO348	Family Diversity and Change (0.5)	LN230	French Language and Society 4 (proficiency) (1.0) #	
Paper 7	French:		LN330	French Language and Society 5 (mastery) (1.0) #	
	LN130	French Language and Society 3 (advanced) (1.0) #	German:		
	LN132	French Language and Society 2 (intermediate) (1.0) #	LN210	German Language and Society 4 (proficiency) (1.0) #	
	LN230	French Language and Society 4 (proficiency) (1.0) #	Mandarin:		
	German:		LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #	
	LN110	German Language and Society 3 (advanced) (1.0) #	LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2024/25)	
	LN112	German Language and Society 2 (Intermediate) (1.0) #	Russian:		
	LN210	German Language and Society 4 (proficiency) (1.0) #	LN200	Russian Language and Society 4 (proficiency) (1.0) #	
	Mandarin:		Spanish:		
	LN140	Mandarin Language and Society 3 (Advanced) (1.0) #	LN220	Spanish Language and Society 4 (proficiency) (1.0) #	
	LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #	LN320	Spanish Language and Society 5 (mastery) (1.0) #	
	LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #	Or		
	Russian:		LN303	Language Studies Dissertation (1.0) #	
	LN100	Russian Language and Society 3 (advanced) (1.0) #	Paper 12	Courses to the value of 1.0 unit(s) from the following:	
	LN102	Russian Language and Society 2 (intermediate) (1.0) #	LN252	Contemporary Literature and Global Society (1.0) #	
	LN200	Russian Language and Society 4 (proficiency) (1.0) #	LN253	European Literature and Philosophy (1.0) #	
	Spanish:		LN270	Society and Language: Linguistics for Social Scientists (1.0)	
	LN120	Spanish Language and Society 3 (advanced) (1.0) #	Prerequisite Requirements and Mutually Exclusive Options		
	LN122	Spanish Language and Society 2 (intermediate) (1.0) #	# means there may be prerequisites for this course. Please view the course guide for more information.		
	LN220	Spanish Language and Society 4 (proficiency) (1.0) #	1: SO210 can not be taken with SO240		
Paper 8	One from:		2: SO240 can not be taken with SO210		
	LN251	Comparative Literature and 20th Century Political History (1.0) #	3: SO203 can not be taken with SO243		
			4: SO240 can not be taken with SO210		
			5: SO243 can not be taken with SO203		
			Footnotes: A: If SO203 has not been taken before.		
			Progression Rules: Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad; namely, students must pass 7		

out of 8 units of courses that they have attempted in year one and year two.

Failure to progress: Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to the overseas Institution until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

Failure to pass all courses at the overseas Institution: Students must pass all assessments set by the overseas Institution in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either at the overseas Institution at the end of the year abroad or when they are back in London at the start of the final year of the programme.

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

LLB in Laws

Programme Code: UBLL

Department: Law School

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

Introductory course	LL141	Introduction to Legal Systems (0.0) A
Paper 1	LL142	Contract Law (1.0)
Paper 2	LL143	Tort Law (1.0)
Paper 3	LL106	Public Law (1.0)
Paper 4	LL108	Criminal Law (1.0)
Skills course	LL100	Legal Studies Skills (0.0)
	LL150	Introduction to Careers in Law (0.0) #

Year 2

Paper 5	LL276	Property (1.0) B
Papers 6		A course to the value of 0.5 units from List A "Foundations: Transnational Law" and 0.5 units from List B "Foundations: Legal Theory". <i>List A Foundations: Transnational Law</i> <i>List B Foundations: Legal Theory</i>
Paper 7 & 8		Courses to the value of 2.0 units from: Law List A ((if not already taken); Law List B (if not already taken);

Skill course

Year 3

Papers 9, 10, 11 & 12

the Law Options List C, and Undergraduate Outside Options List E, provided however, that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List E over Years 2 and 3 (a 1.0 unit course or two 0.5 unit courses in total).

List A Foundations: Transnational Law

List B Foundations: Legal Theory

List C Law Options List

Undergraduate Outside Options List (Years 2 & 3)

LL200 Foundational Practice Skills (0.0) #

Courses to the value of 4.0 unit from List A or List B, List C (if not already taken), List D Law Third Year Options, or Undergraduate Outside Options (Year 2 & 3) List (if not already taken), provided, however, that students may only take a maximum of 1.0 unit from the Undergraduate Outside Options List over years 2 and 3.

List A Foundations: Transnational Law

List B Foundations: Legal Theory

List C Law Options List

List D Law Third Year Options

Undergraduate Outside Options List (Years 2 & 3)

List A Foundations: Transnational Law

LL217 European Human Rights Law (0.5)

LL228 European Union Law (0.5)

LL279 Public International Law (0.5)

List B Foundations: Legal Theory

LL225 Critical Theory and Law (0.5)

LL245 Feminist Legal Theory (0.5)

LL306 Theories of Law (0.5)

LL307 Justifying Political Authority (0.5)

List C Law Options List

AN226 Political and Legal Anthropology (1.0)

LL201 Law and State Power (1.0)

LL203 Company Law (1.0) #

LL204 Advanced Torts (1.0) #

LL205 Medical Law (1.0)

LL208 Race, Class, and Law (0.5)

LL211 Law, Poverty and Access to Justice (0.5)

LL212 Conflict of Laws (1.0)

LL213 Commercial Law (0.5) #

LL216 Freedom and the Law in Britain (0.5)

LL220 Technology Law and Regulation (0.5) #

LL221 Family Law (1.0)

LL224 Regulation of Platforms (0.5)

LL229 Law of the European Market (0.5)

LL233 Law of Evidence (1.0) (not available 2024/25)

LL241 European Legal History (1.0)

LL243 Constitutionalism Beyond Courts (0.5)

LL244 Sports: Law and Governance (0.5)

LL250 Law and The Environment (1.0)

LL251 Intellectual Property Law (1.0)

LL253 The Law of Corporate Insolvency (1.0) (not available 2024/25)

LL257 Employment Law (1.0)

LL272 Outlines of Modern Criminology (0.5)

LL280 Advanced Issues in Public International Law (0.5) #

LL284 Topics in Sentencing and Criminal Justice (0.5)

LL293 Tax and Tax Avoidance (1.0)

LL295 Media Law (1.0)

LL303 Cultural Heritage and Art Law (0.5) ~A

LL332 Advanced EU Law (0.5) #

Footnotes: for List C Law Options List

~A: LL303 is available to students in Year 3 only.

List D Law Third Year Options

LL300 Competition Law (1.0)

LL302 Restitution for Unjust Enrichment (0.5) #

LL304	Global Commodities: The Rise of International Law (0.5)
LL342	International Protection of Human Rights (1.0) #
LL398	Half-Unit Dissertation on an approved legal topic (0.5)
LL399	Full-unit Dissertation on an approved legal topic (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: LL141 is compulsory but does not affect the final degree classification.

B: Compulsory unless granted an approval to waive the requirement to take this course by the LLB Programme Director and the Departmental Tutor; this waiver will only be granted in very exceptional circumstances. In the event that a waiver is granted, courses to the value of 1.0 unit from the Law Options List C, and Undergraduate Outside Options List E should be selected, provided however, that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List E over Years 2 and 3 (a 1.0 unit course or two 0.5 unit courses in total).

Accreditation: The LLB in Laws complies with the Bar Standard Board's requirements for accreditation. For further information contact the Law School (law.llb@lse.ac.uk).

LLB in Laws

Programme Code: UBLL

Department: Law School

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year.

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

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

Year 1

Introductory course

Paper 1	LL141	Introduction to Legal Systems (0.0) A
Paper 2	LL142	Contract Law (1.0)
Paper 3	LL143	Tort Law (1.0)
Paper 4	LL106	Public Law (1.0)
Skills course	LL108	Criminal Law (1.0)
	LL100	Legal Studies Skills (0.0)

Year 2

Paper 5	LL276	Property (1.0) B
Papers 6	A course to the value of 0.5 units from List A "Foundations: Transnational Law" and 0.5 units from List B "Foundations: Legal Theory". <i>List A Foundations: Transnational Law</i> <i>List B Foundations: Legal Theory</i>	
Paper 7 & 8	Courses to the value of 2.0 units from: Law List A (if not already taken); Law List B (if not already taken); the Law Options List C, and Undergraduate Outside	

Options List E, provided however, that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List E over Years 2 and 3 (a 1.0 unit course or two 0.5 unit courses in total).

List A Foundations: Transnational Law

List B Foundations: Legal Theory

List C Law Options List

Undergraduate Outside Options List (Years 2 & 3)

Skill course

Year 3

Papers 9, 10, 11 & 12

Courses to the value of 4.0 unit from List A, List B, List C (if not already taken), List D Law Third Year Options, or Undergraduate Outside Options (Year 2 & 3) (if not already taken), provided, however, that students may only take a maximum of 1.0 unit from the Undergraduate Outside Options List over years 2 and 3.

List A Foundations: Transnational Law

List B Foundations: Legal Theory

List C Law Options List

List D Law Third Year Options

Undergraduate Outside Options List (Years 2 & 3)

List A Foundations: Transnational Law

LL217 European Human Rights Law (0.5)

LL228 European Union Law (0.5)

LL279 Public International Law (0.5)

List B Foundations: Legal Theory

LL225 Critical Theory and Law (0.5)

LL245 Feminist Legal Theory (0.5)

LL306 Theories of Law (0.5)

LL307 J ustifying Political Authority (0.5)

List C Law Options List

AN226 Political and Legal Anthropology (1.0)

LL201 Law and State Power (1.0)

LL203 Company Law (1.0) #

LL204 Advanced Torts (1.0) #

LL205 Medical Law (1.0)

LL208 Race, Class, and Law (0.5)

LL211 Law, Poverty and Access to Justice (0.5)

LL212 Conflict of Laws (1.0)

LL213 Commercial Law (0.5) #

LL216 Freedom and the Law in Britain (0.5)

LL220 Technology Law and Regulation (0.5) #

LL221 Family Law (1.0)

LL224 Regulation of Platforms (0.5)

LL229 Law of the European Market (0.5)

LL233 Law of Evidence (1.0) (not available 2024/25)

LL241 European Legal History (1.0)

LL243 Constitutionalism Beyond Courts (0.5)

LL244 Sports: Law and Governance (0.5)

LL250 Law and The Environment (1.0)

LL251 Intellectual Property Law (1.0)

LL253 The Law of Corporate Insolvency (1.0) (not available 2024/25)

LL257 Employment Law (1.0)

LL259 Legal and Social Change since 1750 (1.0) (withdrawn 2024/25)

LL272 Outlines of Modern Criminology (0.5)

LL280 Advanced Issues in Public International Law (0.5) #

LL284 Topics in Sentencing and Criminal Justice (0.5)

LL293 Tax and Tax Avoidance (1.0)

LL295 Media Law (1.0)

LL303 Cultural Heritage and Art Law (0.5)

LL332 Advanced EU Law (0.5) #

List D Law Third Year Options

LL300 Competition Law (1.0)

LL302 Restitution for Unjust Enrichment (0.5) #

LL304 Global Commodities: The Rise of

	International Law (0.5)
LL342	International Protection of Human Rights (1.0) #
LL398	Half-Unit Dissertation on an approved legal topic (0.5)
LL399	Full-unit Dissertation on an approved legal topic (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: LL141 is compulsory but does not affect the final degree classification.

B: Compulsory unless granted an approval to waive the requirement to take this course by the LLB Programme Director and the Departmental Tutor; this waiver will only be granted in very exceptional circumstances. In the event that a waiver is granted, courses to the value of 1.0 unit from the Law Options List C, and Undergraduate Outside Options List E should be selected, provided however, that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List E over Years 2 and 3 (a 1.0 unit course or two 0.5 unit courses in total).

Accreditation: The LLB in Laws complies with the Bar Standard Board's requirements for accreditation. For further information contact the Law School (law.llb@lse.ac.uk).

LLB in Laws

Programme Code: UBLL

Department: Law School

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	LL104 Law of Obligations (1.0) (withdrawn 2024/25)
Paper 2	LL105 Property I (0.5) (withdrawn 2023/24) and LL109 Introduction to the Legal System (0.5) (withdrawn 2023/24)
Paper 3	LL106 Public Law (1.0)
Paper 4	LL108 Criminal Law (1.0)
Skills course	LL100 Legal Studies Skills (0.0)

Year 2

Papers 5, 6 & 7

Courses to the value of 3.0 units from the following. Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3 and students cannot select courses that are on the exclusion list.

LLB Selection List A

Undergraduate Outside Options List (Years 2 & 3)

Paper 8 Courses to the value of 1.0 unit from the following.

Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3, and students cannot select courses that are on the exclusion list.

LLB Selection List A

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9

LL305 Jurisprudence (1.0)

Or

Courses to the value of 0.5 unit(s) from the following:

LL225 Critical Theory and Law (0.5)

LL245 Feminist Legal Theory (0.5)

LL306 Theories of Law (0.5)

LL307 Justifying Political Authority (0.5)

PLUS 0.5 units from the LLB Selection Lists A or B:

LLB Selection List A

LLB Selection List B

Paper 10

Courses to the value of 1.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

LLB Selection List A

Undergraduate Outside Options List (Years 2 & 3)

Papers 11 & 12

Courses to the value of 2.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

LLB Selection List A

LLB Selection List B

Undergraduate Outside Options List (Years 2 & 3)

LLB Selection List A

AN226 Political and Legal Anthropology (1.0)

LL201 Law and State Power (1.0)

LL203 Company Law (1.0) #

LL204 Advanced Torts (1.0) #

LL205 Medical Law (1.0)

LL208 Race, Class, and Law (0.5)

LL211 Law, Poverty and Access to Justice (0.5)

LL212 Conflict of Laws (1.0)

LL213 Commercial Law (0.5) # ~A

LL216 Freedom and the Law in Britain (0.5) ~B

LL217 European Human Rights Law (0.5) ~C

LL220 Technology Law and Regulation (0.5) # ~D

LL221 Family Law (1.0)

LL224 Regulation of Platforms (0.5) ~E

LL225 Critical Theory and Law (0.5)

LL228 European Union Law (0.5) ~F

LL229 Law of the European Market (0.5) ~G

LL233 Law of Evidence (1.0) (not available 2024/25)

LL241 European Legal History (1.0)

LL243 Constitutionalism Beyond Courts (0.5)

LL244 Sports: Law and Governance (0.5)

LL245 Feminist Legal Theory (0.5)

LL250 Law and The Environment (1.0)

LL251 Intellectual Property Law (1.0)

LL253 The Law of Corporate Insolvency (1.0) (not available 2024/25)

LL257 Employment Law (1.0)

LL259 Legal and Social Change since 1750 (1.0) (withdrawn 2024/25)

LL276 Property (1.0) ~1~H

LL279 Public International Law (0.5) ~I

LL280 Advanced Issues in Public International Law (0.5) # ~J

LL293 Tax and Tax Avoidance (1.0)

LL295 Media Law (1.0)

LL300 Competition Law (1.0) ~K

LL302 Restitution for Unjust Enrichment (0.5) #

	~L
LL303	Cultural Heritage and Art Law (0.5)
LL304	Global Commodities: The Rise of International Law (0.5)
LL306	Theories of Law (0.5) ~2
LL307	Justifying Political Authority (0.5) ~3
LL332	Advanced EU Law (0.5) #
LL342	International Protection of Human Rights (1.0) # ~M
LL399	Full-unit Dissertation on an approved legal topic (1.0) ~N

Footnotes: for LLB Selection List A

~A: not available if LL202 Commercial Contracts was taken in year 2 ~B: not available if LL207 Civil Liberties and Human Rights was taken in Year 2 ~C: not available if LL207 Civil Liberties and Human Rights was taken in year 2 ~D: not available if LL210 Information Technology and the Law was taken in Year 2 ~E: Not available if LL210 taken in year 2. ~F: not available if LL232 Law and Institutions of the European Union was taken in year 2 ~G: not available if LL232 Law and Institutions of the European Union was taken in year 2 ~H: Not available if LL275 Property II taken in Year 2. ~I: not available if LL278 Public International Law was taken in year 2 ~J: not available if LL278 Public International Law was taken in year 2 ~K: LL300 is available to students in Year 3 only. ~L: LL302 is available to students in Year 3 only. ~M: LL342 can be taken in Year 3 only. ~N: LL399 is available to students in Year 3 only; it cannot be taken in the same year as LL398.

Prerequisite Requirements and Mutually Exclusive Options for LLB Selection List A

~1: LL276 can not be taken with LL275

~2: LL306 can not be taken with LL305

~3: LL307 can not be taken with LL305

LLB Selection List B

LL272	Outlines of Modern Criminology (0.5)
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL398	Half-Unit Dissertation on an approved legal topic (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Accreditation: The LLB in Laws complies with the Bar Standard Board's requirements for accreditation. For further information contact the Law School (law.llb@lse.ac.uk).

the calculation of the First Year Average for purposes of classification.

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

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

Year 1

Paper 1

FM101 Finance (0.5)

And one of the following:

AC102	Elements of Financial Accounting (0.5) or
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

Paper 2

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

Paper 3

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

Paper 4

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

Year 2

Paper 5

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

MG212	Marketing (0.5)
MG213	Information Systems (0.5)
MG214	Human Resource Management (0.5) #
MG207	Managerial Economics (1.0) #
MG205	Econometrics: Theory and Applications (1.0) #

Paper 6

Paper 7

Paper 8

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

Or

Applications Electives List

Year 3

Paper 9

MG301 Strategy (1.0) #

Paper 10

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

Paper 11

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

Paper 12

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

Methods Electives List

Or

Applications Electives List

Or

Languages List

Methods Electives List

AC102	Elements of Financial Accounting (0.5) AA
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5) AB
AC331	Contemporary Issues in Financial Accounting (0.5) # *AC
AC332	Financial Statement Analysis and Valuation (0.5) # *AD
EC2B3	Macroeconomics II (0.5) #
FM210	Principles of Finance I (0.5) # A1AE
FM211	Principles of Finance II (0.5) # A2A3AF
FM214	Principles of Finance I (0.5) # A4
FM215	Principles of Finance II (0.5) # A5A6
MA207	Further Quantitative Methods (Mathematics) (0.5) #
MA213	Operations Research Techniques (0.5) #
MA221	Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25)
MA222	Further Mathematical Methods (Linear Algebra) (0.5) #
MA301	Mathematical Game Theory (0.5) # AG

BSc in Management

Programme Code: UBMG

Department: Management

For students starting this programme of study in 2024/25 Students who have taken and passed all courses in their first year of the BSc in Management programme will be offered the opportunity to apply to take an international exchange year between the second and third years of the programme. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in

MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG206	Firms, Management and Competitive Advantage (0.5) #
MG302	Topics in Management Research (0.5) # AH
MG308	Simulations for Managerial Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # AI (not available 2024/25)
MG311	Foundations of Behavioural Decision Science (0.5) # AJ
MG317	Leading Organisational Change (0.5) #

Footnotes: for Methods Electives List

AA: If not taken under Paper 1. AB: If not taken under Paper 1. AC: Third year only. AD: Third year only. AE: FM210 and FM214 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AF: FM211 and FM215 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AG: Third year only. AH: Third year only. AI: Third year only. AJ: Third year only.

Prerequisite Requirements and Mutually Exclusive Options for Methods Electives List

A1: FM210 can not be taken with FM214
 A2: Before taking FM211 you must take FM210
 A3: FM211 can not be taken with FM215
 A4: FM214 can not be taken with FM210
 A5: Before taking FM215 you must take FM214
 A6: FM215 can not be taken with FM211

Applications Electives List

AC205	Intermediate Financial Accounting (0.5) #
AC206	Intermediate Management Accounting (0.5) #
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
FM310	Corporate Finance, Investments and Financial Markets I (0.5) # BA
FM311	Corporate Finance, Investments and Financial Markets II (0.5) # B1
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2024/25)
MG212	Marketing (0.5) BB
MG213	Information Systems (0.5) BC
MG214	Human Resource Management (0.5) # BD
MG228	Managing the Stone-Age Brain (0.5)
MG303	International Business Strategy and Emerging Markets (0.5) # B2BE
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) # B3
MG312	Science of People in Workplaces (0.5) (not available 2024/25)
MG316	Brand Strategy (0.5)
MG318	Social Enterprise Design Fundamentals (0.5)
PH225	Business and Organisational Ethics (0.5)
ST205	Sample Surveys and Experiments (0.5) #
ST327	Market Research: An Integrated Approach (1.0) # BF

Footnotes: for Applications Electives List

BA: Before taking FM310 you must take FM211 or FM215 (FM212 or FM213 in previous academic years)
 BB: If not already taken under Paper 5
 BC: If not already taken under Paper 5

BD: If not already taken under Paper 5

BE: Third year only.

BF: Third year only.

Prerequisite Requirements and Mutually Exclusive Options for Applications Electives List

B1: Before taking FM311 you must take FM310

B2: MG303 can not be taken with MG307

B3: MG307 can not be taken with MG303

Languages List

LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes: A: If not already taken under Papers 8, 10 or 11

International Exchange Year

Students successful in securing a place on the optional exchange will spend a full academic year studying on one of the leading business programmes in Asia, Europe or the USA. Students carrying any failed or deferred assessments for first or second year courses studied at LSE will not be eligible for the exchange. The exchange year will not count towards the classification of the BSc in Management programme and courses studied abroad will not be credit bearing, however the exchange year will be recognised on students' LSE transcripts providing they meet the standards set by their host institution. Partner schools will issue a separate transcript to confirm marks and grades achieved on courses studied overseas. Students will not have the option to resit assessment they have failed or been unable to attempt while overseas. Following the exchange, students will return to LSE to complete the third year of the BSc in Management programme.

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

BSc in Management

Programme Code: UBMG

Department: Management

For students starting this programme of study in 2023/24

Students who have taken and passed all courses in their first year of the BSc in Management programme will be offered the opportunity

to apply to take an international exchange year between the second and third years of the programme. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1	FM101 Finance (0.5)
	And one of the following:
	AC102 Elements of Financial Accounting (0.5) or
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
Paper 2	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	MG104 Operations Management (0.5) and MG105 Organisational Behaviour and Leadership (0.5)

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following:
	MG212 Marketing (0.5)
	MG213 Information Systems (0.5)
	MG214 Human Resource Management (0.5) #
Paper 6	MG207 Managerial Economics (1.0) #
Paper 7	MG205 Econometrics: Theory and Applications (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following:
	<i>Methods Electives List</i>
	Or
	<i>Applications Electives List</i>

Year 3

Paper 9	MG301 Strategy (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following:
	<i>Methods Electives List</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following:
	<i>Applications Electives List</i>
Paper 12	Courses to the value of 1.0 unit(s) from the following:
	A
	<i>Methods Electives List</i>
	Or
	<i>Applications Electives List</i>
	Or
	<i>Languages List</i>
	Methods Electives List
	AC102 Elements of Financial Accounting (0.5) AA
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) AB
	AC331 Contemporary Issues in Financial Accounting (0.5) # *AC
	AC332 Financial Statement Analysis and Valuation (0.5) # *AD
	EC2B3 Macroeconomics II (0.5) #

FM210	Principles of Finance I (0.5) # A1AE
FM211	Principles of Finance II (0.5) # A2A3AF
FM214	Principles of Finance I (0.5) # A4
FM215	Principles of Finance II (0.5) # A5A6
MA207	Further Quantitative Methods (Mathematics) (0.5) #
MA212	Further Mathematical Methods (1.0) # AG
MA213	Operations Research Techniques (0.5) #
MA301	Mathematical Game Theory (0.5) # AH
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG206	Firms, Management and Competitive Advantage (0.5) #
MG302	Topics in Management Research (0.5) # AI
MG308	Simulations for Managerial Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # AJ (not available 2024/25)
MG311	Foundations of Behavioural Decision Science (0.5) # AK
MG317	Leading Organisational Change (0.5) #

Footnotes: for Methods Electives List

AA: If not taken under Paper 1. AB: If not taken under Paper 1. AC: Third year only. AD: Third year only. AE: FM210 and FM214 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AF: FM211 and FM215 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AG: Third year only. AH: Third year only. AI: Third year only. AJ: Third year only. AK: Third year only.

Prerequisite Requirements and Mutually Exclusive Options for Methods Electives List

A1: FM210 can not be taken with FM214
A2: Before taking FM211 you must take FM210
A3: FM211 can not be taken with FM215
A4: FM214 can not be taken with FM210
A5: Before taking FM215 you must take FM214
A6: FM215 can not be taken with FM211

Applications Electives List

AC200	Accounting Theory and Practice (1.0) # BA (withdrawn 2024/25)
AC205	Intermediate Financial Accounting (0.5) #
AC206	Intermediate Management Accounting (0.5) #
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
FM310	Corporate Finance, Investments and Financial Markets I (0.5) # BB
FM311	Corporate Finance, Investments and Financial Markets II (0.5) # B1
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2024/25)
MG212	Marketing (0.5) BC
MG213	Information Systems (0.5) BD
MG214	Human Resource Management (0.5) # BE
MG228	Managing the Stone-Age Brain (0.5)
MG303	International Business Strategy and Emerging Markets (0.5) # B2BF
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) # B3
MG312	Science of People in Workplaces (0.5) (not available 2024/25)

MG316	Brand Strategy (0.5)
MG318	Social Enterprise Design Fundamentals (0.5)
PH225	Business and Organisational Ethics (0.5)
ST205	Sample Surveys and Experiments (0.5) #
ST327	Market Research: An Integrated Approach (1.0) # BG

Footnotes: for Applications Electives List

BA: Third year only. BB: Before taking FM310 you must take FM211 or FM215 (FM212 or FM213 in previous academic years) BC: If not already taken under Paper 5 BD: If not already taken under Paper 5 BE: If not already taken under Paper 5 BF: Third year only. BG: Third year only.

Prerequisite Requirements and Mutually Exclusive Options for Applications Electives List

B1: Before taking FM311 you must take FM310

B2: MG303 can not be taken with MG307

B3: MG307 can not be taken with MG303

Languages List

LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: If not already taken under Papers 8, 10 or 11

International Exchange Year

Students successful in securing a place on the optional exchange will spend a full academic year studying on one of the leading business programmes in Asia, Europe or the USA. Students carrying any failed or deferred assessments for first or second year courses studied at LSE will not be eligible for the exchange. The exchange year will not count towards the classification of the BSc in Management programme and courses studied abroad will not be credit bearing, however the exchange year will be recognised on students' LSE transcripts providing they meet the standards set by their host institution. Partner schools will issue a separate transcript to confirm marks and grades achieved on courses studied overseas. Students will not have the option to resit assessment they have failed or been unable to attempt while overseas. Following the exchange, students will return to LSE to complete the third year of the BSc in Management programme.

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

for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Management

Programme Code: UBMG

Department: Management

For students starting this programme of study in 2022/23

Students who have taken and passed all courses in their first year of the BSc in Management programme will be offered the opportunity to apply to take an international exchange year between the second and third years of the programme. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1

FM101 Finance (0.5)

And one of the following:

AC102 Elements of Financial Accounting (0.5) **or**

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

Paper 2

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

Paper 3

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

Paper 4

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

Year 2

Paper 5

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

MG212 Marketing (0.5)

MG213 Information Systems (0.5)

MG214 Human Resource Management (0.5) **#**

Paper 6

MG207 Managerial Economics (1.0) **#**

Paper 7

MG205 Econometrics: Theory and Applications (1.0) **#**

Paper 8

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

Or

Applications Electives List

Year 3

Paper 9

MG301 Strategy (1.0) **#**

Paper 10

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

Paper 11

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

Paper 12

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

Methods Electives List

Or

Applications Electives List

Or

*Languages List***Methods Electives List**

AC102	Elements of Financial Accounting (0.5) AA
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5) AB
AC331	Contemporary Issues in Financial Accounting (0.5) # *AC
AC332	Financial Statement Analysis and Valuation (0.5) # *AD
EC2B3	Macroeconomics II (0.5) #
FM210	Principles of Finance I (0.5) # A1AE
FM211	Principles of Finance II (0.5) # A2A3AF
FM214	Principles of Finance I (0.5) # A4AG
FM215	Principles of Finance II (0.5) # A5A6AH
MA207	Further Quantitative Methods (Mathematics) (0.5) #
MA212	Further Mathematical Methods (1.0) # AI
MA213	Operations Research Techniques (0.5) #
MA301	Mathematical Game Theory (0.5) # AJ
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG206	Firms, Management and Competitive Advantage (0.5) #
MG302	Topics in Management Research (0.5) # AK
MG308	Simulations for Managerial Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # AL (not available 2024/25)
MG311	Foundations of Behavioural Decision Science (0.5) # AM
MG317	Leading Organisational Change (0.5) #

Footnotes: for Methods Electives List AA: If not taken under Paper 1. AB: If not taken under Paper 1. AC: Third year only. AD: Third year only. AE: FM210 cannot be taken if FM212 has been taken before. FM210 and FM214 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AF: FM211 cannot be taken if FM212 has been taken before. FM211 and FM215 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AG: FM214 cannot be taken if FM213 has been taken before. AH: FM215 cannot be taken if FM213 has been taken before. AI: Third year only. AJ: Third year only. AK: Third year only. AL: Third year only. AM: Third year only.

Prerequisite Requirements and Mutually Exclusive Options for Methods Electives List

- A1: FM210 can not be taken with FM214
A2: Before taking FM211 you must take FM210
A3: FM211 can not be taken with FM215
A4: FM214 can not be taken with FM210
A5: Before taking FM215 you must take FM214
A6: FM215 can not be taken with FM211

Applications Electives List

AC200	Accounting Theory and Practice (1.0) # BA (withdrawn 2024/25)
AC205	Intermediate Financial Accounting (0.5) #
AC206	Intermediate Management Accounting (0.5) #
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
FM310	Corporate Finance, Investments and Financial Markets I (0.5) # BB
FM311	Corporate Finance, Investments and Financial Markets II (0.5) # B1

MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2024/25)
MG212	Marketing (0.5) BC
MG213	Information Systems (0.5) BD
MG214	Human Resource Management (0.5) # BE
MG228	Managing the Stone-Age Brain (0.5)
MG303	International Business Strategy and Emerging Markets (0.5) # B2BF
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) # B3
MG312	Science of People in Workplaces (0.5) (not available 2024/25)
MG315	Marketing Action Learning Project (0.5) # BG (withdrawn 2023/24)
MG316	Brand Strategy (0.5)
MG318	Social Enterprise Design Fundamentals (0.5)
PH225	Business and Organisational Ethics (0.5)
ST205	Sample Surveys and Experiments (0.5) #
ST327	Market Research: An Integrated Approach (1.0) # BH

Footnotes: for Applications Electives List

BA: Third year only. BB: Before taking FM310 you must take FM211 or FM215 (FM212 or FM213 in previous academic years) BC: If not already taken under Paper 5 BD: If not already taken under Paper 5 BE: If not already taken under Paper 5 BF: Third year only. BG: Third year only. BH: Third year only.

Prerequisite Requirements and Mutually Exclusive Options for Applications Electives List

B1: Before taking FM311 you must take FM310
B2: MG303 can not be taken with MG307
B3: MG307 can not be taken with MG303

Languages List

LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: If not already taken under Papers 8, 10 or 11

International Exchange Year

Students successful in securing a place on the optional exchange will spend a full academic year studying on one of the leading business programmes in Asia, Europe or the USA. Students carrying any failed or deferred assessments for first or second year courses studied at LSE will not be eligible for the exchange. The exchange year will not count towards the classification of the BSc in Management programme and courses studied abroad will not be credit bearing, however the exchange year will be

recognised on students' LSE transcripts providing they meet the standards set by their host institution. Partner schools will issue a separate transcript to confirm marks and grades achieved on courses studied overseas. Students will not have the option to resit assessment they have failed or been unable to attempt while overseas. Following the exchange, students will return to LSE to complete the third year of the BSc in Management programme.

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

BSc in Mathematics, Statistics and Business

Programme Code: UBMSB

Department: Statistics

For students starting this programme of study in 2024/25

This programme was previously titled *BSc in Business Mathematics and Statistics*.

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	EC1A3 Microeconomics I (0.5) #
	And one from:
	EC1B3 Macroeconomics I (0.5) #
	FM101 Finance (0.5)
Paper 4	Either:
	MA103 Introduction to Abstract Mathematics (1.0) #
	Or
	Two half units from:
	AC102 Elements of Financial Accounting (0.5)
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	EC1B3 Macroeconomics I (0.5) #
	FM101 Finance (0.5)
	MA102 Mathematical Proof and Analysis (0.5) #
	ST101 Programming for Data Science (0.5) #
	ST111 Business Analytics (0.5) #
Year 2	
Paper 5	MA221 Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25) and MA222

Papers 6 & 7	Either	Further Mathematical Methods (Linear Algebra) (0.5) #
	ST202	Probability, Distribution Theory and Inference (1.0) # and ST211 Applied Regression (0.5) #
	And	courses to the value of 0.5 unit(s) from List 1 or List 2:
	List 1 - For students who took MA103 under Paper 4:	
	MA203	Real Analysis (0.5) #
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA213	Operations Research Techniques (0.5) #
	MA214	Algorithms and Data Structures (0.5) #
	ST205	Sample Surveys and Experiments (0.5) #
	ST207	Databases (0.5) # *
	ST226	Actuarial Investigations: Financial (0.5) #
	ST227	Survival Models (0.5) #
	List 2 - For students who did not take MA103 under Paper 4:	
	MA102	Mathematical Proof and Analysis (0.5) #
	MA213	Operations Research Techniques (0.5) #
	ST205	Sample Surveys and Experiments (0.5) #
	ST207	Databases (0.5) # *
	ST226	Actuarial Investigations: Financial (0.5) #
	ST227	Survival Models (0.5) #
	Or	
	ST206	Probability and Distribution Theory (0.5) # and ST211 Applied Regression (0.5) #
	And	courses to the value of 1.0 unit from List 1 or List 2:
	List 1 - For students who took MA103 under Paper 4:	
	MA203	Real Analysis (0.5) #
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA213	Operations Research Techniques (0.5) #
	MA214	Algorithms and Data Structures (0.5) #
	ST205	Sample Surveys and Experiments (0.5) #
	ST207	Databases (0.5) # *
	ST226	Actuarial Investigations: Financial (0.5) #
	ST227	Survival Models (0.5) #
	List 2 - For students who did not take MA103 under Paper 4:	
	MA102	Mathematical Proof and Analysis (0.5) #
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA213	Operations Research Techniques (0.5) #
	MA214	Algorithms and Data Structures (0.5) #
	ST205	Sample Surveys and Experiments (0.5) #
	ST207	Databases (0.5) # *
	ST226	Actuarial Investigations: Financial (0.5) #
	ST227	Survival Models (0.5) #
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	A	
	AC102	Elements of Financial Accounting (0.5)
	AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	AC205	Intermediate Financial Accounting (0.5) #
	AC206	Intermediate Management Accounting (0.5) #
	EC2A3	Microeconomics II (0.5) # 1
	EC2B3	Macroeconomics II (0.5) # 2
	EC2C3	Econometrics I (0.5) #
	EC2C4	Econometrics II (0.5) # 3

Year 3	FM214 Principles of Finance I (0.5) # 4
	FM215 Principles of Finance II (0.5) # 5, 6
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Paper 9 options list</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Paper 9 options list</i> <i>Paper 10 options list</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>Paper 9 options list</i> <i>Paper 10 options list</i> <i>Paper 11 options list</i>
Paper 12	Courses to the value of 1.0 unit(s) from the following: <i>Paper 9 options list</i> <i>Paper 10 options list</i> <i>Paper 11 options list</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 9 options list	
ST300	Regression and Generalised Linear Models (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) # ~1
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) # ~2
ST308	Bayesian Inference (0.5) # ~A
ST314	Multilevel and Longitudinal Models (0.5) # ~B
ST326	Financial Statistics (0.5) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) # ~3~4~C
Footnotes: for Paper 9 options list	
~A: ST202 is a desirable prerequisite for ST308.	
~B: A first course in statistics such as <i>Elementary Statistical Theory</i> (ST102), <i>Elementary Statistical Theory I</i> (ST109) or <i>Quantitative Methods (Statistics)</i> (ST107) and familiarity with multiple regression to the level of <i>Applied Regression</i> (ST211) or <i>Statistical Models and Data Analysis</i> (ST201). ~C: ST330 can only be taken if ST302 is taken under Paper 10.	
Prerequisite Requirements and Mutually Exclusive Options for Paper 9 options list	
1: Before taking ST301 you must take ST227	
2: Before taking ST306 you must take ST202	
Before taking ST306 you must take ST302	
3: Before taking ST330 you must take ST302	
4: ST330 can not be taken with FM321, FM322	
Paper 10 options list	
MA203	Real Analysis (0.5) # ~1
MA208	Optimisation Theory (0.5) # ~2~A
MA209	Differential Equations (0.5) # ~3~B
MA210	Discrete Mathematics (0.5) # ~4
MA211	Algebra and Number Theory (0.5) # ~5
MA213	Operations Research Techniques (0.5) #
MA301	Mathematical Game Theory (0.5) #
MA315	Algebra and its Applications (0.5) # ~6
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA318	History and Culture of Mathematics (0.5) #
MA319	Partial Differential Equations (0.5) # ~7
MA320	Mathematics of Networks (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
ST302	Stochastic Processes (0.5) # ~C
ST303	Stochastic Simulation (0.5) #
ST307	Aspects of Market Research (0.5) # ~8
ST310	Machine Learning (0.5) # *
ST311	Artificial Intelligence (0.5) #

ST312	Applied Statistics Project (0.5) #
ST313	Ethics for Data Science (0.5) #
ST314	Multilevel and Longitudinal Models (0.5) #
ST327	Market Research: An Integrated Approach (1.0) # ~9

Footnotes: for Paper 10 options list

~A: MA203 is a desirable prerequisite for MA208.

~B: MA203 is a desirable prerequisite for MA209.

~C: ST302 must be taken if ST330 was taken under

Paper 9.

Prerequisite Requirements and Mutually Exclusive Options for Paper 10 options list

~1: Before taking

MA203 you must take MA103~2: Before taking

MA208 you must take MA103~3: Before taking

MA209 you must take MA103~4: Before taking

MA210 you must take MA103~5: Before taking

MA211 you must take MA103~6: Before taking

MA315 you must take MA103~7: Before taking

MA319 you must take MA203~8: ST307 can not be

taken with ST205, ST327~9: ST327 can not be taken with ST307

Paper 11 options list

AC331 Contemporary Issues in Financial Accounting (0.5) #

AC332 Financial Statement Analysis and Valuation (0.5) #

EC2A3 Microeconomics II (0.5) #

EC2B3 Macroeconomics II (0.5) #

EC2C3 Econometrics I (0.5) #

EC2C4 Econometrics II (0.5) #

EC302 Political Economy (1.0) # (not available 2024/25)

EC310 Behavioural Economics (1.0) #

EC319 Games and Economic Behaviour (1.0) #

EC325 Public Economics (1.0) #

FM214 Principles of Finance I (0.5) # ~1

FM215 Principles of Finance II (0.5) # ~2~3

FM310 Corporate Finance, Investments and Financial Markets I (0.5) #

FM311 Corporate Finance, Investments and Financial Markets II (0.5) # ~4

FM321 Risk Management and Modelling (0.5) #

FM322 Derivatives (0.5) #

Prerequisite Requirements and Mutually Exclusive Options for Paper 11 options list

1: FM214 can not be taken with FM210

2: Before taking FM215 you must take FM214

3: FM215 can not be taken with FM211

4: Before taking FM311 you must take FM310

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking EC2A3 you must take EC1A3

2: Before taking EC2B3 you must take EC1A3

Before taking EC2B3 you must take EC1B3

3: Before taking EC2C4 you must take EC2C3

4: FM214 can not be taken with FM210

5: Before taking FM215 you must take FM214

6: FM215 can not be taken with FM211

Footnotes: A: Students may take certain courses from the Undergraduate Outside Options List, with the approval of the Course Tutor.**BSc in Mathematics, Statistics and Business****Programme Code:** UBMSB**Department:** Statistics

For students starting this programme of study in 2023/24

This programme was previously titled *BSc in Business Mathematics and Statistics*.

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	EC1A3 Microeconomics I (0.5) #
	And one from:
	EC1B3 Macroeconomics I (0.5) #
	FM101 Finance (0.5)
Paper 4	Either:
	MA103 Introduction to Abstract Mathematics (1.0) #
	Or
	Two half units from:
	AC102 Elements of Financial Accounting (0.5)
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	EC1B3 Macroeconomics I (0.5) #
	FM101 Finance (0.5)
	MA102 Mathematical Proof and Analysis (0.5) #
	ST101A Programming for Data Science (0.5) # 1 (not available 2024/25)
	ST101W Programming for Data Science (0.5) # 2 (not available 2024/25)
Year 2	
Paper 5	MA212 Further Mathematical Methods (1.0) #
Papers 6 & 7	Either
	ST202 Probability, Distribution Theory and Inference (1.0) # and ST211 Applied Regression (0.5) #
	And courses to the value of 0.5 unit(s) from List 1 or List 2:
	List 1 - For students who took MA103 under Paper 4:
	MA203 Real Analysis (0.5) #
	MA208 Optimisation Theory (0.5) #
	MA209 Differential Equations (0.5) #
	MA210 Discrete Mathematics (0.5) #
	MA211 Algebra and Number Theory (0.5) #
	MA213 Operations Research Techniques (0.5) #
	MA214 Algorithms and Data Structures (0.5) #
	ST205 Sample Surveys and Experiments (0.5) #
	ST207 Databases (0.5) # *
	ST226 Actuarial Investigations: Financial (0.5) #
	ST227 Survival Models (0.5) #
	List 2 - For students who did not take MA103 under Paper 4:
	MA102 Mathematical Proof and Analysis (0.5) #
	MA213 Operations Research Techniques (0.5) #
	ST205 Sample Surveys and Experiments (0.5) #
	ST207 Databases (0.5) # *
	ST226 Actuarial Investigations: Financial (0.5) #
	ST227 Survival Models (0.5) #
	Or

ST206 Probability and Distribution Theory (0.5) #
and ST211 Applied Regression (0.5) #

And courses to the value of 1.0 unit from List 1 or List 2:

List 1 - For students who took MA103 under Paper 4:

MA203 Real Analysis (0.5) #
MA208 Optimisation Theory (0.5) #
MA209 Differential Equations (0.5) #
MA210 Discrete Mathematics (0.5) #
MA211 Algebra and Number Theory (0.5) #
MA213 Operations Research Techniques (0.5) #
MA214 Algorithms and Data Structures (0.5) #
ST205 Sample Surveys and Experiments (0.5) #
ST207 Databases (0.5) # *
ST226 Actuarial Investigations: Financial (0.5) #
ST227 Survival Models (0.5) #

List 2 - For students who did not take MA103 under Paper 4:

MA102 Mathematical Proof and Analysis (0.5) #
MA208 Optimisation Theory (0.5) #
MA209 Differential Equations (0.5) #
MA210 Discrete Mathematics (0.5) #
MA213 Operations Research Techniques (0.5) #
MA214 Algorithms and Data Structures (0.5) #
ST205 Sample Surveys and Experiments (0.5) #
ST207 Databases (0.5) # *
ST226 Actuarial Investigations: Financial (0.5) #
ST227 Survival Models (0.5) #

Paper 8

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

AC102 Elements of Financial Accounting (0.5)
AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200 Accounting Theory and Practice (1.0) #
(withdrawn 2024/25)
AC205 Intermediate Financial Accounting (0.5) #
AC206 Intermediate Management Accounting (0.5) #
EC2A3 Microeconomics II (0.5) # 3
EC2B3 Macroeconomics II (0.5) # 4
EC2C3 Econometrics I (0.5) #
EC2C4 Econometrics II (0.5) # 5
FM214 Principles of Finance I (0.5) # 6
FM215 Principles of Finance II (0.5) # 78
Undergraduate Outside Options List (Years 2 & 3)

Year 3

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

Paper 10 Courses to the value of 1.0 unit(s) from the following:
Paper 9 options list

Paper 11 Courses to the value of 1.0 unit(s) from the following:
Paper 9 options list

Paper 12 Courses to the value of 1.0 unit(s) from the following:
Paper 9 options list

Paper 10 options list

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

Paper 9 options list

ST300 Regression and Generalised Linear Models (0.5) #
ST301 Actuarial Mathematics (Life) (0.5) # ~1
ST302 Stochastic Processes (0.5) #
ST304 Time Series and Forecasting (0.5) #
ST306 Actuarial Mathematics (General) (0.5) # ~2
ST308 Bayesian Inference (0.5) # ~A
ST326 Financial Statistics (0.5) #
ST330 Stochastic and Actuarial Methods in

Finance (1.0) # ~3~4~B

Footnotes: for Paper 9 options list

~A: ST202 is a desirable prerequisite for ST308.

~B: ST330 can only be taken if ST302 is taken under Paper 10.

Prerequisite Requirements and Mutually Exclusive Options for Paper 9 options list

1: Before taking ST301 you must take ST227

2: Before taking ST306 you must take ST202

Before taking ST306 you must take ST302

3: Before taking ST330 you must take ST302

4: ST330 can not be taken with FM321, FM322

Paper 10 options list

MA203 Real Analysis (0.5) # ~1

MA208 Optimisation Theory (0.5) # ~2~A

MA209 Differential Equations (0.5) # ~3~B

MA210 Discrete Mathematics (0.5) # ~4

MA211 Algebra and Number Theory (0.5) # ~5

MA213 Operations Research Techniques (0.5) #

MA301 Mathematical Game Theory (0.5) #

MA315 Algebra and its Applications (0.5) # ~6

MA316 Graph Theory (0.5) #

MA317 Complex Analysis (0.5) #

MA318 History and Culture of Mathematics (0.5) #

MA319 Partial Differential Equations (0.5) # ~7

MA320 Mathematics of Networks (0.5) #

MA324 Mathematical Modelling and Simulation (0.5) #

MA330 Game Theory for Collective Decisions (0.5) #

MA333 Optimisation for Machine Learning (0.5) #

ST302 Stochastic Processes (0.5) # ~C

ST303 Stochastic Simulation (0.5) #

ST307 Aspects of Market Research (0.5) # ~8

ST310 Machine Learning (0.5) # *

ST311 Artificial Intelligence (0.5) #

ST312 Applied Statistics Project (0.5) #

ST313 Ethics for Data Science (0.5) #

ST314 Multilevel and Longitudinal Models (0.5) #

ST327 Market Research: An Integrated Approach (1.0) # ~9

Footnotes: for Paper 10 options list

~A: MA203 is a desirable prerequisite for MA208.

~B: MA203 is a desirable prerequisite for MA209.

~C: ST302 must be taken if ST330 was taken under Paper 9.

Prerequisite Requirements and Mutually Exclusive Options for Paper 10 options list

~1: Before taking MA203 you must take MA103

~2: Before taking MA208 you must take MA103

~3: Before taking MA209 you must take MA103

~4: Before taking MA210 you must take MA103

~5: Before taking MA211 you must take MA103

~6: Before taking MA315 you must take MA103

~7: Before taking MA319 you must take MA203

~8: ST307 can not be taken with ST205, ST327

~9: ST327 can not be taken with ST307

Paper 11 options list

AC200 Accounting Theory and Practice (1.0) # (withdrawn 2024/25)

AC331 Contemporary Issues in Financial Accounting (0.5) #

AC332 Financial Statement Analysis and Valuation (0.5) #

EC2A3 Microeconomics II (0.5) #

EC2B3 Macroeconomics II (0.5) #

EC2C3 Econometrics I (0.5) #

EC2C4 Econometrics II (0.5) #

EC302 Political Economy (1.0) # (not available 2024/25)

EC310 Behavioural Economics (1.0) #

EC319 Games and Economic Behaviour (1.0) #

EC325 Public Economics (1.0) #

FM214 Principles of Finance I (0.5) # ~1

FM215 Principles of Finance II (0.5) # ~2~3

FM310 Corporate Finance, Investments and Financial Markets I (0.5) #

FM311 Corporate Finance, Investments and Financial Markets II (0.5) # ~4

FM321 Risk Management and Modelling (0.5) #

FM322 Derivatives (0.5) #

Prerequisite Requirements and Mutually Exclusive Options for Paper 11 options list

1: FM214 can not be taken with FM210

2: Before taking FM215 you must take FM214

3: FM215 can not be taken with FM211

4: Before taking FM311 you must take FM310

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: ST101A can not be taken with ST101W

2: ST101W can not be taken with ST101A

3: Before taking EC2A3 you must take EC1A3

4: Before taking EC2B3 you must take EC1A3

Before taking EC2B3 you must take EC1B3

5: Before taking EC2C4 you must take EC2C3

6: FM214 can not be taken with FM210

7: Before taking FM215 you must take FM214

8: FM215 can not be taken with FM211

Footnotes: A: Students may take certain courses from the Undergraduate Outside Options List, with the approval of the Course Tutor.

BSc in Mathematics, Statistics and Business

Programme Code: UBMSB

Department: Statistics

For students starting this programme of study in 2022/23

This programme was previously titled *BSc in Business Mathematics and Statistics*.

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 ST102 Elementary Statistical Theory (1.0) #

Paper 2 MA100 Mathematical Methods (1.0) #

Paper 3 EC1A3 Microeconomics I (0.5) #

And one from:

EC1B3 Macroeconomics I (0.5) #

FM101 Finance (0.5)

Paper 4

Either:
MA103 Introduction to Abstract Mathematics (1.0) #

Or

One half unit from:

Year 2

Paper 5

Papers 6 & 7

AC102 Elements of Financial Accounting (0.5)
 MA102 Mathematical Proof and Analysis (0.5) #
 ST101 Programming for Data Science (0.5) #

Plus one half unit from:

AC103 Elements of Management Accounting,
 Financial Management and Financial
 Institutions (0.5)
 EC1B3 Macroeconomics I (0.5) #
 FM101 Finance (0.5)

MA212 Further Mathematical Methods (1.0) #

Either

ST202 Probability, Distribution Theory and
 Inference (1.0) # **and** ST211 Applied
 Regression (0.5) #

And courses to the value of 0.5 unit(s) from List 1 or
 List 2:

List 1 - For students who took MA103 under Paper 4:

MA203 Real Analysis (0.5) #
 MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA211 Algebra and Number Theory (0.5) #
 MA213 Operations Research Techniques (0.5) #
 MA214 Algorithms and Data Structures (0.5) #
 ST205 Sample Surveys and Experiments (0.5) #
 ST207 Databases (0.5) # *
 ST226 Actuarial Investigations: Financial (0.5) #
 ST227 Survival Models (0.5) #

List 2 - For students who did not take MA103 under Paper 4:

MA102 Mathematical Proof and Analysis (0.5) #
 MA213 Operations Research Techniques (0.5) #
 ST205 Sample Surveys and Experiments (0.5) #
 ST207 Databases (0.5) # *
 ST226 Actuarial Investigations: Financial (0.5) #
 ST227 Survival Models (0.5) #

Or

ST206 Probability and Distribution Theory (0.5) #
and ST211 Applied Regression (0.5) #

And courses to the value of 1.0 unit from List 1 or List
 2:

List 1 - For students who took MA103 under Paper 4:

MA203 Real Analysis (0.5) #
 MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA211 Algebra and Number Theory (0.5) #
 MA213 Operations Research Techniques (0.5) #
 MA214 Algorithms and Data Structures (0.5) #
 ST205 Sample Surveys and Experiments (0.5) #
 ST207 Databases (0.5) # *
 ST226 Actuarial Investigations: Financial (0.5) #
 ST227 Survival Models (0.5) #

List 2 - For students who did not take MA103 under Paper 4:

MA102 Mathematical Proof and Analysis (0.5) #
 MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA213 Operations Research Techniques (0.5) #
 MA214 Algorithms and Data Structures (0.5) #
 ST205 Sample Surveys and Experiments (0.5) #
 ST207 Databases (0.5) # *
 ST226 Actuarial Investigations: Financial (0.5) #
 ST227 Survival Models (0.5) #

Paper 8

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

AC102 Elements of Financial Accounting (0.5)
 AC103 Elements of Management Accounting,

Financial Management and Financial
 Institutions (0.5)

AC200 Accounting Theory and Practice (1.0)
 # (withdrawn 2024/25)

EC2A3 Microeconomics II (0.5) # 1

EC2B3 Macroeconomics II (0.5) # 2

EC2C3 Econometrics I (0.5) #

EC2C4 Econometrics II (0.5) # 3

FM213 Principles of Finance (1.0) # (withdrawn
 2024/25)

Undergraduate Outside Options List (Years 2 & 3)

Year 3

Paper 9

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

Paper 10

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

Paper 11

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

Paper 12

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

Paper 10 options list

Paper 11 options list

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

Paper 10 options list

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

Paper 9 options list

ST300 Regression and Generalised Linear Models
 (0.5) #
 ST301 Actuarial Mathematics (Life) (0.5) # ~1
 ST302 Stochastic Processes (0.5) #
 ST304 Time Series and Forecasting (0.5) #
 ST306 Actuarial Mathematics (General) (0.5) # ~2
 ST308 Bayesian Inference (0.5) # ~A
 ST326 Financial Statistics (0.5) #
 ST330 Stochastic and Actuarial Methods in
 Finance (1.0) # ~3~4~B

Footnotes: for Paper 9 options list

~A: ST202 is a desirable prerequisite for ST308.

~B: ST330 can only be taken if ST302 is taken under
 Paper 10.

**Prerequisite Requirements and Mutually Exclusive
Options for Paper 9 options list**

~1: Before taking ST301 you must take ST227

~2: Before taking ST306 you must take ST202

Before taking ST306 you must take ST302

~3: Before taking ST330 you must take ST302

~4: ST330 can not be taken with FM321, FM322

Paper 10 options list

MA203 Real Analysis (0.5) # ~1
 MA208 Optimisation Theory (0.5) # ~2~A
 MA209 Differential Equations (0.5) # ~3~B
 MA210 Discrete Mathematics (0.5) # ~4
 MA211 Algebra and Number Theory (0.5) # ~5
 MA213 Operations Research Techniques (0.5) #
 MA300 Game Theory (1.0) # ~6 (withdrawn
 2022/23)
 MA301 Mathematical Game Theory (0.5) # ~7
 MA303 Chaos in Dynamical Systems (0.5) #
 ~C (withdrawn 2023/24)
 MA315 Algebra and its Applications (0.5) # ~8
 MA316 Graph Theory (0.5) #
 MA317 Complex Analysis (0.5) #
 MA318 History and Culture of Mathematics (0.5) #
 MA319 Partial Differential Equations (0.5) # ~9
 MA320 Mathematics of Networks (0.5) #
 MA324 Mathematical Modelling and Simulation
 (0.5) #
 MA330 Game Theory for Collective Decisions (0.5)
 #
 MA333 Optimisation for Machine Learning (0.5) #
 ST302 Stochastic Processes (0.5) # ~D

ST303	Stochastic Simulation (0.5) #
ST307	Aspects of Market Research (0.5) # ~10
ST310	Machine Learning (0.5) # *
ST311	Artificial Intelligence (0.5) #
ST312	Applied Statistics Project (0.5) #
ST313	Ethics for Data Science (0.5) #
ST314	Multilevel and Longitudinal Models (0.5) #
ST327	Market Research: An Integrated Approach (1.0) # ~11

Footnotes: for Paper 10 options list

~A: MA203 is a desirable prerequisite for MA208.
 ~B: MA203 is a desirable prerequisite for MA209.
 ~C: MA103 is a desirable prerequisite for MA303.
 ~D: ST302 must be taken if ST330 was taken under Paper 9.

Prerequisite Requirements and Mutually Exclusive Options for Paper 10 options list

~1: Before taking MA203 you must take MA103
 ~2: Before taking MA208 you must take MA103
 ~3: Before taking MA209 you must take MA103
 ~4: Before taking MA210 you must take MA103
 ~5: Before taking MA211 you must take MA103
 ~6: MA300 can not be taken with MA301
 ~7: MA301 can not be taken with MA300
 ~8: Before taking MA315 you must take MA103
 ~9: Before taking MA319 you must take MA203
 ~10: ST307 can not be taken with ST205, ST327
 ~11: ST327 can not be taken with ST307

Paper 11 options list

AC200	Accounting Theory and Practice (1.0) # (withdrawn 2024/25)
AC331	Contemporary Issues in Financial Accounting (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #
EC2A3	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
EC302	Political Economy (1.0) # (not available 2024/25)
EC310	Behavioural Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC325	Public Economics (1.0) #
FM214	Principles of Finance I (0.5) # ~1~A
FM215	Principles of Finance II (0.5) # ~2~3~B
FM310	Corporate Finance, Investments and Financial Markets I (0.5) # ~C
FM311	Corporate Finance, Investments and Financial Markets II (0.5) # ~4
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #

Footnotes: for Paper 11 options list

~A: FM214 and FM215 can only be taken if FM213 was not taken in Paper 8.
 ~B: FM214 and FM215 can only be taken if FM213 was not taken in Paper 8.
 ~C: FM310 can be taken if FM213 has been taken under Paper 8.

Prerequisite Requirements and Mutually Exclusive Options for Paper 11 options list

1: FM214 can not be taken with FM210
 2: Before taking FM215 you must take FM214
 3: FM215 can not be taken with FM211
 4: Before taking FM311 you must take FM310

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission
 # means there may be prerequisites for this course. Please view the course guide for more information.
 1: Before taking EC2A3 you must take EC1A3
 2: Before taking EC2B3 you must take EC1A3

Before taking EC2B3 you must take EC1B3
 3: Before taking EC2C4 you must take EC2C3
Footnotes: A: Students may take certain courses from the Undergraduate Outside Options List, with the approval of the Course Tutor.

Accreditation: Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available from the *BSc in Mathematics, Statistics, and Business homepage* <https://www.lse.ac.uk/study-at-lse/Undergraduate/Degree-programmes-2021/BSc-Mathematics-Statistics-and-Business>.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA2 Fundamentals of Management Accounting.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA3 Fundamentals of Financial Accounting.

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

BSc in Mathematics and Economics

Programme Code: UBMAEC

Department: Mathematics

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

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

Year 2

Paper 5	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Paper 6	MA221 Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25) and MA222 Further Mathematical Methods (Linear

Paper 7	Algebra) (0.5) #
	Courses to the value of 1.0 unit(s) from the following: Either: FM214 Principles of Finance I (0.5) # and FM215 Principles of Finance II (0.5) # Or EC2C3 Econometrics I (0.5) # And either: EC2C4 Econometrics II (0.5) # MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA213 Operations Research Techniques (0.5) # MA214 Algorithms and Data Structures (0.5) #
Paper 8	MA203 Real Analysis (0.5) # And courses to the value of 0.5 unit(s) from the following: MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) #
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: EC302 Political Economy (1.0) # (not available 2024/25) EC310 Behavioural Economics (1.0) # EC313 Industrial Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) # EC328 Economics of Diversity and Discrimination (0.5) # EC333 Problems of Applied Econometrics (1.0) # EC334 Advanced Macroeconomics (0.5) # EC336 Econometric Theory A (0.5) # EC337 Econometric Theory B (0.5) # EC338 International Trade (0.5) # EC339 International Macroeconomics (0.5) #
Paper 10	Courses to the value of 0.5 unit(s) from the following: A MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA213 Operations Research Techniques (0.5) # MA214 Algorithms and Data Structures (0.5) # MA301 Mathematical Game Theory (0.5) # 1 MA315 Algebra and its Applications (0.5) # MA316 Graph Theory (0.5) # MA317 Complex Analysis (0.5) # MA319 Partial Differential Equations (0.5) # MA320 Mathematics of Networks (0.5) # MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # 2 MA330 Game Theory for Collective Decisions (0.5) # MA333 Optimisation for Machine Learning (0.5) # MA334 Dissertation in Mathematics (0.5) # 3 And courses to the value of 0.5 unit(s) from the following: MA301 Mathematical Game Theory (0.5) # 4 MA315 Algebra and its Applications (0.5) # MA316 Graph Theory (0.5) # MA317 Complex Analysis (0.5) # MA319 Partial Differential Equations (0.5) # MA320 Mathematics of Networks (0.5) # MA321 Measure Theoretic Probability (0.5) #

Paper 11	MA322 Mathematics of Finance and Valuation (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # 5 MA330 Game Theory for Collective Decisions (0.5) # MA333 Optimisation for Machine Learning (0.5) # MA334 Dissertation in Mathematics (0.5) # 6 If FM214 and FM215 were taken under Paper 7: EC2C3 Econometrics I (0.5) # And either: EC2C4 Econometrics II (0.5) # MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA214 Algorithms and Data Structures (0.5) # Or If FM214 and FM215 were not taken under Paper 7 then one of the following: FM214 Principles of Finance I (0.5) # FM215 Principles of Finance II (0.5) # FM321 Risk Management and Modelling (0.5) # FM322 Derivatives (0.5) # MA330 Game Theory for Collective Decisions (0.5) # ST202 Probability, Distribution Theory and Inference (1.0) # ST313 Ethics for Data Science (0.5) # Any paper from the Paper 9 options list (no approval required), or another third year paper in Mathematics or Economics (MA3** or EC3**) with the approval of the Departmental Tutor: <i>Paper 9 options list</i> <i>Economics Third Year Options List</i> <i>Mathematics Third Year Options List</i>
Paper 12	Courses to the value of 1.0 unit(s) from the following: B MA318 History and Culture of Mathematics (0.5) # <i>Paper 9 options list</i> <i>Paper 10 options list</i> <i>Paper 11 options list</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i> Paper 9 options list EC302 Political Economy (1.0) # (not available 2024/25) EC310 Behavioural Economics (1.0) # EC313 Industrial Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) # EC328 Economics of Diversity and Discrimination (0.5) # EC333 Problems of Applied Econometrics (1.0) # EC334 Advanced Macroeconomics (0.5) # EC335 Economic Policy in the Global Economy (0.5) # EC336 Econometric Theory A (0.5) # EC337 Econometric Theory B (0.5) # Economics Third Year Options List EC302 Political Economy (1.0) # (not available 2024/25) EC307 Development Economics (1.0) # EC310 Behavioural Economics (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC317 Labour Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) #

EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC336	Econometric Theory A (0.5) #
EC337	Econometric Theory B (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Paper 10 options list

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA301	Mathematical Game Theory (0.5) # 7
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
MA334	Dissertation in Mathematics (0.5) #

Paper 11 options list

EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
FM214	Principles of Finance I (0.5) # C
FM215	Principles of Finance II (0.5) # D
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST313	Ethics for Data Science (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: MA301 can not be taken with MA300

2: MA324 can not be taken with MA334

3: MA334 can not be taken with MA324

4: MA301 can not be taken with MA300

5: MA324 can not be taken with MA334

6: MA334 can not be taken with MA324

7: MA301 can not be taken with MA300

Footnotes: A: No more than one from MA324 and MA334 can be chosen.

B: No more than one from MA208, MA209, MA210 or MA211 can be taken in Year 3.

C: If not taken before.

D: If not taken before.

BSc in Mathematics and Economics

Programme Code: UBMAEC

Department: Mathematics

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

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

Year 2

Paper 5	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following:

Either:

FM214	Principles of Finance I (0.5) # and FM215 Principles of Finance II (0.5) #
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Or

EC2C3	Econometrics I (0.5) #
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And either:

EC2C4	Econometrics II (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA203	Real Analysis (0.5) #

And courses to the value of 0.5 unit(s) from the following:

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following:
EC302	Political Economy (1.0) # (not available 2024/25)
EC310	Behavioural Economics (1.0) #
EC313	Industrial Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC336	Econometric Theory A (0.5) #
EC337	Econometric Theory B (0.5) #

Paper 10	EC338 International Trade (0.5) #
	EC339 International Macroeconomics (0.5) #
Paper 10	Courses to the value of 0.5 unit(s) from the following:
	A
Paper 10	MA208 Optimisation Theory (0.5) #
	MA209 Differential Equations (0.5) #
Paper 10	MA210 Discrete Mathematics (0.5) #
	MA211 Algebra and Number Theory (0.5) #
Paper 10	MA213 Operations Research Techniques (0.5) #
	MA214 Algorithms and Data Structures (0.5) #
Paper 10	MA301 Mathematical Game Theory (0.5) # 1
	MA315 Algebra and its Applications (0.5) #
Paper 10	MA316 Graph Theory (0.5) #
	MA317 Complex Analysis (0.5) #
Paper 10	MA319 Partial Differential Equations (0.5) #
	MA320 Mathematics of Networks (0.5) #
Paper 10	MA321 Measure Theoretic Probability (0.5) #
	MA322 Mathematics of Finance and Valuation (0.5) #
Paper 10	MA324 Mathematical Modelling and Simulation (0.5) # 2
	MA330 Game Theory for Collective Decisions (0.5) #
Paper 10	MA333 Optimisation for Machine Learning (0.5) #
	MA334 Dissertation in Mathematics (0.5) # 3
Paper 10	And courses to the value of 0.5 unit(s) from the following:
	MA301 Mathematical Game Theory (0.5) # 4
Paper 10	MA315 Algebra and its Applications (0.5) #
	MA316 Graph Theory (0.5) #
Paper 10	MA317 Complex Analysis (0.5) #
	MA319 Partial Differential Equations (0.5) #
Paper 10	MA320 Mathematics of Networks (0.5) #
	MA321 Measure Theoretic Probability (0.5) #
Paper 10	MA322 Mathematics of Finance and Valuation (0.5) #
	MA324 Mathematical Modelling and Simulation (0.5) # 5
Paper 10	MA333 Optimisation for Machine Learning (0.5) #
	MA334 Dissertation in Mathematics (0.5) # 6
Paper 11	If FM214 and FM215 were taken under Paper 7:
	EC2C3 Econometrics I (0.5) #
Paper 11	And either:
	EC2C4 Econometrics II (0.5) #
Paper 11	MA208 Optimisation Theory (0.5) #
	MA209 Differential Equations (0.5) #
Paper 11	MA210 Discrete Mathematics (0.5) #
	MA211 Algebra and Number Theory (0.5) #
Paper 11	MA214 Algorithms and Data Structures (0.5) #
	Or
Paper 11	If FM214 and FM215 were not taken under Paper 7
	then one of the following:
Paper 11	FM214 Principles of Finance I (0.5) #
	FM215 Principles of Finance II (0.5) #
Paper 11	FM321 Risk Management and Modelling (0.5) #
	FM322 Derivatives (0.5) #
Paper 11	MA330 Game Theory for Collective Decisions (0.5) #
	ST202 Probability, Distribution Theory and Inference (1.0) #
Paper 11	ST313 Ethics for Data Science (0.5) #
	Any paper from the Paper 9 options list (no approval required), or another third year paper in Mathematics or Economics (MA3** or EC3**) with the approval of the Departmental Tutor:
Paper 12	<i>Paper 9 options list</i>
	<i>Economics Third Year Options List</i>
Paper 12	<i>Mathematics Third Year Options List</i>
	Courses to the value of 1.0 unit(s) from the following:
Paper 12	B
	MA318 History and Culture of Mathematics (0.5) #
Paper 12	<i>Paper 9 options list</i>

Paper 10 options list

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

Paper 9 options list

EC302	Political Economy (1.0) # (not available 2024/25)
EC310	Behavioural Economics (1.0) #
EC313	Industrial Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC336	Econometric Theory A (0.5) #
EC337	Econometric Theory B (0.5) #

Economics Third Year Options List

EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC336	Econometric Theory A (0.5) #
EC337	Econometric Theory B (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Paper 10 options list

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA301	Mathematical Game Theory (0.5) # 7
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
MA334	Dissertation in Mathematics (0.5) #

Paper 11 options list

EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
FM214	Principles of Finance I (0.5) # C
FM215	Principles of Finance II (0.5) # 8D
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #

MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST313	Ethics for Data Science (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: MA301 can not be taken with MA300

2: MA324 can not be taken with MA334

3: MA334 can not be taken with MA324

4: MA301 can not be taken with MA300

5: MA324 can not be taken with MA334

6: MA334 can not be taken with MA324

7: MA301 can not be taken with MA300

8: Before taking FM215 you must take FM214

Footnotes: A: No more than one from MA324 and MA334 can be chosen.

B: No more than one from MA208, MA209, MA210 or MA211 can be taken in Year 3.

C: If not taken before.

D: If not taken before.

BSc in Mathematics and Economics

Programme Code: UBMAEC

Department: Mathematics

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following: Either: FM213 Principles of Finance (1.0) # (withdrawn 2024/25) Or EC2C3 Econometrics I (0.5) # And either: EC2C4 Econometrics II (0.5) #

Paper 8

Year 3

Paper 9

Paper 10

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA203	Real Analysis (0.5) #
And courses to the value of 0.5 unit(s) from the following:	
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
Year 3	
Courses to the value of 1.0 unit(s) from the following:	
EC302	Political Economy (1.0) # (not available 2024/25)
EC310	Behavioural Economics (1.0) #
EC313	Industrial Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC336	Econometric Theory A (0.5) #
EC337	Econometric Theory B (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
Courses to the value of 0.5 unit(s) from the following:	
A	
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA301	Mathematical Game Theory (0.5) # 1
MA303	Chaos in Dynamical Systems (0.5) # (withdrawn 2023/24)
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) # 2
MA330	Game Theory for Collective Decisions (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
MA334	Dissertation in Mathematics (0.5) # 3
And courses to the value of 0.5 unit(s) from the following:	
MA301	Mathematical Game Theory (0.5) # 4
MA303	Chaos in Dynamical Systems (0.5) # (withdrawn 2023/24)
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) # 5
MA333	Optimisation for Machine Learning (0.5) #

Paper 11	MA334 Dissertation in Mathematics (0.5) # 6
	If FM213 was taken under Paper 7:
	EC2C3 Econometrics I (0.5) #
	And either:
	EC2C4 Econometrics II (0.5) #
	MA208 Optimisation Theory (0.5) #
	MA209 Differential Equations (0.5) #
	MA210 Discrete Mathematics (0.5) #
	MA211 Algebra and Number Theory (0.5) #
	MA214 Algorithms and Data Structures (0.5) #
	Or
	If FM213 was not taken under Paper 7 then one of the following:
	FM214 Principles of Finance I (0.5) #
	FM215 Principles of Finance II (0.5) # 7
	FM321 Risk Management and Modelling (0.5) #
	FM322 Derivatives (0.5) #
	MA330 Game Theory for Collective Decisions (0.5) #
	ST202 Probability, Distribution Theory and Inference (1.0) #
	ST313 Ethics for Data Science (0.5) #
	Any paper from the Paper 9 options list (no approval required), or another third year paper in Mathematics or Economics (MA3** or EC3**) with the approval of the Departmental Tutor:
	<i>Paper 9 options list</i>
	<i>Economics Third Year Options List</i>
	<i>Mathematics Third Year Options List</i>
Paper 12	Courses to the value of 1.0 unit(s) from the following:
	B
	MA318 History and Culture of Mathematics (0.5) #
	<i>Paper 9 options list</i>
	<i>Paper 10 options list</i>
	<i>Paper 11 options list</i>
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>
	Paper 9 options list
	EC302 Political Economy (1.0) # (not available 2024/25)
	EC310 Behavioural Economics (1.0) #
	EC313 Industrial Economics (1.0) #
	EC319 Games and Economic Behaviour (1.0) #
	EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
	EC325 Public Economics (1.0) #
	EC328 Economics of Diversity and Discrimination (0.5) #
	EC333 Problems of Applied Econometrics (1.0) #
	EC334 Advanced Macroeconomics (0.5) #
	EC335 Economic Policy in the Global Economy (0.5) #
	EC336 Econometric Theory A (0.5) #
	EC337 Econometric Theory B (0.5) #
	Economics Third Year Options List
	EC302 Political Economy (1.0) # (not available 2024/25)
	EC307 Development Economics (1.0) #
	EC310 Behavioural Economics (1.0) #
	EC311 History of Economics: How Theories Change (1.0)
	EC313 Industrial Economics (1.0) #
	EC317 Labour Economics (1.0) #
	EC319 Games and Economic Behaviour (1.0) #
	EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
	EC325 Public Economics (1.0) #
	EC328 Economics of Diversity and Discrimination (0.5) #
	EC333 Problems of Applied Econometrics (1.0) #
	EC334 Advanced Macroeconomics (0.5) #
	EC335 Economic Policy in the Global Economy (0.5) #

EC336	Econometric Theory A (0.5) #
EC337	Econometric Theory B (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
Paper 10 options list	
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA301	Mathematical Game Theory (0.5) # 8
MA303	Chaos in Dynamical Systems (0.5) # (withdrawn 2023/24)
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
MA334	Dissertation in Mathematics (0.5) #
Paper 11 options list	
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
FM214	Principles of Finance I (0.5) # C
FM215	Principles of Finance II (0.5) # 9D
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST313	Ethics for Data Science (0.5) #
Prerequisite Requirements and Mutually Exclusive Options	
* means available with permission	
# means there may be prerequisites for this course. Please view the course guide for more information.	
1: MA301 can not be taken with MA300	
2: MA324 can not be taken with MA334	
3: MA334 can not be taken with MA324	
4: MA301 can not be taken with MA300	
5: MA324 can not be taken with MA334	
6: MA334 can not be taken with MA324	
7: Before taking FM215 you must take FM214	
8: MA301 can not be taken with MA300	
9: Before taking FM215 you must take FM214	
Footnotes: A: No more than one from MA324 and MA334 can be chosen.	
B: No more than one from MA208, MA209, MA210 or MA211 can be taken in Year 3.	
C: If FM213 has not been taken before.	
D: If FM213 has not been taken before.	

BSc in Mathematics with Data Science

Programme Code: UBMawDS

Department: Mathematics

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. Students will choose ONE of the three half-unit options below: LSE100A The LSE Course: How can we transform our climate futures? (0.5) LSE100B The LSE Course: How can we control AI? (0.5) LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	MA214 Algorithms and Data Structures (0.5) # and ST101 Programming for Data Science (0.5) #
Paper 6	MA221 Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25) and MA222 Further Mathematical Methods (Linear Algebra) (0.5) #
Paper 7	MA203 Real Analysis (0.5) # and MA208 Optimisation Theory (0.5) #
Paper 8	ST202 Probability, Distribution Theory and Inference (1.0) #
	Or ST206 Probability and Distribution Theory (0.5) #
	And one from: MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) #
Year 3	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: MA316 Graph Theory (0.5) # MA320 Mathematics of Networks (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # MA333 Optimisation for Machine Learning (0.5) # ST310 Machine Learning (0.5) # ST311 Artificial Intelligence (0.5) # ST313 Ethics for Data Science (0.5) #
Paper 11	Courses to the value of 1.0 unit(s) from the following: MA301 Mathematical Game Theory (0.5) # MA315 Algebra and its Applications (0.5) # MA317 Complex Analysis (0.5) # MA318 History and Culture of Mathematics (0.5) # MA319 Partial Differential Equations (0.5) # MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) # 1 MA330 Game Theory for Collective Decisions (0.5) # ST302 Stochastic Processes (0.5) # 2 ST304 Time Series and Forecasting (0.5) # ST308 Bayesian Inference (0.5) # ST326 Financial Statistics (0.5) #
	(No more than one level two course can be taken in Year 3): EC2A3 Microeconomics II (0.5) # EC2B3 Macroeconomics II (0.5) # EC2C3 Econometrics I (0.5) # FM214 Principles of Finance I (0.5) #

Paper 12

FM215	Principles of Finance II (0.5) # 3
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
ST207	Databases (0.5) #
<i>Papers 9 & 10 options list</i>	
Courses to the value of 1.0 unit(s) from the following: Any other course with permission from the Departmental Tutor	
<i>Papers 9 & 10 options list</i>	
<i>Paper 11 options list</i>	
<i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Papers 9 & 10 options list	
MA316	Graph Theory (0.5) #
MA320	Mathematics of Networks (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
ST310	Machine Learning (0.5) #
ST311	Artificial Intelligence (0.5) #
Paper 11 options list	
MA301	Mathematical Game Theory (0.5) #
MA315	Algebra and its Applications (0.5) #
MA317	Complex Analysis (0.5) #
MA318	History and Culture of Mathematics (0.5) #
MA319	Partial Differential Equations (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST308	Bayesian Inference (0.5) #
ST326	Financial Statistics (0.5) #
(only one half unit allowed from a second-year course, if not selected under paper 11):	
EC2A3	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
FM214	Principles of Finance I (0.5) #
FM215	Principles of Finance II (0.5) # 4
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
ST207	Databases (0.5) #
Prerequisite Requirements and Mutually Exclusive Options	
* means available with permission	
# means there may be prerequisites for this course. Please view the course guide for more information.	
1: MA322 can not be taken with ST302	
2: ST302 can not be taken with MA322	
3: Before taking FM215 you must take FM214	
4: Before taking FM215 you must take FM214	
5: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.	
Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the <i>undergraduate summary page for prospective students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm . Changes to course and programme information for future academic sessions can be found on the <i>undergraduate summary page for future students</i> lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm .	

BSc in Mathematics with Data Science

Programme Code: UBMAWDS

Department: Mathematics

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	MA214 Algorithms and Data Structures (0.5) # and ST101 Programming for Data Science (0.5) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	MA203 Real Analysis (0.5) # and MA208 Optimisation Theory (0.5) #
Paper 8	ST202 Probability, Distribution Theory and Inference (1.0) #
	Or
	ST206 Probability and Distribution Theory (0.5) #
	And one from:
	MA209 Differential Equations (0.5) #
	MA210 Discrete Mathematics (0.5) #
	MA211 Algebra and Number Theory (0.5) #
Year 3	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: MA316 Graph Theory (0.5) # MA320 Mathematics of Networks (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # MA333 Optimisation for Machine Learning (0.5) # ST310 Machine Learning (0.5) # ST311 Artificial Intelligence (0.5) # ST313 Ethics for Data Science (0.5) #
Paper 11	Courses to the value of 1.0 unit(s) from the following: MA301 Mathematical Game Theory (0.5) # MA315 Algebra and its Applications (0.5) # MA317 Complex Analysis (0.5) # MA318 History and Culture of Mathematics (0.5) # MA319 Partial Differential Equations (0.5) # MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) # MA330 Game Theory for Collective Decisions (0.5) # ST302 Stochastic Processes (0.5) # ST304 Time Series and Forecasting (0.5) # ST308 Bayesian Inference (0.5) # ST326 Financial Statistics (0.5) #
(No more than one level two course can be taken in	

Year 3):

EC2A3	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
FM214	Principles of Finance I (0.5) #
FM215	Principles of Finance II (0.5) # 1
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
ST207	Databases (0.5) #

Papers 9 & 10 options list

Paper 12

Courses to the value of 1.0 unit(s) from the following:
Any other course with permission from the Departmental Tutor

Papers 9 & 10 options list

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

Papers 9 & 10 options list

MA316	Graph Theory (0.5) #
MA320	Mathematics of Networks (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
ST310	Machine Learning (0.5) #
ST311	Artificial Intelligence (0.5) #

Paper 11 options list

MA301	Mathematical Game Theory (0.5) #
MA315	Algebra and its Applications (0.5) #
MA317	Complex Analysis (0.5) #
MA318	History and Culture of Mathematics (0.5) #
MA319	Partial Differential Equations (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST308	Bayesian Inference (0.5) #
ST326	Financial Statistics (0.5) #

(only one half unit allowed from a second-year course, if not selected under paper 11):

EC2A3	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
FM214	Principles of Finance I (0.5) #
FM215	Principles of Finance II (0.5) # 2
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
ST207	Databases (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking FM215 you must take FM214

2: Before taking FM215 you must take FM214

BSc in Mathematics with Economics

Programme Code: UBMAWEC

Department: Mathematics

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students,

running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

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

- LSE100A The LSE Course: How can we transform our climate futures? (0.5)
 LSE100B The LSE Course: How can we control AI? (0.5)
 LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

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

Year 2

- Paper 5 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #
 Paper 6 MA221 Further Mathematical Methods (Calculus) (0.5) # (not available 2024/25) **and** MA222 Further Mathematical Methods (Linear Algebra) (0.5) #
 Paper 7 MA203 Real Analysis (0.5) #
And courses to the value of 0.5 unit(s) from the following:
 MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA211 Algebra and Number Theory (0.5) #
 Paper 8 Courses to the value of 1.0 unit(s) from the following if not taken under Paper 7:
 FM214 Principles of Finance I (0.5) # **and** FM215 Principles of Finance II (0.5) #
 MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA211 Algebra and Number Theory (0.5) #
 MA213 Operations Research Techniques (0.5) #
 MA214 Algorithms and Data Structures (0.5) #
 ST202 Probability, Distribution Theory and Inference (1.0) #

Year 3

- Paper 9 Courses to the value of 1.0 unit(s) from the following:
 EC2C3 Econometrics I (0.5) #
 EC2C4 Econometrics II (0.5) #
 EC302 Political Economy (1.0) # (not available 2024/25)
 EC310 Behavioural Economics (1.0) #
 EC319 Games and Economic Behaviour (1.0) #
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
 EC325 Public Economics (1.0) #
 EC328 Economics of Diversity and Discrimination (0.5) #
 EC334 Advanced Macroeconomics (0.5) #
 EC338 International Trade (0.5) #
 EC339 International Macroeconomics (0.5) #

Papers 10 & 11

- Courses to the value of 2.0 unit(s) from the following:
 A
 MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA211 Algebra and Number Theory (0.5) #
 MA213 Operations Research Techniques (0.5) #
 MA214 Algorithms and Data Structures (0.5) #
 MA301 Mathematical Game Theory (0.5) #

- MA315 Algebra and its Applications (0.5) #
 MA316 Graph Theory (0.5) #
 MA317 Complex Analysis (0.5) #
 MA318 History and Culture of Mathematics (0.5) #
 MA319 Partial Differential Equations (0.5) #
 MA320 Mathematics of Networks (0.5) #
 MA321 Measure Theoretic Probability (0.5) #
 MA322 Mathematics of Finance and Valuation (0.5) # 1
 MA324 Mathematical Modelling and Simulation (0.5) # 2
 MA330 Game Theory for Collective Decisions (0.5) #
 MA333 Optimisation for Machine Learning (0.5) #
 MA334 Dissertation in Mathematics (0.5) # 3
 ST300 Regression and Generalised Linear Models (0.5) #
 ST302 Stochastic Processes (0.5) # 4
 ST304 Time Series and Forecasting (0.5) #
 ST308 Bayesian Inference (0.5) #
 ST310 Machine Learning (0.5) #
 ST313 Ethics for Data Science (0.5) #

Paper 12

If FM214 and FM215 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following:

- MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA211 Algebra and Number Theory (0.5) #
 MA213 Operations Research Techniques (0.5) #
 MA214 Algorithms and Data Structures (0.5) #
 ST202 Probability, Distribution Theory and Inference (1.0) #
 ST313 Ethics for Data Science (0.5) #

Or

If MA208, MA209, MA210, MA211, MA213, MA214 or ST202 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following: B

Paper 9 Options List

Paper 10 & 11 Options List

Undergraduate Outside Options List (Years 2 & 3)

Paper 9 Options List

- EC2C3 Econometrics I (0.5) #
 EC2C4 Econometrics II (0.5) #
 EC302 Political Economy (1.0) # (not available 2024/25)
 EC310 Behavioural Economics (1.0) #
 EC319 Games and Economic Behaviour (1.0) #
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
 EC325 Public Economics (1.0) #
 EC328 Economics of Diversity and Discrimination (0.5) #
 EC334 Advanced Macroeconomics (0.5) #
 EC338 International Trade (0.5) #
 EC339 International Macroeconomics (0.5) #

Paper 10 & 11 Options List

- MA208 Optimisation Theory (0.5) #
 MA209 Differential Equations (0.5) #
 MA210 Discrete Mathematics (0.5) #
 MA211 Algebra and Number Theory (0.5) #
 MA213 Operations Research Techniques (0.5) #
 MA214 Algorithms and Data Structures (0.5) #
 MA301 Mathematical Game Theory (0.5) #
 MA315 Algebra and its Applications (0.5) #
 MA316 Graph Theory (0.5) #
 MA317 Complex Analysis (0.5) #
 MA318 History and Culture of Mathematics (0.5) #
 MA319 Partial Differential Equations (0.5) #
 MA320 Mathematics of Networks (0.5) #
 MA321 Measure Theoretic Probability (0.5) #
 MA322 Mathematics of Finance and Valuation (0.5)

	#
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
MA334	Dissertation in Mathematics (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST308	Bayesian Inference (0.5) #
ST310	Machine Learning (0.5) #
ST313	Ethics for Data Science (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: MA322 can not be taken with ST302

2: MA324 can not be taken with MA334

3: MA334 can not be taken with MA324

4: ST302 can not be taken with MA322

Footnotes: A: Courses selected in Papers 10 & 11 must include at most one MA2xx course, at most two STxxx courses, and at least one MA3xx course.

No more than one from MA324 and MA334 can be chosen.

B: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.

BSc in Mathematics with Economics

Programme Code: UBMAWEC

Department: Mathematics

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
Year 2	
Paper 5	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	MA203 Real Analysis (0.5) #
	And courses to the value of 0.5 unit(s) from the following:
	MA208 Optimisation Theory (0.5) #

	MA209 Differential Equations (0.5) #
	MA210 Discrete Mathematics (0.5) #
	MA211 Algebra and Number Theory (0.5) #
Paper 8	Courses to the value of 1.0 unit(s) from the following if not taken under Paper 7:
	FM214 Principles of Finance I (0.5) # and FM215 Principles of Finance II (0.5) #
	MA208 Optimisation Theory (0.5) #
	MA209 Differential Equations (0.5) #
	MA210 Discrete Mathematics (0.5) #
	MA211 Algebra and Number Theory (0.5) #
	MA213 Operations Research Techniques (0.5) #
	MA214 Algorithms and Data Structures (0.5) #
	ST202 Probability, Distribution Theory and Inference (1.0) #

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following:
	EC2C3 Econometrics I (0.5) #
	EC2C4 Econometrics II (0.5) #
	EC302 Political Economy (1.0) # (not available 2024/25)
	EC310 Behavioural Economics (1.0) #
	EC319 Games and Economic Behaviour (1.0) #
	EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
	EC325 Public Economics (1.0) #
	EC328 Economics of Diversity and Discrimination (0.5) #
	EC334 Advanced Macroeconomics (0.5) #
	EC338 International Trade (0.5) #
	EC339 International Macroeconomics (0.5) #

Papers 10 & 11

	Courses to the value of 2.0 unit(s) from the following:
	A
	MA208 Optimisation Theory (0.5) #
	MA209 Differential Equations (0.5) #
	MA210 Discrete Mathematics (0.5) #
	MA211 Algebra and Number Theory (0.5) #
	MA213 Operations Research Techniques (0.5) #
	MA214 Algorithms and Data Structures (0.5) #
	MA301 Mathematical Game Theory (0.5) #
	MA315 Algebra and its Applications (0.5) #
	MA316 Graph Theory (0.5) #
	MA317 Complex Analysis (0.5) #
	MA318 History and Culture of Mathematics (0.5) #
	MA319 Partial Differential Equations (0.5) #
	MA320 Mathematics of Networks (0.5) #
	MA321 Measure Theoretic Probability (0.5) #
	MA322 Mathematics of Finance and Valuation (0.5) # 1
	MA324 Mathematical Modelling and Simulation (0.5) # 2
	MA330 Game Theory for Collective Decisions (0.5) #
	MA333 Optimisation for Machine Learning (0.5) #
	MA334 Dissertation in Mathematics (0.5) # 3
	ST300 Regression and Generalised Linear Models (0.5) #
	ST302 Stochastic Processes (0.5) # 4
	ST304 Time Series and Forecasting (0.5) #
	ST308 Bayesian Inference (0.5) #
	ST310 Machine Learning (0.5) #
	ST313 Ethics for Data Science (0.5) #
Paper 12	If FM214 and FM215 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following:
	MA208 Optimisation Theory (0.5) #
	MA209 Differential Equations (0.5) #
	MA210 Discrete Mathematics (0.5) #
	MA211 Algebra and Number Theory (0.5) #
	MA213 Operations Research Techniques (0.5) #
	MA214 Algorithms and Data Structures (0.5) #

ST202 Probability, Distribution Theory and Inference (1.0) #

ST313 Ethics for Data Science (0.5) #

Or

If MA208, MA209, MA210, MA211, MA213, MA214 or ST202 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following: B

Paper 9 Options List

Paper 10 & 11 Option List

Undergraduate Outside Options List (Years 2 & 3)

Paper 9 Options List

EC2C3 Econometrics I (0.5) #

EC2C4 Econometrics II (0.5) #

EC302 Political Economy (1.0) # (not available 2024/25)

EC310 Behavioural Economics (1.0) #

EC319 Games and Economic Behaviour (1.0) #

EC321 Monetary Economics and Aggregate Fluctuations (1.0) #

EC325 Public Economics (1.0) #

EC328 Economics of Diversity and Discrimination (0.5) #

EC334 Advanced Macroeconomics (0.5) #

EC338 International Trade (0.5) #

EC339 International Macroeconomics (0.5) #

Paper 10 & 11 Option List

MA208 Optimisation Theory (0.5) #

MA209 Differential Equations (0.5) #

MA210 Discrete Mathematics (0.5) #

MA211 Algebra and Number Theory (0.5) #

MA213 Operations Research Techniques (0.5) #

MA214 Algorithms and Data Structures (0.5) #

MA301 Mathematical Game Theory (0.5) #

MA315 Algebra and its Applications (0.5) #

MA316 Graph Theory (0.5) #

MA317 Complex Analysis (0.5) #

MA318 History and Culture of Mathematics (0.5) #

MA319 Partial Differential Equations (0.5) #

MA320 Mathematics of Networks (0.5) #

MA321 Measure Theoretic Probability (0.5) #

MA322 Mathematics of Finance and Valuation (0.5) #

MA324 Mathematical Modelling and Simulation (0.5) #

MA330 Game Theory for Collective Decisions (0.5) #

MA333 Optimisation for Machine Learning (0.5) #

MA334 Dissertation in Mathematics (0.5) #

ST300 Regression and Generalised Linear Models (0.5) #

ST302 Stochastic Processes (0.5) #

ST304 Time Series and Forecasting (0.5) #

ST308 Bayesian Inference (0.5) #

ST310 Machine Learning (0.5) #

ST313 Ethics for Data Science (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: MA322 can not be taken with ST302

2: MA324 can not be taken with MA334

3: MA334 can not be taken with MA324

4: ST302 can not be taken with MA322

Footnotes: A: Courses selected in Papers 10 & 11 must include at most one MA2xx course, at most two STxxx courses, and at least one MA3xx course.

No more than one from MA324 and MA334 can be chosen.

B: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.

BSc in Mathematics with Economics

Programme Code: UBMAWEC

Department: Mathematics

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #

Paper 2 MA100 Mathematical Methods (1.0) #

Paper 3 ST102 Elementary Statistical Theory (1.0) #

Paper 4 MA103 Introduction to Abstract Mathematics (1.0) #

Year 2

Paper 5 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #

Paper 6 MA212 Further Mathematical Methods (1.0) #

Paper 7 MA203 Real Analysis (0.5) #

And courses to the value of 0.5 unit(s) from the following:

MA208 Optimisation Theory (0.5) #

MA209 Differential Equations (0.5) #

MA210 Discrete Mathematics (0.5) #

MA211 Algebra and Number Theory (0.5) #

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

FM213 Principles of Finance (1.0) # (withdrawn 2024/25)

MA208 Optimisation Theory (0.5) #

MA209 Differential Equations (0.5) #

MA210 Discrete Mathematics (0.5) #

MA211 Algebra and Number Theory (0.5) #

MA213 Operations Research Techniques (0.5) #

MA214 Algorithms and Data Structures (0.5) #

ST202 Probability, Distribution Theory and Inference (1.0) #

Undergraduate Outside Options List (Years 2 & 3)

Year 3

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

EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

EC302 Political Economy (1.0) # (not available 2024/25)

EC310 Behavioural Economics (1.0) #

EC319 Games and Economic Behaviour (1.0) #

EC321 Monetary Economics and Aggregate Fluctuations (1.0) #

EC325 Public Economics (1.0) #

EC334 Advanced Macroeconomics (0.5) #

EC338 International Trade (0.5) #

EC339 International Macroeconomics (0.5) #

Papers 10

& 11

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

MA208 Optimisation Theory (0.5) #

MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA301	Mathematical Game Theory (0.5) #
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA318	History and Culture of Mathematics (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) # 1
MA324	Mathematical Modelling and Simulation (0.5) # 2
MA330	Game Theory for Collective Decisions (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
MA334	Dissertation in Mathematics (0.5) # 3
ST300	Regression and Generalised Linear Models (0.5) #
ST302	Stochastic Processes (0.5) # 4
ST304	Time Series and Forecasting (0.5) #
ST308	Bayesian Inference (0.5) #
ST310	Machine Learning (0.5) #
ST313	Ethics for Data Science (0.5) #

Paper 12

If course(s) from the Undergraduate Outside Options List or FM213 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following:

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST313	Ethics for Data Science (0.5) #

Or

If MA208, MA209, MA210, MA211, MA213, MA214 or ST202 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following: C

*Paper 9 Options List**Paper 10 & 11 Options List**Undergraduate Outside Options List (Years 2 & 3)***Paper 9 Options List**

EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
EC302	Political Economy (1.0) # (not available 2024/25)
EC310	Behavioural Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC334	Advanced Macroeconomics (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Paper 10 & 11 Options List

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA301	Mathematical Game Theory (0.5) #
MA315	Algebra and its Applications (0.5) #
MA316	Graph Theory (0.5) #

MA317	Complex Analysis (0.5) #
MA318	History and Culture of Mathematics (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MA334	Dissertation in Mathematics (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST308	Bayesian Inference (0.5) #
ST310	Machine Learning (0.5) #
ST313	Ethics for Data Science (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: MA322 can not be taken with ST302

2: MA324 can not be taken with MA334

3: MA334 can not be taken with MA324

4: ST302 can not be taken with MA322

Footnotes: A: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.

B: Courses selected in Papers 10 & 11 must include at most one MA2xx course, at most two STxxx courses, and at least one MA3xx course.

No more than one from MA324 and MA334 can be chosen.

C: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.

BSc in Philosophy, Logic and Scientific Method

Programme Code: UBPHS3**Department:** Philosophy, Logic and Scientific Method

For students starting this programme of study in 2024/25

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

Please note that places are limited on some optional courses.

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

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

LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
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Students will choose ONE of the three half-unit options below:

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

Year 1**Paper 1**

PH103	The Big Questions: An Introduction to Philosophy (1.0) #
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Paper 2	PH111 Introduction to Logic (0.5) And either: PH105 Historical and Global Perspectives on Philosophy (0.5) or PH112 Intermediate Logic and Probability (0.5) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i>

Year 2

Paper 5	PH201 Philosophy of Science (1.0)
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Year 3

Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 12	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Philosophy Options List

LL306	Theories of Law (0.5) A
LL307	Justifying Political Authority (0.5) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) C
PH112	Intermediate Logic and Probability (0.5) #
PH214	Philosophy, Morals and Politics (1.0)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5)
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) D

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: LL306 can only be taken in the third year.

B: LL307 can only be taken in the third year.

C: PH105 can be taken in the first and second year only.

D: PH399 cannot be taken in Year 1 or Year 2.

Language Specialism: Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner,

intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Philosophy, Logic and Scientific Method (with French).**

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

BSc in Philosophy, Logic and Scientific Method

Programme Code: UBPHS3

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2023/24

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

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
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Paper 2	PH111 Introduction to Logic (0.5)
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And either:

PH105	Historical and Global Perspectives on Philosophy (0.5) or
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PH112	Intermediate Logic and Probability (0.5) #
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Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i>
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Year 2

Paper 5	PH201 Philosophy of Science (1.0)
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following: <i>Philosophy Options List</i>

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

Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: <i>Philosophy Options List</i>
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Paper 12	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
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Philosophy Options List

LL306	Theories of Law (0.5) A
LL307	Justifying Political Authority (0.5) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) C
PH112	Intermediate Logic and Probability (0.5) #
PH214	Philosophy, Morals and Politics (1.0)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5)
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) D

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: LL306 can only be taken in the third year.

B: LL307 can only be taken in the third year.

C: PH105 can be taken in the first and second year only.

D: PH399 cannot be taken in Year 1 or Year 2.

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

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

BSc in Philosophy, Logic and Scientific Method

Programme Code: UBPHS3

Department: Philosophy, Logic and Scientific Method

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

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1 PH103 The Big Questions: An Introduction to Philosophy (1.0) #

Paper 2 PH111 Introduction to Logic (0.5)

And either:

PH105 Historical and Global Perspectives on Philosophy (0.5) **or**

PH112 Intermediate Logic and Probability (0.5) #

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following: *Undergraduate Outside Options List (Year 1)*

Year 2

Paper 5 PH201 Philosophy of Science (1.0)

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

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

Year 3

Papers 9, 10 & 11

Courses to the value of 3.0 unit(s) from the following: *Philosophy Options List*

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

Philosophy Options List

LL306	Theories of Law (0.5) A
LL307	Justifying Political Authority (0.5) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) C
PH112	Intermediate Logic and Probability (0.5) #
PH203	Philosophy of Society (1.0) # (withdrawn 2023/24)
PH214	Philosophy, Morals and Politics (1.0)
PH217	Set Theory and Further Logic (1.0) # (withdrawn 2023/24)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5)
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)

PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) D

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: LL306 can only be taken in the third year.

B: LL307 can only be taken in the third year.

C: PH105 can be taken in the first and second year only.

D: PH399 cannot be taken in Year 1 or Year 2.

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

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

BSc in Philosophy, Politics and Economics

Programme Code: UBPHPOLEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

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

Students will choose ONE of the three half-unit

options below:

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1

Either

ST107 Quantitative Methods (Statistics) (0.5) #

And one from:

MA107 Quantitative Methods (Mathematics) (0.5) # **or**

MA108 Methods in Calculus and Linear Algebra (0.5)

Or

MA100 Mathematical Methods (1.0) #

GV101 Introduction to Political Science (1.0)

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

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

Paper 2

Paper 3

Paper 4

Year 2

Paper 5

If ST107 was taken under Paper 1 then students may select the following:

GV249 Research Design in Political Science (1.0)

or

EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

Or

If MA100 was taken under Paper 1, then students must select the following:

ST102 Elementary Statistical Theory (1.0) #

GV100 Introduction to Political Theory (1.0)

EC241 PPE Interdisciplinary Research Seminar (0.5) **and** PH111 Introduction to Logic (0.5)

EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #

Paper 6

Paper 7

Paper 8

Year 3

Paper 9

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

Government List B

Paper 10

PH344 PPE Research Seminar (0.5)

And

Courses to the value of 0.5 unit(s) from the following:

PH105 Historical and Global Perspectives on Philosophy (0.5)

PH112 Intermediate Logic and Probability (0.5) #

PH223 Mind and Metaphysics (0.5)

PH224 Epistemology (0.5) #

PH225 Business and Organisational Ethics (0.5)

PH227 Genes, Brains and Society (0.5) (not available 2024/25)

PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)

PH238 Philosophy of Language (0.5) #

PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)

PH241 Animal Minds and Animal Ethics (0.5)

PH333 Philosophy of Gender and Race (0.5)

Paper 11

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

Paper 12

If ST107 was taken under Paper 1, then courses to the value of 1.0 unit(s) from the following:

Economics Options List

Philosophy Options List

Government List A

Government List B

Or

If MA100 and ST102 were taken under Papers 1 and

5, then students must select the following:

EC2C3 Econometrics I (0.5) #

And

EC2C4 Econometrics II (0.5) #

Year 4

- Paper 13 PH341 Philosophy, Politics and Economics: Applications (1.0) #
- Paper 14 GV343 Philosophy, Politics and Economics: Capstone (0.5) **and** GV344 Philosophy, Politics and Economics: Research Project (0.5)
- Paper 15 Courses to the value of 1.0 unit(s) from the following:
G
Economics Options List
Philosophy Options List
Government List B
- Paper 16 Courses to the value of 1.0 unit(s) from the following:
H
Economics Options List
Philosophy Options List
Government List B
Or
Courses to the value of 1.0 unit(s) from the following:

Undergraduate Outside Options List (Years 2 & 3)

Economics Options List

- EC302 Political Economy (1.0) # (not available 2024/25)
- EC307 Development Economics (1.0) #
- EC311 History of Economics: How Theories Change (1.0)
- EC313 Industrial Economics (1.0) #
- EC317 Labour Economics (1.0) #
- EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
- EC325 Public Economics (1.0) #
- EC328 Economics of Diversity and Discrimination (0.5) #
- EC330 Environmental Economics (1.0) #
- EC333 Problems of Applied Econometrics (1.0) #
- EC334 Advanced Macroeconomics (0.5) #
- EC335 Economic Policy in the Global Economy (0.5) #
- EC338 International Trade (0.5) #
- EC339 International Macroeconomics (0.5) #

Philosophy Options List

- LL306 Theories of Law (0.5)
- LL307 Justifying Political Authority (0.5)
- LN253 European Literature and Philosophy (1.0) #
- LN254 Literature and Aspects of Ethics (1.0) #
- PH105 Historical and Global Perspectives on Philosophy (0.5) E
- PH112 Intermediate Logic and Probability (0.5) #
- PH201 Philosophy of Science (1.0)
- PH214 Philosophy, Morals and Politics (1.0)
- PH222 Philosophy and Public Policy (1.0)
- PH223 Mind and Metaphysics (0.5) 1
- PH224 Epistemology (0.5) # 2
- PH225 Business and Organisational Ethics (0.5)
- PH226 Philosophy of Society (0.5) #
- PH227 Genes, Brains and Society (0.5) (not available 2024/25)
- PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
- PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
- PH236 Set Theory (0.5) # (not available 2024/25)
- PH237 Advanced Logic (0.5) #
- PH238 Philosophy of Language (0.5) #
- PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
- PH240 The Ethics of Data and AI (0.5)

PH241 Animal Minds and Animal Ethics (0.5)

PH311 Philosophy of Economics (1.0) #

PH333 Philosophy of Gender and Race (0.5)

PH399 Dissertation in Philosophy (1.0) F

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

Footnotes: A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar.

B: GV307: Not available for students on the BA/BSc Social Anthropology programmes

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

E: PH105 can be taken in Year 2 only.

F: PH399 cannot be taken in Year 1 or Year 2.

G: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

H: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

I: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.

BSc in Philosophy, Politics and Economics

Programme Code: UBPHPOLEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1

Either

ST107 Quantitative Methods (Statistics) (0.5) #

And one from:

MA107 Quantitative Methods (Mathematics) (0.5) # **or**

MA108 Methods in Calculus and Linear Algebra (0.5)

Or

MA100 Mathematical Methods (1.0) #

GV101 Introduction to Political Science (1.0)

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

Paper 2

Paper 3

Paper 4	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Year 2	
Paper 5	If ST107 was taken under Paper 1 then students may select the following: GV249 Research Design in Political Science (1.0) Or EC2C3 Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) # Or If MA100 was taken under Paper 1, then students must select the following: ST102 Elementary Statistical Theory (1.0) # GV100 Introduction to Political Theory (1.0)
Paper 6	EC241 PPE Interdisciplinary Research Seminar
Paper 7	(0.5) and PH111 Introduction to Logic (0.5)
Paper 8	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i> <i>Government List B</i>
Paper 10	PH344 PPE Research Seminar (0.5) And Courses to the value of 0.5 unit(s) from the following: PH105 Historical and Global Perspectives on Philosophy (0.5) PH112 Intermediate Logic and Probability (0.5) # PH223 Mind and Metaphysics (0.5) PH224 Epistemology (0.5) # PH225 Business and Organisational Ethics (0.5) PH227 Genes, Brains and Society (0.5) (not available 2024/25) PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) # PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) PH238 Philosophy of Language (0.5) # PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5) PH241 Animal Minds and Animal Ethics (0.5) PH333 Philosophy of Gender and Race (0.5)
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i>
Paper 12	If ST107 was taken under Paper 1, then courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i> <i>Philosophy Options List</i> <i>Government List A</i> <i>Government List B</i> Or If MA100 and ST102 were taken under Papers 1 and 5, then students must select the following: EC2C3 Econometrics I (0.5) # And EC2C4 Econometrics II (0.5) #
Year 4	
Paper 13	PH341 Philosophy, Politics and Economics: Applications (1.0) #
Paper 14	GV343 Philosophy, Politics and Economics: Capstone (0.5) and GV344 Philosophy, Politics and Economics: Research Project (0.5)
Paper 15	Courses to the value of 1.0 unit(s) from the following: H <i>Economics Options List</i> <i>Philosophy Options List</i> <i>Government List B</i>
Paper 16	Courses to the value of 1.0 unit(s) from the following: I <i>Economics Options List</i> <i>Philosophy Options List</i>

*Government List B***Or**

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

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

EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC317	Labour Economics (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Philosophy Options List

LL306	Theories of Law (0.5)
LL307	Justifying Political Authority (0.5)
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) E
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH214	Philosophy, Morals and Politics (1.0)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH301	Rationality and Choice (1.0) # F (withdrawn 2024/25)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) G

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

Footnotes: A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar.
B: GV307: Not available for students on the BA/BSc Social Anthropology programmes
C: GV319 can be taken in Year 3 only.
D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government

List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

E: PH105 can be taken in Year 2 only.

F: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.

G: PH399 cannot be taken in Year 1 or Year 2.

H: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

I: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

J: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.

BSc in Philosophy, Politics and Economics

Programme Code: UBPHPOLEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	Either MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
	Or MA100 Mathematical Methods (1.0) #
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	PH103 The Big Questions: An Introduction to Philosophy (1.0) # A
Paper 4	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Year 2	
Paper 5	If MA107 and ST107 were taken under Paper 1 then students may select the following: GV249 Research Design in Political Science (1.0) Or EC2C3 Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
	Or If MA100 was taken under Paper 1, then students must select the following: ST102 Elementary Statistical Theory (1.0) #
Paper 6	GV100 Introduction to Political Theory (1.0)
Paper 7	EC241 PPE Interdisciplinary Research Seminar (0.5) and PH111 Introduction to Logic (0.5)
Paper 8	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Year 3	

Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i> <i>Government List B</i>
Paper 10	PH344 PPE Research Seminar (0.5) And Courses to the value of 0.5 unit(s) from the following: PH105 Historical and Global Perspectives on Philosophy (0.5) PH112 Intermediate Logic and Probability (0.5) # PH223 Mind and Metaphysics (0.5) PH224 Epistemology (0.5) # PH225 Business and Organisational Ethics (0.5) PH227 Genes, Brains and Society (0.5) (not available 2024/25) PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) # PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) PH238 Philosophy of Language (0.5) # PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5) PH241 Animal Minds and Animal Ethics (0.5) PH333 Philosophy of Gender and Race (0.5)
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i>
Paper 12	If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i> <i>Philosophy Options List</i> <i>Government List A</i> <i>Government List B</i> Or If MA100 and ST102 were taken under Papers 1 and 5, then students must select the following: EC2C3 Econometrics I (0.5) # And EC2C4 Econometrics II (0.5) #
Year 4	
Paper 13	PH341 Philosophy, Politics and Economics: Applications (1.0) #
Paper 14	GV343 Philosophy, Politics and Economics: Capstone (0.5) and GV344 Philosophy, Politics and Economics: Research Project (0.5)
Paper 15	Courses to the value of 1.0 unit(s) from the following: H <i>Economics Options List</i> <i>Philosophy Options List</i> <i>Government List B</i>
Paper 16	Courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i> <i>Philosophy Options List</i> <i>Government List B</i> Or Courses to the value of 1.0 unit(s) from the following: J <i>Undergraduate Outside Options List (Years 2 & 3)</i> Economics Options List EC302 Political Economy (1.0) # (not available 2024/25) EC307 Development Economics (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC317 Labour Economics (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) # EC328 Economics of Diversity and Discrimination (0.5) # EC330 Environmental Economics (1.0) # EC333 Problems of Applied Econometrics (1.0) #

EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
Philosophy Options List	
LL306	Theories of Law (0.5)
LL307	Justifying Political Authority (0.5)
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) E
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH203	Philosophy of Society (1.0) # (withdrawn 2023/24)
PH214	Philosophy, Morals and Politics (1.0)
PH217	Set Theory and Further Logic (1.0) # (withdrawn 2023/24)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH301	Rationality and Choice (1.0) # F (withdrawn 2024/25)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) G

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

Footnotes: A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar.

B: GV307: Not available for students on the BA/BSc Social Anthropology programmes

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

E: PH105 can be taken in Year 2 only.

F: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.

G: PH399 cannot be taken in Year 1 or Year 2.

H: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

I: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

J: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to

timetabling constraints.

Regulations for the BSc in Philosophy, Politics and Economics (with a Year Abroad) <https://www.lse.ac.uk/resources/calendar/2023-2024/programmeRegulations/undergraduate/2022/BScPhilosophy,PoliticsAndEconomicsWithAYearAbroad.htm>

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

BSc in Philosophy, Politics and Economics

Programme Code: UBPHPOLEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2021/22

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)	
See note	LSE100	The LSE Course
Year 1		
Paper 1	Either	
	MA107	Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
	Or	
	MA100	Mathematical Methods (1.0) #
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	PH103	The Big Questions: An Introduction to Philosophy (1.0) # A
Paper 4	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Year 2		
Paper 5	If MA107 and ST107 were taken under Paper 1 then students may select courses to the value of 1.0 unit(s) the following:	
	GV225	Analytical Politics (1.0) #
	GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) #
	GV251	Government, Politics and Public Policy in the European Union (1.0) #
	GV262	Contemporary Political Theory (1.0) #
	GV263	Public Policy Analysis (1.0) #
	GV264	Politics and Institutions in Europe (1.0) #
	GV267	Global Political Thought (1.0) # (not available 2024/25)
	PH201	Philosophy of Science (1.0)
	PH203	Philosophy of Society (1.0) # (withdrawn 2023/24)
	PH214	Philosophy, Morals and Politics (1.0)
	PH217	Set Theory and Further Logic (1.0) # (withdrawn 2023/24)
	PH222	Philosophy and Public Policy (1.0)
	PH223	Mind and Metaphysics (0.5)
	PH224	Epistemology (0.5) #
	PH225	Business and Organisational Ethics (0.5)
	PH227	Genes, Brains and Society (0.5) (not available 2024/25)
	PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)

	PH238	Philosophy of Language (0.5) #
	PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
	Or	
	EC2C3	Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
	Or	
	If MA100 was taken under Paper 1, then students must select the following:	
Paper 6	ST102	Elementary Statistical Theory (1.0) #
Paper 7	GV100	Introduction to Political Theory (1.0)
	EC241	PPE Interdisciplinary Research Seminar (0.5) and PH111 Introduction to Logic (0.5)
Paper 8	EC2A3	Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Year 3		
Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i> <i>Government List B</i>	
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>	
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i>	
Paper 12	If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i> <i>Philosophy Options List</i> <i>Government List A</i> <i>Government List B</i>	
	Or	
	If MA100 and ST102 were taken under Papers 1 and 5, then students must select the following: EC2C3 Econometrics I (0.5) #	
	And	
	EC2C4	Econometrics II (0.5) #
Additional course	In addition, students will also take the following course in MT & LT: PH340 PPE Research Seminar (0.0) (withdrawn 2024/25)	
Year 4		
Paper 13	PH341	Philosophy, Politics and Economics: Applications (1.0) #
Paper 14	GV343	Philosophy, Politics and Economics: Capstone (0.5) and GV344 Philosophy, Politics and Economics: Research Project (0.5)
Paper 15	Courses to the value of 1.0 unit(s) from the following: H <i>Economics Options List</i> <i>Philosophy Options List</i> <i>Government List B</i>	
Paper 16	Courses to the value of 1.0 unit(s) from the following: I <i>Economics Options List</i> <i>Philosophy Options List</i> <i>Government List B</i>	
	Or	
	Courses to the value of 1.0 unit(s) from the following: J <i>Undergraduate Outside Options List (Years 2 & 3)</i>	
	Notes: LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.	
	Economics Options List	
	EC301	Advanced Economic Analysis (1.0) # (withdrawn 2023/24)
	EC302	Political Economy (1.0) # (not available 2024/25)
	EC307	Development Economics (1.0) #

EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) # (withdrawn 2023/24)
EC317	Labour Economics (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC330	Environmental Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
Philosophy Options List	
LL306	Theories of Law (0.5)
LL307	Justifying Political Authority (0.5)
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) E
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH203	Philosophy of Society (1.0) # (withdrawn 2023/24)
PH214	Philosophy, Morals and Politics (1.0)
PH217	Set Theory and Further Logic (1.0) # (withdrawn 2023/24)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH301	Rationality and Choice (1.0) # F (withdrawn 2024/25)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) G
Prerequisite Requirements and Mutually Exclusive Options	
* means available with permission	
# means there may be prerequisites for this course. Please view the course guide for more information.	
1: PH223 can not be taken with PH221	
2: PH224 can not be taken with PH221	
Footnotes: A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar.	
B: GV307: Not available for students on the BA/BSc Social Anthropology programmes	
C: GV319 can be taken in Year 3 only.	
D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.	
E: PH105 can be taken in Year 2 only.	
F: PH301 is only available to students in Year 4 of the	

BSc in Philosophy, Politics and Economics.
 G: PH399 cannot be taken in Year 1 or Year 2.
 H: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.
 I: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.
 J: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.

BSc in Philosophy and Economics

Programme Code: UBPHEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Papers 2 & 3	Either MA100 Mathematical Methods (1.0) # and ST102 Elementary Statistical Theory (1.0) # Or PH111 Introduction to Logic (0.5) and ST107 Quantitative Methods (Statistics) (0.5) # One from: MA107 Quantitative Methods (Mathematics) (0.5) # MA108 Methods in Calculus and Linear Algebra (0.5) And: PH105 Historical and Global Perspectives on Philosophy (0.5) or PH112 Intermediate Logic and Probability (0.5) # PH103 The Big Questions: An Introduction to Philosophy (1.0) #
Paper 4	
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 6	If PH111 was not taken under Papers 2 & 3, then students must take: PH111 Introduction to Logic (0.5) and PH112 Intermediate Logic and Probability (0.5) # Or If PH111 was taken under Paper 3, then courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 7	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Paper 8	EC2C3 Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i> Or Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i> Or Courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i>
Paper 12	PH311 Philosophy of Economics (1.0) # Economics Options List EC302 Political Economy (1.0) # (not available 2024/25) EC307 Development Economics (1.0) # EC310 Behavioural Economics (1.0) # EC311 History of Economics: How Theories Change (1.0) EC317 Labour Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) # EC328 Economics of Diversity and Discrimination (0.5) # EC330 Environmental Economics (1.0) # EC334 Advanced Macroeconomics (0.5) # EC335 Economic Policy in the Global Economy (0.5) # EC338 International Trade (0.5) # EC339 International Macroeconomics (0.5) # Philosophy Options List LL306 Theories of Law (0.5) A LL307 Justifying Political Authority (0.5) B LN253 European Literature and Philosophy (1.0) # LN254 Literature and Aspects of Ethics (1.0) # PH105 Historical and Global Perspectives on Philosophy (0.5) C PH112 Intermediate Logic and Probability (0.5) # D PH201 Philosophy of Science (1.0) PH214 Philosophy, Morals and Politics (1.0) PH222 Philosophy and Public Policy (1.0) PH223 Mind and Metaphysics (0.5) 1 PH224 Epistemology (0.5) # 2 PH225 Business and Organisational Ethics (0.5) PH226 Philosophy of Society (0.5) # PH227 Genes, Brains and Society (0.5) (not available 2024/25) PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) # PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) PH236 Set Theory (0.5) # (not available 2024/25) PH237 Advanced Logic (0.5) # PH238 Philosophy of Language (0.5) # PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5) PH240 The Ethics of Data and AI (0.5) PH241 Animal Minds and Animal Ethics (0.5) PH311 Philosophy of Economics (1.0) # PH333 Philosophy of Gender and Race (0.5) PH399 Dissertation in Philosophy (1.0) E Prerequisite Requirements and Mutually Exclusive Options * means available with permission # means there may be prerequisites for this course. Please view the course guide for more information. 1: PH223 can not be taken with PH221 2: PH224 can not be taken with PH221

Footnotes: A: LL306 can only be taken in third year.
 B: LL307 can only be taken in third year.
 C: PH105 can be taken in the first and second year only.
 D: PH112 cannot be taken by a student who has already taken PH101 or PH104.
 E: PH399 cannot be taken in Year 1 or Year 2.

BSc in Philosophy and Economics

Programme Code: UBPHEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Papers 2 & 3	Either MA100 Mathematical Methods (1.0) # and ST102 Elementary Statistical Theory (1.0) # Or PH111 Introduction to Logic (0.5) and ST107 Quantitative Methods (Statistics) (0.5) # One from: MA107 Quantitative Methods (Mathematics) (0.5) # MA108 Methods in Calculus and Linear Algebra (0.5) And: PH105 Historical and Global Perspectives on Philosophy (0.5) or PH112 Intermediate Logic and Probability (0.5) # PH103 The Big Questions: An Introduction to Philosophy (1.0) #
Paper 4	
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 6	If PH111 was not taken under Papers 2 & 3, then students must take: PH111 Introduction to Logic (0.5) and PH112 Intermediate Logic and Probability (0.5) # Or If PH111 was taken under Paper 3, then courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 7	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Paper 8	EC2C3 Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Or

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

Or

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

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

Paper 11

Paper 12

PH311 Philosophy of Economics (1.0) #

Economics Options List

EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Philosophy Options List

LL306	Theories of Law (0.5) A
LL307	Justifying Political Authority (0.5) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) C
PH112	Intermediate Logic and Probability (0.5) # D
PH201	Philosophy of Science (1.0)
PH214	Philosophy, Morals and Politics (1.0)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) E

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

Footnotes: A: LL306 can only be taken in third year.

B: LL307 can only be taken in third year.

C: PH105 can be taken in the first and second year only.

D: PH112 cannot be taken by a student who has

already taken PH101 or PH104.
E: PH399 cannot be taken in Year 1 or Year 2.

BSc in Philosophy and Economics

Programme Code: UBPHEC

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Papers 2 & 3	Either MA100 Mathematical Methods (1.0) # and ST102 Elementary Statistical Theory (1.0) # Or MA107 Quantitative Methods (Mathematics) (0.5) # and PH111 Introduction to Logic (0.5) and ST107 Quantitative Methods (Statistics) (0.5) # And: PH105 Historical and Global Perspectives on Philosophy (0.5) <i>or</i> PH112 Intermediate Logic and Probability (0.5) # PH103 The Big Questions: An Introduction to Philosophy (1.0) #
Paper 4	
Year 2	
Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 6	If PH111 was not taken under Papers 2 & 3, then students must take: PH111 Introduction to Logic (0.5) and PH112 Intermediate Logic and Probability (0.5) # Or If PH111 was taken under Paper 3, then courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 7	EC2A3 Microeconomics II (0.5) # and EC2B3 Macroeconomics II (0.5) #
Paper 8	EC2C3 Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i> Or Courses to the value of 1.0 unit(s) from the following: <i>Philosophy Options List</i> Or Courses to the value of 1.0 unit(s) from the following: <i>Economics Options List</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following:

Paper 12

Economics Options List

PH311 Philosophy of Economics (1.0) #

Economics Options List

EC301	Advanced Economic Analysis (1.0) # (withdrawn 2023/24)
EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC315	International Economics (1.0) # (withdrawn 2023/24)
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Philosophy Options List

LL306	Theories of Law (0.5) A
LL307	Justifying Political Authority (0.5) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) C
PH112	Intermediate Logic and Probability (0.5) # D
PH201	Philosophy of Science (1.0)
PH203	Philosophy of Society (1.0) # (withdrawn 2023/24)
PH214	Philosophy, Morals and Politics (1.0)
PH217	Set Theory and Further Logic (1.0) # (withdrawn 2023/24)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) 1
PH224	Epistemology (0.5) # 2
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) E

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

Footnotes: A: LL306 can only be taken in third year.

B: LL306 can only be taken in third year.

C: PH105 can be taken in the first and second year only.

D: PH112 cannot be taken by a student who has already taken PH101 or PH104.
E: PH399 cannot be taken in Year 1 or Year 2.

BSc in Politics

Programme Code: UBPOL
Department: Government

For students starting this programme of study in 2024/25
Students who have taken and passed at least 3.0 units of courses in a specific discipline over the course of their degree, of which at least 1.0 unit is taken in Year 3, will be offered the opportunity to receive a specialism attached to their degree certificate and transcript. Students are not obligated to receive a specialism. Students must take all courses in the same discipline to qualify for the specialism. Degree certificates which include a specialism will state the specialism in the title. The specialisms available are as follows:
BSc in Politics (with Anthropology)
BSc in Politics (with International History)
BSc in Politics (with Sociology)

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: AN100 Being Human: Contemporary Themes in Social Anthropology (1.0) AN101 A History of Anthropological Theory (1.0) AN102 Ethnography through Mixed Media (1.0) EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) # EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) # EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GY103 Contemporary Europe (1.0) HY113 Empires and Resistance in Global History (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) IR100 International Relations: Theories, Concepts and Debates (1.0) PH103 The Big Questions: An Introduction to Philosophy (1.0) # SO100 Key Concepts: Introduction to Social Theory (1.0) SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) SP111 Social Economics and Policy (1.0) #
Paper 4	Approved courses to the value of 1.0 unit from the following:

Undergraduate Outside Options List (Year 1)

Year 2	
Papers 5, 6 & 7	Courses to the value of 3.0 unit(s) from the following: Government List A
Paper 8	Courses to the value of 1.0 unit from the following: Government List A Undergraduate Outside Options List (Years 2 & 3)
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 11	Courses to the value of 1.0 unit from the following: Government List A Government List B Undergraduate Outside Options List (Years 2 & 3)
Paper 12	GV390 Government Dissertation Option (1.0) 1 Or Courses to the value of 1.0 unit(s) from the following: Government List B Or Courses to the value of 1.0 unit from the following: Undergraduate Outside Options List (Years 2 & 3) Prerequisite Requirements and Mutually Exclusive Options * means available with permission # means there may be prerequisites for this course. Please view the course guide for more information. 1: GV390 can not be taken with GV398 Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes B: GV319 can be taken in Year 3 only. C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

BSc in Politics

Programme Code: UBPOL
Department: Government

For students starting this programme of study in 2023/24
Students who have taken and passed at least 3.0 units of courses in a specific discipline over the course of their degree, of which at least 1.0 unit is taken in Year 3, will be offered the opportunity to receive a specialism attached to their degree certificate and transcript. Students are not obligated to receive a specialism. Students must take all courses in the same discipline to qualify for the specialism. Degree certificates which include a specialism will state the specialism in the title. The specialisms available are as follows:
BSc in Politics (with Anthropology)
BSc in Politics (with International History)
BSc in Politics (with Sociology)

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)

	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	AN101 A History of Anthropological Theory (1.0)
	AN102 Ethnography through Mixed Media (1.0)
	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
	EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	GY103 Contemporary Europe (1.0)
	HY113 Empires and Resistance in Global History (1.0)
	HY116 International Politics since 1914: Peace and War (1.0)
	HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR100 International Relations: Theories, Concepts and Debates (1.0)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
	SO100 Key Concepts: Introduction to Social Theory (1.0)
	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
	SP111 Social Economics and Policy (1.0) #
Paper 4	Approved courses to the value of 1.0 unit from the following: <i>Undergraduate Outside Options List (Year 1)</i>
Year 2	
Papers 5, 6 & 7	Courses to the value of 3.0 unit(s) from the following: <i>Government List A</i>
Paper 8	Courses to the value of 1.0 unit from the following: <i>Government List A</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List B</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Government List B</i>
Paper 11	Courses to the value of 1.0 unit from the following: <i>Government List A</i> <i>Government List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 12	GV390 Government Dissertation Option (1.0)
	Or Courses to the value of 1.0 unit(s) from the following: <i>Government List B</i>
	Or Courses to the value of 1.0 unit from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>
	Prerequisite Requirements and Mutually Exclusive Options * means available with permission # means there may be prerequisites for this course. Please view the course guide for more information.
Footnotes:	A: GV307: Not available for students on the BA/BSoc Social Anthropology programmes B: GV319 can be taken in Year 3 only. C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

BSc in Politics

Programme Code: UBPOL

Department: Government

For students starting this programme of study in 2022/23

Students who have taken and passed at least 3.0 units of courses in a specific discipline over the course of their degree, of which at least 1.0 unit is taken in Year 3, will be offered the opportunity to receive a specialism attached to their degree certificate and transcript. Students are not obligated to receive a specialism. Students must take all courses in the same discipline to qualify for the specialism. Degree certificates which include a specialism will state the specialism in the title. The specialisms available are as follows:

BSc in Politics (with Anthropology)

BSc in Politics (with International History)

BSc in Politics (with Sociology)

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	AN101 A History of Anthropological Theory (1.0)
	AN102 Ethnography through Mixed Media (1.0)
	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
	EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	GY103 Contemporary Europe (1.0)
	HY113 Empires and Resistance in Global History (1.0)
	HY116 International Politics since 1914: Peace and War (1.0)
	HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR100 International Relations: Theories, Concepts and Debates (1.0)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
	SO100 Key Concepts: Introduction to Social Theory (1.0)
	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
	SP110 Sociology and Social Policy (1.0) # (withdrawn 2023/24)
	SP111 Social Economics and Policy (1.0) #
Paper 4	Approved courses to the value of 1.0 unit from the following: <i>Undergraduate Outside Options List (Year 1)</i>

Year 2

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

Paper 8	Government List A Courses to the value of 1.0 unit from the following: Government List A Undergraduate Outside Options List (Years 2 & 3)
Year 3	
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 10	Courses to the value of 1.0 unit(s) from the following: Government List B
Paper 11	Courses to the value of 1.0 unit from the following: Government List A Government List B Undergraduate Outside Options List (Years 2 & 3)
Paper 12	GV390 Government Dissertation Option (1.0) Or Courses to the value of 1.0 unit(s) from the following: Government List B Or Courses to the value of 1.0 unit from the following: Undergraduate Outside Options List (Years 2 & 3) Prerequisite Requirements and Mutually Exclusive Options * means available with permission # means there may be prerequisites for this course. Please view the course guide for more information. Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes B: GV319 can be taken in Year 3 only. C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

BSc in Politics and Data Science

Programme Code: UBPDS
Department: Government
For students starting this programme of study in 2024/25
Please note that places are limited on some optional courses.
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. Students will choose ONE of the three half-unit options below: LSE100A The LSE Course: How can we transform our climate futures? (0.5) LSE100B The LSE Course: How can we control AI? (0.5) LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	One from: ST101 Programming for Data Science (0.5) # And one from: DS105A Data for Data Science (0.5) # DS105W Data for Data Science (0.5) #
Year 2	
Paper 5	GV249 Research Design in Political Science (1.0)
Paper 6	GV252 Politics and Policy of Data Science (0.5) # and PH240 The Ethics of Data and AI (0.5)

Papers 7 & 8	One from: DS202A Data Science for Social Scientists (0.5) # DS202W Data Science for Social Scientists (0.5) # DS205 Advanced Data Manipulation (0.5) # And ST205 Sample Surveys and Experiments (0.5) # ST207 Databases (0.5) # ST211 Applied Regression (0.5) #
Year 3	
Paper 9	GV330 Data Science Applications to Politics Research (0.5) # and up to 0.5 unit from the following: Government List B Undergraduate Outside Options List (Years 2 & 3)
Paper 10	Courses to the value of 1.0 unit(s) from the following: GV319 Experimental Politics (0.5) # (not available 2024/25) GV332 Artificial Intelligence and Big Data in Politics: A Few Provocative Debates (0.5) Government List B
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following: Either ST310 Machine Learning (0.5) # Or ST311 Artificial Intelligence (0.5) # And Courses to the value of 1.5 units from: (if not already taken) MY360 Quantitative Text Analysis (0.5) # MY361 Social Network Analysis (0.5) # ST310 Machine Learning (0.5) # ST311 Artificial Intelligence (0.5) # ST313 Ethics for Data Science (0.5) # Up to 1.0 unit from the Outside Option list. Undergraduate Outside Options List (Years 2 & 3) Government List A Government List B Prerequisite Requirements and Mutually Exclusive Options * means available with permission # means there may be prerequisites for this course. Please view the course guide for more information. Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes B: GV319 can be taken in Year 3 only. C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

BSc in Politics and Data Science

Programme Code: UBPDS
Department: Government
For students starting this programme of study in 2023/24
Please note that places are limited on some optional courses.
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. Students will choose ONE of the three half-unit options below: LSE100A The LSE Course: How can we transform our

		climate futures? (0.5)
	LSE100B	The LSE Course: How can we control AI? (0.5)
	LSE100C	The LSE Course: How can we create a fair society? (0.5)
Year 1		
Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	One from:	
	ST101A	Programming for Data Science (0.5) # (not available 2024/25)
	ST101W	Programming for Data Science (0.5) # (not available 2024/25)
	And one from:	
	DS105A	Data for Data Science (0.5) #
	DS105W	Data for Data Science (0.5) #
Year 2		
Paper 5	GV249	Research Design in Political Science (1.0)
Paper 6	GV252	Politics and Policy of Data Science (0.5) # and PH240 The Ethics of Data and AI (0.5)
Papers 7 & 8	One from:	
	DS202A	Data Science for Social Scientists (0.5) #
	DS202W	Data Science for Social Scientists (0.5) #
	DS205	Advanced Data Manipulation (0.5) #
	And	
	ST205	Sample Surveys and Experiments (0.5) #
	ST207	Databases (0.5) #
	ST211	Applied Regression (0.5) #
Year 3		
Paper 9	GV330	Data Science Applications to Politics Research (0.5) #
	and up to 0.5 unit from the following:	
	<i>Government List B</i>	
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Paper 10	Courses to the value of 1.0 unit(s) from the following:	
	GV319	Experimental Politics (0.5) # (not available 2024/25)
	GV332	Artificial Intelligence and Big Data in Politics: A Few Provocative Debates (0.5)
	<i>Government List B</i>	
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following:	
	Either	
	ST310	Machine Learning (0.5) #
	Or	
	ST311	Artificial Intelligence (0.5) #
	And	
	Courses to the value of 1.5 units from: (if not already taken)	
	MY360	Quantitative Text Analysis (0.5) #
	MY361	Social Network Analysis (0.5) #
	ST310	Machine Learning (0.5) #
	ST311	Artificial Intelligence (0.5) #
	ST313	Ethics for Data Science (0.5) #
	Up to 1.0 unit from the Outside Option list.	
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>	
	<i>Government List A</i>	
	<i>Government List B</i>	
	Prerequisite Requirements and Mutually Exclusive Options	
	* means available with permission	
	# means there may be prerequisites for this course.	
	Please view the course guide for more information.	
	Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes	
	B: GV319 can be taken in Year 3 only.	
	C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.	

BSc in Politics and Data Science

Programme Code: UBPDS

Department: Government

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1		
Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	ST101	Programming for Data Science (0.5) #
	And	
	DS105L	Data for Data Science (0.5) (withdrawn 2023/24) or
	DS105M	Data for Data Science (0.5) (withdrawn 2023/24)
Year 2		
Paper 5	GV249	Research Design in Political Science (1.0)
Paper 6	GV252	Politics and Policy of Data Science (0.5) # and PH240 The Ethics of Data and AI (0.5)
Papers 7 & 8	One from:	
	DS202A	Data Science for Social Scientists (0.5) #
	DS202W	Data Science for Social Scientists (0.5) #
	And	
	ST205	Sample Surveys and Experiments (0.5) #
	ST207	Databases (0.5) #
	ST211	Applied Regression (0.5) #
Year 3		
Paper 9	GV330	Data Science Applications to Politics Research (0.5) #
	and up to 0.5 unit from the following:	
	<i>Government List B</i>	
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>	
Paper 10	Courses to the value of 1.0 unit(s) from the following:	
	GV319	Experimental Politics (0.5) # (not available 2024/25)
	GV332	Artificial Intelligence and Big Data in Politics: A Few Provocative Debates (0.5)
	<i>Government List B</i>	
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following:	
	Either	
	ST310	Machine Learning (0.5) #
	Or	
	ST311	Artificial Intelligence (0.5) #
	And	
	Courses to the value of 1.5 units from: (if not already taken)	
	MY360	Quantitative Text Analysis (0.5) #
	MY361	Social Network Analysis (0.5) #
	ST310	Machine Learning (0.5) #
	ST311	Artificial Intelligence (0.5) #
	ST313	Ethics for Data Science (0.5) #
	Up to 1.0 unit from the Outside Option list.	
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>	

Government List A
Government List B

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission
means there may be prerequisites for this course.
Please view the course guide for more information.
Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes
B: GV319 can be taken in Year 3 only.
C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

BSc in Politics and Economics

Programme Code: UBPOLEC
Department: Government

For students starting this programme of study in 2024/25
Please note that places are limited on some optional courses.
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1		
Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107	Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #
Year 2		
Paper 5	Courses to the value of 1.0 unit(s) from the following: Government List A	
Paper 6	Courses to the value of 1.0 unit(s) from the following: Government List A	
Papers 7 & 8	EC2A3	Microeconomics II (0.5) #
	EC2B3	Macroeconomics II (0.5) #
	EC2C3	Econometrics I (0.5) #
	EC2C4	Econometrics II (0.5) #
Year 3		
Paper 9	Courses to the value of 1.0 unit(s) from the following: Government List B	
Paper 10	Courses to the value of 1.0 unit(s) from the following: Economics List	
Paper 11	Courses to the value of 1.0 unit from the following: Government List A Government List B Or Economics List Or Undergraduate Outside Options List (Years 2 & 3)	
Paper 12	GV390	Government Dissertation Option (1.0) 1 Or

Courses to the value of 1.0 unit(s) from the following:
Economics List
Government List B
Undergraduate Outside Options List (Years 2 & 3)

Economics List

EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission
means there may be prerequisites for this course.
Please view the course guide for more information.
1: GV390 can not be taken with GV398
Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes
B: GV319 can be taken in Year 3 only.
C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
D: Courses selected from the Undergraduate Outside Options List must be approved.

BSc in Politics and Economics

Programme Code: UBPOLEC
Department: Government

For students starting this programme of study in 2023/24
Please note that places are limited on some optional courses.
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1		
Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107	Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>
Papers 7 & 8	EC2A3 Microeconomics II (0.5) # EC2B3 Macroeconomics II (0.5) # EC2C3 Econometrics I (0.5) # EC2C4 Econometrics II (0.5) #

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List B</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Economics List</i>
Paper 11	Courses to the value of 1.0 unit from the following: D <i>Government List A</i> <i>Government List B</i> Or <i>Economics List</i> Or <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 12	GV390 Government Dissertation Option (1.0) Or Courses to the value of 1.0 unit(s) from the following: <i>Economics List</i> <i>Government List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Economics List

EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes: A: GV307: Not available for students on

the BA/BSc Social Anthropology programmes

B: GV319 can be taken in Year 3 only.

C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

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

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

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

Year 1

Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # and ST107 Quantitative Methods (Statistics) (0.5) #

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>
Papers 7 & 8	EC2A3 Microeconomics II (0.5) # EC2B3 Macroeconomics II (0.5) # EC2C3 Econometrics I (0.5) # EC2C4 Econometrics II (0.5) #

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List B</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Economics List</i>
Paper 11	Courses to the value of 1.0 unit from the following: D <i>Government List A</i> <i>Government List B</i> Or <i>Economics List</i> Or <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 12	GV390 Government Dissertation Option (1.0) Or Courses to the value of 1.0 unit(s) from the following: <i>Economics List</i> <i>Government List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Economics List

EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) #
EC330	Environmental Economics (1.0) #
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes: A: GV307: Not available for students on

the BA/BSc Social Anthropology programmes

B: GV319 can be taken in Year 3 only.

BSc in Politics and Economics**Programme Code:** UBPOLEC**Department:** Government

For students starting this programme of study in 2022/23

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms

C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

BSc in Politics and International Relations

Programme Code: UBPOLIR

Department: Government

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: EC1A3 Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) # EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) # EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GY103 Contemporary Europe (1.0) HY113 Empires and Resistance in Global History (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) IR101 Contemporary Issues in International Relations (1.0) PH103 The Big Questions: An Introduction to Philosophy (1.0) # SO100 Key Concepts: Introduction to Social Theory (1.0) SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) SP111 Social Economics and Policy (1.0) #

Optional course

In addition, students may also take the following optional non-assessed course which runs during Weeks 3, 4, 5, 7 & 8 of Autumn Term only:
IR102 Thinking Globally: Studying International Relations (0.0)

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>

Paper 7	Courses to the value of 1.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following (if not already taken under Paper 7): IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List B</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>International Relations Options List</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>International Relations Options List</i> <i>Government List A</i> <i>Government List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 12	Courses to the value of 1.0 unit from the following: D GV390 Government Dissertation Option (1.0) 1 IR398 Dissertation (1.0) <i>International Relations Options List</i> <i>Government List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i> International Relations Options List IR205 International Security (1.0) IR206 International Political Economy (1.0) IR305 Strategic Aspects of International Relations (1.0) IR312 Genocide (0.5) IR314 Southeast Asia: Intra-regional Politics and Security (0.5) IR315 International Relations of the Middle East (1.0) IR317 American Grand Strategy (0.5) IR318 Visual International Politics (0.5) (not available 2024/25) IR319 Empire and Conflict in World Politics (0.5) IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25) IR323 Race and Gender in International Relations (0.5) IR324 The Practices of Transitional Justice (0.5) # (not available 2024/25) IR326 The Rule of Law: A Global History (0.5) (not available 2024/25) IR327 World Orders in Historical International Relations (0.5) # (not available 2024/25) IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # IR355 Economic Diplomacy (0.5) # (not available 2024/25) IR367 Political Economy of Climate Change (0.5) # IR368 The Political Economy of Trade (0.5) # IR369 Politics of Money in the World Economy (0.5) # IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25) IR373 China and the Global South (0.5) # IR374 Conflict and Peacebuilding (0.5) # IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5) IR378 Critical War Studies (0.5)

IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR391	Globalisation and Development (0.5)
IR392	The Political Economy of China's Technological Rise (0.5)
IR395	The Politics of Displacement and Refuge (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: GV390 can not be taken with GV398

Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes

B: GV319 can be taken in Year 3 only.

C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

BSc in Politics and International Relations

Programme Code: UBPOLIR

Department: Government

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	IR100	International Relations: Theories, Concepts and Debates (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:	
	EC1A3	Microeconomics I (0.5) # and EC1B3 Macroeconomics I (0.5) #
	EC1A5	Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	GY103	Contemporary Europe (1.0)
	HY113	Empires and Resistance in Global History (1.0)
	HY116	International Politics since 1914: Peace and War (1.0)
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR101	Contemporary Issues in International Relations (1.0)

PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO100	Key Concepts: Introduction to Social Theory (1.0)
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
SP111	Social Economics and Policy (1.0) #

Optional course

In addition, students may also take the following optional non-assessed course which runs during Weeks 3, 4, 5, 7 & 8 of Autumn Term only:

IR102	Thinking Globally: Studying International Relations (0.0)
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Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>
Paper 7	Courses to the value of 1.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following (if not already taken under Paper 7): IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List B</i>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>International Relations Options List</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>International Relations Options List</i> <i>Government List A</i> <i>Government List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Paper 12	Courses to the value of 1.0 unit from the following: D GV390 Government Dissertation Option (1.0) IR398 Dissertation (1.0) <i>International Relations Options List</i> <i>Government List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>

International Relations Options List

IR205	International Security (1.0)
IR206	International Political Economy (1.0)
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0)
IR317	American Grand Strategy (0.5)
IR318	Visual International Politics (0.5) (not available 2024/25)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (withdrawn 2024/25)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
IR323	Race and Gender in International Relations (0.5)
IR324	The Practices of Transitional Justice (0.5) # (not available 2024/25)

IR325	The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
IR355	Economic Diplomacy (0.5) # (not available 2024/25)
IR367	Political Economy of Climate Change (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
IR373	China and the Global South (0.5) #
IR374	Conflict and Peacebuilding (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5)
IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR391	Globalisation and Development (0.5)
IR392	The Political Economy of China's Technological Rise (0.5)
IR395	The Politics of Displacement and Refuge (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes

B: GV319 can be taken in Year 3 only.

C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

BSc in Politics and International Relations

Programme Code: UBPOLIR

Department: Government

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1

GV100 Introduction to Political Theory (1.0)

Paper 2

GV101 Introduction to Political Science (1.0)

Paper 3

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

Paper 4

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

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

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

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

GY103 Contemporary Europe (1.0)

HY113 Empires and Resistance in Global History (1.0)

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

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

IR101 Contemporary Issues in International Relations (1.0)

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

SO100 Key Concepts: Introduction to Social Theory (1.0)

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

SP110 Sociology and Social Policy (1.0) # (withdrawn 2023/24)

SP111 Social Economics and Policy (1.0) #

Optional

course

In addition, students may also take the following optional non-assessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only:

IR102 Thinking Globally: Studying International Relations (0.0)

Year 2

Paper 5

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

Paper 6

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

Paper 7

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

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

Paper 8

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

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

Year 3

Paper 9

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

Paper 10

Courses to the value of 1.0 unit(s) from the following: *International Relations Options List*

Paper 11

Courses to the value of 1.0 unit(s) from the following: *International Relations Options List*

Government List A

Government List B

Undergraduate Outside Options List (Years 2 & 3)

Paper 12

Courses to the value of 1.0 unit from the following: D

GV390 Government Dissertation Option (1.0)

IR398 Dissertation (1.0)

International Relations Options List

Government List B

Undergraduate Outside Options List (Years 2 & 3)

International Relations Options List

IR205	International Security (1.0)
IR206	International Political Economy (1.0)
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (withdrawn 2024/25)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0)
IR317	American Grand Strategy (0.5)
IR318	Visual International Politics (0.5) (not available 2024/25)
IR319	Empire and Conflict in World Politics (0.5)
IR320	Europe's Institutional Order (0.5) # (withdrawn 2024/25)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2024/25)
IR323	Race and Gender in International Relations (0.5)
IR324	The Practices of Transitional Justice (0.5) # (not available 2024/25)
IR325	The Situations of the International Criminal Court (0.5) (withdrawn 2024/25)
IR326	The Rule of Law: A Global History (0.5) (not available 2024/25)
IR327	World Orders in Historical International Relations (0.5) # (not available 2024/25)
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #
IR355	Economic Diplomacy (0.5) # (not available 2024/25)
IR367	Political Economy of Climate Change (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2024/25)
IR373	China and the Global South (0.5) #
IR374	Conflict and Peacebuilding (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5)
IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR391	Globalisation and Development (0.5)
IR392	The Political Economy of China's Technological Rise (0.5)
IR395	The Politics of Displacement and Refuge (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

Footnotes: A: GV307: Not available for students on the BA/BSc Social Anthropology programmes
B: GV319 can be taken in Year 3 only.
C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
D: Courses selected from the Undergraduate Outside

Options List must be approved.

BSc in Politics and Philosophy

Programme Code: UBPOLPH

Department: Government

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	PH111 Introduction to Logic (0.5)

And either:

PH105	Historical and Global Perspectives on Philosophy (0.5) <i>or</i>
PH112	Intermediate Logic and Probability (0.5) #
PH103	The Big Questions: An Introduction to Philosophy (1.0) #

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>
Paper 6	GV262 Contemporary Political Theory (1.0) # or
	PH214 Philosophy, Morals and Politics (1.0)
Paper 7	PH201 Philosophy of Science (1.0)

Or

	PH226 Philosophy of Society (0.5) #
	and another paper to the value of 0.5 unit(s) from the Philosophy Options List:
	<i>Philosophy Options List</i>

If PH214 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Government List A

Or

If GV262 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Philosophy Options List

Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: <i>Government List B</i>
Paper 10	PH222 Philosophy and Public Policy (1.0)
Paper 11	Courses to the value of 1.0 unit from the following: <i>G</i>
	<i>Philosophy Options List</i>
	<i>Government List A</i>
	<i>Government List B</i>

Undergraduate Outside Options List (Years 2 & 3)

Paper 12	Courses to the value of 1.0 unit from the following: H
	GV390 Government Dissertation Option (1.0) 3
	PH399 Dissertation in Philosophy (1.0)
	<i>Philosophy Options List</i>
	<i>Government List B</i>

Undergraduate Outside Options List (Years 2 & 3)

Philosophy Options List

LL306	Theories of Law (0.5) A
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LL307	Justifying Political Authority (0.5) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) C
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH214	Philosophy, Morals and Politics (1.0)
PH223	Mind and Metaphysics (0.5)
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: GV390 can not be taken with GV398

2: GV398 can not be taken with GV390

3: GV390 can not be taken with GV398

Footnotes: A: LL306 can only be taken in the third year.

B: LL307 can only be taken in the third year.

C: PH105 can be taken in Year 1 and 2 only.

D: GV307: Not available for students on the BA/BSc Social Anthropology programmes

E: GV319 can be taken in Year 3 only.

F: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

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

BSc in Politics and Philosophy

Programme Code: UBPOLPH

Department: Government

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
Students will choose ONE of the three half-unit options below:	
	LSE100A The LSE Course: How can we transform our

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

Year 1

Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	PH111 Introduction to Logic (0.5)

And either:

	PH105 Historical and Global Perspectives on Philosophy (0.5) or
	PH112 Intermediate Logic and Probability (0.5) #
Paper 4	PH103 The Big Questions: An Introduction to Philosophy (1.0) #

Year 2

Paper 5	Courses to the value of 1.0 unit(s) from the following: <i>Government List A</i>
Paper 6	GV262 Contemporary Political Theory (1.0) # or PH214 Philosophy, Morals and Politics (1.0) PH201 Philosophy of Science (1.0)
Paper 7	Or PH226 Philosophy of Society (0.5) #

Or

and another paper to the value of 0.5 unit(s) from the Philosophy Options List:

Philosophy Options List

If PH214 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Government List A

Or

If GV262 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Philosophy Options List

Year 3

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

Paper 10 PH222 Philosophy and Public Policy (1.0)

Paper 11 Courses to the value of 1.0 unit from the following: G
Philosophy Options List

Government List A

Government List B

Undergraduate Outside Options List (Years 2 & 3)

Paper 12 Courses to the value of 1.0 unit from the following: H

GV390 Government Dissertation Option (1.0)

PH399 Dissertation in Philosophy (1.0)

Philosophy Options List

Government List B

Undergraduate Outside Options List (Years 2 & 3)

Philosophy Options List

LL306	Theories of Law (0.5) A
LL307	Justifying Political Authority (0.5) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) C
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH214	Philosophy, Morals and Politics (1.0)
PH223	Mind and Metaphysics (0.5)
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) #
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # (not available 2024/25)
PH237	Advanced Logic (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in

- Philosophy of Law (0.5)
 PH240 The Ethics of Data and AI (0.5)
 PH241 Animal Minds and Animal Ethics (0.5)
 PH311 Philosophy of Economics (1.0) #
 PH333 Philosophy of Gender and Race (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: GV390 can not be taken with GV398

2: GV398 can not be taken with GV390

Footnotes: A: LL306 can only be taken in the third year.

B: LL307 can only be taken in the third year.

C: PH105 can be taken in Year 1 and 2 only.

D: GV307: Not available for students on the BA/BSc Social Anthropology programmes

E: GV319 can be taken in Year 3 only.

F: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

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

BSc in Politics and Philosophy

Programme Code: UBPOLPH

Department: Government

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

- Paper 1 GV100 Introduction to Political Theory (1.0)
 Paper 2 GV101 Introduction to Political Science (1.0)
 Paper 3 PH111 Introduction to Logic (0.5)

And either:

- PH105 Historical and Global Perspectives on Philosophy (0.5) *or*
 PH112 Intermediate Logic and Probability (0.5) #
 Paper 4 PH103 The Big Questions: An Introduction to Philosophy (1.0) #

Year 2

- Paper 5 Courses to the value of 1.0 unit(s) from the following:
Government List A
 Paper 6 GV262 Contemporary Political Theory (1.0) # **or**
 PH214 Philosophy, Morals and Politics (1.0)
 Paper 7 PH201 Philosophy of Science (1.0)
Or
 PH226 Philosophy of Society (0.5) #

Paper 8

and another paper to the value of 0.5 unit(s) from the Philosophy Options List:

Philosophy Options List

If PH214 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Government List A

Or

If GV262 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

Philosophy Options List

Year 3

Paper 9

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

Paper 10

PH222 Philosophy and Public Policy (1.0)

Paper 11

Courses to the value of 1.0 unit from the following: G
Philosophy Options List

Government List A

Government List B

Undergraduate Outside Options List (Years 2 & 3)

Paper 12

Courses to the value of 1.0 unit from the following: H
 GV390 Government Dissertation Option (1.0)

PH399 Dissertation in Philosophy (1.0)

Philosophy Options List

Government List B

Undergraduate Outside Options List (Years 2 & 3)

Philosophy Options List

- LL306 Theories of Law (0.5) A
 LL307 Justifying Political Authority (0.5) B
 LN253 European Literature and Philosophy (1.0) #
 LN254 Literature and Aspects of Ethics (1.0) #
 PH105 Historical and Global Perspectives on Philosophy (0.5) C
 PH112 Intermediate Logic and Probability (0.5) #
 PH201 Philosophy of Science (1.0)
 PH214 Philosophy, Morals and Politics (1.0)
 PH223 Mind and Metaphysics (0.5)
 PH224 Epistemology (0.5) #
 PH225 Business and Organisational Ethics (0.5)
 PH226 Philosophy of Society (0.5) #
 PH227 Genes, Brains and Society (0.5) (not available 2024/25)
 PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
 PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
 PH236 Set Theory (0.5) # (not available 2024/25)
 PH237 Advanced Logic (0.5) #
 PH238 Philosophy of Language (0.5) #
 PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
 PH240 The Ethics of Data and AI (0.5)
 PH241 Animal Minds and Animal Ethics (0.5)
 PH311 Philosophy of Economics (1.0) #
 PH333 Philosophy of Gender and Race (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: GV390 can not be taken with GV398

2: GV398 can not be taken with GV390

Footnotes: A: LL306 can only be taken in the third year.

B: LL307 can only be taken in the third year.

C: PH105 can be taken in Year 1 and 2 only.

D: GV307: Not available for students on the BA/BSc Social Anthropology programmes

E: GV319 can be taken in Year 3 only.

F: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme

regulations.

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

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

BSc in Psychological and Behavioural Science

Programme Code: UBPBS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	PB101 Foundations of Psychological Science (1.0)
Paper 2	PB100 Foundations of Behavioural Science (1.0)
Paper 3	PB130 Statistics and Research Methods for Psychological and Behavioural Science (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: AN100 Being Human: Contemporary Themes in Social Anthropology (1.0) EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) # GV101 Introduction to Political Science (1.0) PB102 Social Psychology (1.0) (not available 2024/25) PH103 The Big Questions: An Introduction to Philosophy (1.0) # SO100 Key Concepts: Introduction to Social Theory (1.0) SP111 Social Economics and Policy (1.0) #
Year 2	
Paper 5	PB230 Intermediate Statistics and Research Methods for Psychological and Behavioural Science (1.0) #
Paper 6	PB200 Biological Psychology (0.5) and PB201 Cognitive Psychology (0.5)
Paper 7	PB202 Developmental Psychology (0.5) and PB204 Social Psychology: Individuals, Groups and Culture (0.5)
Paper 8	PB205 Individual Differences and Why They Matter (0.5) And one half unit from the Undergraduate Outside Options List (Years 2 & 3) below: <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Year 3	
Paper 9	PB310 Independent Research Project (1.0) #
Paper 10	PB300 Advances in Psychological and Behavioural Science (1.0)
Paper 11	One from: DS202A Data Science for Social Scientists (0.5) # DS202W Data Science for Social Scientists (0.5) # And one of the following options:

Paper 12

PB301	Cognition and Culture (0.5) # (not available 2024/25)
PB302	Creativity and Innovation (0.5) # (not available 2024/25)
PB303	Organisations, Groups and Identity (0.5)
PB304	Organisational and Social Decision-Making (0.5)
PB307	Consumer Psychology for Sustainability (0.5)
PB308	Social Psychology of Economic Life (0.5)
PB312	Research Apprenticeship (0.5) #
PB314	Behavioural Science in an Age of New Technology (0.5)

One full unit or two half units chosen from (subject to appropriate pre-requisites) the options available for Paper 11; the selection list of preferred courses for Year 3; or the Undergraduate Outside Options List (Years 2 & 3).

Selection list of preferred courses for Year 3

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

Selection list of preferred courses for Year 3

EC310	Behavioural Economics (1.0) #
GV225	Analytical Politics (1.0) #
GV325	Topics in Political Economy (0.5) #
GY222	Applied Environmental Economics (1.0)
MA301	Mathematical Game Theory (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # (not available 2024/25)
MG311	Foundations of Behavioural Decision Science (0.5) #

Paper 11 options list

PB301	Cognition and Culture (0.5) # (not available 2024/25)
PB302	Creativity and Innovation (0.5) # (not available 2024/25)
PB303	Organisations, Groups and Identity (0.5)
PB304	Organisational and Social Decision-Making (0.5)
PB307	Consumer Psychology for Sustainability (0.5)
PB308	Social Psychology of Economic Life (0.5)
PB312	Research Apprenticeship (0.5) #
PB314	Behavioural Science in an Age of New Technology (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

The BSc in Psychological and Behavioural Science is accredited by the *British Psychological Society* <https://www.lse.ac.uk/PBS/Study/BSc/BPS-accreditation>. Students will be eligible for Graduate Basis for Chartered Membership if have gained a lower second classification (2:2) overall and passed PB310 Independent Research Project at the point of classification.

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

BSc in Psychological and Behavioural Science

Programme Code: UBPBS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2023/24

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	PB101 Foundations of Psychological Science (1.0)
Paper 2	PB100 Foundations of Behavioural Science (1.0)
Paper 3	PB130 Statistics and Research Methods for Psychological and Behavioural Science (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
	GV101 Introduction to Political Science (1.0)
	PB102 Social Psychology (1.0) (not available 2024/25)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
	SO100 Key Concepts: Introduction to Social Theory (1.0)
	SP111 Social Economics and Policy (1.0) #
Year 2	
Paper 5	PB230 Intermediate Statistics and Research Methods for Psychological and Behavioural Science (1.0) #
Paper 6	PB200 Biological Psychology (0.5) and PB201 Cognitive Psychology (0.5)
Paper 7	PB202 Developmental Psychology (0.5) and PB204 Social Psychology: Individuals, Groups and Culture (0.5)
Paper 8	PB205 Individual Differences and Why They Matter (0.5)
	And one half unit from the Undergraduate Outside Options List (Years 2 & 3) below:
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>
Year 3	
Paper 9	PB310 Independent Research Project (1.0) #
Paper 10	PB300 Advances in Psychological and Behavioural Science (1.0)
Paper 11	One from:
	DS202A Data Science for Social Scientists (0.5) #
	DS202W Data Science for Social Scientists (0.5) #
	And one of the following options:
	PB301 Cognition and Culture (0.5) # (not available 2024/25)
	PB302 Creativity and Innovation (0.5) # (not available 2024/25)
	PB303 Organisations, Groups and Identity (0.5)
	PB304 Organisational and Social Decision-Making (0.5)
	PB307 Consumer Psychology for Sustainability

(0.5)

PB308 Social Psychology of Economic Life (0.5)

PB312 Research Apprenticeship (0.5) #

PB314 Behavioural Science in an Age of New Technology (0.5)

Paper 12

One full unit or two half units chosen from (subject to appropriate pre-requisites) the options available for Paper 11; the selection list of preferred courses for Year 3; or the Undergraduate Outside Options List (Years 2 & 3).

Selection list of preferred courses for Year 3

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

Selection list of preferred courses for Year 3

EC310 Behavioural Economics (1.0) #

GV225 Analytical Politics (1.0) #

GV325 Topics in Political Economy (0.5) #

GY222 Applied Environmental Economics (1.0)

MA301 Mathematical Game Theory (0.5) #

MA330 Game Theory for Collective Decisions (0.5) #

MG310 Strategic Decision Making (0.5) # (not available 2024/25)

MG311 Foundations of Behavioural Decision Science (0.5) #

Paper 11 options list

PB301 Cognition and Culture (0.5) # (not available 2024/25)

PB302 Creativity and Innovation (0.5) # (not available 2024/25)

PB303 Organisations, Groups and Identity (0.5)

PB304 Organisational and Social Decision-Making (0.5)

PB307 Consumer Psychology for Sustainability (0.5)

PB308 Social Psychology of Economic Life (0.5)

PB312 Research Apprenticeship (0.5) #

PB314 Behavioural Science in an Age of New Technology (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

The BSc in Psychological and Behavioural Science is accredited by the *British Psychological Society* <https://www.lse.ac.uk/PBS/Study/BSc/BPS-accreditation>. Students will be eligible for Graduate Basis for Chartered Membership if have gained a lower second classification (2:2) overall and passed PB310 Independent Research Project at the point of classification.

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

BSc in Psychological and Behavioural Science

Programme Code: UBPBS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2022/23

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	PB101 Foundations of Psychological Science (1.0)
Paper 2	PB100 Foundations of Behavioural Science (1.0)
Paper 3	PB130 Statistics and Research Methods for Psychological and Behavioural Science (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	EC1A5 Microeconomics I (0.5) and EC1B5 Macroeconomics I (0.5) #
	GV101 Introduction to Political Science (1.0)
	PB102 Social Psychology (1.0) (not available 2024/25)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
	SO100 Key Concepts: Introduction to Social Theory (1.0)
	SP111 Social Economics and Policy (1.0) #
Year 2	
Paper 5	PB230 Intermediate Statistics and Research Methods for Psychological and Behavioural Science (1.0) #
Paper 6	PB200 Biological Psychology (0.5) and PB201 Cognitive Psychology (0.5)
Paper 7	PB202 Developmental Psychology (0.5) and PB204 Social Psychology: Individuals, Groups and Culture (0.5)
Paper 8	PB205 Individual Differences and Why They Matter (0.5)
	And one half unit from the Undergraduate Outside Options List (Years 2 & 3) below:
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>
Year 3	
Paper 9	PB310 Independent Research Project (1.0) #
Paper 10	PB300 Advances in Psychological and Behavioural Science (1.0)
Paper 11	One from:
	DS202A Data Science for Social Scientists (0.5) #
	DS202W Data Science for Social Scientists (0.5) #
	And one of the following options:
	PB301 Cognition and Culture (0.5) # (not available 2024/25)
	PB302 Creativity and Innovation (0.5) # (not available 2024/25)
	PB303 Organisations, Groups and Identity (0.5)
	PB304 Organisational and Social Decision-Making (0.5)
	PB307 Consumer Psychology for Sustainability (0.5)
	PB308 Social Psychology of Economic Life (0.5)
	PB312 Research Apprenticeship (0.5) #
	PB314 Behavioural Science in an Age of New Technology (0.5)
Paper 12	One full unit or two half units chosen from (subject to appropriate pre-requisites) the options available

for Paper 11; the selection list of preferred courses for Year 3; or the Undergraduate Outside Options List (Years 2 & 3).

Selection list of preferred courses for Year 3

Paper 11 options list

Undergraduate Outside Options List (Years 2 & 3)

Selection list of preferred courses for Year 3

EC310	Behavioural Economics (1.0) #
GV225	Analytical Politics (1.0) #
GV325	Topics in Political Economy (0.5) #
GY222	Applied Environmental Economics (1.0)
MA301	Mathematical Game Theory (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # (not available 2024/25)
MG311	Foundations of Behavioural Decision Science (0.5) #

Paper 11 options list

PB301	Cognition and Culture (0.5) # (not available 2024/25)
PB302	Creativity and Innovation (0.5) # (not available 2024/25)
PB303	Organisations, Groups and Identity (0.5)
PB304	Organisational and Social Decision-Making (0.5)
PB307	Consumer Psychology for Sustainability (0.5)
PB308	Social Psychology of Economic Life (0.5)
PB312	Research Apprenticeship (0.5) #
PB314	Behavioural Science in an Age of New Technology (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

The BSc in Psychological and Behavioural Science is accredited by the *British Psychological Society*

<https://www.lse.ac.uk/PBS/Study/BSc/BPS-accreditation>.

Students will be eligible for Graduate Basis for Chartered Membership if have gained a lower second classification (2:2) overall and passed PB310 Independent Research Project at the point of classification.

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

BA in Social Anthropology

Programme Code: UBANA2

Department: Anthropology

For students starting this programme of study in 2024/25

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

Please note that places are limited on some optional courses.

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

Paper Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1

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

Paper 2

AN101 A History of Anthropological Theory (1.0)

Paper 3

AN102 Ethnography through Mixed Media (1.0)

Paper 4

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

Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.

Approved Outside Options (Year 1)

Language Courses

Language Specialism: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

International History: Specialism Students wishing to graduate with an International History specialism should refer to the requirements set out in the International History Specialism footnote. H

Politics Specialism: Students wishing to graduate with a Politics specialism should refer to the requirements set out in the Politics Specialism footnote. I

Year 2

Paper 5

AN286 Ethnographic Methods and Skills: Individual Research Project (1.0) (not available 2024/25)

Paper 6

Courses to the value of 1.0 unit(s) from the following:
Anthropology Selection List A

Paper 7

Courses to the value of 1.0 unit(s) from the following:
Anthropology Selection List A

Paper 8

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

Or

Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first year courses have been taken. (see Note)

Language Courses

Government List A

History List A

Undergraduate Outside Options List (Years 2 & 3)

Note: See relevant footnotes for details of the

Language, International History and Politics specialism requirements.

Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.

International History Specialism: Approved International History options to the value of 1.0 unit may be chosen if HY113 or HY116 or HY118 was taken in Year 1 and subject to availability.

Politics Specialism: Approved Government options to the value of 1.0 unit may be chosen if GV100 or GV101 was taken in Year 1.

Year 3

Paper 9

AN397 Special Essay Paper in Social Anthropology

(1.0)

Paper 10

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

Anthropology Selection List A

Anthropology Selection List B

Paper 11

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

Anthropology Selection List A

Anthropology Selection List B

Paper 12

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

Anthropology Selection List B

Or

Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first and second year courses have been taken. (see Note)

Language Courses

Government List A

Government List B

History List A

History List B

Undergraduate Outside Options List (Years 2 & 3)

Note: See relevant footnotes for details of the **Language, International History and Politics** specialism requirements.

Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

International History Specialism: Approved International History courses to the value of 1.0 unit can be selected, subject to availability, if HY113 or HY116 or HY118 was taken in Year 1 and HY courses to the value of 1.0 unit were taken in Year 2.

Politics Specialism: Approved Government courses to the value of 1.0 unit can be selected if GV100 or GV101 was taken in Year 1 and GV courses to the value of 1.0 unit were taken in Year 2.

Approved Outside Options (Year 1)

GV100 Introduction to Political Theory (1.0)

GV101 Introduction to Political Science (1.0)

GY100 Introduction to Geography (1.0)

GY121 Sustainable Development (1.0)

HY113 Empires and Resistance in Global History (1.0)

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

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

LN252 Contemporary Literature and Global Society (1.0) #

LN270 Society and Language: Linguistics for Social Scientists (1.0)

PB102 Social Psychology (1.0) (not available 2024/25)

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

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

Anthropology Selection List A

AN253 Politics and Power: Debates in Anthropology (0.5) (not available 2024/25)

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

AN273 Thinking as an Anthropologist (0.5) # 1 (not available 2024/25)

AN285 Mind and Society (0.5) #

AN287 Environmental Anthropology (0.5) (not available 2024/25)

AN288 Gender, Sexuality and Kinship (0.5) (not available 2024/25)

AN390 Anthropology and Religion (0.5) (not available 2024/25)

Anthropology Selection List B

- AN221 The Anthropology of Christianity (0.5) # (not available 2024/25)
- AN237 The Anthropology of Development (0.5)
- AN243 Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
- AN275 The Anthropology of Revolution (0.5) # (not available 2024/25)
- AN276 Anthropology and the Anthropocene (0.5)
- AN280 Public Anthropology (0.5) # (not available 2024/25)
- AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
- AN283 Anthropology, Art, and Poetics (0.5) (not available 2024/25)
- AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
- AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
- AN379 Anthropology of Law and Human Rights (0.5) (not available 2024/25)
- AN389 Anthropology of the Body (0.5) # (not available 2024/25)
- AN395 Digital Anthropology (0.5)
- AN3A1 Understanding Religion in the Contemporary World (0.5) # (not available 2024/25)

Ethnographic options

- AN205 The Anthropology of Melanesia (0.5)
- AN223 The Anthropology of Southeast Asia (0.5) (not available 2024/25)
- AN250 The Anthropology of South Asia (0.5) #
- AN269 The Anthropology of Amazonia (0.5) #
- AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
- AN292 Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: AN273 can not be taken with AN303

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

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

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

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

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

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

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

will state the language in the title, for example: **BA in Social Anthropology (with French).**

H: **International History Specialism:** Students who have taken and passed at least one course from the Department of International History in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive an International History specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take HY113, HY116 or HY118 in their first year, courses to the value of one unit from International History List A in the second year, and courses to the value of one unit from International History List A or International History List B in the third year. Students who choose to take International History courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include an International History specialism will state this in the title, i.e.: **BA in Social Anthropology (with International History).**

I: **Politics Specialism:** Students who have taken and passed at least one course from the Department of Government in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive a Politics specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take GV100 or GV101 in their first year, courses to the value of one unit from Government List A in the second year, and courses to the value of one unit from Government List A or Government List B in the third year. Students who choose to take Government courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a Politics specialism will state this in the title, i.e.: **BA in Social Anthropology (with Politics).**

J: GV307: Not available for students on the BA/BSc Social Anthropology programmes

K: GV319 can be taken in Year 3 only.

L: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

BA in Social Anthropology

Programme Code: UBANA2

Department: Anthropology

For students starting this programme of study in 2023/24

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

Please note that places are limited on some optional courses.

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

Paper

Course number, title (unit value)

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

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

	LSE100A	The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B	The LSE Course: How can we control AI? (0.5)
	LSE100C	The LSE Course: How can we create a fair society? (0.5)
Year 1		
Paper 1	AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
Paper 2	AN101	A History of Anthropological Theory (1.0)
Paper 3	AN102	Ethnography through Mixed Media (1.0)
Paper 4		Courses to the value of 1.0 unit(s) from the following: <i>Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.</i> <i>Approved Outside Options (Year 1)</i> <i>Language Courses</i> Language Specialism: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G International History Specialism: Students wishing to graduate with an International History specialism should refer to the requirements set out in the International History Specialism footnote. H Politics Specialism: Students wishing to graduate with a Politics specialism should refer to the requirements set out in the Politics Specialism footnote. I
Year 2		
Paper 5	AN200	The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226	Political and Legal Anthropology (1.0)
Paper 7	AN256	Economic Anthropology (1): Production and Exchange (0.5) and AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)
Paper 8		Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List A</i> <i>Ethnographic options</i> Or Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first year courses have been taken. (see Note) <i>Language Courses</i> <i>Government List A</i> <i>History List A</i> Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See relevant footnotes for details of the Language, International History and Politics specialism requirements. Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1. International History Specialism: Approved International History options to the value of 1.0 unit may be chosen if HY113 or HY116 or HY118 was taken in Year 1 and subject to availability. Politics Specialism: Approved Government options to the value of 1.0 unit may be chosen if GV100 or GV101 was taken in Year 1.
Year 3		
Paper 9	AN303	Advanced Theory of Social Anthropology (0.5) # and AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 10	AN301	The Anthropology of Religion (1.0) #
Paper 11	AN397	Special Essay Paper in Social Anthropology (1.0)
Paper 12		Courses to the value of 1.0 unit(s) from the following:

*Anthropology Selection List A**Ethnographic options***Or**

Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first and second year courses have been taken. (see Note)

*Language Courses**Government List A**Government List B**History List A**History List B*

Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Paper 8 and 12. See relevant footnotes for details of the **Language, International History** and **Politics** specialism requirements.

Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

International History Specialism: Approved International History courses to the value of 1.0 unit can be selected, subject to availability, if HY113 or HY116 or HY118 was taken in Year 1 and HY courses to the value of 1.0 unit were taken in Year 2.

Politics Specialism: Approved Government courses to the value of 1.0 unit can be selected if GV100 or GV101 was taken in Year 1 and GV courses to the value of 1.0 unit were taken in Year 2.

Anthropology Selection List A

AN221	The Anthropology of Christianity (0.5) # (not available 2024/25)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (withdrawn 2024/25)
AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)
AN276	Anthropology and the Anthropocene (0.5)
AN280	Public Anthropology (0.5) # (not available 2024/25)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN285	Mind and Society (0.5) #
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # (not available 2024/25)
AN395	Digital Anthropology (0.5)

Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	Empires and Resistance in Global History (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for

	Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2024/25)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

AN205	The Anthropology of Melanesia (0.5)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (withdrawn 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN269	The Anthropology of Amazonia (0.5) #
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
AN282	Bangladesh and Beyond: Anthropological Perspectives (0.5) # (withdrawn 2024/25)
AN292	Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: GV390 can not be taken with GV398

2: GV398 can not be taken with GV390

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

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

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

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

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

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

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

H: **International History Specialism:** Students who have taken and passed at least one course from the Department of International History in each year of their degree (i.e. 25 per cent of their overall programme of study) will be offered the opportunity to receive an International History specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take HY113, HY116 or HY118 in their first year, courses to the value of one unit from International History List A in the second year, and courses to the value of one unit from International History List A or International History List B in the third year. Students who choose to take International History courses

are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include an International History specialism will state this in the title, i.e.: **BA in Social Anthropology (with International History)**.

I: **Politics Specialism:** Students who have taken and passed at least one course from the Department of Government in each year of their degree (i.e. 25 per cent of their overall programme of study) will be offered the opportunity to receive a Politics specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take GV100 or GV101 in their first year, courses to the value of one unit from Government List A in the second year, and courses to the value of one unit from Government List A or Government List B in the third year. Students who choose to take Government courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a Politics specialism will state this in the title, i.e.: **BA in Social Anthropology (with Politics)**.

J: GV307: Not available for students on the BA/BSc Social Anthropology programmes

K: GV319 can be taken in Year 3 only.

L: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

BA in Social Anthropology

Programme Code: UBANA2

Department: Anthropology

For students starting this programme of study in 2022/23

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

Please note that places are limited on some optional courses.

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. Students will choose ONE of the three half-unit options below: LSE100A The LSE Course: How can we transform our climate futures? (0.5) LSE100B The LSE Course: How can we control AI? (0.5) LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
Paper 2	AN101 A History of Anthropological Theory (1.0)
Paper 3	AN102 Ethnography through Mixed Media (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <i>Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.</i> <i>Approved Outside Options (Year 1)</i> <i>Language Courses</i>

Language Specialism: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

International History Specialism: Students wishing to graduate with an International History specialism should refer to the requirements set out in the International History Specialism footnote. H

Politics Specialism: Students wishing to graduate with a Politics specialism should refer to the requirements set out in the Politics Specialism footnote. I

Year 2

- Paper 5 AN200 The Anthropology of Kinship, Sex and Gender (1.0)
- Paper 6 AN226 Political and Legal Anthropology (1.0)
- Paper 7 AN256 Economic Anthropology (1): Production and Exchange (0.5) **and** AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)
- Paper 8 Courses to the value of 1.0 unit(s) from the following:
Anthropology Selection List A
Ethnographic options
Or
Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first year courses have been taken. (see Note)
Language Courses
Government List A
History List A
Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See relevant footnotes for details of the **Language, International History** and **Politics** specialism requirements.
Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.
International History Specialism: Approved International History options to the value of 1.0 unit may be chosen if HY113 or HY116 or HY118 was taken in Year 1 and subject to availability.
Politics Specialism: Approved Government options to the value of 1.0 unit may be chosen if GV100 or GV101 was taken in Year 1.

Year 3

- Paper 9 AN303 Advanced Theory of Social Anthropology (0.5) **# and** AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
- Paper 10 AN301 The Anthropology of Religion (1.0) **#**
- Paper 11 AN397 Special Essay Paper in Social Anthropology (1.0)
- Paper 12 Courses to the value of 1.0 unit(s) from the following:
Anthropology Selection List A
Ethnographic options
Or
Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first and second year courses have been taken. (see Note)
Language Courses
Government List A
Government List B
History List A
History List B
Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Paper 8 and 12. See relevant footnotes for details of the **Language, International History** and **Politics** specialism requirements.
Language Specialism: Approved courses to the

value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

International History Specialism: Approved International History courses to the value of 1.0 unit can be selected, subject to availability, if HY113 or HY116 or HY118 was taken in Year 1 and HY courses to the value of 1.0 unit were taken in Year 2.

Politics Specialism: Approved Government courses to the value of 1.0 unit can be selected if GV100 or GV101 was taken in Year 1 and GV courses to the value of 1.0 unit were taken in Year 2.

Anthropology Selection List A

- AN221 The Anthropology of Christianity (0.5) **#** (not available 2024/25)
- AN237 The Anthropology of Development (0.5)
- AN243 Children and Youth in Contemporary Ethnography (0.5) **#** (not available 2024/25)
- AN245 Borders and Boundaries: Ethnographic Approaches (0.5) (withdrawn 2024/25)
- AN247 Anthropological Approaches to Questions of Being (0.5) (withdrawn 2023/24)
- AN275 The Anthropology of Revolution (0.5) **#** (not available 2024/25)
- AN276 Anthropology and the Anthropocene (0.5)
- AN280 Public Anthropology (0.5) **#** (not available 2024/25)
- AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
- AN283 Anthropology, Art, and Poetics (0.5) (not available 2024/25)
- AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
- AN285 Mind and Society (0.5) **#**
- AN393 Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) **#** (not available 2024/25)
- AN395 Digital Anthropology (0.5)

Approved Outside Options (Year 1)

- GV100 Introduction to Political Theory (1.0)
- GV101 Introduction to Political Science (1.0)
- GY100 Introduction to Geography (1.0)
- GY121 Sustainable Development (1.0)
- HY113 Empires and Resistance in Global History (1.0)
- HY116 International Politics since 1914: Peace and War (1.0)
- HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
- LN252 Contemporary Literature and Global Society (1.0) **#**
- LN270 Society and Language: Linguistics for Social Scientists (1.0)
- PB102 Social Psychology (1.0) (not available 2024/25)
- PH103 The Big Questions: An Introduction to Philosophy (1.0) **#**
- SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

- Courses to the value of 0.5 unit(s) from the following:
- AN205 The Anthropology of Melanesia (0.5)
- AN223 The Anthropology of Southeast Asia (0.5) (not available 2024/25)
- AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (withdrawn 2024/25)

- AN250 The Anthropology of South Asia (0.5) #
 AN269 The Anthropology of Amazonia (0.5) #
 AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
 AN282 Bangladesh and Beyond: Anthropological Perspectives (0.5) # (withdrawn 2024/25)
 AN292 Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: GV390 can not be taken with GV398

2: GV398 can not be taken with GV390

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

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

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

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

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

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

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

H: **International History Specialism:** Students who have taken and passed at least one course from the Department of International History in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive an International History specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take HY113, HY116 or HY118 in their first year, courses to the value of one unit from International History List A in the second year, and courses to the value of one unit from International History List A or International History List B in the third year. Students who choose to take International History courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include an International History specialism will state this in the title, i.e.: **BA in Social Anthropology (with International History).**

I: **Politics Specialism:** Students who have taken and passed at least one course from the Department of Government in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive a Politics specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take GV100 or GV101 in their first year, courses to the value of one unit from Government List A in the second year, and courses to the value

of one unit from Government List A or Government List B in the third year. Students who choose to take Government courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a Politics specialism will state this in the title, i.e.: **BA in Social Anthropology (with Politics).**

J: GV307: Not available for students on the BA/BSc Social Anthropology programmes

K: GV319 can be taken in Year 3 only.

L: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

BSc in Social Anthropology

Programme Code: UBANS2

Department: Anthropology

For students starting this programme of study in 2024/25

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

Please note that places are limited on some optional courses.

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

Paper

Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1

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

Paper 2

AN101 A History of Anthropological Theory (1.0)

Paper 3

AN102 Ethnography through Mixed Media (1.0)

Paper 4

Courses to the value of 1.0 unit(s) from the following:
Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.

Approved Outside Options (Year 1)

Language Courses

Language Specialism: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

International History Specialism: Students wishing to graduate with an International History specialism should refer to the requirements set out in the International History Specialism footnote. H

Politics Specialism: Students wishing to graduate with a Politics specialism should refer to the requirements set out in the Politics Specialism footnote. I

Year 2

Paper 5

AN286 Ethnographic Methods and Skills: Individual

	Research Project (1.0) (not available 2024/25)
Paper 6	Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List A</i>
Paper 7	Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List A</i>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List B</i> Or Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first year courses have been taken. (see Note) <i>Language Courses</i> <i>Government List A</i> <i>History List A</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i> Note: See relevant footnotes for details of the Language, International History and Politics specialism requirements. Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1. International History Specialism: Approved International History options to the value of 1.0 unit may be chosen if HY113 or HY116 or HY118 was taken in Year 1 and subject to availability. Politics Specialism: Approved Government options to the value of 1.0 unit may be chosen if GV100 or GV101 was taken in Year 1.
Year 3	
Paper 9	AN397 Special Essay Paper in Social Anthropology (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List A</i> <i>Anthropology Selection List B</i>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List A</i> <i>Anthropology Selection List B</i>
Paper 12	Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List B</i> Or Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first and second year courses have been taken. (see Note) <i>Language Courses</i> <i>Government List A</i> <i>Government List B</i> <i>History List A</i> <i>History List B</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i> Note: See footnotes for details of the Language, International History and Politics specialism requirements. Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2. International History Specialism: Approved International History courses to the value of 1.0 unit can be selected, subject to availability, if HY113 or HY116 or HY118 was taken in Year 1 and HY courses to the value of 1.0 unit were taken in Year 2. Politics Specialism: Approved Government courses to the value of 1.0 unit can be selected if GV100 or GV101 was taken in Year 1 and GV courses to the value of 1.0 unit were taken in Year 2

Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	Empires and Resistance in Global History (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2024/25)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Anthropology Selection List A

AN253	Politics and Power: Debates in Anthropology (0.5) (not available 2024/25)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN273	Thinking as an Anthropologist (0.5) # 1 (not available 2024/25)
AN285	Mind and Society (0.5) #
AN287	Environmental Anthropology (0.5) (not available 2024/25)
AN288	Gender, Sexuality and Kinship (0.5) (not available 2024/25)
AN390	Anthropology and Religion (0.5) (not available 2024/25)

Anthropology Selection List B

AN221	The Anthropology of Christianity (0.5) # (not available 2024/25)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)
AN276	Anthropology and the Anthropocene (0.5)
AN280	Public Anthropology (0.5) # (not available 2024/25)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN379	Anthropology of Law and Human Rights (0.5) (not available 2024/25)
AN389	Anthropology of the Body (0.5) # (not available 2024/25)
AN395	Digital Anthropology (0.5)
AN3A1	Understanding Religion in the Contemporary World (0.5) # (not available 2024/25)

Ethnographic options

AN205	The Anthropology of Melanesia (0.5)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN269	The Anthropology of Amazonia (0.5) #
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)

AN292 Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: AN273 can not be taken with AN303

2: GV390 can not be taken with GV398

3: GV398 can not be taken with GV390

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

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

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

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

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

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

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

H: **International History Specialism:** Students who have taken and passed at least one course from the Department of International History in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive an International History specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take HY113, HY116 or HY118 in their first year, courses to the value of one unit from International History List A in the second year, and courses to the value of one unit from International History List A or International History List B in the third year. Students who choose to take International History courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include an International History specialism will state this in the title, i.e.: **BA in Social Anthropology (with International History)**.

I: **Politics Specialism:** Students who have taken and passed at least one course from the Department of Government in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive a Politics specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take GV100 or GV101 in their first year, courses to the value of one unit from Government List A in the second year, and courses to the value of one unit from Government List A or Government List B in the third year. Students who choose to take Government courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a Politics specialism will

state this in the title, i.e.: **BA in Social Anthropology (with Politics)**.

J: GV307: Not available for students on the BA/BSc Social Anthropology programmes

K: GV319 can be taken in Year 3 only.

L: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

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

BSc in Social Anthropology

Programme Code: UBANS2

Department: Anthropology

For students starting this programme of study in 2023/24

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

Please note that places are limited on some optional courses.

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

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

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

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

Year 1

Paper 1	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
Paper 2	AN101 A History of Anthropological Theory (1.0)
Paper 3	AN102 Ethnography through Mixed Media (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <i>Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.</i> <i>Approved Outside Options (Year 1)</i> <i>Language Courses</i>

Language Specialism: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

International History Specialism: Students wishing to graduate with an International History specialism should refer to the requirements set out in the International History Specialism footnote. H

Politics Specialism: Students wishing to graduate with a Politics specialism should refer to the requirements set out in the Politics Specialism footnote. I

Year 2

- Paper 5 AN200 The Anthropology of Kinship, Sex and Gender (1.0)
- Paper 6 AN226 Political and Legal Anthropology (1.0)
- Paper 7 AN256 Economic Anthropology (1): Production and Exchange (0.5) **and** AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)
- Paper 8 Courses to the value of 1.0 unit(s) from the following:
Anthropology Selection List A
Ethnographic options
Or
Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first year courses have been taken. (see Note)
Language Courses
Government List A
History List A
Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See relevant footnotes for details of the **Language, International History** and **Politics** specialism requirements.
Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.
International History Specialism: Approved International History options to the value of 1.0 unit may be chosen if HY113 or HY116 or HY118 was taken in Year 1 and subject to availability.
Politics Specialism: Approved Government options to the value of 1.0 unit may be chosen if GV100 or GV101 was taken in Year 1.

Year 3

- Paper 9 AN303 Advanced Theory of Social Anthropology (0.5) # **and** AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
- Paper 10 AN301 The Anthropology of Religion (1.0) #
- Paper 11 AN397 Special Essay Paper in Social Anthropology (1.0)
- Paper 12 Courses to the value of 1.0 unit(s) from the following:
Anthropology Selection List A
Ethnographic options
Or
Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first and second year courses have been taken. (see Note)
Language Courses
Government List A
Government List B
History List A
History List B
Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the **Language, International History** and **Politics** specialism requirements.
Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.
International History Specialism: Approved

International History courses to the value of 1.0 unit can be selected, subject to availability, if HY113 or HY116 or HY118 was taken in Year 1 and HY courses to the value of 1.0 unit were taken in Year 2.

Politics Specialism: Approved Government courses to the value of 1.0 unit can be selected if GV100 or GV101 was taken in Year 1 and GV courses to the value of 1.0 unit were taken in **Year 2**

Anthropology Selection List A

- AN221 The Anthropology of Christianity (0.5) # (not available 2024/25)
- AN237 The Anthropology of Development (0.5)
- AN243 Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
- AN245 Borders and Boundaries: Ethnographic Approaches (0.5) (withdrawn 2024/25)
- AN275 The Anthropology of Revolution (0.5) # (not available 2024/25)
- AN276 Anthropology and the Anthropocene (0.5)
- AN280 Public Anthropology (0.5) # (not available 2024/25)
- AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
- AN283 Anthropology, Art, and Poetics (0.5) (not available 2024/25)
- AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
- AN285 Mind and Society (0.5) #
- AN393 Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # (not available 2024/25)
- AN395 Digital Anthropology (0.5)

Approved Outside Options (Year 1)

- GV100 Introduction to Political Theory (1.0)
- GV101 Introduction to Political Science (1.0)
- GY100 Introduction to Geography (1.0)
- GY121 Sustainable Development (1.0)
- HY113 Empires and Resistance in Global History (1.0)
- HY116 International Politics since 1914: Peace and War (1.0)
- HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
- LN252 Contemporary Literature and Global Society (1.0) #
- LN270 Society and Language: Linguistics for Social Scientists (1.0)
- PB102 Social Psychology (1.0) (not available 2024/25)
- PH103 The Big Questions: An Introduction to Philosophy (1.0) #
- SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

- AN205 The Anthropology of Melanesia (0.5)
- AN223 The Anthropology of Southeast Asia (0.5) (not available 2024/25)
- AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (withdrawn 2024/25)
- AN250 The Anthropology of South Asia (0.5) #
- AN269 The Anthropology of Amazonia (0.5) #
- AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
- AN282 Bangladesh and Beyond: Anthropological Perspectives (0.5) # (withdrawn 2024/25)
- AN292 Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: GV390 can not be taken with GV398

2: GV398 can not be taken with GV390

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

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

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

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

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

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

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

H: **International History Specialism:** Students who have taken and passed at least one course from the Department of International History in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive an International History specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take HY113, HY116 or HY118 in their first year, courses to the value of one unit from International History List A in the second year, and courses to the value of one unit from International History List A or International History List B in the third year. Students who choose to take International History courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include an International History specialism will state this in the title, i.e.: **BA in Social Anthropology (with International History)**.

I: **Politics Specialism:** Students who have taken and passed at least one course from the Department of Government in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive a Politics specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take GV100 or GV101 in their first year, courses to the value of one unit from Government List A in the second year, and courses to the value of one unit from Government List A or Government List B in the third year. Students who choose to take Government courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a Politics specialism will state this in the title, i.e.: **BA in Social Anthropology (with Politics)**.

J: GV307: Not available for students on the BA/BSc Social Anthropology programmes

K: GV319 can be taken in Year 3 only.

L: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

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

BSc in Social Anthropology

Programme Code: UBANS2

Department: Anthropology

For students starting this programme of study in 2022/23

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

Please note that places are limited on some optional courses.

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

Paper

Course number, title (unit value)

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

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

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

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

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

Year 1

Paper 1

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

Paper 2

AN101 A History of Anthropological Theory (1.0)

Paper 3

AN102 Ethnography through Mixed Media (1.0)

Paper 4

Courses to the value of 1.0 unit(s) from the following: *Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved. Approved Outside Options (Year 1)*

Language Courses

Language Specialism: Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

International History Specialism: Students wishing to graduate with an International History specialism should refer to the requirements set out in the International History Specialism footnote. H

Politics Specialism: Students wishing to graduate with a Politics specialism should refer to the requirements set out in the Politics Specialism footnote. I

Year 2

Paper 5	AN200	The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226	Political and Legal Anthropology (1.0)
Paper 7	AN256	Economic Anthropology (1): Production and Exchange (0.5) and AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)
Paper 8	<p>Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List A</i> <i>Ethnographic options</i></p> <p>Or</p> <p>Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first year courses have been taken. (see Note) <i>Language Courses</i> <i>Government List A</i> <i>History List A</i></p> <p>Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See relevant footnotes for details of the Language, International History and Politics specialism requirements.</p> <p>Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.</p> <p>International History Specialism: Approved International History options to the value of 1.0 unit may be chosen if HY113 or HY116 or HY118 was taken in Year 1 and subject to availability.</p> <p>Politics Specialism: Approved Government options to the value of 1.0 unit may be chosen if GV100 or GV101 was taken in Year 1.</p>	

Year 3

Paper 9	AN303	Advanced Theory of Social Anthropology (0.5) # and AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 10	AN301	The Anthropology of Religion (1.0) #
Paper 11	AN397	Special Essay Paper in Social Anthropology (1.0)
Paper 12	<p>Courses to the value of 1.0 unit(s) from the following: <i>Anthropology Selection List A</i> <i>Ethnographic options</i></p> <p>Or</p> <p>Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first and second year courses have been taken. (see Note) <i>Language Courses</i> <i>Government List A</i> <i>Government List B</i> <i>History List A</i> <i>History List B</i></p> <p>Note: Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See footnotes for details of the Language, International History and Politics specialism requirements.</p> <p>Language Specialism: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.</p> <p>International History Specialism: Approved International History courses to the value of 1.0 unit can be selected, subject to availability, if HY113 or HY116 or HY118 was taken in Year 1 and HY courses to the value of 1.0 unit were taken in Year 2.</p> <p>Politics Specialism: Approved Government courses</p>	

to the value of 1.0 unit can be selected if GV100 or GV101 was taken in Year 1 and GV courses to the value of 1.0 unit were taken in **Year 2**

Anthropology Selection List A

AN221	The Anthropology of Christianity (0.5) # (not available 2024/25)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (withdrawn 2024/25)
AN247	Anthropological Approaches to Questions of Being (0.5) (withdrawn 2023/24)
AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)
AN276	Anthropology and the Anthropocene (0.5)
AN280	Public Anthropology (0.5) # (not available 2024/25)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN285	Mind and Society (0.5) #
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # (not available 2024/25)
AN395	Digital Anthropology (0.5)

Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	Empires and Resistance in Global History (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2024/25)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

AN205	The Anthropology of Melanesia (0.5)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (withdrawn 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN269	The Anthropology of Amazonia (0.5) #
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
AN282	Bangladesh and Beyond: Anthropological Perspectives (0.5) # (withdrawn 2024/25)
AN292	Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

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

1: GV390 can not be taken with GV398

2: GV398 can not be taken with GV390

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

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

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

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

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

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

G: **Language Specialism:** Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Social Anthropology (with French)**.

H: **International History Specialism:** Students who have taken and passed at least one course from the Department of International History in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive an International History specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take HY113, HY116 or HY118 in their first year, courses to the value of one unit from International History List A in the second year, and courses to the value of one unit from International History List A or International History List B in the third year. Students who choose to take International History courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include an International History specialism will state this in the title, i.e.: **BA in Social Anthropology (with International History)**.

I: **Politics Specialism:** Students who have taken and passed at least one course from the Department of Government in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive a Politics specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take GV100 or GV101 in their first year, courses to the value of one unit from Government List A in the second year, and courses to the value of one unit from Government List A or Government List B in the third year. Students who choose to take Government courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a Politics specialism will state this in the title, i.e.: **BA in Social Anthropology (with Politics)**.

J: GV307: Not available for students on the BA/BSc Social Anthropology programmes

K: GV319 can be taken in Year 3 only.

L: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only

select this course under Paper 12 of their programme regulations.

Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

Note for prospective students: For changes to undergraduate course and programme information for the next academic session, please see the *undergraduate summary page for prospective students* lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the *undergraduate summary page for future students* lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm.

BSc in Sociology

Programme Code: UBSO2

Department: Sociology

For students starting this programme of study in 2024/25 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	Students will choose ONE of the three half-unit options below:
	LSE100A The LSE Course: How can we transform our climate futures? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
Year 1	
Paper 1	SO102 Data in Society: Researching Social Life (1.0)
Paper 2	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 3	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i> Or Courses to the value of 1.0 units from the following, subject to approval by the candidate's Academic Mentor and the Departmental Tutor: <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Year 2	
Paper 5	SO221 Researching London: Advanced Social Research Methods (1.0)
Paper 6	SO201 Key Concepts: Advanced Social Theory (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: <i>Sociology Options List</i>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <i>Sociology Options List</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Notes:	Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern

language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

Year 3

- Paper 9 SO302 The Sociological Dissertation (1.0) #
 Paper 10 Courses to the value of 1.0 unit(s) from the following:
Sociology Options List
- Paper 11 Courses to the value of 1.0 unit(s) from the following:
Sociology Options List
- Paper 12 Courses to the value of 1.0 unit(s) from the following:
Sociology Options List
Undergraduate Outside Options List (Years 2 & 3)
- Notes:** Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

Sociology Options List

- SO203 Political Sociology (1.0) 1 (not available 2024/25)
- SO232 Sociology of Health and Illness (0.5)
- SO235 The Sociology of Homicide (0.5)
- SO236 Urban Society (0.5)
- SO237 Racial Borderscapes (0.5)
- SO240 Crime, Deviance and Control (0.5) (not available 2024/25)
- SO243 Political Sociology: Nation-States Unravelling (0.5) 2
- SO244 The Sociology of Race and Empire (0.5)
- SO248 Gender and Society (0.5)
- SO309 Atrocity and Justice (0.5)
- SO310 The Sociology of Elites (0.5) (not available 2024/25)
- SO311 Law and Violence (0.5) A
- SO312 Work, Inequality and Society (0.5) (not available 2024/25)
- SO313 Material Culture and Everyday Life (0.5)
- SO314 Class, Culture and Meritocracy (0.5)
- SO348 Family Diversity and Change (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: SO203 can not be taken with SO243

2: SO243 can not be taken with SO203

Footnotes: A: SO311 is available to students in Year 3 only.

Language Specialism: Students who have taken and passed a 1.0 unit language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in**

Sociology (with French)

BSc in Sociology

Programme Code: UBSO2

Department: Sociology

For students starting this programme of study in 2023/24
 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

Students will choose ONE of the three half-unit options below:

- LSE100A The LSE Course: How can we transform our climate futures? (0.5)
- LSE100B The LSE Course: How can we control AI? (0.5)
- LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

- Paper 1 SO102 Data in Society: Researching Social Life (1.0)
- Paper 2 SO100 Key Concepts: Introduction to Social Theory (1.0)
- Paper 3 SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
- Paper 4 Courses to the value of 1.0 unit(s) from the following:
Undergraduate Outside Options List (Year 1)

Or

Courses to the value of 1.0 units from the following, subject to approval by the candidate's Academic Mentor and the Departmental Tutor:
Undergraduate Outside Options List (Years 2 & 3)

Year 2

- Paper 5 SO221 Researching London: Advanced Social Research Methods (1.0)
- Paper 6 SO201 Key Concepts: Advanced Social Theory (1.0)
- Paper 7 Courses to the value of 1.0 unit(s) from the following:
Sociology Options List
- Paper 8 Courses to the value of 1.0 unit(s) from the following:
Sociology Options List
Undergraduate Outside Options List (Years 2 & 3)

Notes: Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

Year 3

- Paper 9 SO302 The Sociological Dissertation (1.0) #
- Paper 10 Courses to the value of 1.0 unit(s) from the following:
Sociology Options List
- Paper 11 Courses to the value of 1.0 unit(s) from the following:
Sociology Options List
- Paper 12 Courses to the value of 1.0 unit(s) from the following:

*Sociology Options List**Undergraduate Outside Options List (Years 2 & 3)*

Notes: Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

Sociology Options List

SO203	Political Sociology (1.0) 1 (not available 2024/25)
SO232	Sociology of Health and Illness (0.5)
SO234	Digital Technology, Speed and Culture (0.5) # (withdrawn 2024/25)
SO235	The Sociology of Homicide (0.5)
SO236	Urban Society (0.5)
SO237	Racial Borderscapes (0.5)
SO240	Crime, Deviance and Control (0.5) 2 (not available 2024/25)
SO243	Political Sociology: Nation-States Unravelling (0.5) 3
SO244	The Sociology of Race and Empire (0.5)
SO248	Gender and Society (0.5)
SO309	Atrocity and Justice (0.5)
SO310	The Sociology of Elites (0.5) (not available 2024/25)
SO311	Law and Violence (0.5) A
SO312	Work, Inequality and Society (0.5) (not available 2024/25)
SO313	Material Culture and Everyday Life (0.5)
SO314	Class, Culture and Meritocracy (0.5)
SO348	Family Diversity and Change (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

1: SO203 can not be taken with SO243

2: SO240 can not be taken with SP271

3: SO243 can not be taken with SO203

Footnotes: A: SO311 is available to students in Year 3 only.

Language Specialism: Students who have taken and passed a 1.0 unit language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Sociology (with French)**.

BSc in Sociology

Programme Code: UBSO2

Department: Sociology

For students starting this programme of study in 2022/23 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more

information.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper**Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

Students will choose ONE of the three half-unit options below:

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

Year 1

Paper 1	SO102	Data in Society: Researching Social Life (1.0)
Paper 2	SO100	Key Concepts: Introduction to Social Theory (1.0)
Paper 3	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <i>Undergraduate Outside Options List (Year 1)</i>	
	Or	
	Courses to the value of 1.0 units from the following, subject to approval by the candidate's Academic Mentor and the Departmental Tutor: <i>Undergraduate Outside Options List (Years 2 & 3)</i>	

Year 2

Paper 5	SO221	Researching London: Advanced Social Research Methods (1.0)
Paper 6	SO201	Key Concepts: Advanced Social Theory (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: <i>Sociology Options List</i>	
Paper 8	Courses to the value of 1.0 unit(s) from the following: <i>Sociology Options List</i>	
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>	

Notes:

Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

Year 3

Paper 9	SO302	The Sociological Dissertation (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following: <i>Sociology Options List</i>	
Paper 11	Courses to the value of 1.0 unit(s) from the following: <i>Sociology Options List</i>	
Paper 12	Courses to the value of 1.0 unit(s) from the following: <i>Sociology Options List</i>	
	<i>Undergraduate Outside Options List (Years 2 & 3)</i>	

Notes: Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

Sociology Options List

SO203	Political Sociology (1.0) 1 (not available 2024/25)
SO210	Crime, Deviance and Control (1.0) 2 (withdrawn 2023/24)
SO232	Sociology of Health and Illness (0.5)
SO234	Digital Technology, Speed and Culture (0.5) # (withdrawn 2024/25)
SO235	The Sociology of Homicide (0.5)
SO236	Urban Society (0.5)
SO237	Racial Borderscapes (0.5)
SO240	Crime, Deviance and Control (0.5) 3 (not available 2024/25)
SO243	Political Sociology: Nation-States Unravelling (0.5) 4A
SO244	The Sociology of Race and Empire (0.5)
SO248	Gender and Society (0.5)
SO309	Atrocity and Justice (0.5)
SO310	The Sociology of Elites (0.5) (not available 2024/25)
SO311	Law and Violence (0.5) B
SO312	Work, Inequality and Society (0.5) (not available 2024/25)
SO313	Material Culture and Everyday Life (0.5)
SO314	Class, Culture and Meritocracy (0.5)
SO348	Family Diversity and Change (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: SO203 can not be taken with SO243

2: SO210 can not be taken with SP271, SP270, SO240

3: SO240 can not be taken with SO210, SP270, SP271

4: SO243 can not be taken with SO203

Footnotes: A: If SO203 has not been taken before.

B: SO311 is available to students in Year 3 only.

Language Specialism: Students who have taken and passed a 1.0 unit language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Sociology (with French)**.

AC205	Intermediate Financial Accounting (0.5) # *
AC206	Intermediate Management Accounting (0.5) # *
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # *
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # *
AC331	Contemporary Issues in Financial Accounting (0.5) # *
AC332	Financial Statement Analysis and Valuation (0.5) # *
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5)

Anthropology

AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
AN101	A History of Anthropological Theory (1.0)
AN102	Ethnography through Mixed Media (1.0) *
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2024/25)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) #
AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)
AN276	Anthropology and the Anthropocene (0.5) *
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # * (not available 2024/25)
AN280	Public Anthropology (0.5) # * (not available 2024/25)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN285	Mind and Society (0.5) # *
AN292	Anthropological Entanglements in the Middle East (0.5) * (not available 2024/25)
AN303	Advanced Theory of Social Anthropology (0.5) # *
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # * (not available 2024/25)
AN395	Digital Anthropology (0.5)

Data Science

DS101A	Fundamentals of Data Science (0.5)
DS101W	Fundamentals of Data Science (0.5) (not available 2024/25)
DS105A	Data for Data Science (0.5) #
DS105W	Data for Data Science (0.5) #
DS205	Advanced Data Manipulation (0.5) #

Economics

EC1A3	Microeconomics I (0.5) # 1*
EC1A5	Microeconomics I (0.5) 2
EC1B3	Macroeconomics I (0.5) # 3*
EC1B5	Macroeconomics I (0.5) # 4

General Course

Programme Code: UOGC

Department: Undefined Department

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
	The courses below are available to General Course students
Course List	Accounting
	AC102 Elements of Financial Accounting (0.5)
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

EC230	Economics in Public Policy (1.0) #
EC2A3	Microeconomics II (0.5) # *
EC2A5	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) # *
EC2B5	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) # *
EC2C4	Econometrics II (0.5) # 5*
EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0) *
EC313	Industrial Economics (1.0) # *
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) # *
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) # *
EC330	Environmental Economics (1.0) # *
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC336	Econometric Theory A (0.5) # *
EC337	Econometric Theory B (0.5) # *
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
Economic History	
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
EH102	Pre-industrial Economic History (1.0) *
EH111	The Internationalisation of Economic Growth (0.5)
EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #
EH209	The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25)
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH214	Money and Finance: From the Middle Ages to the Eighteenth Century (0.5)
EH215	Money and Finance: From the Eighteenth Century to Modernity (0.5)
EH217	Chinese Economic History since 1800: A Chronology (0.5) # (not available 2024/25)
EH218	Chinese Economic History since 1800: Economic Growth in a Historical Perspective (0.5) # (not available 2024/25)
EH222	Economic History of the Middle East and North Africa (1.0) (not available 2024/25)
EH225	Latin America and the International Economy (1.0) (not available 2024/25)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) *
EH316	Atlantic World Slavery (1.0) *
Finance	
FM101	Finance (0.5)
FM210	Principles of Finance I (0.5) # *
FM211	Principles of Finance II (0.5) # *
FM310	Corporate Finance, Investments and Financial Markets I (0.5) #
FM311	Corporate Finance, Investments and Financial Markets II (0.5) #
FM321	Risk Management and Modelling (0.5) # *
FM322	Derivatives (0.5) # *
Government	

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GV225	Analytical Politics (1.0) #
GV245	Democracy and Democratisation (1.0) #
GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) # *
GV249	Research Design in Political Science (1.0) *
GV251	Government, Politics and Public Policy in the European Union (1.0) #
GV262	Contemporary Political Theory (1.0) #
GV263	Public Policy Analysis (1.0) #
GV264	Politics and Institutions in Europe (1.0) #
GV267	Global Political Thought (1.0) # (not available 2024/25)
GV302	Key Themes in the History of Political Thought (1.0) # * (not available 2024/25)
GV324	Applied Quantitative Methods for Political Science (0.5) #
GV325	Topics in Political Economy (0.5) # *
GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) # *
GV329	Making Democracy Work (0.5) # *
GV335	African Political Economy (0.5) *
GV336	Latin America: Democracy and Development (0.5) *
Geography & Environment	
GY100	Introduction to Geography (1.0)
GY103	Contemporary Europe (1.0)
GY120	Environmental Change: Past, Present and Future (1.0)
GY121	Sustainable Development (1.0)
GY140	Introduction to Geographical Research (1.0)
GY144	Human Geography and the City (1.0)
GY202	Introduction to Global Development (1.0)
GY204	Political Geography (0.5) #
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY209	The Economic Geography of Trade, Production and Development (0.5) #
GY210	The Economics of Cities (0.5) #
GY212	Pathways in Human Geography (0.5) #
GY220	Environment: Science and Society (1.0)
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5) *
GY308	The Economic Geography of Growth and Development (0.5) * (not available 2024/25)
GY309	The Political Geography of Development (0.5) (not available 2024/25)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5) *
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # *
GY314	The Economics of Housing Markets and Migration (0.5) # *
GY316	Gender, Space and Power (0.5)
GY317	Geographies of Urban Violence (0.5) *
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5) *
International History	
HY113	Empires and Resistance in Global History (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) *
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to

HY206	Amnesty International (1.0) *	IR314	Southeast Asia: Intra-regional Politics and Security (0.5) *
HY221	The International History of the Cold War, 1945-1989 (1.0)	IR315	International Relations of the Middle East (1.0) *
HY226	The History of the Russian Empire, 1676-1825 (1.0)	IR317	American Grand Strategy (0.5) *
HY235	The Greater War c. 1912-1923 (1.0)	IR318	Visual International Politics (0.5) * (not available 2024/25)
HY239	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)	IR319	Empire and Conflict in World Politics (0.5) *
HY240	People, Power and Protest in Latin America, c.1895 to the present day (1.0)	IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) * (not available 2024/25)
HY241	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)	IR323	Race and Gender in International Relations (0.5) *
HY242	What is History? Methods and Debates (1.0) *	IR324	The Practices of Transitional Justice (0.5) # * (not available 2024/25)
HY243	The Soviet Union: Domestic, International and Intellectual History (1.0)	IR326	The Rule of Law: A Global History (0.5) * (not available 2024/25)
HY245	Islamic Empires, 1400 - 1800 (1.0)	IR327	World Orders in Historical International Relations (0.5) # * (not available 2024/25)
HY246	The United States and the World since 1776 (1.0)	IR345	Global Politics of China (1.0) * (not available 2024/25)
HY247	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) (not available 2024/25)	IR349	Conflict and Peacebuilding (1.0) # * (not available 2024/25)
HY248	The History of Modern Turkey, 1789 to the Present (1.0) (not available 2024/25)	IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # *
HY249	Britain in the World: British Foreign Policy in the Twentieth Century (1.0)	IR355	Economic Diplomacy (0.5) # * (not available 2024/25)
HY311	War, Social Conflict and Nation Building: The History of Eastern and Southeastern Europe in the Twentieth Century (1.0)	IR367	Political Economy of Climate Change (0.5) # *
HY315	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *	IR368	The Political Economy of Trade (0.5) # *
HY319	The European Enlightenment, c.1680-1799 (1.0)	IR369	Politics of Money in the World Economy (0.5) # *
HY320	Napoleon and Europe (1.0) *	IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) * (not available 2024/25)
HY322	The Cold War Endgame (1.0)	IR373	China and the Global South (0.5) # *
HY323	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)	IR374	Conflict and Peacebuilding (0.5) # *
HY327	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)	IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5) *
HY328	The Anglo-American Special Relationship, 1939-89 (1.0) * (not available 2024/25)	IR378	Critical War Studies (0.5) *
HY330	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0) *	IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) # *
HY331	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)	IR380	The Politics of Inequality and Development (0.5) # *
HY332	Henry Kissinger and the Global 1970s (1.0)	IR391	Globalisation and Development (0.5) *
HY333	Interwar worlds: the cultural consequences of the First World War (1.0) (not available 2024/25)	IR395	The Politics of Displacement and Refuge (0.5) *
HY334	People and Power in West African History, c. 1450 - 1850 (1.0)		
HY335	Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)		
HY336	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)		
	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) * (not available 2024/25)		
International Relations		Law	
IR100	International Relations: Theories, Concepts and Debates (1.0) *	LL106	Public Law (1.0)
IR200	International Political Theory (1.0) # *	LL108	Criminal Law (1.0)
IR202	Foreign Policy Analysis 1 (1.0) *	LL142	Contract Law (1.0) *
IR203	International Organisations (1.0) # *	LL143	Tort Law (1.0)
IR205	International Security (1.0) *	LL201	Law and State Power (1.0) *
IR206	International Political Economy (1.0) *	LL203	Company Law (1.0) # *
IR305	Strategic Aspects of International Relations (1.0) *	LL205	Medical Law (1.0) *
IR312	Genocide (0.5) *	LL210	Information Technology and the Law (1.0) # * (not available 2024/25)
		LL212	Conflict of Laws (1.0)
		LL213	Commercial Law (0.5) # *
		LL216	Freedom and the Law in Britain (0.5) *
		LL217	European Human Rights Law (0.5) *
		LL220	Technology Law and Regulation (0.5) # *
		LL221	Family Law (1.0)
		LL224	Regulation of Platforms (0.5) *
		LL225	Critical Theory and Law (0.5) *
		LL228	European Union Law (0.5) *
		LL229	Law of the European Market (0.5) *
		LL233	Law of Evidence (1.0) (not available 2024/25)
		LL241	European Legal History (1.0)
		LL243	Constitutionalism Beyond Courts (0.5) *

LL244	Sports: Law and Governance (0.5) *
LL245	Feminist Legal Theory (0.5) *
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL257	Employment Law (1.0) *
LL272	Outlines of Modern Criminology (0.5) *
LL279	Public International Law (0.5)
LL280	Advanced Issues in Public International Law (0.5) #
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0)
LL300	Competition Law (1.0)
LL304	Global Commodities: The Rise of International Law (0.5) *
LL306	Theories of Law (0.5)
LL307	Justifying Political Authority (0.5)
LL332	Advanced EU Law (0.5) # *
LL342	International Protection of Human Rights (1.0) # *
Language Centre	
LN100	Russian Language and Society 3 (advanced) (1.0) # *
LN101	Russian Language and Society 1 (beginner) (1.0) # *
LN102	Russian Language and Society 2 (intermediate) (1.0) # *
LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) # *
LN110	German Language and Society 3 (advanced) (1.0) # *
LN112	German Language and Society 2 (Intermediate) (1.0) # *
LN120	Spanish Language and Society 3 (advanced) (1.0) # *
LN121	Spanish Language and Society 1 (beginner) (1.0) # *
LN122	Spanish Language and Society 2 (intermediate) (1.0) # *
LN130	French Language and Society 3 (advanced) (1.0) # *
LN131	French Language and Society 1 (beginner) (1.0) # *
LN132	French Language and Society 2 (intermediate) (1.0) # *
LN140	Mandarin Language and Society 3 (Advanced) (1.0) # *
LN142	Mandarin Language and Society 2 (Intermediate) (1.0) # *
LN200	Russian Language and Society 4 (proficiency) (1.0) # *
LN210	German Language and Society 4 (proficiency) (1.0) # *
LN220	Spanish Language and Society 4 (proficiency) (1.0) # *
LN230	French Language and Society 4 (proficiency) (1.0) # *
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) # *
LN250	English Literature and Society (1.0) #
LN251	Comparative Literature and 20th Century Political History (1.0) #
LN252	Contemporary Literature and Global Society (1.0) #
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
LN320	Spanish Language and Society 5 (mastery) (1.0) # *
LN330	French Language and Society 5 (mastery)

	(1.0) # *
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # * (not available 2024/25)
LN370	Discourse and Communication (1.0) *
Mathematics	
MA100	Mathematical Methods (1.0) #
MA102	Mathematical Proof and Analysis (0.5) # *
MA103	Introduction to Abstract Mathematics (1.0) # *
MA107	Quantitative Methods (Mathematics) (0.5) #
MA108	Methods in Calculus and Linear Algebra (0.5)
MA203	Real Analysis (0.5) # *
MA207	Further Quantitative Methods (Mathematics) (0.5) # *
MA208	Optimisation Theory (0.5) # *
MA209	Differential Equations (0.5) # *
MA210	Discrete Mathematics (0.5) # *
MA211	Algebra and Number Theory (0.5) # *
MA212	Further Mathematical Methods (1.0) # *
MA213	Operations Research Techniques (0.5) # *
MA214	Algorithms and Data Structures (0.5) # *
MA222	Further Mathematical Methods (Linear Algebra) (0.5) # *
MA301	Mathematical Game Theory (0.5) # *
MA315	Algebra and its Applications (0.5) # *
MA316	Graph Theory (0.5) # *
MA317	Complex Analysis (0.5) # *
MA318	History and Culture of Mathematics (0.5) # *
MA319	Partial Differential Equations (0.5) # *
MA320	Mathematics of Networks (0.5) # *
MA321	Measure Theoretic Probability (0.5) # *
MA322	Mathematics of Finance and Valuation (0.5) # *
MA323	Computational Methods in Financial Mathematics (0.5) # *
MA324	Mathematical Modelling and Simulation (0.5) # *
MA330	Game Theory for Collective Decisions (0.5) # *
MA333	Optimisation for Machine Learning (0.5) # *
Management	
MG104	Operations Management (0.5)
MG105	Organisational Behaviour and Leadership (0.5)
MG205	Econometrics: Theory and Applications (1.0) #
MG206	Firms, Management and Competitive Advantage (0.5) #
MG207	Managerial Economics (1.0) # *
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2024/25)
MG212	Marketing (0.5)
MG213	Information Systems (0.5)
MG214	Human Resource Management (0.5) # *
MG228	Managing the Stone-Age Brain (0.5)
MG301	Strategy (1.0) # *
MG302	Topics in Management Research (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) # *
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) #
MG308	Simulations for Managerial Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # (not available 2024/25)

- MG311 Foundations of Behavioural Decision Science (0.5) #
- MG312 Science of People in Workplaces (0.5) (not available 2024/25)
- MG316 Brand Strategy (0.5)
- MG317 Leading Organisational Change (0.5) #

Methodology

- MY360 Quantitative Text Analysis (0.5) #
- MY361 Social Network Analysis (0.5) #

Philosophy, Logic & Scientific Method

- PH103 The Big Questions: An Introduction to Philosophy (1.0) #
- PH105 Historical and Global Perspectives on Philosophy (0.5)
- PH111 Introduction to Logic (0.5)
- PH112 Intermediate Logic and Probability (0.5) #
- PH201 Philosophy of Science (1.0)
- PH214 Philosophy, Morals and Politics (1.0)
- PH222 Philosophy and Public Policy (1.0)
- PH223 Mind and Metaphysics (0.5)
- PH224 Epistemology (0.5) #
- PH225 Business and Organisational Ethics (0.5)
- PH226 Philosophy of Society (0.5) # *
- PH227 Genes, Brains and Society (0.5) (not available 2024/25)
- PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
- PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
- PH236 Set Theory (0.5) # * (not available 2024/25)
- PH237 Advanced Logic (0.5) # *
- PH238 Philosophy of Language (0.5) #
- PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
- PH240 The Ethics of Data and AI (0.5)
- PH241 Animal Minds and Animal Ethics (0.5)
- PH311 Philosophy of Economics (1.0) #
- PH333 Philosophy of Gender and Race (0.5)

Psychological and Behavioural Science

- PB100 Foundations of Behavioural Science (1.0)
- PB101 Foundations of Psychological Science (1.0)
- PB102 Social Psychology (1.0) (not available 2024/25)
- PB301 Cognition and Culture (0.5) # * (not available 2024/25)
- PB302 Creativity and Innovation (0.5) # * (not available 2024/25)

Social Policy

- SP111 Social Economics and Policy (1.0) # *
- SP112 Politics of Social Policy Making (1.0) *
- SP210 Development and Social Change (1.0) *
- SP230 Education Policy (1.0) *
- SP231 Poverty, Inequality, and Social Policy (1.0) *
- SP232 Health and Social Care Policy (1.0) *
- SP314 Ethnicity, Race and Social Policy (0.5) *
- SP315 Urbanisation and Social Policy in the Global Souths (0.5) *
- SP331 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) *
- SP332 Social Security Policies (0.5) *
- SP333 NGOs, Social Policy and Development (0.5) *
- SP335 Migration: Current Research, Critical Approaches (0.5) *
- SP336 Behavioural Public Policy (0.5) *
- SP372 Punishment and Penal Policy (0.5) *
- SP374 Riots, Disorder and Urban Violence (0.5) # * (not available 2024/25)

Sociology

- SO100 Key Concepts: Introduction to Social Theory (1.0)
- SO110 Power, Inequality, and Difference:

- Contemporary Themes in Sociology (1.0)
- SO203 Political Sociology (1.0) * (not available 2024/25)
- SO232 Sociology of Health and Illness (0.5) *
- SO235 The Sociology of Homicide (0.5) *
- SO236 Urban Society (0.5) *
- SO237 Racial Borderscapes (0.5)
- SO240 Crime, Deviance and Control (0.5) * (not available 2024/25)
- SO243 Political Sociology: Nation-States Unravelling (0.5) *
- SO244 The Sociology of Race and Empire (0.5) *
- SO248 Gender and Society (0.5) *
- SO309 Atrocity and Justice (0.5) *
- SO310 The Sociology of Elites (0.5) * (not available 2024/25)
- SO311 Law and Violence (0.5) *
- SO312 Work, Inequality and Society (0.5) * (not available 2024/25)
- SO313 Material Culture and Everyday Life (0.5) *
- SO314 Class, Culture and Meritocracy (0.5) *
- SO348 Family Diversity and Change (0.5) *

Statistics

- ST101 Programming for Data Science (0.5) # *
- ST101A Programming for Data Science (0.5) # * (not available 2024/25)
- ST101W Programming for Data Science (0.5) # * (not available 2024/25)
- ST102 Elementary Statistical Theory (1.0) #
- ST107 Quantitative Methods (Statistics) (0.5) #
- ST109 Elementary Statistical Theory I (0.5) #
- ST110 Elementary Statistical Theory II (0.5) #
- ST115 Managing and Visualising Data (0.5) # *
- ST201 Statistical Models and Data Analysis (0.5) #
- ST202 Probability, Distribution Theory and Inference (1.0) #
- ST205 Sample Surveys and Experiments (0.5) #
- ST206 Probability and Distribution Theory (0.5) #
- ST207 Databases (0.5) #
- ST213 Introduction to Pricing, Hedging and Optimization (0.5) # *
- ST226 Actuarial Investigations: Financial (0.5) #
- ST227 Survival Models (0.5) #
- ST300 Regression and Generalised Linear Models (0.5) #
- ST301 Actuarial Mathematics (Life) (0.5) #
- ST302 Stochastic Processes (0.5) #
- ST304 Time Series and Forecasting (0.5) #
- ST306 Actuarial Mathematics (General) (0.5) #
- ST307 Aspects of Market Research (0.5) #
- ST308 Bayesian Inference (0.5) #
- ST309 Elementary Data Analytics (0.5) # *
- ST310 Machine Learning (0.5) # *
- ST311 Artificial Intelligence (0.5) # *
- ST313 Ethics for Data Science (0.5) # *
- ST314 Multilevel and Longitudinal Models (0.5) # *A
- ST326 Financial Statistics (0.5) # *
- ST327 Market Research: An Integrated Approach (1.0) #
- ST330 Stochastic and Actuarial Methods in Finance (1.0) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: EC1A3 can not be taken with EC1A5

2: EC1A5 can not be taken with EC1A3

3: EC1B3 can not be taken with EC1B5

4: EC1B5 can not be taken with EC1B3

5: Before taking EC2C4 you must take EC2C3

Footnotes: A: ST314 is available in Year 3 only.

Erasmus Reciprocal Programme of Study

Programme Code: UOEXERA

Department: Undefined Department

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Course List	The courses below are available to Erasmus students
	Accounting
	AC102 Elements of Financial Accounting (0.5)
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	AC205 Intermediate Financial Accounting (0.5) # *
	AC206 Intermediate Management Accounting (0.5) # *
	AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # *
	AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # *
	AC331 Contemporary Issues in Financial Accounting (0.5) # *
	AC332 Financial Statement Analysis and Valuation (0.5) # *
	AC341 Corporate Governance, Risk Management and Financial Audit (0.5)
	AC342 Accounting, Corporate Responsibility and Sustainability (0.5)
	Anthropology
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	AN101 A History of Anthropological Theory (1.0)
	AN102 Ethnography through Mixed Media (1.0) *
	AN200 The Anthropology of Kinship, Sex and Gender (1.0)
	AN205 The Anthropology of Melanesia (0.5)
	AN221 The Anthropology of Christianity (0.5) # (not available 2024/25)
	AN223 The Anthropology of Southeast Asia (0.5) (not available 2024/25)
	AN226 Political and Legal Anthropology (1.0)
	AN237 The Anthropology of Development (0.5)
	AN243 Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
	AN250 The Anthropology of South Asia (0.5) #
	AN256 Economic Anthropology (1): Production and Exchange (0.5)
	AN269 The Anthropology of Amazonia (0.5) #
	AN275 The Anthropology of Revolution (0.5) # (not available 2024/25)
	AN276 Anthropology and the Anthropocene (0.5) *
	AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # * (not available 2024/25)
	AN280 Public Anthropology (0.5) # * (not available 2024/25)
	AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
	AN283 Anthropology, Art, and Poetics (0.5) (not available 2024/25)
	AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
	AN285 Mind and Society (0.5) # *
	AN292 Anthropological Entanglements in the Middle East (0.5) * (not available 2024/25)
	AN303 Advanced Theory of Social Anthropology

	(0.5) # *
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # * (not available 2024/25)
AN395	Digital Anthropology (0.5)
	Data Science
DS101A	Fundamentals of Data Science (0.5)
DS101W	Fundamentals of Data Science (0.5) (not available 2024/25)
DS105A	Data for Data Science (0.5) #
DS105W	Data for Data Science (0.5) #
DS205	Advanced Data Manipulation (0.5) #
	Economics
EC1A3	Microeconomics I (0.5) # 1*
EC1A5	Microeconomics I (0.5) 2
EC1B3	Macroeconomics I (0.5) # 3*
EC1B5	Macroeconomics I (0.5) # 4
EC230	Economics in Public Policy (1.0) #
EC2A3	Microeconomics II (0.5) #
EC2A5	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #
EC2B5	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) # 5
EC302	Political Economy (1.0) # (not available 2024/25)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0) *
EC313	Industrial Economics (1.0) # *
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) # *
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) # *
EC330	Environmental Economics (1.0) # *
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC336	Econometric Theory A (0.5) # *
EC337	Econometric Theory B (0.5) # *
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
	Economic History
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
EH102	Pre-industrial Economic History (1.0) *
EH111	The Internationalisation of Economic Growth (0.5)
EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #
EH209	The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25)
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH214	Money and Finance: From the Middle Ages to the Eighteenth Century (0.5)
EH215	Money and Finance: From the Eighteenth Century to Modernity (0.5)
EH217	Chinese Economic History since 1800: A Chronology (0.5) # (not available 2024/25)
EH218	Chinese Economic History since 1800: Economic Growth in a Historical Perspective (0.5) # (not available 2024/25)
EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)

EH222	Economic History of the Middle East and North Africa (1.0) (not available 2024/25)		
EH225	Latin America and the International Economy (1.0) (not available 2024/25)		
EH238	The Origins of Growth (1.0)		
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)		
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) *		
EH316	Atlantic World Slavery (1.0)		
Finance			
FM101	Finance (0.5)		
FM210	Principles of Finance I (0.5) # *		
FM211	Principles of Finance II (0.5) # *		
FM310	Corporate Finance, Investments and Financial Markets I (0.5) #		
FM311	Corporate Finance, Investments and Financial Markets II (0.5) #		
FM321	Risk Management and Modelling (0.5) # *		
FM322	Derivatives (0.5) # *		
Government			
GV100	Introduction to Political Theory (1.0)		
GV101	Introduction to Political Science (1.0)		
GV225	Analytical Politics (1.0) #		
GV245	Democracy and Democratisation (1.0) #		
GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) # *		
GV249	Research Design in Political Science (1.0) *		
GV251	Government, Politics and Public Policy in the European Union (1.0) #		
GV262	Contemporary Political Theory (1.0) #		
GV263	Public Policy Analysis (1.0) #		
GV264	Politics and Institutions in Europe (1.0) #		
GV267	Global Political Thought (1.0) # (not available 2024/25)		
GV302	Key Themes in the History of Political Thought (1.0) # * (not available 2024/25)		
GV324	Applied Quantitative Methods for Political Science (0.5) #		
GV325	Topics in Political Economy (0.5) # *		
GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) # *		
GV329	Making Democracy Work (0.5) # *		
GV335	African Political Economy (0.5) *		
GV336	Latin America: Democracy and Development (0.5) *		
Geography & Environment			
GY100	Introduction to Geography (1.0)		
GY103	Contemporary Europe (1.0)		
GY120	Environmental Change: Past, Present and Future (1.0)		
GY121	Sustainable Development (1.0)		
GY140	Introduction to Geographical Research (1.0)		
GY144	Human Geography and the City (1.0)		
GY202	Introduction to Global Development (1.0)		
GY204	Political Geography (0.5) #		
GY206	Urban Geography and Globalisation (0.5)		
GY207	Economy, Society and Place (0.5)		
GY209	The Economic Geography of Trade, Production and Development (0.5) #		
GY210	The Economics of Cities (0.5) #		
GY212	Pathways in Human Geography (0.5) #		
GY220	Environment: Science and Society (1.0)		
GY222	Applied Environmental Economics (1.0)		
GY307	Regional Economic Development (0.5) *		
GY308	The Economic Geography of Growth and Development (0.5) * (not available 2024/25)		
GY309	The Political Geography of Development (0.5) (not available 2024/25)		
GY310	Urban Politics (0.5)		
GY311	The Political Economy of Urbanisation (0.5) *		
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # *		
GY314	The Economics of Housing Markets and Migration (0.5) # *		
GY316	Gender, Space and Power (0.5)		
GY317	Geographies of Urban Violence (0.5) *		
GY326	Sustainable Business and Finance (0.5)		
GY327	Global Environmental Governance (0.5)		
GY328	Political Ecology of Development (0.5)		
GY329	Applied Economics of Environment and Development (0.5) #		
GY331	Geographies of Global Migration (0.5) *		
International History			
HY113	Empires and Resistance in Global History (1.0)		
HY116	International Politics since 1914: Peace and War (1.0)		
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) *		
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *		
HY206	The International History of the Cold War, 1945-1989 (1.0)		
HY221	The History of the Russian Empire, 1676-1825 (1.0)		
HY226	The Greater War c. 1912-1923 (1.0)		
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)		
HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0)		
HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)		
HY241	What is History? Methods and Debates (1.0) *		
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)		
HY243	Islamic Empires, 1400 - 1800 (1.0)		
HY245	The United States and the World since 1776 (1.0)		
HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) (not available 2024/25)		
HY247	The History of Modern Turkey, 1789 to the Present (1.0) (not available 2024/25)		
HY248	Britain in the World: British Foreign Policy in the Twentieth Century (1.0)		
HY249	War, Social Conflict and Nation Building: The History of Eastern and Southeastern Europe in the Twentieth Century (1.0)		
HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *		
HY315	The European Enlightenment, c.1680-1799 (1.0)		
HY319	Napoleon and Europe (1.0) *		
HY320	The Cold War Endgame (1.0)		
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)		
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)		
HY327	The Anglo-American Special Relationship, 1939-89 (1.0) * (not available 2024/25)		
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0) *		
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)		
HY331	Henry Kissinger and the Global 1970s (1.0)		
HY332	Interwar worlds: the cultural consequences of the First World War (1.0) (not available 2024/25)		
HY333	People and Power in West African History,		

- c. 1450 - 1850 (1.0)
 HY334 Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)
 HY335 History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
 HY336 The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) * (not available 2024/25)

International Relations

- IR100 International Relations: Theories, Concepts and Debates (1.0) *
 IR200 International Political Theory (1.0) # *
 IR202 Foreign Policy Analysis 1 (1.0) *
 IR203 International Organisations (1.0) # *
 IR205 International Security (1.0) *
 IR206 International Political Economy (1.0) *
 IR305 Strategic Aspects of International Relations (1.0) *
 IR312 Genocide (0.5) *
 IR314 Southeast Asia: Intra-regional Politics and Security (0.5) *
 IR315 International Relations of the Middle East (1.0) *
 IR317 American Grand Strategy (0.5) *
 IR318 Visual International Politics (0.5) * (not available 2024/25)
 IR319 Empire and Conflict in World Politics (0.5) *
 IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) * (not available 2024/25)
 IR323 Race and Gender in International Relations (0.5) *
 IR324 The Practices of Transitional Justice (0.5) # * (not available 2024/25)
 IR326 The Rule of Law: A Global History (0.5) * (not available 2024/25)
 IR327 World Orders in Historical International Relations (0.5) # * (not available 2024/25)
 IR345 Global Politics of China (1.0) * (not available 2024/25)
 IR349 Conflict and Peacebuilding (1.0) # * (not available 2024/25)
 IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # *
 IR355 Economic Diplomacy (0.5) # * (not available 2024/25)
 IR367 Political Economy of Climate Change (0.5) # *
 IR368 The Political Economy of Trade (0.5) # *
 IR369 Politics of Money in the World Economy (0.5) # *
 IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) * (not available 2024/25)
 IR373 China and the Global South (0.5) # *
 IR374 Conflict and Peacebuilding (0.5) # *
 IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5) *
 IR378 Critical War Studies (0.5) *
 IR379 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) # *
 IR380 The Politics of Inequality and Development (0.5) # *
 IR391 Globalisation and Development (0.5) *
 IR395 The Politics of Displacement and Refuge (0.5) *

Law

- LL106 Public Law (1.0)
 LL108 Criminal Law (1.0)
 LL142 Contract Law (1.0) *

- LL143 Tort Law (1.0)
 LL201 Law and State Power (1.0) *
 LL203 Company Law (1.0) # *
 LL205 Medical Law (1.0) *
 LL210 Information Technology and the Law (1.0) # * (not available 2024/25)
 LL212 Conflict of Laws (1.0)
 LL213 Commercial Law (0.5) # *
 LL216 Freedom and the Law in Britain (0.5) *
 LL217 European Human Rights Law (0.5) *
 LL220 Technology Law and Regulation (0.5) # *
 LL221 Family Law (1.0)
 LL224 Regulation of Platforms (0.5) *
 LL225 Critical Theory and Law (0.5) *
 LL228 European Union Law (0.5) *
 LL229 Law of the European Market (0.5) *
 LL233 Law of Evidence (1.0) (not available 2024/25)
 LL241 European Legal History (1.0)
 LL243 Constitutionalism Beyond Courts (0.5) *
 LL244 Sports: Law and Governance (0.5) *
 LL245 Feminist Legal Theory (0.5) *
 LL250 Law and The Environment (1.0)
 LL251 Intellectual Property Law (1.0)
 LL257 Employment Law (1.0) *
 LL272 Outlines of Modern Criminology (0.5) *
 LL279 Public International Law (0.5)
 LL280 Advanced Issues in Public International Law (0.5) #
 LL284 Topics in Sentencing and Criminal Justice (0.5)
 LL293 Tax and Tax Avoidance (1.0)
 LL295 Media Law (1.0)
 LL300 Competition Law (1.0)
 LL304 Global Commodities: The Rise of International Law (0.5) *
 LL306 Theories of Law (0.5)
 LL307 Justifying Political Authority (0.5)
 LL332 Advanced EU Law (0.5) # *
 LL342 International Protection of Human Rights (1.0) # *

Language Centre

- LN100 Russian Language and Society 3 (advanced) (1.0) # *
 LN101 Russian Language and Society 1 (beginner) (1.0) # *
 LN102 Russian Language and Society 2 (intermediate) (1.0) # *
 LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) # *
 LN110 German Language and Society 3 (advanced) (1.0) # *
 LN112 German Language and Society 2 (Intermediate) (1.0) # *
 LN120 Spanish Language and Society 3 (advanced) (1.0) # *
 LN121 Spanish Language and Society 1 (beginner) (1.0) # *
 LN122 Spanish Language and Society 2 (intermediate) (1.0) # *
 LN130 French Language and Society 3 (advanced) (1.0) # *
 LN131 French Language and Society 1 (beginner) (1.0) # *
 LN132 French Language and Society 2 (intermediate) (1.0) # *
 LN140 Mandarin Language and Society 3 (Advanced) (1.0) # *
 LN142 Mandarin Language and Society 2 (Intermediate) (1.0) # *
 LN200 Russian Language and Society 4 (proficiency) (1.0) # *

LN210	German Language and Society 4 (proficiency) (1.0) # *
LN220	Spanish Language and Society 4 (proficiency) (1.0) # *
LN230	French Language and Society 4 (proficiency) (1.0) # *
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) # *
LN250	English Literature and Society (1.0) #
LN251	Comparative Literature and 20th Century Political History (1.0) #
LN252	Contemporary Literature and Global Society (1.0) #
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
LN320	Spanish Language and Society 5 (mastery) (1.0) # *
LN330	French Language and Society 5 (mastery) (1.0) # *
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # * (not available 2024/25)
LN370	Discourse and Communication (1.0) *

Mathematics

MA100	Mathematical Methods (1.0) #
MA102	Mathematical Proof and Analysis (0.5) # *
MA103	Introduction to Abstract Mathematics (1.0) # *
MA107	Quantitative Methods (Mathematics) (0.5) #
MA108	Methods in Calculus and Linear Algebra (0.5)
MA203	Real Analysis (0.5) # *
MA207	Further Quantitative Methods (Mathematics) (0.5) # *
MA208	Optimisation Theory (0.5) # *
MA209	Differential Equations (0.5) # *
MA210	Discrete Mathematics (0.5) # *
MA211	Algebra and Number Theory (0.5) # *
MA212	Further Mathematical Methods (1.0) # *
MA213	Operations Research Techniques (0.5) # *
MA214	Algorithms and Data Structures (0.5) # *
MA222	Further Mathematical Methods (Linear Algebra) (0.5) # *
MA301	Mathematical Game Theory (0.5) # *
MA315	Algebra and its Applications (0.5) # *
MA316	Graph Theory (0.5) # *
MA317	Complex Analysis (0.5) # *
MA318	History and Culture of Mathematics (0.5) # *
MA319	Partial Differential Equations (0.5) # *
MA320	Mathematics of Networks (0.5) # *
MA321	Measure Theoretic Probability (0.5) # *
MA322	Mathematics of Finance and Valuation (0.5) # *
MA323	Computational Methods in Financial Mathematics (0.5) # *
MA324	Mathematical Modelling and Simulation (0.5) # *
MA330	Game Theory for Collective Decisions (0.5) # *
MA333	Optimisation for Machine Learning (0.5) # *

Management

MG104	Operations Management (0.5)
MG105	Organisational Behaviour and Leadership (0.5)
MG205	Econometrics: Theory and Applications (1.0) #
MG206	Firms, Management and Competitive Advantage (0.5) #
MG207	Managerial Economics (1.0) # *
MG209	E-business (0.5)

MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2024/25)
MG212	Marketing (0.5)
MG213	Information Systems (0.5)
MG214	Human Resource Management (0.5) # *
MG228	Managing the Stone-Age Brain (0.5)
MG301	Strategy (1.0) # *
MG302	Topics in Management Research (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) # *
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) #
MG308	Simulations for Managerial Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # (not available 2024/25)
MG311	Foundations of Behavioural Decision Science (0.5) #
MG312	Science of People in Workplaces (0.5) (not available 2024/25)
MG316	Brand Strategy (0.5)
MG317	Leading Organisational Change (0.5) #

Methodology

MY360	Quantitative Text Analysis (0.5) #
MY361	Social Network Analysis (0.5) #

Philosophy, Logic & Scientific Method

PH103	The Big Questions: An Introduction to Philosophy (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5)
PH111	Introduction to Logic (0.5)
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH214	Philosophy, Morals and Politics (1.0)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5)
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) # *
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # * (not available 2024/25)
PH237	Advanced Logic (0.5) # *
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)

Psychological and Behavioural Science

PB100	Foundations of Behavioural Science (1.0)
PB101	Foundations of Psychological Science (1.0)
PB102	Social Psychology (1.0) (not available 2024/25)
PB301	Cognition and Culture (0.5) # * (not available 2024/25)
PB302	Creativity and Innovation (0.5) # * (not available 2024/25)

Social Policy

SP111	Social Economics and Policy (1.0) # *
SP112	Politics of Social Policy Making (1.0) # *
SP210	Development and Social Change (1.0) # *
SP230	Education Policy (1.0) # *
SP231	Poverty, Inequality, and Social Policy (1.0) # *

SP232	Health and Social Care Policy (1.0) *
SP314	Ethnicity, Race and Social Policy (0.5) *
SP315	Urbanisation and Social Policy in the Global Souths (0.5) *
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) *
SP332	Social Security Policies (0.5) *
SP333	NGOs, Social Policy and Development (0.5) *
SP335	Migration: Current Research, Critical Approaches (0.5) *
SP336	Behavioural Public Policy (0.5) *
SP372	Punishment and Penal Policy (0.5) *
SP374	Riots, Disorder and Urban Violence (0.5) #
	* (not available 2024/25)

Sociology

SO100	Key Concepts: Introduction to Social Theory (1.0)
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
SO203	Political Sociology (1.0) * (not available 2024/25)
SO232	Sociology of Health and Illness (0.5) *
SO235	The Sociology of Homicide (0.5) *
SO236	Urban Society (0.5) *
SO237	Racial Borderscapes (0.5) *
SO240	Crime, Deviance and Control (0.5) * (not available 2024/25)
SO243	Political Sociology: Nation-States Unravelling (0.5) *
SO244	The Sociology of Race and Empire (0.5) *
SO248	Gender and Society (0.5) *
SO309	Atrocity and Justice (0.5) *
SO310	The Sociology of Elites (0.5) * (not available 2024/25)
SO311	Law and Violence (0.5) *
SO312	Work, Inequality and Society (0.5) * (not available 2024/25)
SO313	Material Culture and Everyday Life (0.5) *
SO314	Class, Culture and Meritocracy (0.5) *
SO348	Family Diversity and Change (0.5) *

Statistics

ST101	Programming for Data Science (0.5) # *
ST101A	Programming for Data Science (0.5) #
	* (not available 2024/25)
ST101W	Programming for Data Science (0.5) #
	* (not available 2024/25)
ST102	Elementary Statistical Theory (1.0) #
ST107	Quantitative Methods (Statistics) (0.5) #
ST109	Elementary Statistical Theory I (0.5) #
ST110	Elementary Statistical Theory II (0.5) #
ST115	Managing and Visualising Data (0.5) # *
ST201	Statistical Models and Data Analysis (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST205	Sample Surveys and Experiments (0.5) #
ST206	Probability and Distribution Theory (0.5) #
ST207	Databases (0.5) #
ST213	Introduction to Pricing, Hedging and Optimization (0.5) # *
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST307	Aspects of Market Research (0.5) #
ST308	Bayesian Inference (0.5) #
ST309	Elementary Data Analytics (0.5) # *
ST310	Machine Learning (0.5) # *
ST311	Artificial Intelligence (0.5) # *

ST313	Ethics for Data Science (0.5) # *
ST314	Multilevel and Longitudinal Models (0.5) # *
ST326	Financial Statistics (0.5) # *
ST327	Market Research: An Integrated Approach (1.0) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

1: EC1A3 can not be taken with EC1A5

2: EC1A5 can not be taken with EC1A3

3: EC1B3 can not be taken with EC1B5

4: EC1B5 can not be taken with EC1B3

5: Before taking EC2C4 you must take EC2C3

Exchange Programme for Students in Anthropology (Cape Town)

Programme Code: UOEXAN5

Department: Anthropology

For students starting this programme of study in 2024/25

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from the University of Cape Town spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper **Course number, title (unit value)**

Papers 1 & 2 Courses to the value of 2.0 unit(s) from the following:
Anthropology List

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following:
Undergraduate Outside Options List (Years 2 & 3)

Anthropology List

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5)
	# (not available 2024/25)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) #
AN275	The Anthropology of Revolution (0.5)
	# (not available 2024/25)
AN276	Anthropology and the Anthropocene (0.5)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
AN280	Public Anthropology (0.5) # (not available 2024/25)
AN281	Health and Welfare: Anthropological

	Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN292	Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)
AN298	Fieldwork in London: Learning Ethnographic Methods (0.5)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # (not available 2024/25)
AN395	Digital Anthropology (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

AN276	Anthropology and the Anthropocene (0.5)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
AN280	Public Anthropology (0.5) # (not available 2024/25)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN292	Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)
AN298	Fieldwork in London: Learning Ethnographic Methods (0.5)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # (not available 2024/25)
AN395	Digital Anthropology (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Exchange Programme for Students in Anthropology (Fudan)

Programme Code: UOEXAN2

Department: Anthropology

For students starting this programme of study in 2024/25

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from Fudan University spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following: <i>Anthropology List</i>
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Anthropology List

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2024/25)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) #
AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)

Exchange Programme for Students in Anthropology (Melbourne)

Programme Code: UOEXAN1

Department: Anthropology

For students starting this programme of study in 2024/25

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from the University of Melbourne spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1 & 2	AN298 Fieldwork in London: Learning Ethnographic Methods (0.5) And courses to the value of 1.5 unit(s) from the following: <i>Anthropology List</i>
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <i>Anthropology List</i> <i>Undergraduate Outside Options List (Years 2 & 3)</i>

Anthropology List

AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2024/25)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN226	Political and Legal Anthropology (1.0)

AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) #
AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)
AN276	Anthropology and the Anthropocene (0.5)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
AN280	Public Anthropology (0.5) # (not available 2024/25)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN292	Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # (not available 2024/25)
AN395	Digital Anthropology (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

Exchange Programme for Students in Anthropology (Tokyo)

Programme Code: UOEXAN3

Department: Anthropology

For students starting this programme of study in 2024/25

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from the University of Tokyo spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

Where the prerequisite of a course is prior study on a specific LSE course, applications from exchange students with equivalent academic experience will be considered. Decisions regarding admission to courses will be made by the relevant course leader on a case by case basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following: <i>Anthropology List</i>
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <i>Undergraduate Outside Options List (Years 2 & 3)</i>
Anthropology List	
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5)

# (not available 2024/25)	
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) #
AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)
AN276	Anthropology and the Anthropocene (0.5)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
AN280	Public Anthropology (0.5) # (not available 2024/25)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN292	Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)
AN298	Fieldwork in London: Learning Ethnographic Methods (0.5)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # (not available 2024/25)
AN395	Digital Anthropology (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

Exchange Programme for Students from University of California, Berkeley

Programme Code: UOEXBE

Department: Undefined Department

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
The courses below are available to Berkeley students	
Course List	Accounting
	AC102 Elements of Financial Accounting (0.5)
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	AC205 Intermediate Financial Accounting (0.5) # *
	AC206 Intermediate Management Accounting (0.5) # *
	AC311 Results Accountability and Management Control for Strategy Implementation (0.5) # *
	AC312 Performance Measurement, Strategy, and Uncertainty (0.5) # *
	AC331 Contemporary Issues in Financial Accounting (0.5) # *

AC332	Financial Statement Analysis and Valuation (0.5) # *
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5)
AN301	The Anthropology of Religion (1.0) #
Anthropology	
AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
AN101	A History of Anthropological Theory (1.0)
AN102	Ethnography through Mixed Media (1.0) *
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2024/25)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) #
AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)
AN276	Anthropology and the Anthropocene (0.5) *
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # * (not available 2024/25)
AN280	Public Anthropology (0.5) # * (not available 2024/25)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN285	Mind and Society (0.5) # *
AN292	Anthropological Entanglements in the Middle East (0.5) * (not available 2024/25)
AN303	Advanced Theory of Social Anthropology (0.5) # *
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # * (not available 2024/25)
AN395	Digital Anthropology (0.5)
Data Science	
DS101A	Fundamentals of Data Science (0.5)
DS101W	Fundamentals of Data Science (0.5) (not available 2024/25)
DS105A	Data for Data Science (0.5) #
DS105W	Data for Data Science (0.5) #
DS205	Advanced Data Manipulation (0.5) #
Economics	
EC1A3	Microeconomics I (0.5) # 1*
EC1A5	Microeconomics I (0.5) 2
EC1B3	Macroeconomics I (0.5) # 3*
EC1B5	Macroeconomics I (0.5) # 4
EC230	Economics in Public Policy (1.0) #
EC2A3	Microeconomics II (0.5) # *
EC2A5	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) # *
EC2B5	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) # *
EC2C4	Econometrics II (0.5) # 5*
EC302	Political Economy (1.0) # (not available

	2024/25)
EC307	Development Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0) *
EC313	Industrial Economics (1.0) # *
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) # *
EC325	Public Economics (1.0) #
EC328	Economics of Diversity and Discrimination (0.5) # *
EC330	Environmental Economics (1.0) # *
EC334	Advanced Macroeconomics (0.5) #
EC335	Economic Policy in the Global Economy (0.5) #
EC336	Econometric Theory A (0.5) # *
EC337	Econometric Theory B (0.5) # *
EC338	International Trade (0.5) #
EC339	International Macroeconomics (0.5) #
Economic History	
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
EH102	Pre-industrial Economic History (1.0) *
EH111	The Internationalisation of Economic Growth (0.5)
EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #
EH209	The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25)
EH211	Africa and the World Economy, 1500-2000 (1.0)
EH214	Money and Finance: From the Middle Ages to the Eighteenth Century (0.5)
EH215	Money and Finance: From the Eighteenth Century to Modernity (0.5)
EH217	Chinese Economic History since 1800: A Chronology (0.5) # (not available 2024/25)
EH218	Chinese Economic History since 1800: Economic Growth in a Historical Perspective (0.5) # (not available 2024/25)
EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)
EH222	Economic History of the Middle East and North Africa (1.0) (not available 2024/25)
EH225	Latin America and the International Economy (1.0) (not available 2024/25)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) *
EH316	Atlantic World Slavery (1.0) *
Finance	
FM101	Finance (0.5)
FM210	Principles of Finance I (0.5) # *
FM211	Principles of Finance II (0.5) # *
FM310	Corporate Finance, Investments and Financial Markets I (0.5) #
FM311	Corporate Finance, Investments and Financial Markets II (0.5) #
FM321	Risk Management and Modelling (0.5) # *
FM322	Derivatives (0.5) # *
Government	
GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GV225	Analytical Politics (1.0) #
GV245	Democracy and Democratisation (1.0) #
GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) # *

GV249	Research Design in Political Science (1.0) *
GV251	Government, Politics and Public Policy in the European Union (1.0) #
GV262	Contemporary Political Theory (1.0) #
GV263	Public Policy Analysis (1.0) #
GV264	Politics and Institutions in Europe (1.0) #
GV267	Global Political Thought (1.0) # (not available 2024/25)
GV324	Applied Quantitative Methods for Political Science (0.5) #
GV325	Topics in Political Economy (0.5) # *
GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) # *
GV329	Making Democracy Work (0.5) # *
GV335	African Political Economy (0.5) *
GV336	Latin America: Democracy and Development (0.5) *

Geography & Environment

GY100	Introduction to Geography (1.0)
GY103	Contemporary Europe (1.0)
GY120	Environmental Change: Past, Present and Future (1.0)
GY121	Sustainable Development (1.0)
GY140	Introduction to Geographical Research (1.0)
GY144	Human Geography and the City (1.0)
GY202	Introduction to Global Development (1.0)
GY204	Political Geography (0.5) #
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY209	The Economic Geography of Trade, Production and Development (0.5) #
GY210	The Economics of Cities (0.5) #
GY212	Pathways in Human Geography (0.5) #
GY220	Environment: Science and Society (1.0)
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5) *
GY308	The Economic Geography of Growth and Development (0.5) * (not available 2024/25)
GY309	The Political Geography of Development (0.5) (not available 2024/25)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5) *
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # *
GY314	The Economics of Housing Markets and Migration (0.5) # *
GY316	Gender, Space and Power (0.5)
GY317	Geographies of Urban Violence (0.5) *
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5) *

International History

HY113	Empires and Resistance in Global History (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) *
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *
HY206	The International History of the Cold War, 1945-1989 (1.0)
HY221	The History of the Russian Empire, 1676-1825 (1.0)
HY226	The Greater War c. 1912-1923 (1.0)
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
HY239	People, Power and Protest in Latin America,

	c.1895 to the present day (1.0)
HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)
HY241	What is History? Methods and Debates (1.0) *
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
HY243	Islamic Empires, 1400 - 1800 (1.0)
HY245	The United States and the World since 1776 (1.0)
HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) (not available 2024/25)
HY247	The History of Modern Turkey, 1789 to the Present (1.0) (not available 2024/25)
HY248	Britain in the World: British Foreign Policy in the Twentieth Century (1.0)
HY249	War, Social Conflict and Nation Building: The History of Eastern and Southeastern Europe in the Twentieth Century (1.0)
HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0) *
HY320	The Cold War Endgame (1.0)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0) * (not available 2024/25)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0) *
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0) (not available 2024/25)
HY333	People and Power in West African History, c. 1450 - 1850 (1.0)
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) * (not available 2024/25)

International Relations

IR100	International Relations: Theories, Concepts and Debates (1.0) *
IR200	International Political Theory (1.0) # *
IR202	Foreign Policy Analysis 1 (1.0) *
IR203	International Organisations (1.0) # *
IR205	International Security (1.0) *
IR206	International Political Economy (1.0) *
IR305	Strategic Aspects of International Relations (1.0) *
IR312	Genocide (0.5) *
IR314	Southeast Asia: Intra-regional Politics and Security (0.5) *
IR315	International Relations of the Middle East (1.0) *
IR317	American Grand Strategy (0.5) *
IR318	Visual International Politics (0.5) * (not available 2024/25)
IR319	Empire and Conflict in World Politics (0.5) *
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) * (not

	available 2024/25)
IR323	Race and Gender in International Relations (0.5) *
IR324	The Practices of Transitional Justice (0.5) # * (not available 2024/25)
IR326	The Rule of Law: A Global History (0.5) * (not available 2024/25)
IR327	World Orders in Historical International Relations (0.5) # * (not available 2024/25)
IR345	Global Politics of China (1.0) * (not available 2024/25)
IR349	Conflict and Peacebuilding (1.0) # * (not available 2024/25)
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # *
IR355	Economic Diplomacy (0.5) # * (not available 2024/25)
IR367	Political Economy of Climate Change (0.5) # *
IR368	The Political Economy of Trade (0.5) # *
IR369	Politics of Money in the World Economy (0.5) # *
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) * (not available 2024/25)
IR373	China and the Global South (0.5) # *
IR374	Conflict and Peacebuilding (0.5) # *
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5) *
IR378	Critical War Studies (0.5) *
IR379	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) # *
IR380	The Politics of Inequality and Development (0.5) # *
IR391	Globalisation and Development (0.5) *
IR395	The Politics of Displacement and Refuge (0.5) *

Law

LL106	Public Law (1.0)
LL108	Criminal Law (1.0)
LL142	Contract Law (1.0) *
LL143	Tort Law (1.0)
LL201	Law and State Power (1.0) *
LL203	Company Law (1.0) # *
LL205	Medical Law (1.0) *
LL210	Information Technology and the Law (1.0) # * (not available 2024/25)
LL212	Conflict of Laws (1.0)
LL213	Commercial Law (0.5) # *
LL216	Freedom and the Law in Britain (0.5) *
LL217	European Human Rights Law (0.5) *
LL220	Technology Law and Regulation (0.5) # *
LL221	Family Law (1.0)
LL224	Regulation of Platforms (0.5) *
LL225	Critical Theory and Law (0.5) *
LL228	European Union Law (0.5) *
LL229	Law of the European Market (0.5) *
LL233	Law of Evidence (1.0) (not available 2024/25)
LL241	European Legal History (1.0)
LL243	Constitutionalism Beyond Courts (0.5) *
LL244	Sports: Law and Governance (0.5) *
LL245	Feminist Legal Theory (0.5) *
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL257	Employment Law (1.0) *
LL272	Outlines of Modern Criminology (0.5) *
LL279	Public International Law (0.5)
LL280	Advanced Issues in Public International Law (0.5) #
LL284	Topics in Sentencing and Criminal Justice

	(0.5)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0)
LL300	Competition Law (1.0)
LL304	Global Commodities: The Rise of International Law (0.5) *
LL306	Theories of Law (0.5)
LL307	Justifying Political Authority (0.5)
LL332	Advanced EU Law (0.5) # *
LL342	International Protection of Human Rights (1.0) # *

Language Centre

LN100	Russian Language and Society 3 (advanced) (1.0) # *
LN101	Russian Language and Society 1 (beginner) (1.0) # *
LN102	Russian Language and Society 2 (intermediate) (1.0) # *
LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) # *
LN110	German Language and Society 3 (advanced) (1.0) # *
LN112	German Language and Society 2 (Intermediate) (1.0) # *
LN120	Spanish Language and Society 3 (advanced) (1.0) # *
LN121	Spanish Language and Society 1 (beginner) (1.0) # *
LN122	Spanish Language and Society 2 (intermediate) (1.0) # *
LN130	French Language and Society 3 (advanced) (1.0) # *
LN131	French Language and Society 1 (beginner) (1.0) # *
LN132	French Language and Society 2 (intermediate) (1.0) # *
LN140	Mandarin Language and Society 3 (Advanced) (1.0) # *
LN142	Mandarin Language and Society 2 (Intermediate) (1.0) # *
LN200	Russian Language and Society 4 (proficiency) (1.0) # *
LN210	German Language and Society 4 (proficiency) (1.0) # *
LN220	Spanish Language and Society 4 (proficiency) (1.0) # *
LN230	French Language and Society 4 (proficiency) (1.0) # *
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) # *
LN250	English Literature and Society (1.0) #
LN251	Comparative Literature and 20th Century Political History (1.0) #
LN252	Contemporary Literature and Global Society (1.0) #
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
LN320	Spanish Language and Society 5 (mastery) (1.0) # *
LN330	French Language and Society 5 (mastery) (1.0) # *
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # * (not available 2024/25)
LN370	Discourse and Communication (1.0) *

Mathematics

MA100	Mathematical Methods (1.0) #
MA102	Mathematical Proof and Analysis (0.5) # *
MA103	Introduction to Abstract Mathematics (1.0) # *
MA107	Quantitative Methods (Mathematics) (0.5)

	#
MA108	Methods in Calculus and Linear Algebra (0.5)
MA203	Real Analysis (0.5) # *
MA207	Further Quantitative Methods (Mathematics) (0.5) # *
MA208	Optimisation Theory (0.5) # *
MA209	Differential Equations (0.5) # *
MA210	Discrete Mathematics (0.5) # *
MA211	Algebra and Number Theory (0.5) # *
MA212	Further Mathematical Methods (1.0) # *
MA213	Operations Research Techniques (0.5) # *
MA214	Algorithms and Data Structures (0.5) # *
MA222	Further Mathematical Methods (Linear Algebra) (0.5) # *
MA301	Mathematical Game Theory (0.5) # *
MA315	Algebra and its Applications (0.5) # *
MA316	Graph Theory (0.5) # *
MA317	Complex Analysis (0.5) # *
MA318	History and Culture of Mathematics (0.5) # *
MA319	Partial Differential Equations (0.5) # *
MA320	Mathematics of Networks (0.5) # *
MA321	Measure Theoretic Probability (0.5) # *
MA322	Mathematics of Finance and Valuation (0.5) # *
MA323	Computational Methods in Financial Mathematics (0.5) # *
MA324	Mathematical Modelling and Simulation (0.5) # *
MA330	Game Theory for Collective Decisions (0.5) # *
MA333	Optimisation for Machine Learning (0.5) # *

Management

MG104	Operations Management (0.5)
MG105	Organisational Behaviour and Leadership (0.5)
MG205	Econometrics: Theory and Applications (1.0) #
MG206	Firms, Management and Competitive Advantage (0.5) #
MG207	Managerial Economics (1.0) # *
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2024/25)
MG212	Marketing (0.5)
MG213	Information Systems (0.5)
MG214	Human Resource Management (0.5) # *
MG228	Managing the Stone-Age Brain (0.5)
MG301	Strategy (1.0) # *
MG302	Topics in Management Research (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) # *
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) #
MG308	Simulations for Managerial Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # (not available 2024/25)
MG311	Foundations of Behavioural Decision Science (0.5) #
MG312	Science of People in Workplaces (0.5) (not available 2024/25)
MG316	Brand Strategy (0.5)
MG317	Leading Organisational Change (0.5) #

Methodology

MY360	Quantitative Text Analysis (0.5) #
MY361	Social Network Analysis (0.5) #

Philosophy, Logic & Scientific Method

PH103	The Big Questions: An Introduction to Philosophy (1.0) #
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PH105	Historical and Global Perspectives on Philosophy (0.5)
PH111	Introduction to Logic (0.5)
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH214	Philosophy, Morals and Politics (1.0)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5)
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH226	Philosophy of Society (0.5) # *
PH227	Genes, Brains and Society (0.5) (not available 2024/25)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)
PH236	Set Theory (0.5) # * (not available 2024/25)
PH237	Advanced Logic (0.5) # *
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH240	The Ethics of Data and AI (0.5)
PH241	Animal Minds and Animal Ethics (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)

Psychological and Behavioural Science

PB100	Foundations of Behavioural Science (1.0)
PB101	Foundations of Psychological Science (1.0)
PB102	Social Psychology (1.0) (not available 2024/25)
PB301	Cognition and Culture (0.5) # * (not available 2024/25)
PB302	Creativity and Innovation (0.5) # * (not available 2024/25)

Social Policy

SP111	Social Economics and Policy (1.0) # *
SP112	Politics of Social Policy Making (1.0) *
SP210	Development and Social Change (1.0) *
SP230	Education Policy (1.0) *
SP231	Poverty, Inequality, and Social Policy (1.0) *
SP232	Health and Social Care Policy (1.0) *
SP314	Ethnicity, Race and Social Policy (0.5) *
SP315	Urbanisation and Social Policy in the Global Souths (0.5) *
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) *
SP332	Social Security Policies (0.5) *
SP333	NGOs, Social Policy and Development (0.5) *
SP335	Migration: Current Research, Critical Approaches (0.5) *
SP336	Behavioural Public Policy (0.5) *
SP372	Punishment and Penal Policy (0.5) *
SP374	Riots, Disorder and Urban Violence (0.5) # * (not available 2024/25)

Sociology

SO100	Key Concepts: Introduction to Social Theory (1.0)
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
SO203	Political Sociology (1.0) * (not available 2024/25)
SO232	Sociology of Health and Illness (0.5) *
SO235	The Sociology of Homicide (0.5) *
SO236	Urban Society (0.5) *
SO237	Racial Borderscapes (0.5) *
SO240	Crime, Deviance and Control (0.5) * (not available 2024/25)
SO243	Political Sociology: Nation-States Unravelling (0.5) *
SO244	The Sociology of Race and Empire (0.5) *
SO248	Gender and Society (0.5) *

SO309	Atrocity and Justice (0.5) *
SO310	The Sociology of Elites (0.5) * (not available 2024/25)
SO311	Law and Violence (0.5) *
SO312	Work, Inequality and Society (0.5) * (not available 2024/25)
SO313	Material Culture and Everyday Life (0.5) *
SO314	Class, Culture and Meritocracy (0.5) *
SO348	Family Diversity and Change (0.5) *

Statistics

ST101	Programming for Data Science (0.5) # *
ST101A	Programming for Data Science (0.5) # * (not available 2024/25)
ST101W	Programming for Data Science (0.5) # * (not available 2024/25)
ST102	Elementary Statistical Theory (1.0) #
ST107	Quantitative Methods (Statistics) (0.5) #
ST109	Elementary Statistical Theory I (0.5) #
ST110	Elementary Statistical Theory II (0.5) #
ST115	Managing and Visualising Data (0.5) # *
ST201	Statistical Models and Data Analysis (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST205	Sample Surveys and Experiments (0.5) #
ST206	Probability and Distribution Theory (0.5) #
ST207	Databases (0.5) #
ST213	Introduction to Pricing, Hedging and Optimization (0.5) # *
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST307	Aspects of Market Research (0.5) #
ST308	Bayesian Inference (0.5) #
ST309	Elementary Data Analytics (0.5) # *
ST310	Machine Learning (0.5) # *
ST311	Artificial Intelligence (0.5) # *
ST313	Ethics for Data Science (0.5) # *
ST314	Multilevel and Longitudinal Models (0.5) # *
ST326	Financial Statistics (0.5) # *
ST327	Market Research: An Integrated Approach (1.0) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: EC1A3 can not be taken with EC1A5

2: EC1A5 can not be taken with EC1A3

3: EC1B3 can not be taken with EC1B5

4: EC1B5 can not be taken with EC1B3

5: Before taking EC2C4 you must take EC2C3

Undergraduate Outside Options List (Year 1)

Where the regulations refer to an approved paper taught outside the department, this means that you may take any course in a subject other than the principal subject(s) of your degree, subject to timetabling constraints and any restrictions listed in the Course Guides. If your degree is for joint honours (e.g. Philosophy and Economics) or is a major/minor combination (e.g., Geography with Economics), a course outside the department means a course taught in any department other than the two named in the title of your degree. The home department of each course is indicated by the first two letters in its code.

Please note that some course combinations are not allowed. Please see the Mutually Exclusive Options list.

The courses available as outside options where regulations permit are:

Outside Options for students in Year 1:

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
AN101	A History of Anthropological Theory (1.0)
AN102	Ethnography through Mixed Media (1.0) *
DS101A	Fundamentals of Data Science (0.5)
DS101W	Fundamentals of Data Science (0.5) (not available 2024/25)
DS105A	Data for Data Science (0.5) #
DS105W	Data for Data Science (0.5) #
DS202A	Data Science for Social Scientists (0.5) #
DS202W	Data Science for Social Scientists (0.5) #
EC1A3	Microeconomics I (0.5) # ~1 *
EC1A5	Microeconomics I (0.5) ~2
EC1B3	Macroeconomics I (0.5) # ~3 *
EC1B5	Macroeconomics I (0.5) # ~4
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
EH102	Pre-industrial Economic History (1.0) *
EH111	The Internationalisation of Economic Growth (0.5)
FM101	Finance (0.5)
GV100	Introduction to Political Theory (1.0)
GY100	Introduction to Geography (1.0)
GY103	Contemporary Europe (1.0)
GY120	Environmental Change: Past, Present and Future (1.0)
GY121	Sustainable Development (1.0)
GY140	Introduction to Geographical Research (1.0)
HY113	Empires and Resistance in Global History (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) ~A
LL106	Public Law (1.0)
LL108	Criminal Law (1.0)
LL142	Contract Law (1.0) *
LL143	Tort Law (1.0)
LN100	Russian Language and Society 3 (advanced) (1.0) #
LN101	Russian Language and Society 1 (beginner) (1.0) #
LN102	Russian Language and Society 2 (intermediate) (1.0) #
LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) #
LN110	German Language and Society 3 (advanced) (1.0) #
LN112	German Language and Society 2 (Intermediate) (1.0) #
LN120	Spanish Language and Society 3 (advanced) (1.0) #
LN121	Spanish Language and Society 1 (beginner) (1.0) #
LN122	Spanish Language and Society 2 (intermediate) (1.0) #
LN130	French Language and Society 3 (advanced) (1.0) #
LN131	French Language and Society 1 (beginner) (1.0) #
LN132	French Language and Society 2 (intermediate) (1.0) #
LN140	Mandarin Language and Society 3 (Advanced) (1.0) #
LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #

LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN250	English Literature and Society (1.0) #
LN251	Comparative Literature and 20th Century Political History (1.0) #
LN252	Contemporary Literature and Global Society (1.0) #
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2024/25)
LN342	Academic Chinese for International Relations (1.0) # *
MA100	Mathematical Methods (1.0) #
MA102	Mathematical Proof and Analysis (0.5) #
MA103	Introduction to Abstract Mathematics (1.0) #
MA107	Quantitative Methods (Mathematics) (0.5) # *
MG104	Operations Management (0.5) ~B
MG105	Organisational Behaviour and Leadership (0.5) ~C
PB100	Foundations of Behavioural Science (1.0)
PB101	Foundations of Psychological Science (1.0) ~D
PB102	Social Psychology (1.0) (not available 2024/25)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5)
PH111	Introduction to Logic (0.5) ~5
PH112	Intermediate Logic and Probability (0.5) # ~6
SO100	Key Concepts: Introduction to Social Theory (1.0) ~E
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) ~F
SP111	Social Economics and Policy (1.0) #
SP112	Politics of Social Policy Making (1.0)
ST101	Programming for Data Science (0.5) # *
ST101A	Programming for Data Science (0.5) # (not available 2024/25)
ST101W	Programming for Data Science (0.5) # * (not available 2024/25)
ST102	Elementary Statistical Theory (1.0) # ~7
ST107	Quantitative Methods (Statistics) (0.5) # ~8
ST109	Elementary Statistical Theory I (0.5) # ~9
ST110	Elementary Statistical Theory II (0.5) # ~10
ST115	Managing and Visualising Data (0.5) # *

Undergraduate Outside Options List (Years 2 & 3)

Where the regulations refer to an approved paper taught outside the department, this means that you may take any course in a subject other than the principal subject(s) of your degree, subject to timetabling constraints and any restrictions listed in the Course Guides. If your degree is for joint honours (e.g. Philosophy and Economics) or is a major/minor combination (e.g., Geography with Economics), a course outside the department means a course taught in any department other than the two named in the title of your degree. The home department of each course is indicated by the first two letters in its code.

Please note that some course combinations are not allowed. Please see the Mutually Exclusive Options list.

An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

- certain first-year courses are not available to students in the second or third year of their degree;
- some courses are not available as an outside option; and
- some papers are mutually exclusive and may therefore not be combined.

The courses available as outside options where regulations permit are:

Outside Options for students in Year 2 and Year 3:

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC205	Intermediate Financial Accounting (0.5) # *
AC206	Intermediate Management Accounting (0.5) # *
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # * ~A
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # * ~B
AC331	Contemporary Issues in Financial Accounting (0.5) # * ~C
AC332	Financial Statement Analysis and Valuation (0.5) # * ~D
AC341	Corporate Governance, Risk Management and Financial Audit (0.5) ~E
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) ~F
AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
AN101	A History of Anthropological Theory (1.0)
AN102	Ethnography through Mixed Media (1.0)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2024/25)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) # (not available 2024/25)
AN250	The Anthropology of South Asia (0.5) #
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) #
AN275	The Anthropology of Revolution (0.5) # (not available 2024/25)
AN276	Anthropology and the Anthropocene (0.5) *
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # * (not available 2024/25)
AN280	Public Anthropology (0.5) # * (not available 2024/25)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN283	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN285	Mind and Society (0.5) # *
AN292	Anthropological Entanglements in the Middle East (0.5) * (not available 2024/25)
AN301	The Anthropology of Religion (1.0) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN393	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) # * (not available 2024/25)
AN395	Digital Anthropology (0.5)
DS101A	Fundamentals of Data Science (0.5)
DS101W	Fundamentals of Data Science (0.5) (not available 2024/25)
DS105A	Data for Data Science (0.5) #
DS105W	Data for Data Science (0.5) #
DS202A	Data Science for Social Scientists (0.5) #
DS202W	Data Science for Social Scientists (0.5) #
DS205	Advanced Data Manipulation (0.5) #
EC1A3	Microeconomics I (0.5) # ~1 *
EC1A5	Microeconomics I (0.5) ~2
EC1B3	Macroeconomics I (0.5) # ~3 *
EC1B5	Macroeconomics I (0.5) # ~4
EC2A3	Microeconomics II (0.5) # ~5 ~6
EC2A5	Microeconomics II (0.5) # ~7 ~8
EC2B3	Macroeconomics II (0.5) # ~9
EC2B5	Macroeconomics II (0.5) # ~10
EC2C3	Econometrics I (0.5) #

EC2C4	Econometrics II (0.5) # ~11	GV313	Politics of Trade in Comparative Perspective (0.5) # * ~K
EC302	Political Economy (1.0) # (not available 2024/25)	GV324	Applied Quantitative Methods for Political Science (0.5) #
EC307	Development Economics (1.0) #	GV325	Topics in Political Economy (0.5) # *
EC310	Behavioural Economics (1.0) # *	GV330	Data Science Applications to Politics Research (0.5) # *
EC311	History of Economics: How Theories Change (1.0) *	GV333	Politics of Public Lands (0.5) # ~L
EC313	Industrial Economics (1.0) # *	GV362	Advanced Topics in Government: Executive Politics (0.5) # *
EC317	Labour Economics (1.0) #	GY100	Introduction to Geography (1.0)
EC319	Games and Economic Behaviour (1.0) # *	GY103	Contemporary Europe (1.0)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) # *	GY120	Environmental Change: Past, Present and Future (1.0)
EC325	Public Economics (1.0) #	GY121	Sustainable Development (1.0) ~M
EC328	Economics of Diversity and Discrimination (0.5) # *	GY140	Introduction to Geographical Research (1.0)
EC330	Environmental Economics (1.0) # ~G	GY202	Introduction to Global Development (1.0)
EC333	Problems of Applied Econometrics (1.0) # *	GY204	Political Geography (0.5) #
EC334	Advanced Macroeconomics (0.5) #	GY206	Urban Geography and Globalisation (0.5)
EC335	Economic Policy in the Global Economy (0.5) #	GY207	Economy, Society and Place (0.5)
EC336	Econometric Theory A (0.5) # *	GY209	The Economic Geography of Trade, Production and Development (0.5) #
EC337	Econometric Theory B (0.5) # *	GY210	The Economics of Cities (0.5) #
EC338	International Trade (0.5) #	GY212	Pathways in Human Geography (0.5) #
EC339	International Macroeconomics (0.5) #	GY220	Environment: Science and Society (1.0)
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)	GY222	Applied Environmental Economics (1.0)
EH102	Pre-industrial Economic History (1.0) *	GY307	Regional Economic Development (0.5) *
EH204	Money and Finance: From the Middle Ages to Modernity (1.0)	GY308	The Economic Geography of Growth and Development (0.5) * (not available 2024/25)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #	GY309	The Political Geography of Development (0.5) (not available 2024/25)
EH209	The Family Economy in History: 1260 to the present day (1.0) # (not available 2024/25)	GY310	Urban Politics (0.5)
EH211	Africa and the World Economy, 1500-2000 (1.0)	GY311	The Political Economy of Urbanisation (0.5) *
EH214	Money and Finance: From the Middle Ages to the Eighteenth Century (0.5)	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # *
EH215	Money and Finance: From the Eighteenth Century to Modernity (0.5)	GY314	The Economics of Housing Markets and Migration (0.5) # *
EH217	Chinese Economic History since 1800: A Chronology (0.5) # (not available 2024/25)	GY316	Gender, Space and Power (0.5)
EH218	Chinese Economic History since 1800: Economic Growth in a Historical Perspective (0.5) # (not available 2024/25)	GY317	Geographies of Urban Violence (0.5) ~N
EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)	GY326	Sustainable Business and Finance (0.5) *
EH222	Economic History of the Middle East and North Africa (1.0) (not available 2024/25)	GY327	Global Environmental Governance (0.5)
EH225	Latin America and the International Economy (1.0)	GY328	Political Ecology of Development (0.5)
EH238	The Origins of Growth (1.0)	GY331	Geographies of Global Migration (0.5) *
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)	HY113	Empires and Resistance in Global History (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) * ~H	HY116	International Politics since 1914: Peace and War (1.0)
EH316	Atlantic World Slavery (1.0) * ~I (not available 2024/25)	HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *
FM101	Finance (0.5)	HY206	The International History of the Cold War, 1945-1989 (1.0)
FM210	Principles of Finance I (0.5) #	HY221	The History of the Russian Empire, 1676-1825 (1.0)
FM211	Principles of Finance II (0.5) #	HY226	The Greater War c. 1912-1923 (1.0)
FM214	Principles of Finance I (0.5) #	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
FM215	Principles of Finance II (0.5) #	HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0)
FM310	Corporate Finance, Investments and Financial Markets I (0.5) #	HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0)
FM311	Corporate Finance, Investments and Financial Markets II (0.5) #	HY241	What is History? Methods and Debates (1.0)
FM321	Risk Management and Modelling (0.5) # *	HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
FM322	Derivatives (0.5) # *	HY243	Islamic Empires, 1400 - 1800 (1.0)
GV100	Introduction to Political Theory (1.0)	HY245	The United States and the World since 1776 (1.0) *
GV225	Analytical Politics (1.0) #	HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) * (not available 2024/25)
GV245	Democracy and Democratisation (1.0) #	HY247	The History of Modern Turkey, 1789 to the Present (1.0) * (not available 2024/25)
GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) # *	HY248	Britain in the World: British Foreign Policy in the Twentieth Century (1.0)
GV251	Government, Politics and Public Policy in the European Union (1.0) #	HY249	War, Social Conflict and Nation Building: The History of Eastern and Southeastern Europe in the Twentieth Century (1.0)
GV262	Contemporary Political Theory (1.0) #	HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *
GV263	Public Policy Analysis (1.0) # *	HY315	The European Enlightenment, c.1680-1799 (1.0)
GV264	Politics and Institutions in Europe (1.0) #	HY319	Napoleon and Europe (1.0) *
GV267	Global Political Thought (1.0) # (not available 2024/25)		
GV311	British Government (1.0) # ~J		

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HY320	The Cold War Endgame (1.0)		
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)	LN110	# German Language and Society 3 (advanced) (1.0) #
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)	LN112	German Language and Society 2 (Intermediate) (1.0) #
HY327	The Anglo-American Special Relationship, 1939-89 (1.0) * (not available 2024/25)	LN120	Spanish Language and Society 3 (advanced) (1.0) #
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)	LN121	Spanish Language and Society 1 (beginner) (1.0) #
HY331	Henry Kissinger and the Global 1970s (1.0) *	LN122	Spanish Language and Society 2 (intermediate) (1.0) #
HY332	Interwar worlds: the cultural consequences of the First World War (1.0) * (not available 2024/25)	LN130	French Language and Society 3 (advanced) (1.0) #
HY333	People and Power in West African History, c. 1450 - 1850 (1.0) *	LN131	French Language and Society 1 (beginner) (1.0) #
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0) (not available 2024/25)	LN132	French Language and Society 2 (intermediate) (1.0) #
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)	LN140	Mandarin Language and Society 3 (Advanced) (1.0) #
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) * (not available 2024/25)	LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
IR200	International Political Theory (1.0) # *	LN200	Russian Language and Society 4 (proficiency) (1.0) #
IR202	Foreign Policy Analysis 1 (1.0) *	LN210	German Language and Society 4 (proficiency) (1.0) #
IR203	International Organisations (1.0) # *	LN220	Spanish Language and Society 4 (proficiency) (1.0) #
IR205	International Security (1.0) *	LN230	French Language and Society 4 (proficiency) (1.0) #
IR206	International Political Economy (1.0) *	LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LL106	Public Law (1.0)	LN250	English Literature and Society (1.0) #
LL108	Criminal Law (1.0)	LN251	Comparative Literature and 20th Century Political History (1.0) #
LL142	Contract Law (1.0) *	LN252	Contemporary Literature and Global Society (1.0) #
LL143	Tort Law (1.0)	LN253	European Literature and Philosophy (1.0) #
LL201	Law and State Power (1.0)	LN254	Literature and Aspects of Ethics (1.0) #
LL203	Company Law (1.0) # *	LN270	Society and Language: Linguistics for Social Scientists (1.0)
LL204	Advanced Torts (1.0) # *	LN320	Spanish Language and Society 5 (mastery) (1.0) #
LL205	Medical Law (1.0) *	LN330	French Language and Society 5 (mastery) (1.0) #
LL210	Information Technology and the Law (1.0) # * (not available 2024/25)	LN340	Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2024/25)
LL212	Conflict of Laws (1.0) *	MA100	Mathematical Methods (1.0) #
LL213	Commercial Law (0.5) # *	MA102	Mathematical Proof and Analysis (0.5) #
LL216	Freedom and the Law in Britain (0.5) *	MA103	Introduction to Abstract Mathematics (1.0) #
LL217	European Human Rights Law (0.5) *	MA107	Quantitative Methods (Mathematics) (0.5) # *
LL220	Technology Law and Regulation (0.5) # *	MA203	Real Analysis (0.5) #
LL221	Family Law (1.0) *	MA207	Further Quantitative Methods (Mathematics) (0.5) #
LL224	Regulation of Platforms (0.5) *	MA208	Optimisation Theory (0.5) #
LL225	Critical Theory and Law (0.5) *	MA209	Differential Equations (0.5) #
LL228	European Union Law (0.5) *	MA210	Discrete Mathematics (0.5) #
LL229	Law of the European Market (0.5) *	MA211	Algebra and Number Theory (0.5) #
LL233	Law of Evidence (1.0) * (not available 2024/25)	MA212	Further Mathematical Methods (1.0) #
LL241	European Legal History (1.0)	MA213	Operations Research Techniques (0.5) #
LL243	Constitutionalism Beyond Courts (0.5) *	MA214	Algorithms and Data Structures (0.5) #
LL244	Sports: Law and Governance (0.5) *	MA222	Further Mathematical Methods (Linear Algebra) (0.5) #
LL245	Feminist Legal Theory (0.5) *	MA301	Mathematical Game Theory (0.5) #
LL250	Law and The Environment (1.0)	MA315	Algebra and its Applications (0.5) # * (not available 2024/25)
LL251	Intellectual Property Law (1.0)	MA316	Graph Theory (0.5) #
LL257	Employment Law (1.0) *	MA317	Complex Analysis (0.5) #
LL272	Outlines of Modern Criminology (0.5) *	MA318	History and Culture of Mathematics (0.5) #
LL276	Property (1.0) ~12	MA319	Partial Differential Equations (0.5) # *
LL279	Public International Law (0.5)	MA320	Mathematics of Networks (0.5) # *
LL280	Advanced Issues in Public International Law (0.5) #	MA321	Measure Theoretic Probability (0.5) # ~P
LL284	Topics in Sentencing and Criminal Justice (0.5) *	MA322	Mathematics of Finance and Valuation (0.5) # ~Q
LL293	Tax and Tax Avoidance (1.0)	MA324	Mathematical Modelling and Simulation (0.5) # *
LL295	Media Law (1.0)	MA330	Game Theory for Collective Decisions (0.5) #
LL300	Competition Law (1.0)	MA333	Optimisation for Machine Learning (0.5) #
LL303	Cultural Heritage and Art Law (0.5) *	MC300	Media, Communication and Power (0.5)
LL304	Global Commodities: The Rise of International Law (0.5) *	MG205	Econometrics: Theory and Applications (1.0) # ~13
LL306	Theories of Law (0.5) *	MG206	Firms, Management and Competitive Advantage (0.5) #
LL307	Justifying Political Authority (0.5) *	MG207	Managerial Economics (1.0) #
LL332	Advanced EU Law (0.5) # *	MG209	E-business (0.5)
LL342	International Protection of Human Rights (1.0) # * ~O	MG210	Corporate Social Responsibility and International Labour Standards (0.5) # (not available 2024/25)
LN100	Russian Language and Society 3 (advanced) (1.0) #	MG212	Marketing (0.5)
LN101	Russian Language and Society 1 (beginner) (1.0) #	MG213	Information Systems (0.5)
LN102	Russian Language and Society 2 (intermediate) (1.0) #	MG214	Human Resource Management (0.5) # *
LN104	Mandarin Language and Society Level 1 (Beginner) (1.0)	MG228	Managing the Stone-Age Brain (0.5) (not available 2024/25)
		MG301	Strategy (1.0) # ~R
		MG302	Topics in Management Research (0.5) # ~S
		MG303	International Business Strategy and Emerging Markets (0.5) # * ~T
		MG305	Innovation and Technology Management (0.5)

MG307	International Context of Management (0.5) #	ST109	Elementary Statistical Theory I (0.5) # ~18
MG308	Simulations for Managerial Decisions (0.5) #	ST110	Elementary Statistical Theory II (0.5) # ~19
MG310	Strategic Decision Making (0.5) # (not available 2024/25)	ST115	Managing and Visualising Data (0.5) # *
MG311	Foundations of Behavioural Decision Science (0.5) #	ST201	Statistical Models and Data Analysis (0.5) # ~20
MG312	Science of People in Workplaces (0.5) (not available 2024/25)	ST202	Probability, Distribution Theory and Inference (1.0) #
MG316	Brand Strategy (0.5)	ST205	Sample Surveys and Experiments (0.5) # ~21
MG317	Leading Organisational Change (0.5) # *	ST206	Probability and Distribution Theory (0.5) #
MY360	Quantitative Text Analysis (0.5) #	ST207	Databases (0.5) #
MY361	Social Network Analysis (0.5) #	ST211	Applied Regression (0.5) # ~22 *
PB100	Foundations of Behavioural Science (1.0) ~U	ST213	Introduction to Pricing, Hedging and Optimization (0.5) #
PB101	Foundations of Psychological Science (1.0) ~V	ST226	Actuarial Investigations: Financial (0.5) #
PB102	Social Psychology (1.0) (not available 2024/25)	ST227	Survival Models (0.5) #
PB301	Cognition and Culture (0.5) # * (not available 2024/25)	ST300	Regression and Generalised Linear Models (0.5) #
PB302	Creativity and Innovation (0.5) # * (not available 2024/25)	ST301	Actuarial Mathematics (Life) (0.5) #
PH103	The Big Questions: An Introduction to Philosophy (1.0) #	ST302	Stochastic Processes (0.5) #
PH105	Historical and Global Perspectives on Philosophy (0.5)	ST303	Stochastic Simulation (0.5) # * ~?
PH111	Introduction to Logic (0.5) ~14	ST304	Time Series and Forecasting (0.5) #
PH112	Intermediate Logic and Probability (0.5) # ~15	ST306	Actuarial Mathematics (General) (0.5) #
PH201	Philosophy of Science (1.0)	ST307	Aspects of Market Research (0.5) # ~23
PH214	Philosophy, Morals and Politics (1.0)	ST308	Bayesian Inference (0.5) #
PH222	Philosophy and Public Policy (1.0)	ST309	Elementary Data Analytics (0.5) # ~24
PH223	Mind and Metaphysics (0.5)	ST310	Machine Learning (0.5) # ~25
PH224	Epistemology (0.5) #	ST311	Artificial Intelligence (0.5) #
PH225	Business and Organisational Ethics (0.5)	ST313	Ethics for Data Science (0.5) # * ~?
PH226	Philosophy of Society (0.5) # *	ST314	Multilevel and Longitudinal Models (0.5) # *
PH227	Genes, Brains and Society (0.5) (not available 2024/25)	ST326	Financial Statistics (0.5) # * ~?
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #	ST327	Market Research: An Integrated Approach (1.0) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5)	ST330	Stochastic and Actuarial Methods in Finance (1.0) #
PH236	Set Theory (0.5) # (not available 2024/25)		
PH237	Advanced Logic (0.5) #		
PH238	Philosophy of Language (0.5) #		
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)		
PH240	The Ethics of Data and AI (0.5)		
PH241	Animal Minds and Animal Ethics (0.5)		
PH311	Philosophy of Economics (1.0) #		
PH333	Philosophy of Gender and Race (0.5)		
SO100	Key Concepts: Introduction to Social Theory (1.0)		
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)		
SO203	Political Sociology (1.0) * (not available 2024/25)		
SO234	Digital Technology, Speed and Culture (0.5) # * (withdrawn 2024/25)		
SO309	Atrocity and Justice (0.5) *		
SP111	Social Economics and Policy (1.0) # ~W		
SP112	Politics of Social Policy Making (1.0) ~X		
SP210	Development and Social Change (1.0)		
SP230	Education Policy (1.0)		
SP231	Poverty, Inequality, and Social Policy (1.0)		
SP232	Health and Social Care Policy (1.0)		
SP314	Ethnicity, Race and Social Policy (0.5) ~Y		
SP315	Urbanisation and Social Policy in the Global Souths (0.5) ~Z		
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) ~?		
SP332	Social Security Policies (0.5) ~?		
SP333	NGOs, Social Policy and Development (0.5) ~?		
SP335	Migration: Current Research, Critical Approaches (0.5) ~?		
SP336	Behavioural Public Policy (0.5) ~?		
SP372	Punishment and Penal Policy (0.5) ~?		
SP374	Riots, Disorder and Urban Violence (0.5) # ~? (not available 2024/25)		
ST101	Programming for Data Science (0.5) # *		
ST101A	Programming for Data Science (0.5) # (not available 2024/25)		
ST101W	Programming for Data Science (0.5) # * (not available 2024/25)		
ST102	Elementary Statistical Theory (1.0) # ~16		
ST107	Quantitative Methods (Statistics) (0.5) # ~17		

Mutually exclusive options

The following courses may not be taken together i.e. students can only take one or other of the listed courses (and as programme regulations permit):

Course	Mutually exclusive course(s)
DS101A Fundamentals of Data Science	DS101W Fundamentals of Data Science
DS101W Fundamentals of Data Science	DS101A Fundamentals of Data Science
DS105A Data for Data Science	DS105W Data for Data Science
DS105W Data for Data Science	DS105A Data for Data Science
DS202 Data Science for Social Scientists	ST201 Statistical Models and Data Analysis
EC1A3 Microeconomics I EC1A5 Microeconomics I	
EC1A5 Microeconomics I EC1A3 Microeconomics I	
EC1B3 Macroeconomics I	EC1B5 Macroeconomics I
EC1B5 Macroeconomics I	EC1B3 Macroeconomics I
EC2A3 Microeconomics II	EC2A5 Microeconomics II MG207 Managerial Economics
EC2A5 Microeconomics II	EC2A3 Microeconomics II MG207 Managerial Economics
EC2B3 Macroeconomics II	EC2B5 Macroeconomics II
EC2B5 Macroeconomics II	EC2B3 Macroeconomics II
EC2C3 Econometrics I	MG205 Econometrics: Theory and Applications
EC2C4 Econometrics II	MG205 Econometrics: Theory and Applications
EH204 Money and Finance: From the Middle Ages to Modernity	EH214 Money and Finance: From the Middle Ages to the Eighteenth Century EH215 Money and Finance: From the Eighteenth Century to Modernity
EH207 China since 1800: Culture, institutions and economic growth	EH218 Chinese Economic History since 1800: Economic Growth in a Historical Perspective EH217 Chinese Economic History since 1800: A Chronology
EH214 Money and Finance: From the Middle Ages to the Eighteenth Century	EH204 Money and Finance: From the Middle Ages to Modernity
EH215 Money and Finance: From the Eighteenth Century to Modernity	EH204 Money and Finance: From the Middle Ages to Modernity
EH217 Chinese Economic History since 1800: A Chronology	EH207 China since 1800: Culture, institutions and economic growth
EH218 Chinese Economic History since 1800: Economic Growth in a Historical Perspective	EH207 China since 1800: Culture, institutions and economic growth
FM210 Principles of Finance I	FM214 Principles of Finance I
FM211 Principles of Finance II	FM215 Principles of Finance II
FM212 Principles of Finance	FM213 Principles of Finance
FM213 Principles of Finance	FM212 Principles of Finance
FM214 Principles of Finance I	FM210 Principles of Finance I
FM215 Principles of Finance II	FM211 Principles of Finance II
FM321 Risk Management and Modelling	ST330 Stochastic and Actuarial Methods in Finance
FM322 Derivatives	ST330 Stochastic and Actuarial Methods in Finance
IR312 Genocide	S0309 Atrocity and Justice
MA100 Mathematical Methods	MA108 Methods in Calculus and Linear Algebra MA207 Further Quantitative Methods (Mathematics) MA107 Quantitative Methods (Mathematics)
MA102 Mathematical Proof and Analysis	MA103 Introduction to Abstract Mathematics
MA103 Introduction to Abstract Mathematics	MA102 Mathematical Proof and Analysis

MA107 Quantitative Methods (Mathematics)	MA108 Methods in Calculus and Linear Algebra MA100 Mathematical Methods
MA108 Methods in Calculus and Linear Algebra	MA100 Mathematical Methods MA107 Quantitative Methods (Mathematics) MA207 Further Quantitative Methods (Mathematics)
MA207 Further Quantitative Methods (Mathematics)	MA100 Mathematical Methods MA108 Methods in Calculus and Linear Algebra
MA324 Mathematical Modelling and Simulation	MA334 Dissertation in Mathematics
MA334 Dissertation in Mathematics	MA324 Mathematical Modelling and Simulation
MG205 Econometrics: Theory and Applications	EC2C3 Econometrics I EC2C4 Econometrics II
MG207 Managerial Economics	EC2A3 Microeconomics II EC2A5 Microeconomics II
MG303 International Business Strategy and Emerging Markets	MG307 International Context of Management
MG307 International Context of Management	MG303 International Business Strategy and Emerging Markets
SO203 Political Sociology	SO243 Political Sociology: Nation-States Unravelling
SO208 Gender and Society	SO248 Gender and Society
SO210 Crime, Deviance and Control	SO240 Crime, Deviance and Control
SO224 The Sociology of Race and Empire	SO244 The Sociology of Race and Empire
SO240 Crime, Deviance and Control	SO210 Crime, Deviance and Control
SO243 Political Sociology: Nation-States Unravelling	SO203 Political Sociology
SO244 The Sociology of Race and Empire	SO224 The Sociology of Race and Empire
SO248 Gender and Society	SO208 Gender and Society
SO308 Personal Life, Intimacy and the Family	SO348 Family Diversity and Change
SO309 Atrocity and Justice	IR312 Genocide
SO348 Family Diversity and Change	SO308 Personal Life, Intimacy and the Family
ST102 Elementary Statistical Theory	ST107 Quantitative Methods (Statistics) ST109 Elementary Statistical Theory I ST110 Elementary Statistical Theory II
ST107 Quantitative Methods (Statistics)	ST110 Elementary Statistical Theory II ST102 Elementary Statistical Theory ST109 Elementary Statistical Theory I
ST109 Elementary Statistical Theory I	ST102 Elementary Statistical Theory ST107 Quantitative Methods (Statistics)
ST110 Elementary Statistical Theory II	ST107 Quantitative Methods (Statistics) ST102 Elementary Statistical Theory
ST201 Statistical Models and Data Analysis	ST211 Applied Regression DS202 Data Science for Social Scientists
ST205 Sample Surveys and Experiments	ST307 Aspects of Market Research
ST211 Applied Regression	ST201 Statistical Models and Data Analysis
ST307 Aspects of Market Research	ST205 Sample Surveys and Experiments ST327 Market Research: An Integrated Approach
ST309 Elementary Data Analytics	ST310 Machine Learning
ST310 Machine Learning	ST309 Elementary Data Analytics
ST327 Market Research: An Integrated Approach	ST307 Aspects of Market Research
ST330 Stochastic and Actuarial Methods in Finance	FM321 Risk Management and Modelling FM322 Derivatives

Undergraduate Course Guides

Undergraduate Course Guides

AC102 Half Unit

Elements of Financial Accounting

This information is for the 2024/25 session.

Teacher responsible: Dr Saipriya Kamath MAR 3.35

Ms Chris Constantinou MAR 3.15

Availability: This course is available on the BSc in Actuarial Science, BSc in Data Science, BSc in Finance, BSc in Management and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course is not capped, any student that requests a place will be given one.

Course content: This half-unit course introduces students to the fundamental principles of financial accounting. The course focuses on accounting from the viewpoint of users of financial information. By adopting the "user perspective," the course examines the potential uses and limitations of financial reporting information, which requires an understanding of how the financial reports are prepared. The course begins by discussing the framework of financial accounting, including its nature, intents and purposes, and the regulatory environment in which it operates. In the first weeks of the course, students learn about the processes used to record, summarise, and present financial accounting information, while addressing the limitations and potential biases in financial reporting. These include the use of estimates and assumptions, the impact of management choices on reported results, and the potential for earnings management. By understanding these limitations, students develop the ability to critically assess the reliability and usefulness of financial information. As the course progresses, students become familiar with the main financial statements, including the balance sheet, the income statement, and the statement of cash flows. In addition to understanding the preparation of financial statements, the course develops students' skills in analysing and interpreting financial information. This includes learning various financial analysis techniques, such as ratio analysis, trend analysis, and common-size analysis, which help in evaluating a company's financial health, operational efficiency, and future prospects. Towards the end of the course, students learn the key principles involved in preparing consolidated financial statements for a group of companies.

Teaching: 20 hours of lectures and 10 hours of classes in the AT.

Formative coursework: Written answers to numerical problems and discussion questions will be expected weekly. The course also involves two formative assessments.

Indicative reading: Detailed reading lists will be made available at the beginning of the course. Illustrative texts include Peter Atrill and Eddie McLaney *Financial Accounting for Decision Makers*, 10th ed, Pearson, 2022.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the January exam period. The exam duration is 1 hour and 45 minutes. The first 15 minutes will be reading time.

regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

Course content: This is a half-unit course that introduces students to the fundamental principles of management accounting and, financial management. The primary aim of the course is to help students understand how accounting information can be used by managers to make crucial decisions, such as pricing of products or services, discontinuing or offering new products, and expanding the product/service range or investing in new product development. Throughout the course, students are introduced to various topics in management accounting and financial management, including cost behaviour, cost-volume-profit analysis, costing systems, budgeting, variance analysis, performance measurement, and capital budgeting. As the course progresses, students are introduced to some key concepts in financial management, such as the role of financial markets and financial institutions, capital structure and risk. The course aims to provide students with a solid foundation in management accounting and financial management, allowing them to apply their knowledge in real-world situations.

Teaching: 22 hours of lectures and 10 hours of classes in the WT. 2 hours of lectures and 1 hour of classes in the ST.

Formative coursework: Written answers to numerical problems and discussion questions will be expected weekly; some will be collected during classes for marking and feedback. The course involves two formative assessments.

Indicative reading: Detailed reading lists will be made available at the beginning of the course in a syllabus. Illustrative text includes Mahmood, F, *Elements of Management Accounting, Financial Management and Financial Institutions*, Pearson, 2020.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the spring exam period. The exam duration is 1 hour and 45 minutes. The first 15 minutes will be reading time.

AC105 Half Unit

Introduction to Financial Accounting

This information is for the 2024/25 session.

Teacher responsible: Dr Saipriya Kamath MAR 3.39

Availability: This course is compulsory on the BSc in Accounting and Finance. This course is not available as an outside option nor to General Course students.

Course content: This is a half-unit course that introduces students to fundamental principles of financial accounting. The course starts with a discussion of the framework of financial accounting: its nature, intents and purposes, and the context and environment in which it operates. This includes, and eventually entails, the need for, and various sources of, accounting regulation and "accounting standards". AC105 then unpacks various core financial accounting concepts and conventions. The course also looks into the processes used to record, summarise, and present financial accounting information as well as, crucially, its interpretation. Thus, and essentially, this part of the course focuses on the preparation, interpretation, and limitations of company financial statements for external reporting, and the regulatory framework in which financial reports are prepared.

Teaching: This course is delivered through two one and a half hour sessions each week in the Autumn Term (10 weeks). The pedagogical approach in each session is interactive, often involving case study analyses and group discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when

AC103 Half Unit

Elements of Management Accounting, Financial Management and Financial Institutions

This information is for the 2024/25 session.

Teacher responsible: Dr Farooq Mahmood

Availability: This course is available on the BSc in Actuarial Science, BSc in Data Science, BSc in Management and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where

called upon. Active participation is expected and encouraged.

Formative coursework: There will be several online tests ("quizzes") to test the student's knowledge and progress on a formative basis for feedback. Written answers to numerical problems and discussion questions will be expected weekly; some of the written work will be collected for marking and feedback.

Indicative reading: A detailed reading list will be made available on Moodle for each part of the course nearer the time of its scheduled start. Illustrative textbooks for the course are:

- Libby, R., Libby, P.A., and Hodge, F. (2023) ISE Financial Accounting, 11th edition, McGraw Hill
- Atrill, P. and McLaney, E. (2022) Financial Accounting for Decision Makers, 10th edition, Pearson.

Assessment: Exam (70%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Group assignment (20%) and quiz (10%) in the AT.

AC106 Half Unit

Introduction to Management Accounting

This information is for the 2024/25 session.

Teacher responsible: Dr Farooq Mahmood

Availability: This course is compulsory on the BSc in Accounting and Finance. This course is not available as an outside option nor to General Course students.

Course content: This is a half-unit course that introduces students to fundamental principles of management accounting. The course starts with a discussion of internal decision making and then provides an introduction to management and cost accounting. This includes the discussion of key concepts of cost calculation and various techniques of costing (such as absorption and variable costing approaches), as well as other alternative costing systems relevant for decision making. The aim is to help students understand how accounting information can help managers to make crucial decisions, such as about the pricing of products or services, or even whether to offer or discontinue a product or service, or whether to expand the product/service range or to invest in new product development. In summary, this part of the course focuses on the basic knowledge of management accounting - specifically, costing.

Teaching: This course is delivered through two one and a half hour sessions each week in the Winter Term (11 weeks). The pedagogical approach in each session is interactive, often involving case study analyses and group discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

Formative coursework: There will be several online tests ("quizzes") to test the student's knowledge and progress on a formative basis for feedback. Written answers to numerical problems and discussion questions will be expected weekly; some of the written work will be collected for marking and feedback.

Indicative reading: A detailed reading list will be made available on Moodle for each part of the course nearer the time of its scheduled start. Illustrative textbooks include:

- Atrill, P. and McLaney, E. (2018) Management Accounting for Decision Makers, 9th edition, Pearson;
- Atrill, P. (2017) Financial Management for Decision Makers, 8th edition, Pearson.

Assessment: Exam (70%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Group assignment (30%) in the WT.

AC205 Half Unit

Intermediate Financial Accounting

This information is for the 2024/25 session.

Teacher responsible: Dr Gulnaz Khamidullina MAR.3.14

Availability: This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Please seek permission from the BSc in Accounting and Finance Programme Director.

This course is capped at 195 students.

Pre-requisites: Students must have completed either

- (1) *Introduction to Financial Accounting* (AC105), or
- (2) *Elements of Financial Accounting* (AC102) or
- (3) equivalent.

Course content: This is a half-unit course that builds on the foundation laid by the first-year financial accounting course. AC205 is also intended to provide students with the conceptual knowledge and technical skills necessary for final-year courses in accounting. The course considers the major theoretical and practical approaches to financial accounting.

The course begins with an evaluation of the regulatory environment in which financial accounting operates. Then the course focuses on the preparation and analysis of the published financial statements of public interest entities operating on their own, or within group structures. The function and content of published financial statements, the issues posed by consolidated accounts, and the analysis of accounting information to evaluate corporate performance will also be examined. A range of specific areas of financial accounting issues will be looked at, for example, segmental reporting, issues in foreign-currency translations, how corporations report their provision of pension for employees, and problems associated with the treatment of taxation. However, the exact composition of the topics may vary from year to year driven by the latest developments in financial reporting, standard-setting and related debates.

Teaching: Teaching is delivered in two weekly one and a half hour seminars over 11 weeks in the Winter Term. Seminars contain a variety of concept-focused content, practical exercises, and case analyses.

Formative coursework: Students are expected to come to each seminar prepared where the assigned course materials have been read and attempted. There will also be several online quizzes to assess student's knowledge and progress in both terms on a formative basis for feedback. Feedback on performance and progress will be provided during seminars, on selected written homework assignments, and during academic support and feedback hours.

Indicative reading: Detailed course programmes and reading lists will be made available via Moodle and Reading List before the first seminar of each term. A range of textbook chapters, academic papers and professional reports will be used in the course.

Assessment: Exam (70%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the spring exam period.

Project (30%) in the WT.

Further details of all aspects of assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

AC206 Half Unit

Intermediate Management Accounting

This information is for the 2024/25 session.

Teacher responsible: Dr Per Ahlstrom MAR 3.18

Availability: This course is compulsory on the BSc in Accounting

and Finance. This course is available on the BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Please seek permission from the BSc in Accounting and Finance Programme Director.

This course is capped at 195 students.

Pre-requisites: Students must have completed either (1) *Introduction to Management Accounting* (AC106), or (2) *Financial Management and Financial Institutions* (AC103), or (3) equivalent.

Course content: This is a half-unit course that builds on the foundation laid by the first-year management accounting course. AC206 is also intended to provide students with the conceptual knowledge and technical skills necessary for final-year courses in accounting. The course considers the major theoretical and practical approaches to management accounting. The course explores theoretical concepts, practices, designs and wider issues of cost and management accounting. The characteristics and use of various systems and models, such as cost-driver analysis and activity-based costing, in organisational decision-making at both operating and strategic levels will be introduced and critically evaluated. This part of the course also considers ways in which non-financial information can be used to complement financial accounting information in order to enable a more holistic approach aimed at providing relevant and useful information to management for the purposes of planning, decision-making, and organisational control.

Teaching: Teaching is delivered in two weekly one and a half hour seminars over 10 weeks in the Autumn Term with a reading week in week 6. There will be a two-hour revision session in Week 1 of the Spring Term. Seminars contain a variety of concept-focused content, practical exercises, and case analyses.

Formative coursework: Students are expected to come to each seminar prepared where the assigned course materials have been read and attempted. There will also be several online quizzes to assess student's knowledge and progress in both terms on a formative basis for feedback. Feedback on performance and progress will be provided during seminars, on selected written homework assignments, and during academic support and feedback hours.

Indicative reading: Detailed course programmes and reading lists will be made available via Moodle and Reading List before the first seminar of the term. A range of textbook chapters, academic papers and professional reports will be used in the course.

Assessment: Exam (70%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the January exam period.

Project (30%) in the AT.

Further details of all aspects of assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

students on other undergraduate/Diploma programmes with the permission of the BSc Programme Director.

Pre-requisites: Students must have completed Elements of Accounting and Finance (AC100) or Elements of Management Accounting, Financial Management and Financial Institutions (AC103). Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC103, but not required.

AC311 can be taken together with Performance Measurement, Strategy, and Uncertainty (AC312) in the Winter Term, which focuses in more depth on one aspect of management control systems, namely performance measurement. In this course (AC311), however, performance measurement is just one aspect of a broader management control focus that entails results controls, incentive systems and various other organisational design features (e.g., responsibility centres and planning and budgeting). Students interested in careers in management consulting may benefit from taking both AC311 and AC312. Nevertheless, each course is also valuable as a standalone option.

Course content: AC311 examines results accountability and organisational control issues, focusing on how both financial and non-financial "results-oriented" practices underpin decision rights, planning and budgeting, and performance measurement and incentive systems, among other key organisational design features, to guide and ensure "strategy-aligned" decision-making in decentralised organisations. In other words, AC311 seeks to broaden and deepen your conceptual and technical understanding of accounting as it is used for management purposes—to implement strategy and ensure that everyone's objectives and decisions are aligned with the organisation's objectives by way of the key concept of results accountability.

The emphasis in AC311 is on financial controls, which are prevalent at managerial levels in all but the smallest organisations. Using financial controls requires managers to make decisions about: (1) responsibility structures (e.g., cost centres, profit centres); (2) performance measures and targets/benchmarks (e.g., market, financial, and/or non-financial measures and targets); (3) performance evaluations, which take into consideration these performance measures and targets/benchmarks; and (4) rewards (including incentive-compensation). The course is issue-oriented, with current and emerging topics as its major focus.

Aided by case studies and academic research, AC311 provides students with valuable insights into how financial results control systems vary across contexts, and how several situational factors, including organisational structure, culture, decision-making processes, and behavioural variables influence the design of financial results control systems. Some cases involve real-world data and the use of data analytics for strategic decision-making to address these management control problems.

The course is intended as an overview for those who will make business decisions, evaluate organisational performance, or evaluate others (and/or be evaluated) through the use of financial and non-financial information. And because management control is a core function of management, all students interested in business or management can benefit from this course. However, the course should be particularly useful for those who are, or aspire to be, managers, management consultants, financial specialists (e.g., controllers, budget analysts, auditors) or human resource specialists (e.g., compensation consultants).

Teaching: The course consists of 10 principal topics delivered in two weekly 90-minute sessions across Autumn Term. The first part of each week provides an introduction, positioning, and conceptual analysis of the key foundational elements of each topic. Students are expected to attend the session, together with having done the suggested readings for the week.

The second part each week offers a further discussion and expansion of the issues through case study analysis and real-world applications. The case study analyses and discussions permit the exploration of management control issues in a broad range of settings (e.g., large and small firms, manufacturing and service firms, multinational firms, startups and firms in distress, amongst others). The case method of instruction, however, requires advance

AC311 Half Unit

Results Accountability and Management Control for Strategy Implementation

This information is for the 2024/25 session.

Teacher responsible: Dr Jeremy Fernando

Availability: This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one, subject to the permissions. It is also available to

preparation by the students, and every student should be ready to contribute to the case discussion.

This course has a reading week in Week 6 of Autumn Term.

Formative coursework: The course makes extensive use of case studies. Students are expected to contribute to the case discussions by having read the case study and related materials in advance of the session and by participating in the discussion and offering their own analysis, views and/or perspectives on the issue at hand during the session.

Indicative reading: The main textbook for AC311 is:

K. Merchant; W. Van der Stede; 2023. *Management control systems: Performance measurement, evaluation and incentives* (5th ed.). Pearson Education Limited.

In addition to the textbook, additional materials are accessible via Moodle.

Assessment: Exam (75%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Group project (25%) in the AT.

Further details relating to assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

AC312 Half Unit

Performance Measurement, Strategy, and Uncertainty

This information is for the 2024/25 session.

Teacher responsible: Dr Tommaso Palermo MAR 3.23

Availability: This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped. Any student who applies for a place is likely to be offered a place, subject to evidence of interest and appropriate background.

Pre-requisites: Students must have completed *Elements of Accounting and Finance* (AC100) or *Elements of Management Accounting, Financial Management and Financial Institutions* (AC103) or equivalent introductory managerial accounting courses. Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC103, but not required.

This course can be taken together with Results Accountability and Management Control for Strategy Implementation (AC311). While AC311 provides an in-depth overview of management control systems in decentralized organizations, AC312 focuses more specifically on one aspect of management control systems, namely performance measurement and the way in which performance measurement is evolving in contemporary organizations to deal with strategy formulation and decision-making under conditions of uncertainty.

Course content: This course examines practical problems that managers and employees are likely to confront in their work in a variety of organizational contexts. The fundamental issue is: how do you know when you have performed *well*? This question draws attention to the way in which performance is measured, visualised and assessed via performance measurement tools and frameworks, how performance measures and other sources of data are related to strategy formulation and decision-making, and the way in which strategy formulation and performance measurement can be adapted to confront increasingly volatile and uncertain business contexts.

The course addresses these themes in two parts. The first identifies key concepts and tools of performance measurement and how they can be used, through means including monitoring, reporting, and contracting, to influence behaviour. This part of the course includes practical exercises such as the design of an

interactive performance dashboard and the development of a strategy and a balanced scorecard to be applied to a real-world case. The second part examines different approaches to deal with uncertainty as part of strategy formulation and performance measurement, including for example: the design and use of risk management processes; and how organisations can exploit large datasets to better understand and possibly predict key performance outcomes. As for the first part of the course, key concepts are put into practice via exercises and case discussions revolving around the use of data analytics, risk mapping and risk indicators design.

Aided by academic literature, examples taken from the financial and popular press, and case studies, AC312 provides students with valuable insights into how performance measurement approaches can vary across contexts, and how several situational factors, including business context, organisational structure, culture and behavioural variables influence them. Some cases will involve real-world data and the potential use of data analytics for strategy formulation, performance measurement and decision-making. Course activities will also include work on topical issues such as how environmental, social and governance (ESG) issues can be integrated into corporate strategies, how ESG results can be measured and disclosed to stakeholders, and how the risks associated with ESG strategies can be managed and mitigated.

Teaching: 30 hours of seminars in the WT.

Comprising 10 weeks of twice-weekly 1.5 hour sessions.

There will be a reading week in Week 6. In person seminars are complemented by online recorded (asynchronous) videos.

Formative coursework: The course makes extensive use of case studies. Students are expected to contribute to the case discussions in each session. Students are asked to work in group on one case analysis and present their output for formative assessment in week 5 and week 11.

Indicative reading: No single book covers the entire course.

Indicative readings include:

- Beasley, M.S., Branson, B.C., and Hancock, B.V (2010). Developing key risk indicators to strengthen Enterprise Risk Management, Committee of Sponsoring Organizations of the Treadway Commission (COSO), 1-12.
- Kaplan, R. S. and McMillan, D. (2021). Reimagining the Balanced Scorecard for the ESG Era. Harvard Business Review, February, 1-10.
- Mikes, A. and Kaplan, R.S. (2015). When one size doesn't fit all: Evolving directions in the research and practice of Enterprise Risk Management. Journal of Applied Corporate Finance 27 (1), 27–30.

The following books provide an overview of key themes addressed in the course:

- Bhimani, A., Horngren, C.T., Datar, S.M. and Rajan, M. (2019) Management and cost accounting, 7th Edition, Pearson Publishing.
- Neely, A. (Ed.). (2007). Business performance measurement: Unifying theory and integrating practice, Cambridge University Press.
- Schildt, H. (2020). The data imperative: How digitalization is reshaping management, organizing, and work. Oxford University Press.

Assessment: Take-home assessment (75%) and group project (25%).

Assessment consists of two components: an individual take-home assessment (75%); and a group project involving an analysis of a case (25%). Further details of all aspects of assessment and coursework will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

AC331 Half Unit

Contemporary Issues in Financial Accounting

This information is for the 2024/25 session.

Teacher responsible: Dr Jeroen Koenraadt MAR 3.34

Availability: This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed *Elements of Accounting and Finance* (AC100) **or** *Elements of Financial Accounting* (AC102).

Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC102, but not required.

Course content: AC331 considers key areas of topical interest and the impact of accounting standards on financial statements in an IFRS context. Specifically, the course critically analyses accounting practices and processes from the point of view of investors. The course will examine on revenue recognition, tangible and intangible assets, the reporting of financial instruments, off-balance-sheet accounting, stock-based compensation, as well as, issues related to the differential approaches to measurement including historical cost and fair values. However, the exact composition of the topics may vary from year to year driven by the latest developments in financial reporting, standard-setting and related debates.

The course aims to enhance students' understanding of contemporary issues in financial accounting. Throughout the course, taken-for-granted "wisdoms" will be critically evaluated and challenged. Finally, this course encourages and prepares students to become informed players on the debate around financial accounting and reporting issues.

Teaching: Teaching is delivered in two weekly 90-minute sessions over 10 weeks across Autumn Term.

Teaching sessions contain a variety of conceptual content, case analyses and practical exercises.

Formative coursework: Students should prepare weekly written work for class discussion. One specified piece of written work will be collected for marking.

Indicative reading: Detailed reading lists of books and journal articles will be provided during the course. No one book covers the entire course. Recommended books include:

- Beaver, W.H. (1998) *Financial Reporting: An Accounting Revolution*, 3rd edition, Pearson;
- Lewis and Pendril (2004) *Advanced Financial Accounting*, 7th edition, Financial Times Prentice Hall;
- Penman, S. (2013) *Financial Statement Analysis and Security Valuation*, 5th edition, McGrawHill

As well as accounting standards, firms' press releases, analysts' reports and academic research papers.

Assessment: Exam (75%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Group project (25%) in the AT.

Accounting (AC102), including all assessments.

Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC102, but not required.

Prior knowledge of statistical software packages (e.g., Stata) as well as prior coding (i.e., programming) experience is desirable although not required.

Course content: AC332 introduces and develops an economic framework for business analysis and corporate valuation.

The main focus is on integrating key concepts of economics, accounting, and finance in order to effectively evaluate the information content of financial reports; develop up-to-date applied knowledge of fundamental valuation techniques; and successfully implement investment strategies.

The aim of the course is to help students to become "sophisticated users" of financial accounting information from a *fundamental analysis* perspective. The course consists of four integrated parts: (i) strategy analysis; (ii) accounting analysis; (iii) financial analysis; and (iv) forecasting and valuation. Students are expected to develop financial-analysis and valuation-related skills to support the interpretation, evaluation, and use of accounting information from the viewpoint of major users of financial reports (i.e., equity investors, corporate lenders, etc.). Ultimately, students will be able to analyze a wide variety of financial reporting issues and discuss their valuation implications within the context of the relevant academic literature.

As recent trends in *big data* and *predictive analytics* are disrupting the way in which equity analysts, portfolio managers, credit-rating agencies, and regulators collect and analyze companies' financial disclosures, students will also learn how to perform meaningful analyses on real-world data by using spreadsheets (e.g., MS Excel) and/or statistical software packages (e.g. Stata).

Teaching: 33 hours of seminars in the WT.

Teaching is delivered in two one and a half hour sessions each week.

The pedagogical approach in each session is interactive, often involving case study analyses and group discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

Formative coursework: The course makes extensive use of real-world case studies. Students are expected to contribute to the case discussions in each session.

Indicative reading: There is no required textbook for this course.

Illustrative textbooks covering specific parts of the course include:

- Palepu K. G., P. M. Healy, and E. Peek (2022), *Business Analysis and Valuation: IFRS Edition* (Cengage Learning), 6th edition.
- Penman, S. H. (2013), *Financial Statement Analysis and Security Valuation* (McGraw-Hill), 5th edition.

Assessment: Exam (60%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Group project (40%) in the WT.

Assessment consist of two components, one based on group work and the other on individual work:

- **Group project** (40%) in the Winter Term. The group project involves the preparation of an "analyst report" and the delivery of a presentation. The analyst report gives students the opportunity to collect and analyze data on publicly listed companies. The preparation of the analyst report is meant to test: (i) students' understanding of the core concepts of fundamental analysis and valuation; (ii) students' ability to collect, manipulate, and analyze (big) data with the aid of spreadsheets (e.g., MS Excel) and/or statistical software packages (e.g., Stata). The presentation gives students the opportunity to share the findings documented in their analyst reports with the rest of their class as if they were presenting the results of their analyses in a formal business environment (e.g., to sell their research to institutional investors).
- **Final exam** (60%, duration: 2 hours, reading time: 15 minutes) in the Spring Term exam period.

AC332 Half Unit

Financial Statement Analysis and Valuation

This information is for the 2024/25 session.

Teacher responsible: Dr Stefano Cascino MAR 3.37

Availability: This course is available on the BSc in Accounting and Finance, BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Available to students on other undergraduate/Diploma programmes with the permission of the Accounting Departmental Tutor.

Pre-requisites: Students must have completed *Elements of Accounting and Finance* (AC100) **or** *Elements of Financial*

AC341 Half Unit**Corporate Governance, Risk Management and Financial Audit**

This information is for the 2024/25 session.

Teacher responsible: Dr Nadia Matringe MAR 3.19

Availability: This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course is not capped. Any student that requests a place will be given one.

Course content: What constrains the behaviour of profit-seeking corporations? What are the regulations that seek to prevent corporate disasters? This course attempts to answer these questions by critically examining the institutional and legal landscape of governance and accountability in which corporations operate. It takes students on a deep dive into the day-to-day practices of those charged with financial control and risk management within the organization. In addressing the financial accountability of corporations to their external stakeholders, the course critically evaluates the theory and practice of external financial audit, highlighting the structure of the market for audit, the practices of audit firms and the limits to the effectiveness of audit.

Some of the questions we will be asking are:

- How does an organization's purpose affect its governance?
- What disclosures are companies required to make concerning governance?
- Why have corporate governance systems evolved differently across countries? Which system more effectively addresses corporate governance issues? Will there be a convergence towards a uniform global corporate governance model?
- What are the implications of director remuneration structures on corporate performance and stakeholder confidence?
- How do organizations conceptualize and manage operational and financial risk?
- What do studies about corporate disasters tell us about risk management? (e.g., the cases of Challenger and Boeing 737 Max)
- To what extent does current risk management address global phenomena such as pandemics?
- Given recent financial collapses (e.g. Carillion), what's the point in corporate financial audit?
- How might technology disrupt the market for risk management and corporate financial audit?

The course will critically evaluate academic studies and practitioner guidance to establish the "rules of the game" for corporate governance and accountability, but will also examine media coverage of corporate governance and auditing. Senior practitioners will speak to students during the course, offering insights into the practice of risk management and auditing.

Teaching: 30 hours of seminars in the AT, delivered as twice-weekly 1.5-hour sessions. There will be a reading week in week 6.

Formative coursework: Students will submit one 750-word essay in week 3 on which they will receive written feedback.

Indicative reading: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following:

- Tricker, B. (2019). *Corporate governance. Principles, policies, and practices*. Oxford University Press (fourth edition)
- Andersen (2019). *The Routledge Companion to Strategic Risk Management* (Routledge Companions in Business, Management and Accounting).
- Gray, Manson & Crawford (2019). *The Audit Process: Principles, Practice and Cases* (Cengage 7th Edition).

Students will also be provided with relevant examples of corporate and other reports and referred to relevant websites.

A detailed course outline and reading list will be made available at the beginning of the course.

Assessment: Exam (60%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Project (40%) in the AT Week 11.

Details of the project will be made available on Moodle nearer the scheduled start time of the course.

AC342 Half Unit**Accounting, Corporate Responsibility and Sustainability**

This information is for the 2024/25 session.

Teacher responsible: Dr Julia Morley (MAR 3.22) and Dr Xi Li (MAR 3.40)

Availability: This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: In the past decade, environmental, social and governance (ESG) issues have attracted enormous attention from investors, regulators, and other stakeholders. This is evidenced by the exponential growth of sustainable investing in global capital markets and the mandating of ESG-related disclosures across the world.

This course introduces students to the fundamental concepts of business ethics, sustainability reporting, and responsible investing. It evaluates the potential benefits of firms disclosing ESG information, as well as significant challenges to be overcome, including the risk of greenwashing. Students will learn about existing and emerging ESG regulations and frameworks for ESG performance metrics. The course also explores how key capital market participants, such as asset managers, analysts, and banks, could incorporate ESG information into their investment decisions. Students will take away from this course an understanding of the foundations and evolution of corporate ESG activities, the pros and cons of ESG disclosure, and the adoption of ESG information by different market participants.

Teaching: 30 hours of seminars in the WT.

Comprising 10 weeks of twice-weekly 1.5 hour sessions. There will be a reading week in week 6.

Formative coursework: The course invites students to critically reflect on recent developments in the field of sustainability accounting and comment on real world examples and case studies. Students will have the opportunity to submit a formative group project on which they will receive feedback.

Students are expected to contribute to discussions in each session.

Indicative reading: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following

- Laine, M., Tregidga, H. and Unerman, J. (2021) *Sustainability Accounting and Accountability* (3rd ed.), Routledge;

Students will also be referred to relevant examples of corporate and other reports, and websites. Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Assessment: Exam (60%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Group project (40%) in the WT.

Further details relating to assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

AN100**Being Human: Contemporary Themes in Social Anthropology**

This information is for the 2024/25 session.

Teacher responsible: Professor Katy Gardner will teach AN100 in Autumn term. The Winter term teacher is Dr Fahad Rahman.

Availability: This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Politics and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides a general introduction to Social Anthropology as the comparative study of human societies and cultures. In it, students will be introduced to key themes and debates in the history of the discipline. Ethnographic case studies will be drawn from work on a variety of societies, including hunter-gatherers, farmers, industrial labourers, and urban city-dwellers. Drawing on both classical and contemporary work, the course starts by posing the question: What is Social Anthropology? After exploring the ethnographic method and considering some historical background, the rest of the course is organised around core themes in the discipline, including (in the Autumn term) Relatedness, Exchange, and Power. Through comparing different ethnographic examples, students will learn to consider key questions through anthropological perspectives. How do we become people and become related to others? What is love, and is it natural? Why do we think of some people as different and others as the same? Why are gifts and exchange so central to human societies? Does work empower or enslave us? What is power, and why do some people have it and others don't?

The Winter Term will address different kinds of relations between and among people, animals and things, and how these are mediated in different ways. The term is also divided into three blocks: 1) Relations, 2) Place, 3) Technology. Some questions considered during the term include:

Is it valid to distinguish between people and things? What are the politics of human animal relations? To what extent is place a product of power? Can people only be dispossessed of material belongings? In what ways does technology mediate and reinvent expressions of race and racism? Do infrastructures only become visible on breakdown?

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both the AT and WT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit one tutorial essay for this course to their academic mentor in the AT and one in the WT. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher in the AT and in the WT.

Indicative reading: M Engelke, *Think Like an Anthropologist* (2017) R Astuti et al (eds.), *Questions of Anthropology* (2007) MacClancy, J. ed., 2002. *Exotic no more: Anthropology on the front lines*. University of Chicago press.

Eriksen, T.H., 2015. *Small places, large issues: An introduction to social and cultural anthropology*. PLUTO press.

Assessment: Essay (50%, 2500 words) in the WT. Essay (50%, 2500 words) in the ST.

programmes where regulations permit and to General Course students.

Course content: This course discusses important aspects of anthropological theory in relation to ethnographic research. It covers the development of anthropological thought from the second half of the 19th century to today. Anthropology is situated within its context, including the social conditions of scholarship, as well as the histories of empires, nation-states, and capitalism. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both AT and WT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes. Anthropology students taking this course will have an opportunity to submit one tutorial essay for this course to their academic mentor in the AT and one in the WT. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher in the AT and in the WT.

Indicative reading: Alan Barnard, *History and Theory in Anthropology*; Matthew Engelke, *Think Like an Anthropologist*; Adam Kuper, *Anthropology and Anthropologists*; George W. Stocking, *Observers Observed: Essays on Ethnographic Fieldwork*. Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

AN102

Ethnography through Mixed Media

This information is for the 2024/25 session.

Teacher responsible: Dr Nicholas Long (Autumn Term)
Dr Johanna Perez (Winter Term)

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BSc in Politics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This is an introductory course that aims to develop incoming students' social science literacy, visual literacy, and writing skills. As such, first year students from all departments are welcome - indeed, encouraged - to enrol in the course. More advanced students (including General Course students) should contact the course leader to discuss whether the course is appropriate for them to take as an outside option. Students who already have an extensive background in qualitative social sciences and/or humanities, and have thus already developed the skills that this course is intended to foster, will not usually be permitted to enrol.

Course content: This course introduces students to different modes and styles of anthropological representation, inviting critical analysis of their strengths and weaknesses. It does so by introducing students to detailed, holistic study of social and cultural practices within specific geographic and historical contexts and developing students' skills in bringing together the various elements of cultural and social life analysed by anthropologists. The course is structured around a close engagement with full-length ethnographic monographs, which are read in parallel with the viewing and analysis of related films, articles, and materials in other media. These works may be developed by anthropologists or others (filmmakers, artists, members of the community in which the anthropologist was working, etc), and their genres may include, but are not limited to, photography, art, audio, poetry, and fiction. By the end of each term, successful students will have a detailed knowledge of several important texts and films, a rounded view of the settings studied in each 'cycle' of the course, and will have developed the capacity to think critically about ethnographic

AN101

A History of Anthropological Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Johannes Steinmuller and Dr Andrea Pia

Availability: This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BSc in Politics. This course is available as an outside option to students on other

writing and filmmaking, about anthropological engagements with other media, and about the ways multiple materials may be drawn on to complement each other in developing and communicating anthropological knowledge.

Teaching: In the AT, there are 15 hours of lectures (including multimedia workshops), and 11.5 hours of classes and seminars. In the WT, there are 10 hours of lectures (including multimedia workshops), and 11.5 hours of classes and seminars.

The contact hours listed above are the minimum expected. A full timetable will be available at the start of the academic year.

This course has a reading week in Week 6 of both AT and WT.

Formative coursework: Students will have the opportunity to submit up to four position pieces (two position pieces in the AT and two position pieces in the WT). Only the three position pieces with the highest marks will count towards the student's final grade for the course. Students are not required to submit all four position pieces but are encouraged to do so to allow one position piece to count as formative coursework.

Indicative reading: Detailed reading lists (including this year's set texts) will be provided at the beginning of the course.

For a general introduction to issues covered in the course, see the following:

- Cox, R., Irving, A., and Christopher Wright. 2016. *Beyond text? Critical practices and sensory anthropology*. Manchester: Manchester University Press.
- Gay y Blasco, P. and Wardle, H. 2019. *How to Read Ethnography*. London: Routledge.
- Grimshaw, A., and A. Ravetz. 2009. *Observational Cinema: Anthropology, Film, and the Exploration of Social Life*. Bloomington: Indiana University Press.
- Marcus, G. E., and M. M. J. Fischer. 1986. *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago: University of Chicago Press.
- Strathern, M. 2013. *Learning to See in Melanesia*. Chicago: HAU Books.
- Wolf, M. 1992. *A Thrice-Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility*. Stanford: Stanford University Press.

Assessment: Coursework (100%, 3600 words) in the AT and WT. All students will produce a portfolio of position pieces (worth 100% of the total mark), submitting a total of two position pieces in the AT and two position pieces in the WT. Each position piece should be 1000-1200 words in length and constitute a focused personal response to the most recent cycle of teaching.

Portfolios will be assessed periodically throughout the year, with the final grade determined after the end of Winter Term.

The overall mark will be a weighted average of the three position pieces with the highest grades, including any zeroes for missed assessments. The two highest scoring position pieces will be weighted at 100% and the third highest scoring position piece will be weighted at 50%.

Students who submit at least one position piece and fail the course will be expected to add to their portfolio at resit in order to achieve a pass.

Students who do not submit any position pieces (0 out of 4), will be awarded a Zero Absent for the whole course and cannot be awarded the degree until they submit sufficient work at resit to complete the course.

AN200

The Anthropology of Kinship, Sex and Gender

This information is for the 2024/25 session.

Teacher responsible: In the Autumn Term this course will be co-taught by Professor Sylvia Yanagisako and another teacher who is TBC.

In the Winter Term this course will be taught by Dr Mareike Winchell.

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange

Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo).

This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides an examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex', 'the person', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship, sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course charts the history of anthropological debates on kinship, relatedness, sex and gender, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both AT and WT.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

Indicative reading: Carsten, J. *After Kinship* (2003); Chodorow, N. *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture* (1999); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010); Levi-Strauss, C. *The Elementary Structures of Kinship* (1969); Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994); Schneider, D. *A Critique of the Study of Kinship* (1984); Stone, L. *Kinship and Gender: An Introduction* (2006).

Assessment: Essay (50%, 3000 words) in the WT.

Essay (50%, 3000 words) in the ST.

AN205 Half Unit

The Anthropology of Melanesia

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Scott

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides an introduction to selected themes in the anthropology of the region in the Southwest Pacific Ocean known as Melanesia. It gives students a grounding in the contemporary anthropology of the region, primarily through a close reading of three book-length ethnographies.

The three ethnographies, which are all new since 2021, are Tom Bratrud's *Fire on the Island*, an analysis of the hopes and fears expressed in a Christian charismatic revival on the small island of Ahamb in the nation-state of Vanuatu; Melissa Demian's *In Memory of Times to Come*, an account of memory, time, and history among a people living on the southeastern coast of Papua New Guinea who feel nostalgia for the colonial past; and Matthew Lauer's *Sensing Disaster*, a study of how nearly everyone on Simbo in the western Solomon Islands managed to escape a destructive tsunami.

These ethnographies not only provide students with focused

accounts of three very different national contexts in Melanesia, they also address histories, dynamics, and concerns familiar to people living throughout the region. Furthermore, because the three authors draw on different intellectual antecedents and disciplinary traditions, their work provides an entrée into the most influential theoretical debates animating Pacific anthropology today.

Topics to be traced throughout the course include landscape and place, personhood and sociality, religion and cosmology, the past and the present, colonialism and its consequences, development, globalization, the state, and the nature of ethnographic fieldwork. Engagement with these three books will be enhanced and supplemented by other readings, including works by Pacific Islanders.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Tom Bratrud, *Fire on the Island: Fear, Hope and a Christian Revival in Vanuatu* (2022); Melissa Demian, *In Memory of Times to Come: Ironies of History in Southeastern Papua New Guinea* (2021); Matthew Lauer, *Sensing Disaster: Local Knowledge and Vulnerability in Oceania* (2023). Detailed reading lists are provided at the beginning of the course.

Assessment: Essay (100%, 3000 words) in the ST.

The assessed essay must be between 2,500 – 3,000 words in length.

AN221 Half Unit Not available in 2024/25

The Anthropology of Christianity

This information is for the 2024/25 session.

Teacher responsible: Dr Fenella Cannell OLD 5.07

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This course is intended for second and third year anthropologists, therefore students normally have at least one year's foundational anthropology. External students are welcome to join the course and often do so; depending on disciplinary background, external students may benefit from some additional contextual reading (please consult the course teacher.)

Course content: The ethnography of local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology. The course will examine a number of anthropological and historical studies of local forms of Christianity, from a range including local forms of Catholicism, Mormonism, contemporary and historical Protestantisms including American Protestant forms and 'heretical' and other unorthodox Christianities. The course asks why anthropologists shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, had become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, conversion and the appropriation of Christian doctrines by local populations, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christian texts, and Scriptural reading practices, Christian objects and materialities, Christianity and women's religious and social experience (from Medieval

women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Where possible, the course will include a student fieldwork weekend and forms of reflection and reporting on that experience. Please check with the course teacher in any given year whether this is planned as part of the year's programme.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. There will be a reading week in Week 6 of the LT.

Formative coursework: Students will be expected to produce one essay in the LT.

Indicative reading: M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R Iltis, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*. Detailed reading lists are provided at the beginning of the course.

Assessment: Essay (100%, 3000 words) in the ST.

AN223 Half Unit Not available in 2024/25

The Anthropology of Southeast Asia

This information is for the 2024/25 session.

Teacher responsible: Dr Christopher Chaplin

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The region of Southeast Asia has made a major contribution to the anthropological and ethnographic study of religion, gender, identity, violence, environmentalism, and state sovereignty. This course aims to introduce students to ethnographic materials and theoretical topics pertaining to society and culture within the region. In providing a strong grounding in regionally based empirical studies, the course will offer students the tools to critically evaluate anthropological contributions to understanding Southeast Asia, and to consider what role the region and Southeast Asians play in broader theoretical debates within the discipline.

Course Topics

The course will examine how anthropology contributes to and responds to interpretative challenges relating to:

1. Imagining Southeast Asia
2. Power, Potency and Puppetry
3. Anarchy, Egalitarianism and Entangled Freedoms
4. Violence, Memory, and Absence
5. Piety and Ritual: Manifestations of Global Religion
6. Gender Pluralism
7. Development: Spectres of Modernity
8. Democratic Imaginaries and Authoritarian Turns
9. Southeast Asia's Periphery: Belonging, Statelessness and Liminality
10. Southeast Asia and the World

Intended Learning Aims/Outcomes

The course is intended to familiarise students to the diversity of

cultures and social systems in Southeast Asia. By the end of the course, students will be expected to be familiar with key topics and theoretical debates in the anthropological study of the region, including ideas of power, freedom, violence and memory, gender & sexuality, religion & ritual, ecology, capitalism, democracy and belonging. Additionally, the course aims to enable students to discuss and appraise the major debates stemming from anthropological research in Southeast Asia, and be equipped to consider the extent to which such research might be applied and relevant to other regions of the world.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. Film screenings will also take place throughout the term. There is a reading week for this course in Week 6 AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Useful histories of Southeast Asia / Southeast Asian anthropology

M.C. Ricklefs, B. Lockhart, A. Lau, P. Reyes, and M.A. Thwin, *A New History of Southeast Asia* (2010);

V.T. King and W.D. Wilder, *The Modern Anthropology of South-East Asia: An introduction* (2003).

E. Thompson and V. Sinha, *Anthropology in Southeast Asia:*

National Traditions and Transnational Practices (2019).

Ethnographies

Barker, J., E. Harms, and J. Lindquist, eds. 2014. *Figures of Southeast Asian Modernity*. Honolulu: University of Hawai'i Press.

Hinton, A. L. 2005. *Why Did They Kill? Cambodia in the Shadow of Genocide*. Berkeley: University of California Press.

Keeler, W. 1987. *Javanese Shadow Plays, Javanese Selves*.

Princeton: Princeton University Press.

Langford, J. M. 2013. *Consoling Ghosts: Stories of Medicine and Mourning from Southeast Asians in Exile*. Minneapolis: University of Minnesota Press.

Long, N. J. 2013. *Being Malay in Indonesia: Histories, Hopes and Citizenship in the Riau Archipelago*. Copenhagen: NIAS Press.

Peletz, M. G. 2009. *Gender Pluralism: Southeast Asia since Early Modern Times*. London & New York: Routledge.

Schwenkel, C. 2009. *The American War in Contemporary Vietnam: Transnational Remembrance and Representation*. Bloomington: Indiana University Press.

Scott, J. C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven & London: Yale University Press.

Sloane, P. 1999. *Islam, Modernity and Entrepreneurship among the Malays*. Basingstoke: Macmillan.

Detailed reading lists are provided at the beginning of the course.

Assessment: Coursework (100%, 3000 words) in the WT.

Students will be asked to write a 3,000 word essay.

AN226

Political and Legal Anthropology

This information is for the 2024/25 session.

Teacher responsible: Prof Mukulika Banerjee and Dr Harry Walker

Availability: This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Tokyo) and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography. The development of political and legal anthropology and their key concepts including forms of authority; forms of knowledge and power; political competition and conflict; colonial transformation of indigenous norms; folk

concepts of justice; the theory of legal pluralism; anthropological engagements with human rights.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of AT and WT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes, and to submit one essay in the AT and one mock exam question in the WT to their class teacher on which they will receive formative feedback.

Indicative reading: Appadurai, A, 2006, *Fear of small numbers: an essay on the geography of anger*; Blok, A, 1988, *The Mafia of a Sicilian Village 1860-1960: a study of violent peasant entrepreneurs*; Bryant, R, & Reeves, M, 2021, *The Everyday Lives of Sovereignty*; Clastres, P, 1987, *Society against the state: essays in political anthropology*; Mbembe, A, 2001, *On the Postcolony*; Navaro, Y, 2021, *The make-believe space: affective geography in a postwar polity*; Englund, H, 2006, *Prisoners of Freedom: Human Rights and the African Poor*; Moore, S F, 1978, *Law as Process*; Malinowski, B, 1916, *Crime and Custom in Savage Society*; Foblets, M. Goodale, M. Sapignoli, M. and Zenker, O. (eds.) 2020, *The Oxford Handbook of Law and Anthropology*.

Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

AN237 Half Unit

The Anthropology of Development

This information is for the 2024/25 session.

Teacher responsible: Dr Agathe Faure

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course explores how anthropologists have evaluated, criticised and contributed to development. Focussing on both 'Big D' development (schemes of improvement or projects) and 'little d' development (change which occurs as the result of economic growth or modernisation) the course shows how anthropological insights have been used to change practices from within as well as critique development from the outside. From anthropological work which seeks pragmatic engagement to that which deconstructs development as an oppressive and power laden discourse, the course aims to give students a broad background to the field. Topics covered include the role of the state; local politics and power relations; gender and empowerment; development as discourse and 'aidnography'; neo liberalism and global capital; corporate social responsibility; markets and micro credit; and the relationship between 'tradition' and modernity. Throughout, the course will draw upon a broad range of ethnographic examples.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of AT.

Formative coursework: Students are expected to prepare discussion material to participate in the classes based on the core ethnographies covered in the course. Formative work will include a mock exam question.

Indicative reading: Gardner and Lewis 2015, *Anthropology and Development: Twenty First Century Challenges*; Ferguson, J. 1990 *The Anti-Politics Machine: Development, Depoliticisation and Bureaucratic Power in Lesotho*; Cambridge University Press; Li, T, 2014 *Land's End: Capitalist Relations on an Indigenous Frontier*; Karim, L., 2011 *Micro-Finance and its Discontents: Women and*

Debt in Bangladesh; Elyachar, J. 2005; Markets of Dispossession: NGOs, the Market and the State in Cairo; Scherz, C. 2014. Having People, Having Heart: Charity, Sustainable Development, and Problems of Dependence in Central Uganda; Scott, J. 1998, Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed.

Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN243 Half Unit Not available in 2024/25

Children and Youth in Contemporary Ethnography

This information is for the 2024/25 session.

Teacher responsible: Prof Catherine Allerton OLD 6.13

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Undergraduates taking this course should normally have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: This course explores the paradoxes and contexts of social science work on children and youth through an intensive focus on contemporary ethnographies exploring children's social worlds. This ethnographic work is multi-disciplinary (emerging from anthropology, geography, sociology, media studies), and builds both on earlier ethnographies of childhood from the mid-twentieth-century onwards, and on growing theoretical interest in cross-cultural understandings of 'the child' and their competencies. In the first half of the course, we investigate 5 central paradoxes that emerge through a consideration of children and childhood. These are: 1) Universal/ Constructed; 2) Being/ Becoming; 3) Structure/ Agency; 4) Protection/ Participation; and 5) Representation/ Reality. These paradoxes allow us to consider important questions such as: What does it mean to see childhood as a 'construction'? How has ethnographic work questioned universal frameworks for child development? How should we understand children's agency? How successfully can 'child rights' be achieved in different cultural contexts? Why should children's perspectives be taken more seriously in the social sciences? In the second half of the course, we turn to 5 key contexts for ethnographic analyses of children's lives. These are: the street, school, work, play and war. How have the lives of 'street children' been approached and understood? What do critical ethnographies of schooling tell us about its role in reproducing inequalities? What, if anything, is the difference between beneficial child work and harmful 'child labour'? How can we recognise and theorise children's play? And how have ethnographic accounts documented both trauma and resilience in the context of 'child soldiering'?

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This course has a reading week in Week 6 of the LT. Film screenings in the Lent Term.

Formative coursework: Students will be expected to produce 1 essay in the LT.

Indicative reading: RA LeVine and RS New (eds) 2008. *Anthropology and child development: a cross-cultural reader*; N Scheper-Hughes and C Sargent (eds) 1998. *Small wars: the cultural politics of childhood*; KF Olwig and E Gullov (eds) 2003. *Children's Places: Cross-cultural perspectives*; D Durham and J Cole (eds) 2006. *Generations and globalization: youth, age and family in the new world economy*; M Liebel. 2004. *A will of their own: cross cultural perspectives on working children*; V Amit-Talai and

H Wulff (eds) 1995. *Youth cultures: a cross-cultural perspective*; A James. 1993. *Childhood identities: self and social relationships in the experience of the child*; J Boyden and J de Berry (eds) 2004. *Children and youth on the frontline: ethnography, armed conflict and displacement*; BA Levinson, DE Foley and DC Holland (eds) 1996. *The cultural production of the educated person: critical ethnographies of schooling and local practice*; H Montgomery. 2009. *An introduction to childhood: anthropological perspectives on children's lives*.

Assessment: Essay (100%, 3000 words) in the ST.

AN250 Half Unit

The Anthropology of South Asia

This information is for the 2024/25 session.

Teacher responsible: Prof Mukulika Banerjee

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: You are required to be enrolled in a degree programme at LSE in which you are trained to write essays and read qualitative research. You may be asked to submit written work to determine your ability for this course.

Course content: This course will aim to address issues of citizenship, inequality and social justice, religious faith and practices, migration and labour and consumption patterns in rural and urban South Asia. The course will cover both classic and current literature and weekly sessions will be organised thematically. South Asia is an ideal setting to examine many paradoxes that exist elsewhere - alongside some of the highest rates of economic growth there is growing inequality, there is a growing middle class but high rates of precarious poverty, the countries remain largely rural yet they will hold the largest urban population in the world in less than ten years and so on. In order to understand these paradoxes, it is essential that issues of macro economic policy, social inequality, infrastructural development, political mobilisation and popular culture, mobilisation along religious lines in each country and the rise of the 'threatened majorities' that behave like minority populations - be examined in greater detail. Using a rich body of anthropological research on South Asia, this course will examine several of these issues and more in this course. The literature on India is the largest available but every attempt will be made to cover the anthropological literature on Pakistan, Nepal, Sri Lanka and Bangladesh alongside.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. The course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Please read at least TWO of the following background readings before the start of the course and certainly by the end of the second week of the course: Sunil Khilnani, *The Idea of India*; Ramachandra Guha, *India After Gandhi*; Corbridge, S. and Harris, J., *Reinventing India: Liberalization, Hindu Politics and Popular Democracy*; Rana Dasgupta, *Capital: The Eruption of Delhi*; Ammara Maqsood, *The New Pakistani Middle class*; Delwar Hussain, *Boundaries Undermined: The ruins of progress on Bangladesh-India Border*; Fiction: Vikram Seth, *A Suitable Boy*; Rohinton Mistry, *A Fine Balance*; Bapsi Sidhwa, *Ice Candy Man*; Neel Mukherjee, *The Lives of Others*; Daniyal Mueenuddin, *In Other Rooms, Other Wonders*; Arundhati Roy, *The God of Small Things*; Saadat Hasan Manto, *Toba Tek Singh*; Stories

You will be required to present your thoughts on the background readings you have done in Week 2 class/seminar.

Assessment: Take-home assessment (100%) in the period between WT and ST.

AN256 Half Unit

Economic Anthropology (1): Production and Exchange

This information is for the 2024/25 session.

Teacher responsible: Dr Wesam Hassan

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: What is the economy? We will explore how the history of capitalism has been inextricably tied to producing an idea of the economy as a distinctive domain of life and how anthropologists have persistently challenged this understanding, showing how economic life is inextricably tied to religion, politics and kinship, for instance. We will show the radical possibilities of social relations that anthropologists have offered by studying communities that appear to be 'the original affluent society', seemingly not affected by capitalist societies, or incorporated on their own terms. At the same time, we will examine the impact of capitalism and the inequalities it has brought on diverse people around the world, looking at the role of colonialism and empire, industrialisation and neoliberalisation, which includes regimes of production, accumulation and dispossession. Central to our examination will be understanding processes and experiences of exploitation, oppression and domination. We will unveil the invisible work of the many that is never valued but gets hidden in precarity, by migration regimes and within households. We will highlight the ways in which gender, race, ethnicity, caste and class need to be central to any analysis of the economy. At all times, we will look for people's creative responses to the situations they find themselves in, whether it is through acquiescence, reincorporation, religious conversion, weapons of the weak or outright rejection and revolt.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

Indicative reading: A few ethnographies to whet your appetite: Bronislaw Malinowski (1964) *Argonauts of the Western Pacific*; Marshall Sahlins (1974) *Stone Age Economics*; Marcel Mauss (1990 [1925]). *The Gift: the form and reason for exchange in archaic societies*; Sidney Mintz (1985) *Sweetness and Power: The Place of Sugar in Modern History*; June Nash (1979) *We Eat the Mines and the Mines Eat Us: dependency and exploitation in Bolivia's tin mines*; Michael Taussig (1980) *The Devil and Commodity Fetishism in South America*; Jonathan Parry (2020) *Classes of Labour in a Central Indian Steel Town*; Maria Mies (1982) *The Lace Makers of Narsapur: Indian Housewives produce for the World Market*; Carol Stack (1974) *All Our Kin*; Claude Meillassoux (1981) *Maidens, Meal and Money: capitalism and the domestic community*; Jan Breman (1974) *Patronage and Exploitation: changing agrarian relations in South Gujarat India*; Alpa Shah, Jens Lerche, Richard Axelby, Brendan Donegan, Dalel Benbabaali, Jayaseelan Raj and Vikramaditya Thakur (2018) *Ground Down by Growth: Tribe, Caste, Class and Inequality in 21st Century India*; Tania Murray Li (2014) *Land's End: Capitalist Relations on the Indigenous Frontier*.

A few general overview texts: James G. Carrier and Don Kalb

(eds) (2015) *Anthropologies of Class: Power, Practice, and Inequality*; Richard Wilk and Lisa Cliggett (1996) *Economics and Cultures: Foundations of Economic Anthropology*; James Carrier (ed) (2005) *A Handbook of Economic Anthropology*

Other general introductory texts: Stephen Gudeman (2001) *The Anthropology of Economy*; Chris Hann and Keith Hart (2011) *Economic Anthropology*; Susana Narotzky (1997) *New Directions in Economic Anthropology*; Jonathan Parry and Maurice Bloch (Eds) (1989) *Money and the Morality of Exchange*; Stuart Plattner (ed) (1989) *Economic Anthropology*; James Carrier (2019) *A Research Agenda for Economic Anthropology*.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN269 Half Unit

The Anthropology of Amazonia

This information is for the 2024/25 session.

Teacher responsible: Dr Harry Walker

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology.

Course content: The course will introduce students to selected themes in the anthropology of Amazonia. It will provide a grounding in the ethnographic literature of the region while seeking to engage with current theoretical debates, highlighting their potential importance to the discipline of anthropology. Topics to be covered include history, indigenous social movements; sexuality and gender; trade and inter-ethnic relations; politics and power; illness, well-being and death. Students will be encouraged to reflect on the broader relationship between ethnography and theory, to challenge common stereotypes of Amazonia and its inhabitants, and to explore ways in which the region has inscribed itself on the imagination of anthropologists and laypersons alike.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Overing, Joanna. & Alan Passes (eds). 2000. *The Anthropology of Love and 160Anger: The Aesthetics of Conviviality in Native Amazonia*.
- Penfield, Amy. 2024. *Predatory Economies: The Sanema and the Socialist State in Contemporary Amazonia*.
- Walker, Harry. 2012. *Under a Watchful Eye: Self, Power and Intimacy in 160Amazonia*.
- Campbell, Jeremy. 2015. *Conjuring Property: Speculation and Environmental Futures in the Brazilian Amazon*.
- Costa, Luiz. 2017. *The Owners of Kinship: Asymmetrical Relations in Indigenous Amazonia*. 160
- Seeger, Anthony. 2004. *Why Suyá Sing: A Musical Anthropology of an Amazonian People*.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

The exam will be an on-campus invigilated e-exam.

AN273 Half Unit Not available in 2024/25**Thinking as an Anthropologist****This information is for the 2024/25 session.****Teacher responsible:** Prof Laura Bear

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option. This course is available with permission to General Course students. Places are limited and the course may only be suitable for external students in unusual cases. Any student who wishes to make an exceptional request to be considered should please contact the course teachers for advice on suitability and availability of places.

Pre-requisites: Students should have a substantial background in Social Anthropology.

Course content: The aim of this course is to train students to engage critically with classic and contemporary texts in the discipline, thereby deepening understandings of current trends and emerging debates. It will examine the theoretical implications of particular anthropological approaches by surveying their origins, their strengths and their critique. The course will take the form of lectures and classes conducted as an intensive reading group in which approximately three texts will be discussed and analysed in depth, along with supplementary reading material where appropriate. Students will be expected to develop their own critical responses to each text, as well as an appreciation of the context in which it was written and its contribution to relevant theoretical discussions and debates. Students taking this course will develop their capacity to meet the distinctive demands of reading and analysing longer (typically book-length) texts. This course offers a step towards graduate-level skills of independent work, and places emphasis on the active role of the students in identifying their own lines of analysis in relation to a set text.

Teaching: 4 hours of lectures and 20 hours of classes in the AT. Lectures provide a general introduction to the text and relevant issues or debates, which may include background and contextual issues, comparative materials (published, visual, primary text etc as appropriate) and in some instances debates about what is at stake in the different ways in which we learn to think and write. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 in AT.

Indicative reading:

- Gillian Feeley-Harnik. Selection of articles, including chapters in S. Mckinnon and F. Cannell eds. (2013) *Vital Relations* and in S. Franklin and S. Mckinnon eds. (2001) *Relative Values*.
- Deirdre de la Cruz. *Mother figured: Marian apparitions and the making of a Filipino universal*.
- Emily Martin *Bipolar expeditions*

Assessment: Coursework (100%, 3000 words) in the AT.

All students will produce a portfolio of position pieces (worth 100% of the total mark), to which they are expected to make a contribution after each of the three cycles. Portfolios will be assessed periodically during and after AT.

Students who submit fewer than two position pieces will receive a mark of zero for each missed assessment. The overall mark will be the average of the two position pieces with the highest grades, including any zeros for missed assessments.

Students who submit at least one position piece and fail the course and are not eligible to graduate will be expected to add to their portfolio at resit in order to achieve a pass. Students who do not submit any position pieces (0 out of 3), will be awarded a Zero Absent for the whole course and cannot be awarded the degree until they submit sufficient work at resit to complete the course. In addition to following the guidance that will be given in lectures and classes, students are welcome to come and discuss their

summative coursework plans individually with the course teacher in office hours.

AN275 Half Unit Not available in 2024/25**The Anthropology of Revolution****This information is for the 2024/25 session.****Teacher responsible:** Prof Alpa Shah OLD 6.17A

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Optional for BA/BSc Social Anthropology and BA Anthropology and Law. Also available to students on other degree programmes as an outside option, and to General Course students.

Pre-requisites: Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology (AN100 Introduction to Social Anthropology).

Course content: This course will focus on the study of revolution from an anthropological perspective. It will concentrate on three different types of revolutionary struggle, in three different continents, through three different types of ethnographies: the Zapatista indigenous movement in Mexico, the Zimbabwean anti-colonial struggle, and the Maoist movement in South Asia. In each case, students will be encouraged to critically consider the varying degrees of involvement of the anthropologist in the movements concerned, the theoretical premises of the anthropologists and how these affect the politics and ethics of writing. In this process, students will deepen their understandings of the theoretical debates around production and reproduction, social transformation, religion and secularism, activism and anthropology, and violence and ethics in radical social change. The course will demonstrate that although anthropologists were once criticised for 'missing the revolution' on their doorstep, in fact their long term engagement with communities who come to be affected by revolutionary struggles has much to offer to the theoretical and practical work of radical social transformation.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 essay in the LT.

Indicative reading: This course will be based on the close reading of the following three ethnographic monographs: Earle, Duncan, & Simonelli, Jeanne. (2005). *Uprising of Hope: Sharing the Zapatista Journey to Alternative Development*. Walnut Creek: Altamira Press.

Lan, David. (1985). *Guns and Rain: guerrillas and spirit mediums in Zimbabwe*. Berkeley: University of California Press.

Shah, Alpa (2018) *Nightmarch: Among India's Revolutionary Guerillas*. London: Hurst Publishers

Assessment: Take-home assessment (100%) in the WT.

The take home exam will be held the week following the end of the LT.

AN276 Half Unit**Anthropology and the Anthropocene****This information is for the 2024/25 session.****Teacher responsible:** Dr Gisa Weskálnys

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town),

Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: In August 2016, scientists participating in the Anthropocene Working Group put forward an official recommendation to rename our present time interval 'the Anthropocene'. It postulates that humans now exert recognisable influences on the earth's bio- and geophysical systems sufficient to warrant the naming of a distinct geological epoch encompassing the earth's present, recent past, and indefinite future. The Anthropocene thus echoes contemporary anxieties about climate change, the deterioration of global ecologies, and other environmental crises on unprecedented scales, as well as humans' capacity to devise adequate solutions to the problems they face. The scholarly and popular debate on the Anthropocene has exploded in recent years, with anthropologists contributing both theoretical and important ethnographic insight into how people apprehend and deal with the repercussions of anthropogenic environmental change. It now seems that the continued successful existence of humanity on this planet will require us to live differently both with each other and with the earth: 'We will go onwards in a different mode of humanity or not at all' (Val Plumwood 2007).

In this course, we will approach the Anthropocene as a contested category, with evident political and ethical implications. We will begin by examining the dramatic changes in the relationship between humans and their natural environments brought about by industrialisation, specifically, the increased exploitation of natural resources as well as the production and use of fossil fuels on a large scale. We will attend to the practices and cosmologies of people who in their everyday lives – for example, by digging, polluting, and wasting – participate in the work of anthropogenic alterations, drawing on case studies from across the world. We will consider alternative labels, such as the Capitalocene, Plantationocene, Plasticene, Eurocene, Misanthropocene, and Neologocene, each of which tells a different origin story for what Donna Haraway has called 'the trouble'. However, we then move to ask whether the Anthropocene might be less a marker of an epochal transformation than a signal of a profound anti-political shift in discussions about the future of the planet. We will inspect the scientific and non-scientific controversies the Anthropocene has provoked, and the particular forms of power, authority, reason, imagination, and subjectivity it has generated.

Students will be expected to engage with a variety of resources, including online publications, blogs, documentary and feature films, and other media, and an emergent interdisciplinary literature, spanning the social and natural sciences, which we will read in relation to a more long-standing engagement with the environment within the anthropological discipline. This will lead us to interrogate established binaries of human/nonhuman, subject/object, and nature/culture, and, significantly, to ask about the critical valence of anthropologists' enquiry into the 'anthropos' for an age so profoundly shaped by humans. What methods and modes of analysis are required to comprehend the diverse human/non-human interactions and seemingly incommensurable scales that the Anthropocene invokes? What types of collaboration, knowledge, and mutual care does an anthropocenic outlook make possible? How can we anchor the manifold theoretical proposals that have been put forward not just in ethnographic examples but also in own 'experiments for living'?

Teaching: 7 hours of lectures, 7 hours of classes and 6 hours of workshops in the AT.

The course is comprised of three cycles of three weeks plus an additional, concluding week. Each cycle consists of two weeks taught in the traditional lecture/class format, and a third week with a two-hour workshop in a larger group. While the one-hour classes will focus on core readings set by the lecturer, the two-hour workshop will, in addition, offer space for viewing other resources (films, online material), discussing students independently

researched material, student presentations, etc.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the AT.

Indicative reading: N. Clark and B. Szerszynski (2020) *Planetary Social Thought: The Anthropocene challenge to the social sciences*
J. Cruikshank (2005) *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*
D. Haraway (2016) *Staying with the Trouble: Making Kin in the Chthulucene*
K. Hetherington (2019) *Infrastructure, Environment, and Life in the Anthropocene*
V. Ialenti (2020) *Deep Time Reckoning: How Future Thinking Can Help Earth Now*
E. Kohn (2013) *How Forests Think: Toward an Anthropology beyond the Human*
D. McDermott Hughes (2017) *Energy without Conscience: Oil, Climate Change, and Complicity*
N.C. Kawa (2016) *Amazonia in the Anthropocene: People, Soils, Plants, Forests*
J. Salazar Parreñas (2018) *Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation*
A. Tsing et al. (2017) *Arts of Living on a Damaged Planet*

Assessment: Essay (100%, 3000 words) in the WT.

AN277 Half Unit Not available in 2024/25

Topics in the Anthropology of sub-Saharan Africa

This information is for the 2024/25 session.

Teacher responsible: Prof Deborah James

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

In deciding whether to admit students from the General Course and/or other departments, consideration will be given to preliminary/general training in anthropology and/or cognate social science disciplines.

Pre-requisites: Students must have completed Being Human: Contemporary Themes in Social Anthropology (AN100) and A History of Anthropological Theory (AN101).

It is preferred that students will normally have done preliminary/first-year courses in Anthropology as noted above, but there is some flexibility (eg in the case of General Course students). Students should consult the course lecturer.

Course content: This course gives students a critical understanding of ethnographic and theoretical writing on sub-Saharan Africa. Grounded in some classic debates around tradition and modernity (kinship-based polities vs states; studies on occult knowledge vs rationally-oriented political economy approaches; 'objective' class vs forms of identification such as tribe or race), it explores questions about how the sub-continent's societies orient themselves, and respond to new precarities, in a postcolonial and neoliberal age. How are changing urban realities experienced and expressed in popular culture? How are the politics of land and belonging being reshaped? Do youth have a future of work in post-industrial Africa - and what new gender identities are they developing? Are there specifically African forms of knowledge? What is postcolonial about the 'postcolony'? Is Europe 'evolving towards Africa', as has been maintained? The course also thinks through the role of fiction, non-ethnographic writing and non-academic voices in shaping anthropology on the sub-continent.

Teaching: 10 hours of lectures and 10 hours of classes in the AT.

These contact hours are the minimum expected. This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

This will consist of a formative review written during term time, to be evaluated by and discussed with the course lecturer. The formative review will allow for students' individuality and expression and allow them to bring their own interest in current debates into interplay with course materials.

Indicative reading: Adebawale, Wale. 2017. *The Political Economy of Everyday Life in Africa: Beyond the Margins*. Oxford: James Currey.

Comaroff, J and JL. 2012. *Theory from the South or, How Euro-America is Evolving Toward Africa* *Anthropological Forum* 22 (2). Englund, Harri. 2006. *Prisoners of Freedom. Human Rights and the African Poor*. Berkeley: UC Press.

Geschiere, Peter. 2013. *Witchcraft, Intimacy and Trust: Africa in comparison*. Chicago: University of Chicago Press.

Guyer, Jane. 2014. *Marginal Gains: monetary transactions in Atlantic Africa*. Chicago: University of Chicago Press.

Mbembe, A. 2001. *On the Postcolony*. Berkeley, University of California Press.

Moore, H. L. 2013. *Still life: hopes, desires and satisfactions*. London, John Wiley & Sons.

Piot, Charles 1999. *Remotely Global: village modernity in West Africa*. Chicago: University of Chicago Press.

Assessment: Take-home assessment (100%) in the period between AT and WT.

AN280 Half Unit Not available in 2024/25 Public Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Andrea Pia

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

In deciding whether to admit students from the General Course and/or other departments, consideration will be given to preliminary/general training in anthropology and/or cognate social science disciplines.

Pre-requisites: Students must have completed *Being Human: Contemporary Themes in Social Anthropology* (AN100) and *A History of Anthropological Theory* (AN101).

It is preferred that students will normally have done preliminary/first-year courses in Anthropology as noted above, but there is some flexibility (e.g. in the case of General Course students). Students should consult the course lecturer.

Course content: What and how does anthropology contribute to public life? Do anthropologists have a responsibility to meaningfully contribute to communities beyond the academy that make the study of anthropology possible? This module explores the challenges, difficulties, and stakes of having ethnographic research encounter various publics, ranging from journalists, legal experts, and policymakers to activist groups, local populations, and other scholars. Students of this module engage critically with a variety of media (books, newspaper articles, documentaries, podcasts, social platforms and interactive digital tools) with a view of analysing the ways in which anthropological ideas are conveyed to broader audiences, reflecting on how to improve their representation and effectiveness, and proposing new ways of disseminating these ideas to different publics.

Teaching: 6 hours of lectures, 3 hours of seminars, 8 hours of classes and 12 hours of workshops in the WT.

The course is divided into ten weeks, consisting of a combination of lectures/movie workshops/classes. Each week students read excerpts from selected ethnographic texts across geographical areas that have spurred public interest for the sensitiveness of their subject matter or the questionability of their research ethics. Workshops introduce students to the public buzzes generated by these studies and ask them to reflect on the politics and situatedness of ethnographic research and on the relatability of its findings. In some of the seminars a 'local expert' will be present to serve as a resource in the discussion of the issues.

The focus of this module is on the relationship between anthropological theory, the power fields in which it is inserted and its diverse publics. The types of questions this module address are both of critical and applied nature: to what extent can ethnographic studies of the food production system, waste management and water and energy provisions make global social infrastructures fairer? To what extent structure/agency debates in anthropology (and cognate disciplines) may move public perceptions of criminality and marginality towards more sympathetic positions? How effective have ethnographic-based critiques of trickle-down economics and social mobility really been, and why? How can anthropological accounts of systemic inequality take root into public representations of otherness?

The course ends by examining recent anthropological proposals within academia for a more vocal and engaged anthropology. It asks student to critically reflect on whether the discipline's colonial past may still weigh on today's attempts at engaging new publics. What disciplinary benchmarks of successful engagement should anthropologists set up for their own scholarship?

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will have the opportunity to write a (unmarked) formative essay on a 'public issue' of their choosing and will be invited to discuss feedback during office hours.

Indicative reading: Low, Setha and Sally Engle Merry 2010. *Engaged Anthropology: Diversity and Dilemmas*, *Current Anthropology* 51(2): S203-226.

Sanford, Victoria and Asale Angel-Ajani 2006. *Engaged Observer: Anthropology, Advocacy, and Activism*. Rutgers.

Scheper-Hughes, Nancy 2009. *Making anthropology public*. *Anthropology Today* 25(3): 1-3.

Beck, Sam and Carl Maida 2015 *Public Anthropology in a Borderless World*. Berghahn Books.

Fassin, Didier 2017. *If Truth Be Told: The Politics of Public Ethnography*. Duke University Press.

Borofsky, Rob. 2005. *Yanomami: The Fierce Controversy and What We Can Learn from It*. University of California Press.

Pachirat, Timothy 2013. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. Yale University Press.

Lora-Wainwright, Anna 2017. *Resigned Activism: Living with Pollution in Rural China*, MIT Press.

Powell, Dana 2018. *Landscapes of Power: Politics of Energy in the Navajo Nation*. Duke University Press.

Von Schnitzler, Antina 2016. *Democracy's Infrastructure: Techno-Politics and Protest after Apartheid*. Princeton University Press.

Goffman, Alice 2014. *On the Run: Fugitive Life in an American City*. University of Chicago Press.

Fassin, Didier 2013. *Enforcing Order: An ethnography of Urban Policing*. Blackwell's.

Assessment: Take-home assessment (100%) in the period between WT and ST.

The take-home exam asks students to answer one question from a set of synoptic questions which will cover all ten weeks of teaching.

AN281 Half Unit Not available in 2024/25**Health and Welfare: Anthropological Perspectives****This information is for the 2024/25 session.****Teacher responsible:** Dr Clara Devlieger OLD 6.08

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course will focus on the study of health and welfare from an anthropological perspective. The course departs from a focus on biomedicine, examining how anthropologists have analysed the individualising medical gaze and the consequences of biopolitics. We consider how understandings of illness, care and healing are socially defined in different socio-cultural contexts, paying attention to issues such as disease, old age, disability, and mental health. Such issues of health are increasingly shifting towards broader conceptions of 'well-being'. As we progress, therefore, we turn to examine how such ideas of health increasingly intersect with the policies and values of welfare, as the political management of well-being. Welfare is both a description of life, as well as a form of intervention that aims to improve those lives. We therefore consider how ethnographic approaches to redistributive work touch on issues concerned with what it means to fare well and how that might be secured in a world defined by inequalities. Ethnographic case studies here may include ethnographies of austerity, dependency and sharing.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the WT.

Indicative reading: Corsín Jiménez, Alberto, ed. 2008. *Culture and Well-Being: Anthropological Approaches to Freedom and Political Ethics*. London; Ann Arbor, MI: Pluto Press.

Fairhead, J. 2016. "Understanding Social Resistance to Ebola Response in Guinea". *African Studies Review*, 59(3), 7-31.

Ferguson, James. 2013. "Cosmologies of Welfare." In *Radical Egalitarianism: Local realities, Global Relations*, edited by Felicity Aulino, Miriam Goheen and S. J. Tambiah, New York: Fordham University Press.

Igreja, V., Dias-Iambranca, B., & Richters, A. 2008. "Gamba Spirits, Gender Relations, and Healing in Post-civil war Gorongosa, Mozambique". *Journal of the Royal Anthropological Institute*, 14(2), 353-371.

Langer, Susanne and Susanne Højlund. 2011. "An Anthropology of Welfare: Journeying Towards the Good Life." *Anthropology in Action* 18(3), 1-9.

Livingston, J. 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Duke University Press.

Martin, E. 2007. *Bipolar Expeditions: Mania and Depression in American Culture*. Princeton N.J.: Princeton University Press.

Song, Jesook. 2009. *South Koreans in the Debt Crisis: The Creation of a Neoliberal Welfare Society*. Durham, NC: Duke University Press.

Assessment: Essay (100%, 3000 words) in the WT.

Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: 'Art' and 'poetics' – practices of making and creating – are prolific, diverse, fluid, and mutable. Nowadays, anything can become art, and art can be as many things as there are people who make and study it. The broad theme of this course will be the historical and ongoing nexus between art and anthropology. We will discover how anthropology has informed the theory and practice of art and vice versa.

Topics covered will include: art and the anthropology of modernity; the significance of qualifiers attached to the category art (e.g., 'primitive', 'fine', 'sacred', 'commercial', 'decorative', 'practical'); art and alternative modernities; Surrealism and anthropology; class, race, and gender in relation to art; the concept of ethnoaesthetics; economies of value; the ethnographic study of artists and art-making; the concept of art worlds; art and agency; the ethnography of art collecting and curation; the works of artist ethnographers and ethnographer artists; ways of decolonizing art; problems of cultural appropriation; intellectual property; and modes of relational and collaborative poetics.

Teaching: 10 hours of lectures and 10 hours of classes in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will have the opportunity to write an (unmarked) formative essay (1,500 words) and will be invited to discuss the written feedback during office hours.

Indicative reading:

- Clifford, James. 1988. *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press.
 - Coote, Jeremy and Anthony Shelton, eds. 1994. *Anthropology, Art, and Aesthetics*. Oxford: Clarendon.
 - Danto, Arthur C. 1989. *Art/Artifact: African Art in Anthropology Collections*. New York: Prestel.
 - Fillitz, Thomas and Paul Van Der Grijp, eds. 2018. *An Anthropology of Contemporary Art: Practices, Markets, and Collectors*. 160London: Bloomsbury Academic.
 - Gell, Alfred. 1998. *Art and Agency: An Anthropological Theory*. Oxford: Oxford University Press.
 - Kisin, Eugenia and Fred R. Myers. 2019. The Anthropology of Art, After the End of Art: Contesting the Art-Culture System. *Annual Review of Anthropology* 48: 317-34.
 - Morphy, Howard. 2007. *Becoming Art: Exploring Cross-Cultural Categories*. Oxford: Berg.
 - Myers, Fred R. 2000. Around and about modernity: some comments on themes of primitivism and modernism. In *Antimodernism and Artistic Experience: Policing the Boundaries of Modernity*, ed. Lynda Jessup, pp. 13-25. Toronto: University Toronto Press.
 - Schneider, Arnd, ed. 2017. *Alternative Art and Anthropology: Global Encounters*. London: Bloomsbury Academic.
- Assessment:** Essay (100%, 3000 words) in the ST.

AN284 Half Unit**Anthropological Approaches to Race, Racism, and Decolonisation****This information is for the 2024/25 session.****Teacher responsible:** Dr Anjana Bala

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo).

AN283 Half Unit Not available in 2024/25**Anthropology, Art, and Poetics****This information is for the 2024/25 session.****Teacher responsible:** Prof Michael Scott

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town),

This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course is a call to action—in the tradition of the movements and literatures it examines—that will provide students with a foundational understanding of race and contemporary racism, as well as approaches and theories central to their potential transformation. The course will focus on the discipline's historical and present theoretical orientations to race, explore alternative modes and questions in the practice of anthropology raised by anthropologists and theorists of colour, and provide an understanding of the policies—institutional, economic, social, and bureaucratic—that maintain both an academic and social racial status quo. Explicitly asking students to engage with the concept of antiracist and decolonial futures for anthropology, the course centres non-white/non-Western thought and thinkers, “activist” anthropology as a norm, and racial subjectivities as central to theory and practice.

The course will ask:

- What has been the role of the anthropologists of colour in forming the basis of what is commonly thought of as anthropological theory? What can we learn from their theories and methods?
- How can we understand contemporary racisms and how, positioned in the legacy of anthropology's contribution to its construction, can anthropology become an antiracist tool?
- Where can anthropology intervene on policy or re-orient theory to engage an antiracist epistemology in a transformative way? What is the scope of a so-called “activist” anthropology?
- What are the potential futures for anthropology as a discipline actively engaged in decolonising theory and methods?

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will have the opportunity to write a 1,500-word formative essay in the MT. Feedback will be provided online, and/or during office hours.

Indicative reading:

- Allen, Jafari Sinclair and Jobson, Ryan Cecil. 2016. *The Decolonizing Generation: (Race and) Theory in Anthropology since the Eighties*. *Current Anthropology*. 57(2):129-148
- Baker, Lee. 1998. *From savage to negro: anthropology and the construction of race, 1896-1954*. University of California Press.
- Buck, Pem Davidson. 2012. “Whither whiteness? Empire, state, and the re-ordering of whiteness.” *Transforming Anthropology*, Vol. 20, Number 2, pp. 105–117
- Clarke, Kamari Maxine. 2019. *Affective Justice: The Racialized Imaginaries of International Justice*. *PoLAR: Political and Legal Anthropology Review*. 42: 2. 244-267.
- Elliot-Cooper, Adam. 2018. The struggle that cannot be named: violence, space and the re-articulation of anti-racism in post-Duggan Britain, *Ethnic and Racial Studies*, 41:14, 2445-2463,
- Fanon, Frantz. 1963. *The Wretched of the Earth*. New York: Grove Press.
- Harrison, Faye V. 1992. The Du Boisian legacy in anthropology. *Critique of Anthropology* 12(3):239–260.
- Jacobs-Huey, Lanita. 2002. The natives are gazing and talking back: reviewing the problematics of positionality, voice, and accountability among “Native” anthropologists. *American Anthropologist* 104(3):791–804.
- Mbembe, Achille. 2013. Introduction: The Becoming Black of the World. In *Critique of Black Reason*. Duke University Press.
- Rosa, J. and Díaz, V. 2020. Raciontologies: Rethinking Anthropological Accounts of Institutional Racism and Enactments of White Supremacy in the United States. *American Anthropologist*, 122: 120-132.
- Stoler, A. L. 2002. ‘Genealogies of the Intimate: Movements in Colonial Studies’, in *Carnal knowledge and imperial power: race and the intimate in colonial rule*. Berkeley: University of California Press, pp. 1–21.
- Táíwò, Olúfémi O., and Beba Cibralic. 2020. “The Case for Climate

Reparations. Foreign Policy.

- Takezawa, Yasuko. 2011. “Toward a New Approach to Race and Racial Representations: Perspectives from Asia.” In *Racial Representations in Asia*. Kyoto University Press.
- Twine, France Winddance. 1998. Chapter 3: Mapping the Ideological Terrain of Racism. in *Racism in a racial democracy: the maintenance of white supremacy in Brazil*, New Brunswick, N.J.: Rutgers University Press.

Assessment: Essay (100%, 3000 words) in the ST.

All UG students will be required to submit a 3,000 word policy proposal, which will be due in the first week of the subsequent term.

Students will be able to choose between:

- a) a policy essay utilizing ethnographic evidence for an anti-racist/decolonial intervention on a particular institution explored during the course,
- b) a design for an anti-racist social movement or campaign, or;
- c) a traditional theoretical essay taking race as the analytical lens for examination of an institution or policy addressed in the course.

AN285 Half Unit

Mind and Society

This information is for the 2024/25 session.

Teacher responsible: Prof Laura Bear

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Singapore) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Unless granted an exemption by the course teacher, students taking this course from departments other than Anthropology should have completed EITHER an introductory course in anthropology such as AN100 or AN101 OR have completed an AN200 course in their second year of study

Course content: This course will introduce students to different ways in which anthropologists (and others) have sought to understand the human mind in its social and cultural context. It will survey a range of classic and contemporary theoretical perspectives within psychological anthropology and cognate disciplines, including psychoanalytic and post-psychoanalytic social theory; cognitive and evolutionary anthropology; phenomenological approaches in anthropology; scientific and folk theories of mind; and other anthropological engagements with the psy disciplines. Students will learn to assess the value and limits of such perspectives by placing them in dialogue with ethnographic studies of selected mental phenomena and mediating social practices. Specific topics addressed in any given year will reflect the current research interests of the course teacher, but indicative themes could include: mental health and illness; neurodiversity; theories of emotion and affect; empathy and the opacity of other minds; perceptions of time; comparison; will, trance and hypnosis.

Teaching: 10 hours of lectures and 10 hours of classes in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Abi-Rached, J. and Rose, N. 2022. *Neuro: The New Brain Sciences and the Management of the Mind*. Princeton: Princeton University Press.

Beatty, A. 2019. *Emotional Worlds: Beyond an Anthropology of Emotion*. Cambridge: Cambridge University Press.

Chodorow, N. 1999. *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender, and Culture*. New Haven: Yale University Press.

D'Andrade, R. and Strauss, C. (eds). 1992. *Human Motives and Cultural Models*. Cambridge: Cambridge University Press

Grinker, R. 2007. *Unstrange Minds: Remapping the World of Autism*. Philadelphia: Basic Books.

Jenkins, J. 2015. *Extraordinary conditions: culture and experience in mental illness*. Berkeley: University of California Press.

Luhmann, T. (ed.) 2020. *Mind and Spirit: A Comparative Theory*. Special Issue of *Journal of the Royal Anthropological Institute* 26(S1).

Mageo, J., & Sheriff, R.E. (eds.). 2020. *New Directions in the Anthropology of Dreaming*. Routledge.

Mercier, H. and Sperber, D. 2017. *The Enigma of Reason: A New Theory of Human Understanding*. Cambridge, Mass.: Harvard University Press.

Mitchell, J. and Petty, K. (eds.). 2020. *Uncanny Landscapes*. Special Issue of *Material Religion* 16(4).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN286 Not available in 2024/25

Ethnographic Methods and Skills: Individual Research Project

This information is for the 2024/25 session.

Teacher responsible: Prof Mathijs Pelkmans Old.5.08 and Dr Yazan Doughan

This course will first be available during the 2025/26 academic session.

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Singapore) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option nor to General Course students.

Course content: This course has a twofold aim. On the one hand it provides students with insights into knowledge production and presentation within social anthropology and asks them to reflect and report on the ethical, epistemic, and affective dimensions involved. On the other hand the course guides and supports students as they identify, carry out and write-up their own ethnographic project. In parallel with their research activities, students will develop research skills for the collection, analysis and representation of ethnographic data.

The course will provide training in and reflection on ethnographic observation, participation, listening, questioning, interviewing, analysing and writing. Dedicated sessions will focus on ethical research, on responsibilities of data collection, and the politics of writing and representation.

Students will demonstrate their research skills by applying them to the research questions pursued in their ethnographic project. Students will write two essays. In the first essay students present their research findings in the form of a 4,000-word ethnographic essay. In the second essay they reflect on a broader methodological issue, drawing both on their fieldwork experiences and the course literature.

Teaching: 6 hours of lectures, 9 hours of classes and 6 hours of help sessions in the AT. 10 hours of lectures, 15 hours of classes and 10 hours of help sessions in the WT. 2 hours of classes and 2 hours of help sessions in the ST.

This course will run through the entire year, but teaching intensity fluctuates in response to the stages of students' independent projects. In practice this means that teaching in MT will be concentrated in weeks 1, 2, and 3, then biweekly after reading week (7, 9, and 11), followed by weekly sessions in LT a, and a final session in ST week 1.

The lectures will be offered asynchronously online, in the format of mini-lectures, interviews, debates, demonstrations,

and task descriptions. Help sessions are optional, offering students to informally discuss aspects of their project.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

Indicative reading: Amit, Vered. 2003. *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*; Atkinson, Paul. 2015. *For Ethnography*; Cerwonka, Allaine, and Liisa H. Malkki. 2008. *Improvising theory: Process and Temporality in Ethnographic Fieldwork*; DeWalt, Kathleen, and Billie DeWalt. 2010. *Participant observation: A guide for fieldworkers*; Faubion, J., and G. E. Marcus (eds.). 2009. *Fieldwork Is Not What It Used To Be: Transition in Anthropology's Culture of Method*; Ghodsee, Kirsten. 2016. *From notes to narrative: Writing ethnographies that everyone can read*. Konopinski, Natali (ed.) 2014. *Doing Anthropological Research: A practical guide*; Narayan, Kirin. 2012. *Alive in the writing: Crafting ethnography in the company of Chekhov*; Robben, Antonius and A. Sluka (eds.). 2007. *Ethnographic Fieldwork: An anthropological reader*. Spradley, James. 1980. *Participant observation*.

Assessment: Coursework (10%, 1000 words) in the AT. Essay (40%, 3000 words) and essay (50%, 4000 words) in the ST. Students will write a 1,000 word research proposal in MT (worth 10%). They will write one 3,000 word essay (worth 40%) that draws on the course literature to address a broad methodological question in anthropology, sample titles for which will be provided by the course convener. They will also write a 4,000 word ethnographic essay (worth 50%), which consists of a descriptive analysis of the phenomenon that the student focused on in their research project.

AN287 Half Unit Not available in 2024/25

Environmental Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Mareike Winchell, Dr Gisa Weszkalnys and Dr Andrea Pia

This course will first be available during the 2025/26 academic session.

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Singapore) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: While the 'environment' may appear to be whatever is not human, ultimately all human societies shape and have been reshaped by specific environments. Departing from more conventional quantitative approaches to the environment, this course explores theoretical and empirical developments in understanding the relationship of people to the environment, including questions of inequality, race, nonhumans, and ontological difference. With case studies from Amazonia to the Arctic, the Andes to North America, East Asia and Europe, we will examine how different groups respond to the environments they help co-create through social organization and kinship, subsistence practices, conservation, technology, and religion. Topics to be addressed include: political ecology, environmental history, climate change, environmental and climate justice, Black and Indigenous rights, natural resource management, unequal development, cultural ecologies and the 'loss' of alternate ecological knowledges, population growth and resource consumption, imaginaries of sustainability and practiced collaborations to address climate change, minoritarian environmentalisms, and growing appeals to plural ontological systems including within Rights of Nature frameworks.

In recent years, a flurry of political activity and scholarship interrogates the ways that cosmo-politics (more-than-humans in

political life), new ontologies (emergent ways of being or forms of existence), and broader collaborative zones of social and environmental worlding interrupt familiar concepts of humanity as exceptional. Along with supplying students with a grounding in social scientific debates about environments and the human, this course also historicizes these debates to link them to an older canon of ethnographic and ethnological research concerning pre-colonial religiosities, land management and settlement, property regimes, and exchange networks. By drawing together and building upon classic texts on human ecological adaptations, the co-production of people, culture and place, and recent ethnographies of human/environmental co-articulation, the course aims to historicize contemporary phenomena including eco-politics, conflicts over water, oil, natural gas, lithium, bauxite, cobalt, and copper, expanding soy and meat production frontiers, the growing influence of plantations, green jobs and agri-business, conservationism and sustainability initiatives, and political organizing for the most affected people and areas of climate breakdown and the personhood and rights of nonhumans. The course introduces students to key questions and analytic tools in the subfield of environmental anthropology, and also invites them to position these questions and tools in relation to real-world cases. By the end of the course, it is expected that students will have a grounding in classic debates in environmental anthropology and be able to apply social scientific concepts to emergent environmental and political case studies. As scholars, activists, and social movement actors rewrite relations between people and the environment, they allow us to re-assess who or what is an agent and where responsibility lies for the unequal burdens of contemporary ecological crises. What is the relationship between culture and ecology? How can environments produce inequalities? Is there such a thing as wilderness? Where is the boundary between the human and the non-human? How is 'nature' understood in different communities? And how do different people and communities around the world live with the uneven burdens of resource loss, land dispossession, toxicity, climate change, and broader environmental violence?

Teaching: 7 hours of lectures, 7 hours of classes and 6 hours of workshops in the AT.

Formative coursework: Students are expected to submit one essay in the AT to their class teacher on which they will receive formative feedback.

Indicative reading: Cruikshank, Julie. 2005. *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*. Vancouver: University of British Columbia Press.

Crumley, Carole L. (editor). 2001. *New Directions in Anthropology and Environment: Intersections*. London: Rowman and Littlefield, AltaMira Press.

Hecht, Susanna and Alexander Cockburn. 2011. *The Fate of the Forest: Developers, Destroyers, and Defenders of the Amazon*. University of Chicago Press.

Heise, Ursula K., Jon Christensen, and Michelle Niemann. 2017. *The Routledge Companion to the Environmental Humanities*. New York: Routledge.

Haenn, Nora, Richard Wilk, and Allison Harnish (eds). 2016. *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, 2nd ed. New York: NYU Press.

Lorimer, Jamie. 2015. *Wildlife in the Anthropocene: Conservation after Nature*. Minneapolis: University of Minnesota Press.

Ogden, Laura A. 2011. *Swamplife: People, Gators, and Mangroves Entangled in the Everglades*. Minneapolis: University of Minnesota Press.

Parreñas, Juno Salazar. 2018. *Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation*. Durham, NC: Duke University Press.

Sowers, Jeannie, Stacy D. VanDeveer, and Erika Weinthal (editors). 2021. *The Oxford Handbook on Comparative Environmental Politics*. United Kingdom: Oxford University Press.

Townsend, Patricia K. 2018. *Environmental Anthropology: From Pigs to Policies*, 3rd ed. Long Grove, IL: Waveland Press.

Assessment: Take-home assessment (100%) in the AT.

The take-home exam will be 8 hours.

AN288 Half Unit Not available in 2024/25 Gender, Sexuality and Kinship

This information is for the 2024/25 session.

Teacher responsible: Dr Nicholas Long OLD.6.02 and Prof Catherine Allerton OLD.1.10

This course will first be available during the 2025/26 academic session.

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Singapore) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides an examination of the cultural frameworks and social aspects of gender roles, personhood, human sexuality, and kinship systems, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'gender', 'sexuality', 'kinship', 'marriage', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of gender, sexuality, and kinship vary according to the regimes of politics, law and materiality in which they are embedded. The course charts the history of anthropological debates on sex and gender, sexuality, kinship, and relatedness, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in theoretical fields such as feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will be expected to produce 1 essay in the LT.

Indicative reading: Carsten, J. *After Kinship* (2003); Chodorow, N. *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture* (1999); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010); Levi-Strauss, C. *The Elementary Structures of Kinship* (1969); Lewin, E and Leap, W. *Out in public: reinventing lesbian/gay anthropology in a globalizing world* (2009); Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994); Stone, L. *Kinship and Gender: An Introduction* (2006).

Assessment: Essay (100%, 3000 words) in the ST.

AN292 Half Unit Not available in 2024/25 Anthropological Entanglements in the Middle East

This information is for the 2024/25 session.

Teacher responsible: Dr Frederick Wojnarowski and Dr Yazan Doughan

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Singapore) and Exchange Programme for Students in Anthropology (Tokyo).

This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course provides a wide-ranging, critical, and historically informed introduction to the ways anthropological knowledge has been produced, used and contested in the Middle East. It examines the conditions of possibility under which the idea of the Middle East as an ethnographic subject emerged, as situated within wider colonial contexts and European Orientalist thinking. It examines how anthropology came to turn its gaze upon people long-cast as Europe's original and exemplary cultural Other, and how, at times, scholars and writers from these societies have sought to return or reverse the occidental gaze. In doing so the course asks questions around the history, politics and poetics of representation that still resonate in popular discourses around the region today, and indeed in wider anthropology.

The course focuses ethnographically on the Arabic-speaking Mashriq; Egypt, Palestine, Syria, the Arabian Peninsular, Iraq, Jordan and Lebanon, as well as including, to a lesser extent, ethnographic work from Iran, Turkey and North Africa. A key theme running through the course is how representations of modernity have been created, debated and contested within various Middle Eastern societies over the last two centuries in the face of colonialism, war and mass forced migration, from late Ottoman reforms to the Arab Uprisings of the last decade; from 'Tanzimat to Tahrir'. We will look at the political cultures and subjectivities these histories have given rise to, and how these are resisted. Considering a variety of voices and perspectives, the course will look at the relationship between ethnographies of the region and wider debates in the discipline. As well as scholarly works, we will engage with a number of works of fiction and film over the course. After some initial situating lectures, the course will involve a series of thematic and ethnography-driven lectures and classes, considering key themes and preoccupations in anthropological work in the region. These include; late Ottoman and colonial modernising projects; tribalism and segmentary theories as early anthropological obsessions and totalising models; changing approaches to questions of gender, from 'harem' studies, liberal feminism and its alternatives, to an increased interest in masculinities and sexuality; various approaches to Islam and to religious authority and piety; an examination of post-Orientalism critiques of anthropology and the discipline's own interrelated crisis of representation; anthropologists' resulting turn towards cities, nationalisms, diasporic communities and migration in the last three decades; an introduction to ethnographic approaches to media and popular cultures; a look at youth, protest and revolution in a historical context; and finally a consideration of anthropological engagements with ideas of ecological crisis and environmental justice in an area widely expected to be especially affected by anthropogenic climate change, but where technocratic attention often ignores its social and political economic implications and intersections.

Teaching: 10 hours of lectures and 10 hours of classes in the AT.

Formative coursework: Students will be expected to produce 1 essay (1500 words) in the AT.

Indicative reading: Abu-Lughod, L., 2016. Veiled sentiments: Honor and poetry in a Bedouin society. Univ of California Press.

Bayat, A., 2015. "Plebeians of the Arab Spring." *Current Anthropology* 56(11): 33-43.

Deeb, L. and Winegar, J., 2015. *Anthropology's Politics: Disciplining the Middle East*. Stanford University Press.

Ho, E., 2006. *The Graves of Tarim: genealogy and mobility across the Indian Ocean*. U. of California Press.

Mahmood, S., 2005. *Politics of piety: The Islamic revival and the feminist subject*. Princeton University Press.

Menoret, P., 2014. *Joyriding in Riyadh: Oil, urbanism, and road revolt* (Vol. 45). Cambridge University Press.

Mitchell, T., 2002. *Rule of experts: Egypt, techno-politics, modernity*. Univ of California Press.

Munif, A. 1983. *Cities of Salt*. Random House

Said, E., 1978. *Orientalism*. New York: Pantheon.

Sax, W.S., 1998. The hall of mirrors: Orientalism, anthropology, and the other. *American anthropologist*, 100(2), pp.292-301.

Schielke, S., 2015. *Egypt in the Future Tense: Hope, Frustration, and Ambivalence before and after 2011*. Indiana University Press.

Shryock, A., 1997. *Nationalism and the genealogical imagination: Oral history and textual authority in tribal Jordan*. Univ of California Press.

Assessment: Essay (100%, 3000 words) in the WT.

AN298 Half Unit

Fieldwork in London: Learning Ethnographic Methods

This information is for the 2024/25 session.

Teacher responsible: Prof Catherine Allerton

Availability: This course is compulsory on the BA in Social Anthropology, BSc in Social Anthropology and Exchange Programme for Students in Anthropology (Melbourne). This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option nor to General Course students.

Course content: The aim of this course is to guide and support students as they identify, execute and write-up their own ethnographic project. In parallel with their research activities, students will develop research skills for the collection, analysis and representation of ethnographic data. The course will provide training in ethnographic observation, participation, listening, questioning, interviewing, analysing and writing. One session will be dedicated to discussing a range of ethical dilemmas that may emerge during the course of ethnographic research. Students will demonstrate their research skills by applying them to the research questions pursued in their ethnographic project. They will write a 4,500- word essay reporting on their research activities and findings.

Teaching: 2 hours of lectures in the AT. 8 hours of seminars and 12 hours of workshops in the WT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of WT.

Formative coursework: A short description of the student's proposed research project will be discussed in WT week 1 in a student-led workshop. Students will then produce a 1000-word report due between weeks 5 and 7, describing the progress made on the research, including a sample ethnographic description and an explanation of the methods used to date. Students will receive feedback on the report within two weeks of submission.

Indicative reading: Amit, Vered. *Constructing the Field: Ethnographic Fieldwork in the Contemporary World* (2003); DeWalt, K.M. & DeWalt, B.M *Participant Observation: A guide for fieldworkers* (2010); Bernard. H.R. *Research Methods in Anthropology*, 5th edition (2011).

Assessment: Essay (100%, 5000 words) in the ST.

AN301

The Anthropology of Religion

This information is for the 2024/25 session.

Teacher responsible: Dr Fenella Cannell

Dr Yazan Doughan

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo).

This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Pre-requisites: Students should have a substantial background in Social Anthropology.

Course content: This course covers current approaches to and reconsiderations of classic topics in the anthropology of religion, such as: myth, ritual, belief and doubt, supernatural experience, ethical self-cultivation, asceticism, sacrifice, authority and charisma. In the Michaelmas term, students will be introduced to debates concerning the ways in which 'religion' is said to influence or shape personal experience and collective public life in both western and non-western contexts. Students will explore some of the key concepts that inform contemporary understandings of religion as a force in the world, the history of these concepts, how they enter into various political and ethical projects, and the extent to which they predefine 'religion' as an object of anthropological study. Specific areas of focus may include: the relationship between 'religion' and 'secularism'; conceptions of 'religious freedom'; conversion; inter-religious conflict; the ethnography of religious minorities; the anthropology of religious movements; and the comparative anthropology of 'religions'. In the Lent term, students will be asked to rethink the category of 'religion' and its role in anthropological analysis. The guiding underlying approach will be to ask: what is the study of 'religion' for the social sciences, and what are the potentials and limitations of different answers to that question. We will also be asking where (if anywhere) religion is located as category, practice and experience for a range of interlocutors, and in different kinds of analytic writing. Topics facilitating this project may include some of the following: shamanism, spirit mediumship, death rituals and ritual theory, magic and witchcraft, 'spirituality' and new religious movements, religion and kinship, ghosts, spirits and ancestors, cosmology, faith-healing, life-cycle rituals, human-nonhuman relations, and religion in diaspora and social change, religion and 'ethics', problems of suffering and critical approaches to religion, violence and inequality, encounters with the divine and sacred, religion, capitalism and the fetish, religion, gender and the body, religion and development, implicit religion. Examples will be drawn both western and non-western contexts, and from both 'salvation religions' such as Hinduism, Judaism and Christianity, and other including so-called 'animist' contexts.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of the AT and WT.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

Indicative reading:

- Talal Asad 2009, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*;
- Tomoko Masuzawa 2005, *The Invention of World Religions: Or, How European Universalism Was Preserved in the Language of Pluralism*;
- Hussein A. Agrama 2012, *Questioning Secularism: Islam, Sovereignty, and the Rule of Law in Modern Egypt*;
- Mayanthi Fernando 2014, *The Republic Unsettled: Muslim French and the Contradictions of Secularism*;
- Webb Keane 2007, *Christian Moderns: Freedom and Fetish in the Mission Encounter*;
- W. F. Sullivan, E. S. Hurd, et al. (eds.) 2015, *Politics of Religious Freedom*;
- Courtney Bender 2010, *The New Metaphysicals: Spirituality and the American Religious Imagination*;
- Leigh Eric Schmidt 2000, *Hearing Things: Religion, Illusion, and the American Enlightenment*;
- S. J. Tambiah 1992, *Buddhism Betrayed?: Religion, Politics, and Violence in Sri Lanka*;
- A. Abramson and M. Holbraad (eds.) 2014, *Framing Cosmologies: The Anthropology of Worlds*;
- G. Bateson and M. C. Bateson 1987, *Angels Fear: Towards an Epistemology of the Sacred*;

- B. Kapferer (ed.) 2002, *Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery*;
- L. Lévy-Bruhl 1926, *How Natives Think*;
- P. Ingman, T. Utrianinen, et al. (eds.) 2016, *The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate*;
- D. C. Posthumus 2018, *All My Relatives: Exploring Lakota Ontology, Belief, and Ritual*;
- H. Whitehouse and J. Laidlaw (eds.) 2007, *Religion, Anthropology, and Cognitive Science*;
- R. Willerslev 2007, *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs*;
- D. E. Young and J-G. Goulet (eds.) 1994, *Being Changed: The Anthropology of Extraordinary Experience*.

Detailed reading lists provided at the start of each term.

Assessment: Essay (50%, 3500 words) in the WT.

Essay (50%, 3500 words) in the ST.

AN303 Half Unit

Advanced Theory of Social Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Fenella Cannell

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option. This course is available with permission to General Course students.

Places are limited and the course may only be suitable for external students in unusual cases. Any student who wishes to make an exceptional request to be considered should please contact the course teachers for advice on suitability and availability of places.

Pre-requisites: Students should have a substantial background in Social Anthropology.

Course content: The aim of this course is to train students to engage critically with classic and contemporary texts in the discipline, thereby deepening understandings of current trends and emerging debates. It will examine the theoretical implications of particular anthropological approaches by surveying their origins, their strengths and their critique. The course will take the form of lectures and classes conducted as an intensive reading group in which approximately three texts will be discussed and analysed in depth, along with supplementary reading material where appropriate. Students will be expected to develop their own critical responses to each text, as well as an appreciation of the context in which it was written and its contribution to relevant theoretical discussions and debates. Students taking this course will develop their capacity to meet the distinctive demands of reading and analysing longer (typically book-length) texts. This course offers a step towards graduate-level skills of independent work, and places emphasis on the active role of the students in identifying their own lines of analysis in relation to a set text.

Teaching: 4 hours of lectures and 20 hours of classes in the AT. Lectures provide a general introduction to the text and relevant issues or debates, which may include background and contextual issues, comparative materials (published, visual, primary text etc as appropriate) and in some instances debates about what is at stake in the different ways in which we learn to think and write. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 in AT.

Indicative reading:

- Gillian Feeley-Harnik. Selection of articles, including chapters in S. Mckinnon and F. Cannell eds. (2013) *Vital Relations* and in S. Franklin and S. Mckinnon eds. (2001) *Relative Values*.
- Deirdre de la Cruz. *Mother figured: Marian apparitions and the making of a Filipino universal*.

• Emily Martin *Bipolar expeditions*

Assessment: Coursework (100%, 3000 words) in the AT.

All students will produce a portfolio of position pieces (worth 100% of the total mark), to which they are expected to make a contribution after each of the three cycles. Portfolios will be assessed periodically during and after AT.

Students who submit fewer than two position pieces will receive a mark of zero for each missed assessment. The overall mark will be the average of the two position pieces with the highest grades, including any zeros for missed assessments.

Students who submit at least one position piece and fail the course and are not eligible to graduate will be expected to add to their portfolio at resit in order to achieve a pass. Students who do not submit any position pieces (0 out of 3), will be awarded a Zero Absent for the whole course and cannot be awarded the degree until they submit sufficient work at resit to complete the course. In addition to following the guidance that will be given in lectures and classes, students are welcome to come and discuss their summative coursework plans individually with the course teacher in office hours.

AN357 Half Unit

Economic Anthropology (2): Transformation and Globalisation

This information is for the 2024/25 session.

Teacher responsible: Prof Deborah James

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course explores the limits and potentials of contemporary ('late-stage') global capitalism. We all know that we live in a global economy, but how has this come into being? What are its political, social and cultural consequences? Why does the global economy produce inequality for many and abundance for some? What might its futures be? We will answer these questions in relation to classic themes of production, social reproduction, redistribution, circulation and consumption. By taking an anthropological approach we will move away from an economic or deterministic theory of capitalism. Instead we will explore the significance of mutuality, kinship and community, affect, ethics and culture for an understanding of capitalism. Our theoretical approaches will be expanded to explore the emerging anthropology of some of the following: infrastructures, the commodification of intimacy and care, 'affective' economies and hope, digital interactions, financialisation and debt, and anthropological views on welfare. We will examine global capitalism from the perspective of global elites, the middle classes and the precarious poor. The course will demonstrate that globalisation does not have a single logic nor is it a towering force. Instead, our focus on ethnography takes us inside the local processes behind accumulation. At the end of the course we will have a better understanding of recent global changes, as well as a set of theoretical tools that can help us to rethink approaches to capitalism in general.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Altenried, Moritz. 2022. *The Digital Factory: The Human Labor of Automation*. Chicago: Chicago University Press.

Bear, Laura. 2015. *Navigating Austerity: Currents of Debt Along a South Asian River*. Stanford University Press.

Chong, Kimberly. 2018. *Best Practice: Management Consulting and the Ethics of Financialization in China*. Durham: Duke University Press.

James, Deborah. 2015. *Money from Nothing: Indebtedness and Aspiration in South Africa*. Palo Alto: Stanford University Press.

Muehlebach, Andrea. 2012. *The Moral Neoliberal: Welfare and Citizenship in Italy*, Chicago University Press

Stout, N. 2019. *Dispossessed: how predatory bureaucracy foreclosed on the American Middle Class*. University of California Press.

Tsing, A. 2009. *Supply Chains and the Human Condition*. *Rethinking Marxism*, 21(2), 148–176.

Upadhyay, Carol. 2015. *Re-engineering India: Work, Capital and Class in an Offshore Economy*, Oxford University Press.

Yanagisako, S. and L. Rofel. 2019. *Fabricating Transnational Capitalism: a collaborative ethnography of Italian-Chinese Global Fashion*, Duke University Press.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN390 Half Unit Not available in 2024/25

Anthropology and Religion

This information is for the 2024/25 session.

Teacher responsible: Dr Yazan Doughan, Dr Fenella Cannell and Prof Michael Scott

This course will first be available during the 2025/26 academic session.

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Singapore) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course covers current approaches to and reconsiderations of classic topics in the anthropology of religion, such as: myth, ritual, belief and doubt, supernatural experience, ethical self-cultivation, asceticism, sacrifice, authority and charisma. Students will be introduced to debates concerning the ways in which 'religion' is said to influence or shape personal experience and collective public life in both western and non-western contexts. Students will explore some of the key concepts that inform contemporary understandings of religion as a force in the world, the history of these concepts, how they enter into various political and ethical projects, and the extent to which they predefine 'religion' as an object of anthropological study. Specific areas of focus may include: the relationship between 'religion' and 'secularism'; conceptions of 'religious freedom'; conversion; inter-religious conflict; the ethnography of religious minorities; the anthropology of religious movements; and the comparative anthropology of 'religions'.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of the MT

Formative coursework: Students will be expected to produce 1 essay in the AT.

Students will be expected to produce 1 essay in the MT

Indicative reading: Talal Asad 2009, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; Tomoko Masuzawa 2005, *The Invention of World Religions: Or, How European Universalism Was Preserved in the Language of Pluralism*; Hussein A. Agrama 2012, *Questioning Secularism: Islam, Sovereignty, and the Rule of Law in Modern Egypt*;

Mayanthi Fernando 2014, *The Republic Unsettled: Muslim French and the Contradictions of Secularism*;
 Webb Keane 2007, *Christian Moderns: Freedom and Fetish in the Mission Encounter*;
 W. F. Sullivan, E. S. Hurd, et al. (eds.) 2015, *Politics of Religious Freedom*;
 Courtney Bender 2010, *The New Metaphysicals: Spirituality and the American Religious Imagination*;
 Leigh Eric Schmidt 2000, *Hearing Things: Religion, Illusion, and the American Enlightenment*;
 S. J. Tambiah 1992, *Buddhism Betrayed?: Religion, Politics, and Violence in Sri Lanka*;
Assessment: Essay (100%, 3500 words) in the WT.

AN393 Half Unit Not available in 2024/25

Language, Signs, World, Action! Introduction to Linguistic Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Yazan Doughan

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Singapore) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Unless granted an exemption by the course teacher, students taking this course from departments other than Anthropology should have completed EITHER an introductory course in anthropology such as AN100 or AN101 OR have completed an AN200 course in their second year of study.

Course content: This course introduces contemporary anthropological approaches to understanding socio-cultural life as what is precipitated through socially organized linguistic and broader semiotic processes. It considers how socio-cultural life is mediated by sign phenomena in all modalities of experience, and how sign systems are produced through socio-cultural processes. We will look at sign phenomena from two complimentary perspectives: how signs function semantically by looking at how signs (re)present their objects, and how they function pragmatically as appropriate and/or effective practice-in-context by drawing on and instantiating structural orders. The focus, however, will be on the pragmatics of language use, or how people act through language use. We will study the social life of language use by considering various artifacts, sites, institutionalizations, processes, and social networks. The aim throughout is to investigate the constitutive role of language and semiotic figuration in sociocultural power and in sociohistorical processes. In the first half of the course, students will be introduced to some key concepts in semiotic and linguistic anthropology and their place in the long tradition of thinking about language in anthropology and related disciplines, such as linguistics, semiotics, the philosophy of language, and sociology. These will include concepts such as sign, text and context, poetics, performativity, pragmatics and metapragmatics, linguistic differentiation, language ideologies, genres, addressivity, and publics. The second half of the course will be structured thematically whereby we consider how a focus on language use can illuminate various phenomena of interest to anthropological inquiry. These may include topics such as social interaction, nationalism and linguistic standardization, space and place, political communication, professional cultures, knowledge and expertise, selfhood, authority, and ethical life. By the end of the term students will be able to incorporate a semiotic and linguistic anthropological approach into their thinking and research.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will be given different sets of ethnographic materials to analyse using the concepts they have learned. Feedback will be provided online, and in group tutorials.

Indicative reading:

- Duranti, Alessandro. 2014. *The Anthropology of Intentions*. Cambridge University Press.
- Enfield, N. J., and Jack Sidnell. 2017. *The Concept of Action*. New Departures in Anthropology. Cambridge: Cambridge University Press.
- Gal, Susan. 2019. *Signs of Difference: Language and Ideology in Social Life*. Cambridge, United Kingdom ; New York, NY: Cambridge University Press.
- Goffman, Erving. *Forms of talk*. University of Pennsylvania Press, 1981
- Keane, Webb. 2016. *Ethical Life: Its Natural and Social Histories*. Princeton University Press.
- Kroskrity, Paul V., ed. *Regimes of language: Ideologies, politics, and identities*. School of American Research Press, 2000
- Lee, Benjamin. *Talking heads*. Duke University Press, 1997.
- Lucy, John A. *Language diversity and thought: A reformulation of the linguistic relativity hypothesis*. Cambridge University Press, 1992
- Mertz, Elizabeth & Parmentier, Richard J., eds. *Semiotic mediation: Sociocultural and psychological perspectives*. Academic Press, 1985.
- Silverstein, Michael. 2022. *Language in Culture: Lectures on the Social Semiotics of Language*. New edition. Cambridge ; New York, NY: Cambridge University Press.

Assessment: Take-home assessment (100%) in the period between WT and ST.

AN395 Half Unit

Digital Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Nicholas Long OLD 3.34

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Singapore) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines how people around the world are engaging with, and having their lives mediated by, digital technologies. Ethnographies of digital activities have revealed how the constraints and affordances of various platforms are potentiating distinct modes of relationality, communication and experience. At the same time, anthropological research complicates simplistic metanarratives of 'the digital' by revealing the use and experience of digital devices to be powerfully shaped by cultural, historical, infrastructural and political-economic context, amongst other factors. By attending to these various insights, the course will enable students to develop conceptual frameworks that they can use not only to understand diverse ethnographic case materials, but also to inform their responses to pressing political and ethical questions surrounding 'the digital', and to shape future engagements with digital technologies in their personal and professional lives.

Course content will address three main areas. Firstly, drawing on diverse ethnographic case studies, it will examine how humans interact with, within, and alongside digital devices and environments. Topics in this part of the course may include:

human-robot relations; the culture and character of 'virtual worlds'; online gaming; augmented reality; and the character of relationships that straddle 'the offline' and 'the online'. Secondly, the course will explore the implications of various digital technologies and platforms for processes of cultural transmission and transformation. Topics in this part of the course may include: virality, 'trending', and internet celebrity; influencer cultures; emojis and GIFs; digital art and music production; digital marketing; disinformation and conspiracy; and digital activism. Finally, the course will consider the specific contributions anthropological research can make to contemporary ethical and policy questions surrounding 'the digital'. These may include: the regulation of digital platforms and big tech companies; the promise and limits of e-governance; privacy and cybersecurity; the digitisation of healthcare, internet, smartphone and gaming 'addiction'; and possibilities for living alongside AI.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This course has 10 hours of lectures and 10 hours of classes in the WT. Lectures will introduce key themes, debates and theories. Classes will involve structured discussion of readings and case studies related to each week's lecture material. This course has a reading week in Week 6.

Formative coursework: As part of their work for this course, students will produce a portfolio of three position pieces, in which they articulate their views on a number of issues in digital anthropology. Only the two position pieces with the highest marks will count towards the student's final grade for the course. The lowest scoring position piece in students' portfolios will not count towards their final grade but will instead be considered a piece of formative work.

Indicative reading: Abidin, Crystal. 2018. *Internet Celebrity: Understanding Fame Online*. Bingley: Emerald.
Boellstorff, Tom. 2008. *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*. Princeton: Princeton University Press.

del Nido, Juan M. 2022. *Taxis vs. Uber: Courts, Markets, and Technology in Buenos Aires*. Stanford: Stanford University Press.
Herrera, Linda, ed. 2014. *Wired Citizenship: Youth Learning and Activism in the Middle East*. New York: Routledge.

Lange, Patricia G. 2019. *Thanks for Watching: An Anthropological Study of Video Sharing on YouTube*. Louisville: University Press of Colorado.

McGlotten, Shaka. 2013. *Virtual Intimacies: Media, Affect, and Queer Sociality*. Albany: SUNY Press.

Miller, Daniel, Elisabetta Costa, Nell Haynes, Tom McDonald, Razvan Nicolescu, Jolynna Sinanan, Julian Spyer, Shriram Venkatraman, and Xinyuan Wang. 2016. *How the World Changed Social Media*. London: UCL Press.

Uimonen, Paula. 2012. *Digital Drama: Teaching and Learning Art and Media in Tanzania*. New York: Routledge.

Wright, James. 2023. *Robots Won't Save Japan: An Ethnography of Eldercare Automation*. Ithaca: Cornell University Press.

Zhou Yongming. 2006. *Historicizing Online Politics: Telegraphy, the Internet, and Political Participation in China*. Stanford: Stanford University Press.

Assessment: Coursework (100%, 3600 words) in the ST. Students will be expected to produce a portfolio of three position pieces of 1200 words over the course of the WT and Easter vacation. These pieces may take various forms, including: argumentative interventions into the debates covered in the course, self-reflexive commentaries on students' own digital activities, understood in the light of the course materials; and case study assignments analysing and commenting upon particular digital phenomena. Portfolios will be assessed periodically throughout the year, with the final grade determined by the two highest scoring position pieces.

Students who submit fewer than two position pieces will receive a mark of zero for each missed assessment. The overall mark will be the average of the two position pieces with the highest grades, including any zeroes for missed assessments.

Students who submit at least one position piece and fail the course will be expected to add to their portfolio at resit in order to

achieve a pass.

Students who do not submit any position pieces (0 out of 3), will be awarded a Zero Absent for the whole course and cannot be awarded the degree until they submit sufficient work at resit to complete the course.

AN397

Special Essay Paper in Social Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Andrea Pia and Dr Gisa Weszkalnys

Availability: This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

Course content: The course guides students through the process of researching and writing an extended essay on an anthropological theme of their own choosing. Topics covered include: what makes a good dissertation; conducting an effective literature search; refining research questions; contribution and evidence; adequate referencing.

Teaching: 7 hours of lectures and 1 hour of seminars in the AT. 4 hours of seminars and 2 hours of workshops in the WT.

Formative coursework: Following an introductory lecture and seminar, students will submit a Dissertation Topic form at the end of AT week 2 (using a template published on Moodle). They will then work with their academic mentor and through timetabled teaching. They will submit a Critical Literature Review form during AT week 7, a 2,500-word extract during of WT week 2, and a Dissertation Contents form during WT week 7.

Indicative reading: There is no formal course content. Students will be expected to draw widely on their readings from other anthropology courses.

Assessment: Dissertation (100%, 9000 words) in the ST.

The essay is 9,000 words of main text, including footnotes and appendices but excluding bibliography. The essay should be typed, double spaced, and should follow the reference procedures of *The Journal of the Royal Anthropological Institute*. The essay must be handed in to the Anthropology Departmental Office by the date announced in the Department's Handbook, normally week 2 of ST.

AN3A1 Half Unit Not available in 2024/25

Understanding Religion in the Contemporary World

This information is for the 2024/25 session.

Teacher responsible: Prof Mathijs Pelkmans and Prof Catherine Allerton

This course will first be available during the 2025/26 academic session.

Availability: This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Singapore) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Anthropology and Religion (AN390).

Course content: This course explores how religion manifests itself in a range of different societies, studying its relationship to broad social change including the rise of modernity and capitalism, the resurgence of nationalism and populism, as well as its codification in institutions such as the family, law, gender, and the state. We will critically evaluate the category of 'religion' and related concepts,

paying attention to how these have been redefined in modernity, and how such definitions affect 'religious practice' across the world. Throughout the course, emphasis is placed on the ethnographic record, doing so by foregrounding research that has been carried out by members of the anthropology department. The first and last week will be used to frame the course, to then explore the subject matter through eight carefully tailored research topics, each of which relates directly to the research of respective lecturers. Topics will relate to several 'world religions' and to forms of spirituality such as animism and shamanism, as well as to secularism. Specific areas of focus may include: religious nationalism, religious freedom, contemporary millenarianism, trance and meditation, the power of prayer, religious conversion, doubt and conviction, martyrdom, spirituality and the land, atheism, and neo-shamanism.

Teaching: 15 hours of lectures and 10 hours of classes in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will be expected to produce 1 essay in the WT

Indicative reading: Allerton, Catherine. 2009. Static crosses and working spirits: anti-syncretism and agricultural animism in Catholic West Flores. *Anthropological Forum*. 19 (3)

Banerjee, Mukulika. 2022. *Sacrifice: Cultivating Faith*. Chapter 5 of *Cultivating Democracy*. Oxford University Press.

Cannell, Fenella. 2017. 'Forever Families'; Christian Individualism, Mormonism and Collective Salvation. *New directions in spiritual kinship: Sacred ties across the Abrahamic religions*: 151-169.

Long, Nicholas J. 2017. On the Islamic authority of the Indonesian state: responsibility, suspicion, and acts of compliance. *Journal of the Royal Anthropological Institute* 23.4 (2017): 709-726.

Pelkmans, Mathijs. 2021. *Frontier Dynamics: Reflections on Evangelical and Tablighi Missions in Central Asia*. *Comparative Studies in Society and History* 63.1 (2021): 212-241.

Scott, Michael W. 2021. How the Missionary got his Mana: Charles Elliot Fox and the Power of Name-Exchange in Solomon Islands. *Oceania* 91(1): 106-127.

Shah, Alpa. 2021. For an anthropological theory of praxis: dystopic utopia in Indian Maoism and the rise of the Hindu Right. *Social Anthropology/Anthropologie sociale* 29.1: 68-86.

Steinmüller, Hans. 2010. How popular Confucianism became embarrassing: On the spatial and moral center of the house in rural China." *Focaal* 58 (2010): 81-96.

Walker, Harry. 2015. Justice and the dark arts: law and shamanism in Amazonia." *American Anthropologist* 117.1: 47-58.

Winchell, Mareike. 2023. Critical ontologies: rethinking relations to other-than-humans from the Bolivian Andes. *Journal of the Royal Anthropological Institute* (2023).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

DS101A Half Unit

Fundamentals of Data Science

This information is for the 2024/25 session.

Teacher responsible: Dr Ghita Berrada COL.1.02

Availability: This module is designed for students on social science degree programmes who do not have A-level Mathematics (e.g. in Anthropology, Law, and Social Policy). Students with little or no experience in computer programming are welcome.

This course can serve as an entry point or be taken concurrently with other DS courses, such as DS205, DS105 or DS202. However, please note that this course is not suitable for students who have already completed other DS courses.

This course is not capped. Any student who requests a place is likely to be given one.

Material from the previous year can be found on the course's dedicated public webpage: <https://lse-dsi.github.io/DS101>.

Course content: This course, which is built around real-world case studies, is designed to be a gentle introduction to data science/AI and its practice: how it works, how it can produce insights from

social, political, and economic data and where it can encounter issues in this process.

It is NOT designed to be a programming course (students interested in programming are advised to explore courses such as DS205, DS105A, DS105W, ST101, Digital Skills Lab workshops or self-paced pre-session courses in R or Python). By combining case studies in applications with the study of fundamental concepts of data science/AI, it aims for a coverage of contemporary issues and advances in data science and AI that is both pedagogic but accessible, as well as fundamentally applied and practical. It combines two main perspectives: computational thinking and real-world relevance.

The topics covered include:

- The fundamentals of the data science approach, with an emphasis on social scientific analysis and the study of the social, political, and economic worlds;
- An introduction to the forms of data can take and a discussion of the challenges of working with data,
- The basis of computational thinking and algorithmic design;
- An introduction to the logic of statistical inference including probability and probability distributions and how they form the basis for statistical decision-making;
- A survey of the basic techniques of statistical learning and machine learning, including a comparison of different approaches, including supervised and unsupervised methods;
- How to integrate the insights from data analytics into knowledge generation and decision-making;
- Examples of methods for working with unstructured data, such as text mining.
- An introduction to the basic principles of generative AI and large language models
- A discussion of the ethical issues linked to AI algorithms and ways to address them

Our applications are drawn from the social science fields represented at LSE but also from private and public sector non-academic examples.

Teaching: 20 hours of lectures and 15 hours of classes in the AT. Reading Week in Week 6.

Formative coursework: Most sessions will be built around the analysis and discussion of real-world case studies. The active participation of students in the sessions is highly recommended. Students might be asked to perform some preparatory work for the sessions' case studies. They will also be expected to produce 4 pieces of coursework.

Indicative reading:

- Shah, Chirag. **A Hands-on Introduction to Data Science**. Cambridge, United Kingdom; New York, NY, USA: Cambridge University Press, 2020.
- Schutt, Rachel, and Cathy O'Neil. *Doing Data Science*. 1st edition. Beijing [China]; Sebastopol [CA]: O'Reilly Media, 2013.
- Knaflic, Cole Nussbaumer. **Storytelling with Data: A Data Visualization Guide for Business Professionals**. Hoboken, New Jersey: Wiley, 2015.
- Denning, Peter J., and Matti Tedre. *Computational Thinking*. The MIT Press Essential Knowledge Series. Cambridge, Massachusetts: The MIT Press, 2019.
- Bruce, Peter C., and Andrew Bruce. *Practical Statistics for Data Scientists: 50 Essential Concepts*. 1st edition. Sebastopol [CA]: O'Reilly, 2017.
- Flach, Peter A. **Machine Learning: The Art and Science of Algorithms That Make Sense of Data**. Cambridge: Cambridge University Press, 2012.
- Hare, Stephanie. **Technology Is Not Neutral: A Short Guide to Technology Ethics**. Perspectives. London: London Publishing Partnership, 2022.
- Abu-Mostafa, Yaser S., Malik Magdon-Ismael, and Hsuan-Tien Lin. **Learning from data**. Vol. 4. New York: AMLBook, 2012.

Assessment: Presentation (20%) and case study (80%) in the AT.

DS101W Half Unit Not available in 2024/25

Fundamentals of Data Science

This information is for the 2024/25 session.

Teacher responsible: Dr Ghita Berrada COL.1.02

Availability: This module is designed for students in social science degree programmes who do not have A-level Mathematics (e.g., in Anthropology, Law, and Social Policy). Students with little to no experience in computer programming are welcome.

This course can serve as an entry point or be taken concurrently with other DS courses, such as DS105 or DS202. However, please note that this course is not suitable for students who have already completed other DS courses.

This course is not capped. Any student who requests a place is likely to be given one.

Material from the previous year can be found on the course's dedicated public webpage: <https://lse-dsi.github.io/DS101>.

Course content: This course is designed to introduce students to data science and its practice: how it works and how it can produce insights from social, political, and economic data. It combines accessible knowledge in data science as a field of study, with practical knowledge about data science as a career path. By combining case studies in applications of both with the study of the content of data science, it aims for a coverage of data science that is both pedagogic but accessible, as well as fundamentally applied and practical. It combines three perspectives: inferential thinking, computational thinking, and real-world relevance.

The topics covered include:

- The fundamentals of the data science approach, with an emphasis on social scientific analysis and the study of the social, political, and economic worlds;
- A survey of the forms of data and the challenges of working with data, including an overview of databases;
- The basis of computational thinking and algorithmic design;
- An introduction to the logic of statistical inference including probability and probability distributions and how they form the basis for statistical decision-making;
- A survey of the basic techniques of statistical learning and machine learning, including a comparison of different approaches, including supervised and unsupervised methods;
- How to integrate the insights from data analytics into knowledge generation and decision-making;
- Examples of methods for working with unstructured data, such as text mining.

Our applications are drawn from the social science fields represented at LSE but also from private and public sector non-academic examples.

Teaching: 16 hours and 40 minutes of lectures and 7 hours and 30 minutes of classes in the WT.

Reading Week in Week 6.

Formative coursework: Students will be expected to produce 9 pieces of coursework in the WT.

Students will be expected to produce nine pieces of coursework in the Winter Term.

Throughout the course, students will receive guided questions related to the week's readings, which they are expected to answer and discuss with the rest of the group. Active participation is encouraged. Additionally, some sessions will include structured problem sets during staff-led classes, with solution examples provided at the end of each week.

Indicative reading:

- Mayer-Schönberger, Viktor, and Kenneth Cukier. *Big Data: A Revolution That Will Transform How We Live, Work and Think*. 1st edition. London: Murray, 2013.
- Shah, Chirag. *A Hands-on Introduction to Data Science*. Cambridge, United Kingdom; New York, NY, USA: Cambridge University Press, 2020.
- Schutt, Rachel, and Cathy O'Neil. *Doing Data Science*. 1st edition. Beijing [China]; Sebastopol [CA]: O'Reilly Media, 2013.
- Knaflitz, Cole Nussbaumer. *Storytelling with Data: A Data Visualization Guide for Business Professionals*. Hoboken, New Jersey: Wiley, 2015.

- Denning, Peter J., and Matti Tedre. *Computational Thinking*. The MIT Press Essential Knowledge Series. Cambridge, Massachusetts: The MIT Press, 2019.
- Bruce, Peter C., and Andrew Bruce. *Practical Statistics for Data Scientists: 50 Essential Concepts*. 1st edition. Sebastopol [CA]: O'Reilly, 2017.
- Flach, Peter A. *Machine Learning: The Art and Science of Algorithms That Make Sense of Data*. Cambridge: Cambridge University Press, 2012.
- Shan, Carl, Max Song, Henry Wang, and William Chen. *The Data Science Handbook: Advice and Insights from 25 Amazing Data Scientists*. 1st edition. The Data Science Bookshelf, 2015.
- Hare, Stephanie. *Technology Is Not Neutral: A Short Guide to Technology Ethics*. Perspectives. London: London Publishing Partnership, 2022.

Assessment: Essay (30%, 1500 words) and presentation (10%) in the WT.

Essay (60%, 2000 words) in the ST.

DS105A Half Unit

Data for Data Science

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Cardoso-Silva COL.1.03

Availability: This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

While this course is not capped and, in principle, any student who requests a place is likely to be given one, restrictions might need to be imposed if the demand is too high.

Pre-requisites: There are no pre-requisites. A willingness to learn how to code is all you need.

Note: although there were never any pre-requisites, previous iterations of this course assumed students would have learned the basics of programming from pre-session courses. Starting this 2024/25 academic year, this assumption will no longer be in place.

Course content: The main goal of this course is to teach students how to manipulate and store 'real data' in a hands-on manner.

The first few weeks of the course will cover theoretical concepts through traditional lectures with slides, but then the format will shift to a more practical approach. Live coding demonstrations will be used to guide students through the material, which can be followed in real-time on their laptops. Python will be the primary programming language used in staff-led lectures and classes, but some exercises will involve a mixture of Python and R.

The **intended learning outcomes** of this course are:

- Understand the basic structure of data types and common data formats.
 - Show familiarity with international standards for common data types.
 - Manage a typical data cleaning, structuring, and analysis workflow using practical examples.
 - Clean data and diagnose common problems involved in data corruption and how to fix them.
 - Understand the concept of databases.
 - Link data from various sources.
 - Learn to use Python for the data manipulation workflow
 - Be exposed to how R is used in the data manipulation workflow and data visualisation
 - Use the collaboration and version control system GitHub, based on the git version control system.
 - Markup Language and the Markdown format for formatting documents and web pages.
 - Create and maintain simple websites using HTML and CSS.
- Older iterations of this course can be seen on the course's public website: <http://lse-dsi.github.io/DS105>

Note, however, that starting this 2024/25 academic year, the concepts of data acquisition will not be fully covered in DS105A. If you want to learn more about advanced data collection techniques,

such as web scraping and API queries, you should consider taking DS205, which covers the topic in more detail.

Teaching: 20 hours of lectures and 15 hours of classes in the AT. Reading Week in Week 6.

Formative coursework: Students will be expected to produce 2 problem sets in the AT.

Achieving proficiency in data science skills, much like programming in general, relies heavily on consistent and continuous practice. To facilitate this, we release these two structured problem sets very early in the course (around Weeks 02 & 04). These exercises are closely tied to in-class activities and follow the same submission structure as the graded problem sets that will be introduced after Reading Week.

Example exercises include navigating the computer terminal, accessing computer servers, and writing code to read and save data.

Indicative reading:

- Janssens, Jeroen. **Data Science at the Command Line: Obtain, Scrub, Explore, and Model Data with Unix Power Tools**. Second edition. Sebastopol, CA: O'Reilly Media, Inc., 2021.
- Lutz, Mark. **Learning Python**. Fifth edition. Beijing: O'Reilly, 2013.
- Scavetta, Rick J. **Python and R for the Modern Data Scientist: The Best of Both Worlds**. Sebastopol: O'Reilly Media, Incorporated, 2021.
- VanderPlas, Jake. **Python Data Science Handbook: Essential Tools for Working with Data**. Second edition. Beijing Boston Farnham Sebastopol Tokyo: O'Reilly, 2023.

Assessment: Problem sets (60%) in the AT.

Group project (40%) in the WT.

The problem sets involve creating computational notebooks (Jupyter or Quarto notebooks) to showcase the coding and documentation skills gained throughout the course. Problem sets typically consist of two parts, with one submission around Week 07 and another around Week 09.

The group project will consist of a pitch presentation (Week 11) and a final public report in the form of a public website (Winter Term, around Week 04).

DS105W Half Unit

Data for Data Science

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Cardoso-Silva COL.1.03

Availability: This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

While this course is not capped and, in principle, any student who requests a place is likely to be given one, restrictions might need to be imposed if the demand is too high.

Pre-requisites: There are no pre-requisites. A willingness to learn how to code is all you need.

Note: although there were never any pre-requisites, previous iterations of this course assumed students would have learned the basics of programming from pre-session courses. Starting this 2024/25 academic year, this assumption no longer be in place.

Course content: The main goal of this course is to teach students how to manipulate and store 'real data' in a hands-on manner.

The first few weeks of the course will cover theoretical concepts through traditional lectures with slides, but then the format will shift to a more practical approach. Live coding demonstrations will be used to guide students through the material, which can be followed in real-time on their laptops. Python will be the primary programming language used in staff-led lectures and classes, but some exercises will involve a mixture of Python and R. The intended learning outcomes of this course are:

- Understand the basic structure of data types and common data formats.
- Show familiarity with international standards for common data types.

- Manage a typical data cleaning, structuring, and analysis workflow using practical examples.
- Clean data and diagnose common problems involved in data corruption and how to fix them.
- Understand the concept of databases.
- Link data from various sources.
- Learn to use Python for the data manipulation workflow
- Be exposed to how R is used in the data manipulation workflow and data visualisation
- Use the collaboration and version control system GitHub, based on the git version control system.
- Markup Language and the Markdown format for formatting documents and web pages.
- Create and maintain simple websites using HTML and CSS.

Older iterations of this course can be seen on the course's public website: <http://lse-dsi.github.io/DS105>

Note, however, that starting this 2024/25 academic year, the concepts of data acquisition will not be fully covered in DS105A. If you want to learn more about advanced data collection techniques, such as web scraping and API queries, you should consider taking DS205, which covers the topic in more detail.

Teaching: 20 hours of lectures and 15 hours of classes in the WT. Reading Week in Week 6.

Formative coursework: Achieving proficiency in data science skills, much like programming in general, relies heavily on consistent and continuous practice. To facilitate this, we release these two structured problem sets very early in the course (around Weeks 02 & 04). These exercises are closely tied to in-class activities and follow the same submission structure as the graded problem sets that will be introduced after Reading Week.

Example exercises include navigating the computer terminal, accessing computer servers, and writing code to read and save data.

Indicative reading:

- Janssens, Jeroen. **Data Science at the Command Line: Obtain, Scrub, Explore, and Model Data with Unix Power Tools**. Second edition. Sebastopol, CA: O'Reilly Media, Inc., 2021.
- Lutz, Mark. **Learning Python**. Fifth edition. Beijing: O'Reilly, 2013.
- Scavetta, Rick J. **Python and R for the Modern Data Scientist: The Best of Both Worlds**. Sebastopol: O'Reilly Media, Incorporated, 2021.
- VanderPlas, Jake. **Python Data Science Handbook: Essential Tools for Working with Data**. Second edition. Beijing Boston Farnham Sebastopol Tokyo: O'Reilly, 2023.

Assessment: Problem sets (60%) in the WT.

Group project (40%) in the ST.

The problem sets involve creating computational notebooks (Jupyter or Quarto notebooks) to showcase the coding and documentation skills gained throughout the course. Problem sets typically consist of two parts, with one submission around Week 07 and another around Week 09.

The group project will consist of a pitch presentation (Week 11) and a final public report in the form of a public website (Spring Term, around Week 04).

DS202A Half Unit

Data Science for Social Scientists

This information is for the 2024/25 session.

Teacher responsible: Dr Ghita Berrada COL.1.02

Availability: This course is compulsory on the BSc in Politics and Data Science and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST201 Statistical Models and Data Analysis.

Material from the previous year can be found on the course's dedicated public webpage: <https://lse-dsi.github.io/DS202/>

Pre-requisites: A-level maths or equivalent.

An important note on programming: While programming is not strictly a pre-requisite for this course, basic programming knowledge, preferably in Python or R, is highly recommended. Students should be comfortable creating and updating variables, creating simple functions, and using flow control expressions like if-else statements, for and while loops, etc. Those who are new to coding may find the course challenging, and we encourage them to consider the Winter iteration of the course, DS202W. This will provide additional time to improve their programming skills. We recommend that students with limited programming experience explore courses such as DS205, DS105A, DS105W, ST101, the Digital Skills Lab workshops or the self-paced pre-session course listed on the DS202 Moodle page.

Course content: The main goal of this course is to provide students with a hands-on introduction to the most fundamental machine learning algorithms, as well as the metrics commonly used to assess algorithmic performance and decision-making aspects in real-life scenarios. The course will be taught through a combination of staff-led lectures and classes, with a primary focus on practical applications. **R will be the primary programming language, and there will be a recap of the tidyverse set of packages in the first weeks of the course.**

In terms of content, the learning objectives of this course are to:

- Understand the fundamentals of the data science approach, with an emphasis on social scientific analysis and the study of the social, political, and economic worlds;
- Understand how classical methods such as regression analysis or principal components analysis can be treated as machine learning approaches for prediction or for data mining;
- Know how to fit and apply supervised machine learning models for classification and prediction;
- Know how to evaluate and compare fitted models, and to improve model performance;
- Use applied computer programming, including the hands-on use of programming through course exercises;
- Apply the methods learned to real data through hands-on exercises;
- Integrate the insights from data analytics into knowledge generation and decision-making;
- Understand an introductory framework for working with natural language (text) data using techniques of machine learning;
- Learn how data science methods have been applied to a particular domain of study (applications).

Teaching: 20 hours of lectures and 15 hours of classes in the AT. This course will have a Reading Week in Week 6.

Formative coursework: Just like for programming, achieving proficiency in data analysis, modeling and machine learning requires constant and consistent practice. To help with this, we release a structured problem set very early in the course (around Week 04). The exercises of this problem set are closely tied to in-class activities and follow the same submission structure as the graded problem sets that will be introduced after Reading Week.

Indicative reading:

- Wickham, Hadley, Mine Çetinkaya-Rundel and Garrett Golemud. R for Data Science: Import, Tidy, Transform, Visualize, and Model Data. 2nd edition. Sebastopol [CA]: O'Reilly, 2023. Made freely available online by the author: <https://r4ds.hadley.nz/>.
- Ismay, Chester, and Albert Young-Sun Kim. Statistical Inference via Data Science: A ModernDive into R and the Tidyverse. Chapman & Hall/CRC the R Series. Boca Raton: CRC Press / Taylor & Francis Group, 2020. Made freely available online by the author: <https://moderndive.com/>.
- James, Gareth, Daniela Witten, Trevor Hastie, and Robert Tibshirani. An Introduction to Statistical Learning: With Applications in R. 2nd edition. Springer Texts in Statistics. New York [NY]: Springer, 2021. Made freely available online by the author: <https://www.statlearning.com/>.
- Zumel, Nina, and John Mount. Practical Data Science with R. 1st edition. Shelter Island [NY]: Manning Publications Co, 2014.
- Kuhn, Max, and Julia Silge. Tidy Modeling with R: A Framework for Modeling in the Tidyverse. 1st edition. Beijing Boston Farnham Sebastopol Tokyo: O'Reilly, 2022. Made freely available online by

the author: <https://www.tmw.org/>.

- Silge, Julia, and David Robinson. Text Mining with R: A Tidy Approach. 1st edition. Beijing [China]; Boston [MA]: O'Reilly, 2017. Made freely available online by the author: <https://www.tidytextmining.com/>.
- Grimmer, Justin, Margaret E. Roberts, and Brandon M. Stewart. Text as Data: A New Framework for Machine Learning and the Social Sciences. Princeton: Princeton University Press, 2022.

Assessment: Group project (40%) in the WT.

Problem sets (60%) in the AT.

DS202W Half Unit

Data Science for Social Scientists

This information is for the 2024/25 session.

Teacher responsible: Dr Ghita Berrada COL.1.02

Availability: This course is compulsory on the BSc in Politics and Data Science and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST201 Statistical Models and Data Analysis.

Material from the previous year can be found on the course's dedicated public webpage: <https://lse-dsi.github.io/DS202/>

Pre-requisites: A-level maths or equivalent.

An important note on programming: While programming is not strictly a pre-requisite for this course, basic programming knowledge, preferably in Python or R, is highly recommended. Students should be comfortable creating and updating variables, creating simple functions, and using flow control expressions like if-else statements, for and while loops, etc. This will provide additional time to improve their programming skills. We recommend that students with limited programming experience explore courses such as DS205, DS105A, DS105W, ST101, the Digital Skills Lab workshops or the self-paced pre-session course listed on the DS202 Moodle page.

Course content: The main goal of this course is to provide students with a hands-on introduction to the most fundamental machine learning algorithms, as well as the metrics commonly used to assess algorithmic performance and decision-making aspects in real-life scenarios. The course will be taught through a combination of staff-led lectures and classes, with a primary focus on practical applications. **Python will be the primary programming language, and there will be a recap of the pandas/scikit-learn set of packages in the first weeks of the course.**

In terms of content, the learning objectives of this course are to:

- Understand the fundamentals of the data science approach, with an emphasis on social scientific analysis and the study of the social, political, and economic worlds;
- Understand how classical methods such as regression analysis or principal components analysis can be treated as machine learning approaches for prediction or for data mining;
- Know how to fit and apply supervised machine learning models for classification and prediction;
- Know how to evaluate and compare fitted models, and to improve model performance;
- Use applied computer programming, including the hands-on use of programming through course exercises;
- Apply the methods learned to real data through hands-on exercises;
- Integrate the insights from data analytics into knowledge generation and decision-making;
- Understand an introductory framework for working with natural language (text) data using techniques of machine learning;
- Learn how data science methods have been applied to a particular domain of study (applications).

P.S: Note that another iteration of this course, DS202A, **taught in R is offered in Autumn term. The material for both versions of the course will be made available upon registration to either version.**

Teaching: 20 hours of lectures and 15 hours of classes in the WT. This course will have a Reading Week in Week 6.

Formative coursework: Just like for programming, achieving proficiency in data analysis, modeling and machine learning requires constant and consistent practice. To help with this, we release a structured problem set very early in the course (around Week 04). The exercises of this problem set are closely tied to in-class activities and follow the same submission structure as the graded problem sets that will be introduced after Reading Week.

Indicative reading:

- James, Gareth, Daniela Witten, Trevor Hastie, and Robert Tibshirani. *An Introduction to Statistical Learning: With Applications in Python*. 1st edition. Springer Texts in Statistics. New York [NY]: Springer, 2023. Made freely available online by the author: <https://www.statlearning.com/>.
- Abu-Mostafa, Yaser S., Malik Magdon-Ismael, and Hsuan-Tien Lin. *Learning from data*. Vol. 4. New York: AMLBook, 2012.
- Raschka, Sebastian, and Mirjalili, Vahid. *Python Machine Learning: Machine Learning and Deep Learning with Python, Scikit-learn, and TensorFlow 2*. United Kingdom, Packt Publishing, 2019.
- VanderPlas, Jake. *Python Data Science Handbook: Essential Tools for Working with Data*. 2nd edition. Beijing Boston Farnham Sebastopol Tokyo: O'Reilly, 2023. Made freely available online by the author: <https://jakevdp.github.io/PythonDataScienceHandbook/>.
- Grimmer, Justin, Margaret E. Roberts, and Brandon M. Stewart. *Text as Data: A New Framework for Machine Learning and the Social Sciences*. Princeton: Princeton University Press, 2022.
- Sarkar, Dipanjan. **Text Analytics with Python: A Practitioner's Guide to Natural Language Processing**. Germany, Apress, 2019.

Assessment: Problem sets (60%) in the WT.

Group project (40%) in the ST.

DS205 Half Unit

Advanced Data Manipulation

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Cardoso Silva COL 1.03

Availability: This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have a firm grounding in programming, for example, by having completed Data for Data Science (DS105) OR Programming for Data Science (ST101). Students will also be admitted who have already completed training in programming or more introductory data manipulation concepts from those modules, for instance in advanced secondary school programmes or through summer school training such as Data Engineering for the Social World (ME204), OR Macroeconomics I (EC1B1).

When considering prerequisites for programming skills beyond the usual route (i.e., LSE courses mentioned above), we can accept students who demonstrate proficiency through a programming course certificate or coding portfolio. This should confirm their ability to independently write 'for' loops, 'while' loops, manipulate lists and dictionaries, write custom functions, and execute scripts.

Course content: The primary objective of this course is to equip students with the skills to collect and manage 'real data' in a computationally efficient manner. The course emphasises practical learning, with a focus on live coding demonstrations during all lectures and seminars.

Initially, the course will begin with a review of vectorised programming concepts, using the pandas library under the Python programming ecosystem. Students will then learn how to independently collect data from websites and publicly available APIs, with structured problem sets provided for practice over several weeks. Additionally, students will be introduced to the best practices of integrating generative AI tools like ChatGPT and GitHub Copilot to aid in writing code and resolving errors, with

code maintainability in mind. The curriculum will then delve into the appropriate techniques for storing data in databases, along with fundamentals of SQL programming skills to efficiently manipulate database queries. Integration of SQL with vectorised programming libraries will also be covered.

In the later part of the course, we will also address advanced data manipulation techniques for unstructured data such as text, using natural language processing methods including using APIs to process text using AI tools and large language models for common tasks such as sentiment analysis or text classification. We will demonstrate applications of such techniques to social media analysis.

In the end, students will practice collaborating in a group project under agile methods through GitHub. Groups will create data manipulation workflows, from data collection to interactive visualisations, with the freedom to choose from publicly available data sources.

Students keen on delving deeper into data science may find DS205 to be a valuable complement to DS202. Although both courses emphasise practical skills and programming, DS202 focuses on introductory machine learning algorithms that are useful to social scientists, while DS205 focuses on essential skills required for preparing data before using any algorithms. It's worth noting that these courses do not follow a linear prerequisite path and can even be taken concurrently.

Teaching: 20 hours of lectures and 15 hours of seminars in the WT.

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term. This course has a Reading Week in Week 6 of WT.

Formative coursework: Students will be expected to produce 2 problem sets and 1 presentation in the WT.

In addition to weekly coding exercises during seminars, students will complete two structured problem sets independently, due in Week 03 and Week 06. These problem sets serve as preparation for the individual summative problem set due in Week 09.

Group projects start in the Week 10 seminar, with instructors assisting students in forming groups and selecting suitable data sources. In the Week 11 seminar, students present their project plans for feedback, leading up to the final project development and submission in the Spring Term.

Indicative reading:

- Mitchell, Ryan E. **Web Scraping with Python: Collecting More Data from the Modern Web**. 2nd edition. Sebastopol [CA]: O'Reilly Media, 2018.
- Abiteboul, Serge, Ioana Manolescu, Philippe Rigaux, Marie-Christine Rousset, and Pierre Senellart. **Web Data Management**. 1st edition. Cambridge University Press, 2011.
- McKinney, Wes. **Python for Data Analysis: Data Wrangling with Pandas, NumPy, and Jupyter**. 3rd edition. Beijing Boston Farnham Sebastopol Tokyo: O'Reilly, 2022. Made freely available online by the author: <https://wesmckinney.com/book/>.
- VanderPlas, Jake. **Python Data Science Handbook: Essential Tools for Working with Data**. 2nd edition. Beijing Boston Farnham Sebastopol Tokyo: O'Reilly, 2023. Made freely available online by the author: <https://jakevdp.github.io/PythonDataScienceHandbook/>.
- Duckett, Jon. **HTML & CSS: Design and Build Websites**. Indianapolis, Indiana: John Wiley & Sons Inc, 2014.
- Jacobson, Daniel, Dan Woods, and Gregory Brail. **APIs: A Strategy Guide**. Sebastopol [CA]: O'Reilly, 2012.
- Domdouzis, Konstantinos, Peter Lake, and Paul Crowther. **Concise Guide to Databases: A Practical Introduction**. 2nd edition. Undergraduate Topics in Computer Science. Cham: Springer, 2021.
- Chacon, Scott. *Pro Git*. 2nd edition. New York, NY: Apress, 2014.
- Zafarani, Reza, Mohammad Ali Abbasi, and Huan Liu. **Social Media Mining: An Introduction**. 1st edition. Cambridge University Press, 2014.
- Grimmer, Justin, Margaret E. Roberts, and Brandon M. Stewart. **Text as Data: A New Framework for Machine Learning and the Social Sciences**. Princeton: Princeton University Press, 2022.

Assessment: Problem sets (60%) in the WT.
Group project (40%) in the period between WT and ST.

EC1A1 Half Unit

Microeconomics I

This information is for the 2024/25 session.

Teacher responsible: Dr Junius Olivier

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Economic Reasoning (EC1P1) and Elementary Statistical Theory I (ST109). Students must also either have completed Methods in Calculus and Linear Algebra (MA108) or else be taking Mathematical Methods (MA100) alongside.

Course content: This course introduces students to the principles of microeconomics analysis, including recent developments in thinking around decision-making. The first part of the course explores consumer rationality and decision-making under constraints and under uncertainty, including selected applications to savings and labour supply decisions. Students will also be introduced to behavioural economics and insights from psychology relating to consumer decisions. The second part of the course explores firm decision-making in different market structures. Insights from consumer and producer theory will be combined with evidence to address important policy-relevant questions and explore the role of government policy. Students will make use of quantitative methods covered in MA108 and MA100. Appropriate quantitative tools will be reviewed or taught as required.

EC1A1, in combination with EC1B1, contributes towards certificate level exemptions from professional Chartered Institute of Management Accountants (CIMA) examinations.

This course, combined with EC1B1, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

Teaching: 20 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will also be 6 hours of online interactive Question and Answer (Q&A) sessions in the WT, to discuss further examples and past paper questions, discuss related reading and tackle student questions.

There will be a reading week in Week 6 of WT (no lectures, classes or support sessions that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term. Student learning will be supported through the EC1A1 Support Lab and through a dedicated discussion forum.

Formative coursework: Students are expected to complete the weekly problem sets and any required reading before attending class and are encouraged to work in small study groups. A mock exam will be marked by class teachers and feedback provided. Feedback will also be provided on a 10-minute video presentation exploring a policy-relevant theme. The diversity of tasks makes the course more inclusive and help students develop a broader range of skills.

Indicative reading: There is no set textbook for this course. There will be required reading from journal articles or reports that will be made available as the course unfolds. Students will be expected to critically discuss the theoretical ideas and models taught by engaging with this required reading alongside working through microeconomic problems. There will be opportunities to discuss the readings in the Q&A sessions and/or in weekly classes. Students wishing to complement their study of the lecture material can consult, among others, the following textbooks (though this is not required, and students need not purchase any textbooks). Any edition can be used.

- Varian, H. Intermediate microeconomics: with calculus, W.W. Norton & Company

- Perloff, J.M. Microeconomics: theory & applications with calculus, Pearson.

Students wishing to read further or refresh mathematical tools can consult:

- Jacques, I. Mathematics for Economics and Business, Pearson.

Assessment: Exam (85%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Coursework (15%) in the WT.

EC1A3 Half Unit

Microeconomics I

This information is for the 2024/25 session.

Teacher responsible: Prof Ronny Razin SAL.4.01

Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Economics and Economic History, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Data Science, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Politics and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is mutually exclusive with EC1A5 Microeconomics I, EC100 Economics A and EC102 Economics B.

Pre-requisites: A-level mathematics, or equivalent.

Course content: In this course, you will learn the main building blocks of microeconomics analysis and their applications. You will study the foundations of rationality and individual decision making and learn about strategic interaction and equilibrium (game theory). You will apply these tools to understand many applications, such as how consumers behave, how companies choose their strategies and how auctions work. The course will also touch upon behavioural models and how we think about individual welfare in economics.

This course, in combination with either EC1B3 or EC1B5, exempts those who complete them from BA1 Fundamentals of Business Economics of the Chartered Institute of Management Accountants (CIMA).

This course, combined with EC1B3, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

Teaching: 20 hours of lectures and 10 hours of classes in the AT. The teaching in this course is based on a “flipped-classroom” pedagogical approach. Students will learn through a mix of deliverable content and engagement using technology. The course will include:

- Pre-recorded videos for independent learning and preparation for live sessions.
- 10 hours of interactive online synchronous lectures in the AT with further content, live exercises and other engagement activities using technology.
- 10 hours of in-person lectures in the AT
- 5 hours of online biweekly in-person “consolidation” lectures in the AT, with further content, student discussions and Q&A.
- 10 hours of in-person classes in the AT

We appreciate that this is the first university level course most students on the course are taking. Care will be taken from the outset to proactively manage students’ expectations, and a welcoming, open-minded, respectful, and constructive learning space will be fostered. Participants will be supported throughout

the course with regular assurances and guidance about the emotional and intellectual labour involved and encouraged to participate in the spirit of productive discomfort. Please chat with or email the course team in case of concerns, or if you would like more information.

Formative coursework: Weekly problem sets and Moodle quizzes. Feedback will be given on two problem sets. These are tailored to replicate material you will be assessed on in the exam.

Indicative reading: Optional suggested further reading is listed below. Any edition of these books can be used.

- Further reading on topics: Microeconomics – Daron Acemoglu, David I. Laibson, and John A. List (note the content is also part of the textbook Economics by the same authors).
- Further readings on tools: Jacques, I. Mathematics for Economics and Business, Pearson.

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Continuous assessment (10%) in the AT.

Continuous assessment will consist of weekly midweek tasks. These tasks are meant to provide a broader understanding and appreciation for the concepts we learn in the course. Preparation and submission of the midweek tasks contributes towards the continuous assessment for the course.

EC1A5 Half Unit Microeconomics I

This information is for the 2024/25 session.

Teacher responsible: Prof Alan Manning SAL.2.36A

Availability: This course is compulsory on the BSc in Economic History. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Politics, BSc in Politics and International Relations and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with EC1A3 Microeconomics I.

Course content: This course offers a conceptual introduction to microeconomics principles and uses these to shed light on important contemporary economic questions across a range of fields. You will study consumers and producers, competitive and monopolistic markets, inequality and taxation, market failure and what can be done about it. The ideas of microeconomics will be used to analyse a variety of topics including climate change, the minimum wage, universal basic income, the impact of technology on work, immigration, discrimination the gender pay gap and what we should do about the tech giants. You will develop the skills and intuition to tackle important microeconomic questions using a minimal amount of mathematics (in particular, without the use of calculus).

This course, in combination with either EC1B3 or EC1B5, exempts those who complete them from BA1 Fundamentals of Business Economics of the Chartered Institute of Management Accountants (CIMA).

This course, combined with EC1B5, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

Teaching: 20 hours of lectures and 10 hours of classes in the AT. This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours in the Autumn Term.

Formative coursework: Weekly problem sets and Moodle quizzes. Feedback will be given on two problem sets. These are tailored to replicate material you will be assessed on in the exam.

Indicative reading: The course will loosely follow the following textbook. Any edition can be used.

- Microeconomics – Daron Acemoglu, David I. Laibson, and John A. List (note the content is also part of the textbook Economics by the same authors).

The following source will be useful for applications and discussion of core microeconomic issues:

- The Economy, Economics for a changing world. The Core Team.

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Continuous assessment (10%) in the AT.

Continuous assessment will consist of weekly midweek tasks.

These tasks are meant to provide a broader understanding and appreciation for the concepts we learn in the course. Preparation and submission of the midweek tasks contributes towards the continuous assessment for the course.

EC1B1 Half Unit Macroeconomics I

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathon Hazell, SAL.1.10

Availability: This course is available on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Economic Reasoning (EC1P1) and Elementary Statistical Theory I (ST109). Students must also either have completed Methods in Calculus and Linear Algebra (MA108) or else be taking Mathematical Methods (MA100) alongside.

Course content: This course builds on the knowledge learned in EC1P1. You will learn why economic activity fluctuates over time (business cycles). We will discuss how government policy can affect short-term outcomes, such as unemployment, GDP and inflation. Other topics will include inequality and financial crises. We will apply the tools developed in the course to recent events, as well as historical events such as the Great Depression. An important aspect of the course is a coding exercise with data. This will help you acquire a deeper understanding of the material.

EC1B1, in combination with EC1A1, contributes towards certificate level exemptions from professional Chartered Institute of Management Accountants (CIMA) examinations.

This course, combined with EC1A1, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

Teaching: 20 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term and Spring Term.

Formative coursework: There will be weekly assignments and feedback will be given on two.

The coursework will be a set of coding exercises, with data, in Python. This is a group project and the course will teach you the necessary programming skills.

Indicative reading: There is no set textbook for the course. Lecture material may occasionally be complemented by supplementary readings.

Students wishing to complement their study should consult the following textbook:

- C. Jones, Macroeconomics, W.W. Norton & Company, 5th Edition.

Assessment: Exam (85%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Coursework (15%) in the WT.

EC1B3 Half Unit Macroeconomics I

This information is for the 2024/25 session.

Teacher responsible: Dr Antonio Mele SAL.4.29

Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Economics and Economic History, BSc in

Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Data Science, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Mathematics, Statistics and Business, BSc in Politics and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with EC1B5 Macroeconomics I, EC100 Economics A or EC102 Economics B.

Pre-requisites: Students must have completed Microeconomics I (EC1A3).

A-level mathematics, or equivalent.

Course content: This course is an introduction to macroeconomic analysis. We will study how countries' economic performance is determined in the long run. We will learn why we observe economic growth and development in some countries but not in others. We will discuss how the labour market works and how unemployment is determined. We will analyse how the largest components of GDP, consumption and investment, are formed. We will also cover the role of policy and how it affects the economy. We will look at fiscal challenges in the long run. Emphasis will be given to concepts and tools used by macroeconomists in the analysis of macroeconomic phenomena. This course, in combination with either EC1A3 or EC1A5, exempts those who complete them from BA1 Fundamentals of Business Economics of the Chartered Institute of Management Accountants (CIMA).

This course, combined with EC1A3, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

Teaching: 20 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term and Spring Term.

Formative coursework: There will be weekly assignments and feedback will be given on two.

Indicative reading: There is no set textbook for the course. The required reading material will sample from the textbooks listed below and it will possibly include e.g. reports from international organisations, academic research articles, video presentations, and academic blog posts. Lecture material may occasionally be complemented by supplementary readings, either required or optional, discussing the topics in more detail.

- Mankiw, G. (2019), *Macroeconomics*, 10th edition or later, Macmillan, London. Available online on the LSE Library website
- Jones, C. (2020), *Macroeconomics* (Fifth Edition), 5th Edition or later, W. W. Norton. Available online on the LSE Library website
- Williamson, S. (2019), *Macroeconomics*, 6th Edition, Pearson Education. Available online on the LSE Library website

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.
Coursework (10%) in the WT.

EC1B5 Half Unit

Macroeconomics I

This information is for the 2024/25 session.

Teacher responsible: Prof. Rachel Ngai, SAL 1.15

Availability: This course is compulsory on the BSc in Economic History. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Politics, BSc in Politics and International Relations and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with EC1B3 Macroeconomics.

Pre-requisites: Students must have completed Microeconomics I (EC1A5).

Course content: This course is an introductory course in macroeconomics, which is the study of the overall economic performance of countries. You will learn about economic growth, business cycles (booms and recessions), unemployment, inflation, exchange rates, monetary and fiscal policy. We will apply the tools developed in the course to historical and contemporary events.

This course, in combination with either EC1A3 or EC1A5, exempts those who complete them from BA1 Fundamentals of Business Economics of the Chartered Institute of Management Accountants (CIMA).

This course, combined with EC1A5, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

Teaching: 20 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT only (no lectures or classes).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term and Spring Term.

Formative coursework: There will be weekly assignments and feedback will be given on two.

Indicative reading:

- Macroeconomics – Daron Acemoglu, David I. Laibson, and John A. List (note the content is also part of the textbook *Economics* by the same authors).

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Coursework (10%) in the WT.

EC1C1 Half Unit

Econometrics I

This information is for the 2024/25 session.

Teacher responsible: Dr Michael Callen SAL.3.18

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Economic Reasoning (EC1P1) and Elementary Statistical Theory I (ST109). Students must also either have completed Methods in Calculus and Linear Algebra (MA108) or else be taking Mathematical Methods (MA100) alongside.

Course content: This course is an applied introduction to econometrics. Its aim is to introduce students to the principles of estimation, statistical inference, and the central tool of regression. The course draws heavily on empirical questions and you will work with statistical software analysing actual data sets and learn some basic programming and data handling skills in the process. You will learn how statistical tools can be used to answer causal questions (e.g., "What is the causal effect of electing a better educated politician on the quality of service delivery?") as well as prediction problems (e.g., "what individual characteristics, such as income or

education, predict who political parties select to run for office?"). Topics include: program evaluation; randomised experiments; univariate regression; omitted variable bias; selection bias; sampling fluctuation; statistical inference; standard errors; and hypothesis testing.

Teaching: 20 hours of lectures and 10 hours of lectures in the WT. 1 hour of lectures in the ST.

There will be a reading week in Week 6 of WT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across the Winter Term.

Formative coursework: There are weekly assignments and feedback will be given on two.

Indicative reading:

- J. D. Angrist and J. S. Pischke Mastering 'Metrics. The Path from Cause to Effect, Princeton University Press.
- J. H. Stock and M. Watson Introduction to Econometrics, Pearson

Assessment: Exam (85%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Coursework (15%) in the WT.

EC1P1 Half Unit Economic Reasoning

This information is for the 2024/25 session.

Teacher responsible: Prof Ricardo Reis SAL.1.27

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is not available as an outside option nor to General Course students.

Course content: In this course, we discuss fundamental economic concepts and apply them to current events. The goal is to learn to think like economists by using economic theory to produce compelling arguments and economic data to distinguish and quantify them. Some examples are the measurement of economic well-being and inequality, the impact of immigration, the strengths and weaknesses of market economies, how to rationally make sense of irrational behaviour, policies to promote innovation, and the meaning of risk and role of financial markets. Students will learn how to characterize the relevant aspects (measurement), how to use economic analysis to shed light on any social phenomenon (models), how to use data to measure the causes of these phenomena (empirics) and how to estimate the impact of policies that improve human wellbeing.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: There are weekly assignments and feedback will be given on two.

Indicative reading: There is no set textbook for this course.

Students are expected to engage with supplementary reading that will be provided for each topic as the course unfolds.

Students can complement their study of the course material by consulting, among others, the following books (though this is not a requirement and students need not purchase any books).

- Economics for the Common Good, Jean Tirole.
- The Armchair Economist, Steven E. Landsburg.
- Poor Economics, Abhijit V. Banerjee and Esther Duflo.

Assessment: Exam (85%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Group project (15%) in the AT.

The group coursework consists of a project, presented as a short video or poster on an economics topic, and of weekly assignments.

EC230

Economics in Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Chiara Sotis SAL.1.26

Dr Mohan Bijapur SAL.4.15

Availability: This course is available to General Course and GO LSE students only.

EC230 is mutually exclusive with EC2A5 and EC2B5.

Pre-requisites: Students normally will have completed Microeconomics I (EC1A5) and Macroeconomics I (EC1B5), or their equivalent.

Course content: This course uses economic analysis to explore important questions in contemporary public policy. The first term focuses on microeconomic policy problems while the second term focusses on macroeconomic policies. The use of mathematics is minimal (in particular with no calculus) and the emphasis of instruction is on graphical analysis and economic intuition and reasoning. Precise topics and readings will be announced each term and are selected to be of current interest.

The first term uses microeconomic analysis to explore contemporary policy-relevant issues. Course topics and readings are curated to address issues of current relevance and importance, such as the economic impacts of the pandemic and environmental concerns. The classes encourage critical thinking and are designed to enable you to think about what may go wrong if we ignore the context in which we operate. In your formative assignment you will discuss a policy issue of your choice through the lens of the course content. By the end of term, you will have sharpened your ability to approach multifaceted economic challenges systematically, providing insightful advice grounded in microeconomic theory, and communicating your analyses with precision and clarity.

The second term uses macroeconomic analysis to explore important contemporary questions and special emphasis is given to how public policy can change economic outcomes. You will learn how to understand economic problems by focusing on the key characteristics, choosing the relevant mechanisms and developing a solid intuition. Precise topics and readings will be announced and are selected to be of current interest, such as: is central bank independence a good thing?; what are the macroeconomic effects of the Covid-19 pandemic?; what caused the global financial crisis and how can policy prevent future crises?; how was global financial regulation reformed in the aftermath of the crisis?; what unconventional tools of monetary policy did central banks implement?; what causes currency crises, how can policy prevent them and what sparked the Trump trade war?; why has the US been a more successful currency union than the Eurozone?; what caused the European sovereign debt crisis and how is it related to Brexit?; how should governments deal with a debt crisis - did Greece make the right choice?; what drives convergence in income levels across countries, why do some countries stay poor and can policy change this?

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term and Winter Term:

15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT only (no lectures, classes or office hours that week).

Student learning will be supported through office hours and through a dedicated discussion forum.

Formative coursework: Students will receive feedback on two pieces of formative work per term. Students are expected to make positive contributions to class discussions.

Indicative reading: There is no set course textbook due to the topical nature of the applications chosen. A list of selected texts and readings will be provided at the start of each term.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

The January examination is based on the AT syllabus, and the Spring exam on the WT syllabus.

EC241 Half Unit

PPE Interdisciplinary Research Seminar

This information is for the 2024/25 session.

Teacher responsible: Dr Jeremiah Dittmar SAL 2.22

Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is not available as an outside option nor to General Course students.

Course content: Governments serve several functions key to economic development, including correcting market failures, raising taxes, delivering services, and protecting property rights. Yet, particularly in poor countries, they often fail to do so effectively. In this course, we will explore the empirical body of evidence on what can be done to improve service delivery. We view this evidence through an analytical framework emphasizing the agency problems between citizens, politicians and bureaucrats. Correspondingly, the course is divided into four sections. We will first focus on how democratic institutions select and constrain politicians. Second, we will explore issues of bureaucratic selection and incentives affecting bureaucrats. Third, we will review evaluations of specific reforms aimed at strengthening institutions, promoting accountability, and improving service delivery. In a final section, we will explore the interactions between governance, development, and political conflict. This section emphasizes cases where subnational conflict reflects a violent competition for legitimate political control. This discussion also will relate modern efforts at state building to classical philosophical and political discussions on the creation of legitimate states. We will also focus extensively on empirical case studies of policies, reforms, and innovations that have proven effective.

Teaching: 10 hours of lectures and 9 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term and Spring Term.

Formative coursework: Students are expected to prepare for weekly classes. Feedback will be given on select assignments.

Indicative reading:

- Acemoglu, Daron and James Robinson, *Why Nations Fail*, Crown Books, 2012;
- Besley, Timothy and Torsten Persson, *Pillars of Prosperity: The Political Economics of Development Clusters*, Princeton University Press, 2011

Assessment: Class participation (10%) in the WT. Coursework 1 (30%, 1,500 words) in WT Week 7 Coursework 2 (60%, 2,000 words) in ST Week 2

EC2A0

Introductory Course in Microeconomic Principles

This information is for the 2024/25 session.

Teacher responsible: Prof Frank Cowell SAL 3.25A

Availability: This course is compulsory on the MSc in Economics (2 Year Programme). This course is not available as an outside option nor to General Course students.

Course content: EC2A0 is an introduction to the compulsory core microeconomics EC2A1 covered in the AT and WT of year 1 of the MSc in Economics (2 Year Programme).

The course aims to provide students with an understanding of the essential analysis of individual economic agents in a market

setting: firms, consumers and workers. It is designed to deliver a solid basis for EC2A1 Microeconomics, taught in the AT and WT of the first year of the MSc in Economics (2 Year Programme).

The course starts with a brief overview of optimisation in economics: constraints, objectives and maximisation techniques. The two main topic areas then apply this optimisation analysis as follows:

The firm: Profit maximisation and cost minimisation. Demand for inputs and supply of output in competitive markets. Market equilibrium. Analysis of monopoly.

The consumer: Utility maximisation subject to budget constraints. Demand for commodities. Extensions to factor supply.

Applications to intertemporal decision-making and labour-market decisions. Extension to decision-making under uncertainty.

Topics of the linear algebra workshops include: rules and properties of summation notation; properties of expectation, variance, and covariance; matrix algebra; definitions of terms regarding convergence of random variables and properties of estimators; and derivation of the OLS estimator. The content regarding matrix algebra is most prominent. It begins with basic operations (such as addition and multiplication), includes discussion of important definitions (such as “idempotent” and “symmetric”) and includes content on transposes, inverses, and rank of a matrix.

Teaching: 20 hours of microeconomics lectures, 10 hours of interactive microeconomics classes and 5 linear algebra workshops delivered in person over 3 weeks in September

Formative coursework: Students will be required to complete daily sets of self-testing exercises during the course.

Indicative reading: Recommended readings and preparation materials will be provided over the summer.

Assessment: At the end of the course, students will be assessed through a closed-book, timed examination on optimisation by competitive firms and households.

EC2A1

Microeconomics II

This information is for the 2024/25 session.

Teacher responsible: Prof Michele Piccione SAL 4.07

Dr Chiara Sotis, SAL.1.26

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics, BSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option nor to General Course students.

Pre-requisites: Microeconomics I (EC1A1) and either Methods in Calculus and Linear Algebra (MA108) or Mathematical Methods (MA100).

Students on the MSc in Economics (2 Year Programme) must have completed Introductory Course in Microeconomic Principles (EC2A0) and be taking either Mathematical Methods (MA100) or Further Mathematical Methods (MA212) alongside EC2A1.

Course content: In this course, we build on the tools learnt in Microeconomics I (EC1A1) to provide an in-depth analysis of microeconomic theory, as well as applications of the tools of microeconomics to concrete economic problems.

The first part of the course explores game theory and considers a range of applications:

- Extensive Forms and Normal Form games.
- Pure and mixed strategy Nash Equilibria.
- Backward induction and Subgame Perfection.
- Applications: Cournot, Stackelberg, Bertrand with homogeneous and differentiated goods; entry games and limit capacity, bargaining.
- Repeated games – Application: cartel stability
- Games with incomplete information and belief refinements.
- Applications: Limit Pricing, Auctions, Signalling.

The second part of the course builds on the analysis of demand and supply side in EC1A1 to analyse general equilibrium, market failures and the role of government intervention. Topics are likely

to include:

- The Market System as a General Equilibrium – Efficiency and distribution.
- Living Interdependently – Public goods and externalities; private action and the role of government.
- Behavioural Economics – Markets with behavioural biases; the role of government.
- Political Economy – Effectiveness of government; preference aggregation; constraints on the power of the state.
- Asymmetric Information – Contracts and markets with moral hazard and adverse selection.
- Innovation – product and process innovation; the role of government in supporting innovation.

The course prepares students for third year optional courses.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. 20 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

Students will also benefit from Q&A sessions (online in the AT and WT).

There will be a reading week in Week 6 of WT (no lectures, classes or support sessions that week).

Student learning will be supported through the EC2A1 Support Lab and through a dedicated discussion forum.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Students are expected to complete the weekly problem sets and any required reading before attending class and are encouraged to work in small study groups on unassessed work.

A minimum of two pieces of work will be assigned and marked each term with feedback provided.

Indicative reading: For the Autumn Term the set textbook is:

- Watson, Joel. "Strategy: An Introduction to Game Theory", WW Norton (2013), 3rd edition

For the Winter Term, there is no set textbook. Lecture material is complemented with required additional reading from journal articles, reports, and other sources.

Assessment: Exam (70%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

Coursework (30%) in the WT.

EC2A3 Half Unit

Microeconomics II

This information is for the 2024/25 session.

Teacher responsible: Prof Dimitra Petropoulou, SAL 4.27

Availability: This course is compulsory on the BSc in Economics and Economic History, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Finance, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Mathematics with Data Science, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Note, EC2A3 is mutually exclusive with EC201, EC202 and MG207.

Pre-requisites: Students must have completed Microeconomics I (EC1A3) and Macroeconomics I (EC1B3), or equivalent. Students must also have completed Quantitative Methods (Mathematics) (MA107) or Mathematical Methods (MA100), or equivalent.

Course content: In this course, we use the tools you learned in Microeconomics I (EC1A3) to provide an in-depth analysis of microeconomic theory, as well as applications of the tools of microeconomics to concrete economic problems. We build on analysis of demand from EC1A1 and combine with the supply side, bringing the two sides of the market together in the analysis of general equilibrium. We then explore social welfare and consider issues of efficiency, distribution, and inequality, alongside an introduction to political economy and the effectiveness of government. We will also examine the effects of living interdependently, exploring public goods and externalities and the role of government intervention in correcting market failures. Finally, the study of asymmetric information in markets and implications for contract design, as well as analysis of insurance markets and adverse selection.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. Student learning will be supported through a series of online Q&A sessions, the EC2A3 Support Lab and through a dedicated discussion forum.

Formative coursework: Students are expected to complete the weekly problem sets and any required reading before attending classes and will be encouraged to work in small study groups. Two pieces of work will be marked, and feedback provided.

Indicative reading: Lecture material will be complemented with required additional reading from journal articles or reports. There is no set textbook for this course, though chapters from suitable intermediate textbooks can be recommended for those who may wish to consult a text (though this is not required).

Students will be expected to discuss critically the theoretical ideas and models taught by engaging with the required reading alongside working through microeconomic problems.

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Continuous assessment (10%) in the AT.

EC2A5 Half Unit

Microeconomics II

This information is for the 2024/25 session.

Teacher responsible: Dr Chiara Sotis SAL.1.26

Availability: This course is available on the BSc in Accounting and Finance, BSc in Economic History, BSc in Environment and Development, BSc in Environment and Sustainable Development and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Note, EC2A5 is mutually exclusive with EC230.

Pre-requisites: Students will have completed Microeconomics I (EC1A5) or equivalent.

Course content: This course builds upon the foundations of Microeconomics I (EC1A5) and challenges you to apply microeconomic analysis to tackle real-world economic challenges and policy debates. You will develop the ability to deconstruct complex scenarios, identifying the core economic mechanisms at play and how they can guide public policy. The use of mathematics is limited (in particular, with no calculus), but a strong emphasis is placed on cultivating robust graphical analysis skills and a solid intuition of microeconomics. Course topics and readings are curated to address issues of current relevance and importance, such as the economic impacts of the pandemic and environmental concerns. The classes encourage critical thinking and are designed to enable you to think about what may go wrong if we ignore the context in which we operate. In your formative assignment you will discuss a policy issue of your choice through the lens of the course content. This approach hones your ability to articulate complex ideas compellingly and you will receive feedback that will help you in your future careers. By the end of this course, you will have sharpened your ability to approach multifaceted economic challenges systematically, providing insightful advice grounded in microeconomic theory, and communicating your analyses with

precision and clarity.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. Student learning will be supported through office hours and through a dedicated discussion forum.

Formative coursework: Students will receive feedback on two pieces of formative work during AT. Students are expected to make positive contributions to class discussions.

Indicative reading: There is no set course textbook because of the topical nature of the applications chosen. A list of selected texts and readings will be provided at the start of term, given the topical nature of the course.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

EC2B1

Macroeconomics II

This information is for the 2024/25 session.

Teacher responsible: Professor Wouter Den Haan, SAL.1.08A
Professor Eran Yashiv

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics, BSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Microeconomics I (EC1A1) and Macroeconomics I (EC1B1), or equivalent. Students must also have completed Methods in Calculus and Linear Algebra (MA108) or Mathematical Methods (MA100), or equivalent.

MSc in Economics (2 Year Programme) students can take either Mathematical Methods (MA100) or Further Mathematical Methods (MA212) alongside EC2B1.

Course content: This is an intermediate course in macroeconomics that builds on the knowledge learned in Macroeconomics I (EC1B1). A set of important frameworks and approaches to model macroeconomic developments will be discussed. You will be challenged to apply the tools that we develop in the course to understand better historical and contemporary events. An important aspect of the course is that you will acquire a deeper understanding of the material through an assignment containing some programming and data analysis.

The AT part of the course focuses on long-term economic developments. We will explore possible explanations for the empirical observation that macroeconomic developments differ so widely across countries. We begin with conventional economic reasoning, but will also explore the role of political systems, (financial) institutions, and culture. In addition to long-term economic growth, we will also study why countries are susceptible to economic crises and what policies and/or institutions can be put in place to reduce this risk. We will not just focus on economic aggregates, but also analyse how economic growth affect different individuals. Specifically, we will look at the interaction between economic growth and social inclusion and in particular women's rights.

The WT part of the course provides a unified approach to study macroeconomics which is based on microfoundations and general equilibrium taking into account possible market imperfections. We will study economic choices that are key for macroeconomic developments, such as the consumption-savings decision, the labour-leisure decision, and the investment decisions. These are the building blocks for some models with which we can study the behaviour of aggregate variables as well as the role of economic policies.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. 20 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT, during which there will be no lectures or classes.

Student learning will be supported through the EC2B1 Support Lab and through a dedicated discussion forum.

Formative coursework: There are weekly assignments and feedback will be given on two per term.

Indicative reading:

- Weil, David. "Economic Growth, international student edition." (2014 or the 4th edition if it has become available).

- Kurlat, Pablo. "A Course in Modern Macroeconomics." (2020)

Assessment: Exam (70%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

Project (30%, 2500 words) in the WT.

The project comprises a programming component, some data analysis, and a description of the results.

EC2B3 Half Unit

Macroeconomics II

This information is for the 2024/25 session.

Teacher responsible: Dr Kevin Sheedy, SAL.1.09

Availability: This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Management, BSc in Mathematics with Data Science, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. Note: EC2B3 is mutually exclusive with EC210.

Pre-requisites: Students must have completed Microeconomics I (EC1A3) and Macroeconomics I (EC1B3), or equivalent.

Students must also have completed Quantitative Methods (Mathematics) (MA107) or Mathematical Methods (MA100), or equivalent.

Course content: This an intermediate-level course in macroeconomics that builds on the material you covered in EC1B3. You will learn about money and inflation, and how central banks can use monetary policy to control inflation. You will study business cycles - booms and recessions - and the potential role for fiscal and monetary policy in stabilising the economy. You will learn about the interaction between the economy and financial markets and banks, especially in times of crisis. You will also study the international aspects of macroeconomics arising from trade in goods and financial assets with the rest of the world. We will apply the tools developed in the course to historical and contemporary events.

Teaching: 20 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT, during which there will be no lectures or classes.

Student learning will be supported through the EC2B3 Support Lab and through a dedicated discussion forum.

Formative coursework: Students are expected to work on weekly problem sets ahead of classes, two of which will be marked and feedback provided.

Indicative reading: There is no set textbook for the course. Lecture material may occasionally be complemented by supplementary readings. Students wishing to complement their study should consult the following textbook:

- S. Williamson, Macroeconomics, 6th ed., 2018, Pearson

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Continuous assessment (10%) in the WT.

EC2B5 Half Unit

Macroeconomics II

This information is for the 2024/25 session.

Teacher responsible: Dr Mohan Bijapur SAL.4.15

Availability: This course is available on the BSc in Accounting and Finance, BSc in Economic History, BSc in Environment and Development and BSc in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Note, EC2B5 is mutually exclusive with EC230.

Pre-requisites: Students will have completed Macroeconomics I (EC1B5), or equivalent.

Course content: This course builds on the knowledge acquired in Macroeconomics I (EC1B5). We will use macroeconomic analysis to explore important contemporary questions and special emphasis is given to how public policy can change economic outcomes. You will learn how to understand economic problems by focusing on the key characteristics, choosing the relevant mechanisms and developing a solid intuition. The use of mathematics is minimal (in particular, with no calculus) and the emphasis of instruction is on graphical analysis and economic intuition. Precise topics and readings will be announced and are selected to be of current interest, such as: is central bank independence a good thing?; what are the macroeconomic effects of the Covid-19 pandemic?; what caused the global financial crisis and how can policy prevent future crises?; how was global financial regulation reformed in the aftermath of the crisis?; what unconventional tools of monetary policy did central banks implement?; what causes currency crises, how can policy prevent them and what sparked the Trump trade war?; why has the US been a more successful currency union than the Eurozone?; what caused the European sovereign debt crisis and how is it related to Brexit?; how should governments deal with a debt crisis - did Greece make the right choice?; what drives convergence in income levels across countries, why do some countries stay poor and can policy change this?

Teaching: 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures, classes or office hours in this week).

Student learning will be supported through office hours and through a dedicated discussion forum.

Formative coursework: There are weekly assignments and feedback will be given on two in the Winter Term. Students are expected to make positive contributions to class discussions.

Indicative reading: There is no set course textbook because of the topical nature of the applications chosen. A list of selected texts and readings will be provided at the start of term.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

EC2C1

Econometrics II

This information is for the 2024/25 session.

Teacher responsible: Dr Marcia Schafgans, SAL.4.12

Professor Steve Pischke, SAL.2.16

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics, BSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Methods in Calculus and Linear Algebra (MA108) or Mathematical Methods (MA100), or equivalent. Students must also have completed Elementary Statistical Theory I (ST109) and Econometrics I (EC1C1), or equivalent.

MSc in Economics (2 Year Programme) students can take either Mathematical Methods (MA100) or Further Mathematical Methods

(MA212) alongside EC2C1.

Course content: This course builds on the knowledge learned in Econometrics I (EC1C1). In the AT part of the course, the focus is an introduction to the theory of econometrics. You will study in detail various estimators common in the literature: the least squares estimator, the instrumental variable estimator, and the maximum likelihood estimator. You will discuss how (and whether) these estimators can be used for inference purposes under a range of assumptions underlying the data generating process. Topics include the derivation of finite sample properties (unbiasedness, precision (standard error) and efficiency), asymptotic properties (consistency and asymptotic distribution), confidence intervals and hypothesis testing. Most discussions will pertain to the use of cross-sectional data and the linear model. We will consider the binary choice model as an example of a nonlinear model and will cover some aspects of time series data. Various discussions make use of matrix algebra.

In the WT part of the course, you will learn more econometric techniques, including difference-in-differences, and regression discontinuity designs that make use of panel data and you will revisit the instrumental variable technique. Teaching in WT will be based on empirical examples and you will find out how to conduct your own empirical investigation. As part of the course, you will work on an empirical project and write an individual report about your analysis and findings.

Teaching: 30 hours of lectures, 10 hours of classes and 10 hours of help sessions in the AT. 20 hours of lectures and 10 hours of classes in the WT.

There will be a reading week in Week 6 of WT, during which there will be no lectures or classes.

Student learning will be supported through the EC2C1 Support Lab and through a dedicated discussion forum.

Formative coursework: During AT, there are weekly assignments and feedback will be given on two.

During WT, there will be four homework assignments. Students are expected to give a progress report on their individual project and are given feedback on this.

Indicative reading:

- J. Wooldridge Introductory Econometrics. A Modern Approach, Cengage
- J. D. Angrist and J. S. Pischke Mastering 'Metrics. The Path from Cause to Effect, Princeton University Press.

Assessment: Exam (45%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Project (45%, 2500 words) in the ST.

Continuous assessment (10%) in the AT and WT.

EC2C3 Half Unit

Econometrics I

This information is for the 2024/25 session.

Teacher responsible: Dr Michael Gmeiner (SAL.4.28)

Availability: This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Finance, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics and BSc in Politics and Economics. This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Note, EC2C3 is mutually exclusive with EC220, EC221, and MG205.

Pre-requisites: Students will have completed Quantitative Methods (ST107 and MA107) or else Elementary Statistical Theory (ST102) in combination with Calculus and Linear Algebra (MA108) or Mathematical Methods (MA100), or equivalent.

Course content: This course is an applied introduction to econometrics. The focus is on regression-based techniques and interpreting results in applied settings. The course will centre on how statistical tools can be used to answer causal “what-if” questions (e.g., “What is the effect of years of education on income?”). You will work with statistical software to analyse actual data sets and will learn basic programming in Stata through dedicated workshops. Topics include: randomised experiments, simple and multiple regression analysis, inference, omitted variable bias, functional form specification, measurement error, missing data, reverse causality, instrumental variables, difference-in-differences, and regression discontinuity.

Teaching: 30 hours of lectures, 10 hours of classes, and 5 online Stata workshops in the AT.

Student learning will be supported through the EC2C3 Support Lab and through a dedicated discussion forum.

Formative coursework: Students are expected to engage with the problem sets each week. At least two of these will be marked in detail and feedback provided. Other problem sets will be looked over to evaluate if students made a legitimate attempt.

Indicative reading: Lecture materials are complemented by reading of J. D. Angrist and J. S. Pischke, *Mastering ‘Metrics. The Path from Cause to Effect*, Princeton University Press.

Lecture materials are self-contained with regards to econometric theory, so reading of econometrics textbooks is not required.

The following texts are recommended for students interested in consulting a textbook.

- J. Wooldridge, *Introductory Econometrics. A Modern Approach*, Cengage
- J. H. Stock and M. Watson, *Introduction to Econometrics*, Pearson

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Coursework (10%) in the AT.

Continuous assessment (10%) in the AT.

Exam (90%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

EC2C4 Half Unit Econometrics II

This information is for the 2024/25 session.

Teacher responsible: Dr Ragvir Sabharwal, SAL 1.28A.
Dr Marcia Schafgans, SAL 4.12.

Availability: This course is compulsory on the BSc in Economics and Economic History, BSc in Finance, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics and BSc in Politics and Economics. This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Geography with Economics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Note, EC2C4 is mutually exclusive with EC220, EC221 and MG205.

Pre-requisites: Students must have completed Econometrics I (EC2C3), or equivalent. Students will have completed Elementary Statistical Theory (ST102) and Mathematical Methods (MA100) or Quantitative Methods (ST107 and MA107), or equivalent.

Course content: This course builds on the material learned in EC2C3. The focus of the course is the underlying theory of

empirical research in economics: estimation methods, properties of estimators (unbiasedness, standard error formula, sampling distribution, consistency) and hypothesis testing. Topics include: Bivariate and multiple regression (estimation, inference, asymptotic property); heteroskedasticity; endogeneity (omitted variables and simultaneity); instrumental variables and two-stage least squares; binary choice models; and time series analysis.

Teaching: 30 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT, during which there will be no lectures or classes.

Student learning will be supported through the EC2C4 Support Lab, some help sessions and through a dedicated discussion forum.

Formative coursework: Students are expected to engage with the weekly problem sets each week. Students will receive feedback on selected questions from four problem sets.

Indicative reading:

- J. Wooldridge *Introductory Econometrics. A Modern Approach*, Cengage

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Coursework (10%) in the WT.

Continuous assessment (10%) in the WT

Exam (90%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

EC302 Not available in 2024/25

Political Economy

This information is for the 2024/25 session.

Teacher responsible: Prof Ronny Razin SAL.4.01 and Dr Michael Callen SAL.3.18

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: This course makes use of key concepts in economic theory as well as econometric analysis. We welcome all students with a strong background and proven record in quantitative courses, such as econometrics (EC220 or EC221 or EC2C1 or EC2C3 and EC2C4, or equivalent), statistics (ST107 or ST102, or ST109 combined with EC1C1, or equivalent) microeconomics (EC201 or EC202 or EC2A1 or EC2A3, or equivalent) and mathematics (MA107 or MA100).

Course content: The course seeks to introduce students to the major theoretical models of Political Economy and the available empirical evidence. Sample topics to be covered include: Social Choice theory and Preference aggregation; Comparative electoral systems; Political economy of income redistribution; Turnout in elections; Strategic and Sincere voting; Political Parties; Debates and Communication; Political Agency Models; Citizen-Candidate Models; and some Empirical Studies of Political institutions.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Four pieces of written work (two per term) will be handed in and assessed by class teachers.

Indicative reading: There is no textbook covering all the material in the course. The following books are recommended as supplements to lecture content:

- Analyzing Politics, Rationality, Behavior and Institutions, K.A. Shepsle and M.S. Bonchek. W. W. Norton & Company, New York, London.
- Liberalism Against Populism, W.H. Riker, Waveland Press, Prospect Heights, Illinois.

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

EC307

Development Economics

This information is for the 2024/25 session.

Teacher responsible: Prof Oriana Bandiera SAL.3.02 and Prof Robin Burgess SAL.3.03

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environment and Sustainable Development with Economics, BSc in Geography with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: This course makes use of key concepts in economic theory as well as econometric analysis. We welcome all students with a strong background and proven record in quantitative courses, such as econometrics (EC220 or EC221 or EC2C1 or EC2C3 and EC2C4, or equivalent), statistics (ST107 or ST102, or ST109 combined with EC1C1), microeconomics (EC201 or EC202 or EC2A1 or EC2A3, or equivalent) and mathematics (MA107 or MA100).

Course content: This course explores the microeconomic foundations of economic development. We will discuss economic growth, inequality, poverty traps, labour markets, capital markets, education, health, gender, service delivery, taxation, the role of the state, governance and accountability, conflict, access to finance, infrastructure, trade, firms and markets, energy, environment and climate change. In studying each of these topics, we will ask: what determines the decisions of households and firms in less developed countries? What constraints do they face? Is there scope to improve livelihoods and productivity through the actions of governments, international organizations, NGOs, or market participants? What policies have been tried? How have they fared? This course combines theory and empirics but maintains a strong applied focus. Under each theme, we will derive testable implications from the theory, subject these predictions to econometric testing, comment on the robustness of the results obtained, and seek to draw policy conclusions.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term, Winter Term, and Spring Term.

Formative coursework: Feedback will be provided on four assignments (two in AT and two in WT).

Indicative reading: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. Background texts for the course are A. Banerjee and E. Duflo, *Poor Economics*, Public Affairs, 2011 and D. Ray, *Development Economics*, Princeton UP, 1998.

Assessment: Exam (100%, duration: 3 hours, reading time: 15

minutes) in the spring exam period.

EC310

Behavioural Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Matthew Levy SAL.3.21

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics with Economic History, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics and BSc in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Students taking the course as an outside option are required to meet the pre-requisites as detailed below.

Pre-requisites: Ideally, students must have completed EC202 or EC2A1. A highly motivated student who has done well in EC201 or EC2A3– as a guideline 65 or better – is welcome on the course, but only if handling economics mathematically comes naturally. If in doubt, students should consult with Dr Levy enrolling onto the course. Fluency in calculus is essential, and some knowledge of methods of mathematical proof, including those using sets, is necessary.

Course content: The course will expose students to a number of major topics in Behavioural Economics and will link theory with empirical applications. The first half of the course will focus on departures from neoclassical preferences, while the latter half will cover departures from rational expectations. The particular topics to be covered include:

- Reference Dependent Preferences and Loss Aversion
- Social Preferences
- Hyperbolic Discounting
- Naiveté and Self-Control
- Projection Bias • Happiness and Adaptation
- Heuristics and Biases
- Inattention and Shrouding
- Nudging and Framing
- Behavioural Welfare Analysis

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term, Winter Term, and Spring Term.

Formative coursework: At least four exercises or pieces of written work will be assessed by class teachers and feedback provided.

Indicative reading: Congdon, William, Jeffrey Kling, and Sendhil Mullainathan. *Policy and Choice: Public Finance Through the Lens of Behavioral Economics* (selected chapters). Brookings Institution Press: Washington, D.C. 2011

[Free eBook download at <http://www.brookings.edu/press/Books/2011/policyandchoice.aspx>]

Rabin, Matthew. 'Psychology and Economics', *Journal of Economic Literature*, 36(1), 1998: 11-46.

DellaVigna, Stefano. 'Psychology and Economics: Evidence from the Field', *Journal of Economic Literature*, 47(2), 2009: 315-372.

Fehr, Ernst and Simon Gächter. 'Fairness and Retaliation: The Economics of Reciprocity', *Journal of Economic Perspectives*, 14(3), 2000: 159-181.

Laibson, David. 'Golden Eggs and Hyperbolic Discounting', *The Quarterly Journal of Economics*, 112(2), 1997: 443-477.

Camerer, Colin, Linda Babcock, George Loewenstein, and Richard Thaler. 'Labor Supply of New York City Cabdrivers: One Day at a Time', *The Quarterly Journal of Economics*, 112, 1997: 407-441.

Gabaix, Xavier and David Laibson. 'Shrouded Attributes, Consumer

Myopia, and Information Suppression in Competitive Markets, The Quarterly Journal of Economics, 121(2): 505-540.
 Bernartzi, Shlomo and Richard Thaler. 'Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving', Journal of Political Economy, 112(1), 2004: S164-S187.
 Kahneman, Daniel and Amos Tversky. 'Prospect Theory: An Analysis of Decision under Risk', Econometrica, 47(2), 1979: 263-292.

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

EC311

History of Economics: How Theories Change

This information is for the 2024/25 session.

Teacher responsible: Dr Andres Guiot Isaac

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines the ways in which economics has developed from the Mercantilists of the 17th century to the Neoclassical thinking of the later 20th century. The course will explore how the theories, concepts and methods of economics have changed over the last 250 years, focusing on Europe and North America. We will use the original texts in order to understand how economists of the past approached perennial questions (about for example, the sources of growth or the role of money) and resolved them in the context of the economic conditions of their own time and place; and use theories about scientific change to understand the longer history of economics.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students will be expected to discuss assigned texts and produce several pieces of written work.

Indicative reading: A reading list of original texts and secondary literature will be given at the beginning of the course. For an introduction, students may read R L Heilbroner's, *The Worldly Philosophers*; for general background, consult Roger E Backhouse's, *The Penguin History of Economics* or David Colander & Harry Landreth's, *History of Economic Thought*.

Assessment: Take-home assessment (100%) in the ST.

EC313

Industrial Economics

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Pesendorfer SAL.4.19

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1). A highly motivated student who has done well in EC2A3-- as a guideline 65 or better -- is welcome on the course, but only if handling economics mathematically comes naturally. Also, students must have completed Introduction to Econometrics (EC220) or Principles of Econometrics (EC221) or Econometrics II (EC2C1) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4), or equivalent. Students who believe they have completed an equivalent course instead of one of these must receive permission from Prof. Pesendorfer before selecting the course.

Course content: The aim of the course is to provide students with a working knowledge of theoretical and empirical methods for industry studies. Topics may include: monopoly, price discrimination, oligopoly theory, mergers, product differentiation, dynamic industry models, collusion, demand estimation, production function estimation, empirical techniques for oligopoly models, identification of conduct, advertising, search, auction markets, empirics of auction markets, winner's curse, collusion in auctions, matching markets, and moral hazard. The topics will be discussed with applications for selected industries and considering competition policy questions.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of lectures and classes totalling a minimum of 50 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Two marked assignments per term.

Indicative reading: The course will draw on a variety of texts, the main ones being:

1 Jeffrey R. Church and Roger Ware. *Industrial Organization: A Strategic Approach*.

2 Jean Tirole. *Theory of Industrial Organization*

3 Guillaume Haeringer. *Market Design: Auctions and Matching*

A detailed reading list will be provided at the beginning of the course.

Some notes will be provided where textbook coverage is inadequate.

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

EC317

Labour Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Guy Michaels SAL.2.10

Professor Stephen Machin SAL.2.06A

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. Also, students must have completed Introduction to Econometrics (EC220) or Principles of Econometrics (EC221) or Econometrics II (EC2C1) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4), or equivalent.

Course content: This course is an introduction to the economic analysis of behaviour and institutions in labour markets. In the AT, primarily microeconomic models are applied to labour market

phenomena, such as labour supply and participation for individuals and households, labour demand by firms, wage determination, employment, and unemployment under different institutional settings. Specific topics to be studied in the WT include: labour market outcomes by gender; labour market discrimination; labour market inequalities and technological change; education and wage returns; minimum wages; trade unions; alternative work arrangements; crime and the labour market. Students will learn in classes how to distinguish alternative theories empirically using real world data. The course explores how models and empirical analysis can be applied to evaluate labour market policies, some examples being the minimum wage, school dropout ages, welfare programmes, and immigration restrictions. The goal of the course is to enable students to think critically and independently about labour market issues, drawing on the models and tools developed during the course.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Problems sets in the course involve hands-on statistical analysis of real world data.

Indicative reading: G Borjas, Labor Economics. Additional reading, drawn from chapters of books, specific reviews and journals, are suggested during the course and specified in the reading list.

Assessment: Exam (85%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

Class participation (15%) in the AT and WT.

EC319

Games and Economic Behaviour

This information is for the 2024/25 session.

Teacher responsible: Dr Andrew Ellis SAL 3.15
Dr Christopher Sandmann SAL 4.24

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Philosophy and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Pre-requisites: Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. Fluency in calculus is essential, and some knowledge of analysis, probability theory, linear algebra and set theory is advantageous.

Course content: This course reviews fundamental concepts in economic theory and presents some of its most successful applications. The first part of the course will survey concepts in non-cooperative game theory and will introduce students to game theoretic modelling in economics. After setting up the primitives of the game theory framework, different solution concepts will be analysed with an emphasis on economic applications including bargaining, voting, communication, and matching. The second part of the course traces the 'game theory revolution' in economics whereby game theory has become the dominant paradigm in applied fields. The course will cover contract theory (lectures 1-2), auction theory (lecture 3-7), and banking and corporate finance (lecture 8-10). Topics may include: the hold-up problem; menu pricing with an application to income taxation (contract theory); the VCG mechanism, revenue equivalence theorem and revenue-maximising auctions; the drainage tract model; the linkage principle (auction theory); credit rationing and

screening; incomplete contracts (why do banks exist?); moral hazard and renegotiation in start-ups.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Students are expected to attempt assigned problem sets ahead of the class, where these will be discussed. In addition, students are expected to submit up to four of the designated hand-in problem sets, two for each term, to receive feedback from class teachers.

Indicative reading: M. Osborne, An Introduction to Game Theory, Oxford University Press, 2003.

P. Milgrom, Putting Auction Theory to Work, Cambridge, 2004

P. Bolton, M. Dewatripont, Contract Theory, The MIT Press, 2004

X. Freixas, J.-C. Rochet, Microeconomics of Banking, The MIT Press, 2008

J. Tirole, The Theory of Corporate Finance, Princeton, 2006

Assessment: Exam (50%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the spring exam period.

Coursework (50%) in the WT and ST.

The spring exam assesses AT course content only. The coursework assesses WT course content only and encompasses two equally weighted marked assignments, one individual and one group.

EC321

Monetary Economics and Aggregate Fluctuations

This information is for the 2024/25 session.

Teacher responsible: Dr Kevin Sheedy SAL 1.09
Michael McLeay TBC

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Mathematics and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. Students must also have completed Macroeconomic Principles (EC210) or Macroeconomics II (EC2B1) or Macroeconomics II (EC2B3) or Macro-Finance (FM201), or equivalent. In exceptional cases and only with permission, students may be allowed to take EC321 if they also take macroeconomics concurrently. Students must have mathematics and statistics to at least the level of Quantitative Methods (MA107 and ST107), while Mathematical Methods (MA100) and Elementary Statistical Theory (ST102), or else Elementary Statistical Theory I (ST109) in combination with Econometrics I (EC1C1), are strongly preferred. Introduction to Econometrics (EC220) or Principles of Econometrics (EC221) or Econometrics II (EC2C1) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4), or equivalent are desirable though not essential.

Course content: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of banks and of the central bank, and the conduct of monetary and financial policies. Subjects likely to be covered include: The nature and function of money; Asset prices and

the term structure of interest rates; Classical monetary theory, neutrality and inflation; Interest-rate feedback rules; The interaction between monetary and fiscal policy; Theories of the demand for money; The market for reserves; Financial markets and financial intermediaries; The transmission mechanism of monetary policy and theories of the Phillips curve; The optimal rate of inflation and optimal stabilisation policy; The positive theory of inflation and the case for central bank independence; Policymaking in an uncertain environment; The role of banks in the transmission mechanism and the case for bank regulation; Financial crises and the role of the central bank as a lender of last resort; The 2007-8 financial crisis, unconventional monetary policies and macro-prudential policy.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Students are required to submit two essays or exercises in the AT and the WT. Feedback is provided on these by the class teacher. Students are expected to make positive contributions to class discussions.

Indicative reading: The most useful textbooks are M Lewis & P Mizen, *Monetary Economics*, and C Walsh, *Monetary Theory and Policy* 4th edn. Other useful texts include: C Goodhart, *Money, Information and Uncertainty*, 2nd edn; D Laidler, *The Demand for Money*, 4th edn; R Aliber and C Kindleberger, *Manias, Panics and Crashes: A History of Financial Crises*, 7th edn. The main source of assigned readings is, however, journal articles.

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

EC325

Public Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Kate Smith SAL 3.16

Prof Camille Landais SAL.3.23

Availability: This course is compulsory on the BSc in International Social and Public Policy and Economics. This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. The capacity to read and understand applied research methods as covered in EC220 or EC221 or EC2C1 or EC2C3 and EC2C4 is highly desirable.

Course content: The first part of the Autumn term content focus on the foundations of public economics. We begin by introducing classical theories concerning equity, efficiency, and the rationales for government intervention in the economy. We discuss market failure in the context of public goods and externalities, including environmental policy. We also discuss problems of public choice and political economics, and the implications of recent research in behavioural economics for policymaking. We also study

modern empirical methods that are used to evaluate the causal effects of public policies. The second part of the Autumn term considers social insurance policies, including unemployment insurance, disability insurance, retirement pensions, and public health insurance. We study the economic rationale for government intervention in social insurance and the optimal type and extent of interventions, and we relate this to empirical evidence on the causal effects of changes in social insurance policies.

In the Winter Term the course is devoted to tax and transfer programs. We begin by examining the incentive effects of taxes and transfers on labour supply, and then go on to consider migration, tax avoidance, and tax evasion. As inequality is a key input to tax and transfer policy, we critically examine the measurement of and trends over time in income and wealth inequality in various countries. We look at the effect of taxation on economic efficiency and explore the optimal taxation of commodities and income. Finally, we consider questions of tax administration and apply them in a developing country context.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Feedback is provided for one problem set and one mock exam each term (Autumn and Winter).

Indicative reading: The recommended textbook for the course is Jonathan Gruber (2016) *Public Finance and Public Policy*, 5th edition, Worth Publishers. Many of the readings will be journal articles.

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

EC328 Half Unit

Economics of Diversity and Discrimination

This information is for the 2024/25 session.

Teacher responsible: Prof Maitreesh Ghatak (SAL.3.08A) and Dr Christiane Szerman (TBC)

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is suitable for students on Economics joint degree and other programmes, who have followed the quantitative stream of the new economics curriculum.

Pre-requisites: This course combines theory and empirics so requires a good understanding of microeconomic theory and econometrics. Students must have Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. Also, students must have completed Econometrics II (EC2C1) or Econometrics I (EC2C3) typically (but not necessarily) in combination with Econometrics II (EC2C4), or equivalent. This course can be taken after EC2C3 within the same academic year.

Course content: This course will cover the economics of discrimination guided by economic theory and evidence. In the first part of the course, we look at some broad stylized facts relating to discrimination in the labour market (both racial and gender) and then explore some of the leading economic theories of the causes and consequences of discrimination, why it tends to persist despite the economic inefficiencies involved, the role for corrective

policies, and to the extent the negative effects of discrimination are transmitted inter-generationally. The second part of the course includes the empirical measurement of discrimination, an overview of the economic consequences of racial and gender discrimination, which policies have been implemented to promote equality for underrepresented groups, and examines the relationship between economic inequality and intergenerational mobility. The second part also covers econometric methods used in the literature on the economics of discrimination. Themes and, in some cases, papers overlap in the two parts. However, they are designed to be complementary, with the first part posing stylized facts and questions, and trying to interpret these using some simple theoretical models, and the second part examining the empirical implications of the theory and focusing on issues of measurement and causal identification.

Teaching: 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Winter term and Summer Term.

Formative coursework: There will be a combination of problem sets and short written reports, which will be discussed in classes. The problem sets cover both theoretical and empirical topics covered in the lectures. Each written report summarizes a paper discussed in class and provides two major comments on the assigned paper. Examples of comments can be suggestions for future research, questions relevant to the paper that it does not address, major concerns related to the analysis and suggestions for investigating them, and alternative interpretations of the evidence that the authors did not consider. The goal of these written reports is to encourage students to think actively and critically about the topics discussed and to serve as preparation for the summative essay.

Indicative reading: Reading for the course will consist of academic papers, newspaper or online articles, and podcasts. Papers marked with one star (*) on the reading list are required reading for the lecture or class. As an example of the level and content of the reading in economics articles, students may wish to look at the following:

- Lang, Kevin and Jee-Yeon K. Lehmann (2012); "Racial Discrimination in the Labor Market: Theory and Empirics", *Journal of Economic Literature*, Vol. 50, No. 4, pp. 959-1006.
- Doepke, Matthias and Fabian Kindermann (2019): "Bargaining over Babies: Theory, Evidence, and Policy Implications", *American Economic Review* 2019, 109(9): 3264–3306.
- Goldin, Claudia. "The Quiet Revolution that Transformed Women's Employment, Education, and Family." *American Economic Review* 96, no. 2 (2006): 1-21.
- Anjali Adukia, Alex Eble, Emileigh Harrison, Hakizumwami Birali Runesha, Teodora Szasz, What We Teach About Race and Gender: Representation in Images and Text of Children's Books, *The Quarterly Journal of Economics* 138, no. 4 (2023): 2225–2285.
- Black, Sandra E., and Paul J. Devereux. "Recent Developments in Intergenerational Mobility." *Handbook of Labor Economics* 4 (2011): 1487-1541.

Assessment: Essay (100%, 5000 words).

Essay (100%, 5,000 words) in the Spring Term.

The essay takes up a specific question related to the topics covered in the course and provides a critical assessment of the literature, both policy and academic, discussing both what we know, and the gaps in our knowledge or understanding of the processes and mechanisms at work.

EC330

Environmental Economics

This information is for the 2024/25 session.

Teacher responsible: Prof Robin Burgess and Dr Clare Balboni

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is suitable for students on Economics joint degree and other programmes who have followed the quantitative stream of the new economics curriculum.

Pre-requisites: This course makes use of key concepts in economic theory as well as econometric analysis. We welcome all students with a strong background and proven record in quantitative courses such as econometrics, statistics, microeconomics, mathematics, other advanced economics courses.

Course content: Climate change and associated widespread environmental degradation is considered to be the biggest challenge that we face this century. How we tackle this challenge whilst continuing to improve human living standards will require new insights from across economics.

The first half of the course will be concerned with environmental damages and the design of policies to remedy them. It brings in key concepts such as how we value air pollution and climate change damages, how people adapt to these and how we harness environmental regulations, trade policy and behavioural economics to counter them.

The second term focuses on the implementation and evaluation of different policies to counter climate change and environmental degradation. It brings in key concepts such as how we encourage social protection and environmental justice, how we promote biodiversity, clean air and clean water and how we encourage innovation and diffusion of clean energy.

Taken together the course will give students a strong grounding in how frontier economics can be brought to bear on the key climate, environmental and energy challenges that we all face. Sustainability challenges loom ever larger in careers across the private sector, public sector and academia and the analytical capacity that students build in this course will help to prepare them for these different careers.

This course is complementary to the courses Applied Environmental Economics (GY222) and Applied Economics of Environment and Development (GY329).

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours.

Formative coursework: Weekly classes will focus on academic papers covered in the lecture alongside an assignment to guide your reading. These are designed to help deepen your analytical capacity. Students are expected to engage with weekly assignments and actively participate in class discussions. Two assignments will be marked, and feedback provided each term. Students are permitted to work in groups but must provide their own individual written attempt to each assignment.

Indicative reading: The course combines theory and empirics and has a strong applied focus. There is no textbook for the course. Students will instead be required to engage with academic papers at the frontier of the literature, as well with historic seminal works. The following are indicative of recent papers students can expect

to engage with:

- Carleton, T.A., Jina, A., Delgado, M.T., Greenstone, M., Houser, T., Hsiang, S.M., Hultgren, A., Kopp, R.E., McCusker, K.E., Nath, I.B. and Rising, J., 2020. Valuing the global mortality consequences of climate change accounting for adaptation costs and benefits. *The Quarterly Journal of Economics*, 137(4), 2037–2105.
- Deryugina, T., Heutel, G., Miller, N. H., Molitor, D., & Reif, J. (2019). The mortality and medical costs of air pollution: Evidence from changes in wind direction. *American Economic Review*, 109(12), 4178-4219.
- Desmet, K., Kopp, R.E., Kulp, S.A., Nagy, D.K., Oppenheimer, M., Rossi-Hansberg, E. and Strauss, B.H., 2021. Evaluating the Economic Cost of Coastal Flooding. *American Economic Journal: Macroeconomics*, 13(2).
- Banzhaf, S., Ma, L. and Timmins, C., 2019. Environmental justice: The economics of race, place, and pollution. *Journal of Economic Perspectives*, 33(1), pp.185-208
- Barreca, A., Clay, K., Deschenes, O., Greenstone, M., & Shapiro, J. S. (2016). Adapting to climate change: The remarkable decline in the US temperature-mortality relationship over the twentieth century. *Journal of Political Economy*, 124(1), 105-159.
- Davis, L. W., & Kahn, M. E. (2010). International trade in used vehicles: The environmental consequences of NAFTA. *American Economic Journal: Economic Policy*, 2(4), 58-82.
- Allcott, H., & Taubinsky, D. (2015). Evaluating behaviorally motivated policy: Experimental evidence from the lightbulb market. *American Economic Review*, 105(8), 2501-38.
- Shapiro, J.S. and Walker, R., 2018. Why is pollution from US manufacturing declining? The roles of environmental regulation, productivity, and trade. *American Economic Review*, 108(12), pp.3814-54.
- Balboni, C., Burgess, R. and Olken, B. (2021). The Origins and Control of Forest Fires in the Tropics. Mimeo LSE and MIT.
- Balboni, C. A. (2019). In harm's way? Infrastructure investments and the persistence of coastal cities. *Revise and resubmit American Economic Review*
- Burgess, R., Hansen, M., Olken, B. A., Potapov, P., & Sieber, S. (2012). The political economy of deforestation in the tropics. *Quarterly Journal of Economics*, 127(4), 1707-1754.

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

EC331

Quantitative Thesis

This information is for the 2024/25 session.

Teacher responsible: Dr Matthew Levy SAL 3.21

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Principles of Econometrics (EC221) or Econometrics II (EC2C1), or exceptionally Introduction to Econometrics (EC220) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4).

Course content: This course provides an opportunity to learn how to do independent quantitative economic research at an advanced level. Students are expected to pursue research on a question of their own choice under the supervision of a member of staff. They are expected to formulate an initial proposal near the start of AT in order to be matched with a supervisor, refining their choice into a manageable research question during that term. Following independent work during AT, a seminar in week 9 will review student progress. In the WT seminars, each student will present a preliminary outline of the results for comments by fellow students and teachers, and later a follow-up presentation on further, more final results and a draft thesis. Seminars in WT are formally timetabled as classes.

Teaching: 4 hours of seminars in the AT. 20 hours of seminars in the WT.

In week 11 of the AT and the WT students will work independently

(with supervisory advice).

Formative coursework: Students are required to prepare material for their presentations in the seminar, but this is not formally assessed. Students are additionally expected to participate in discussion on the presentations of other students as this is part of the training of a research economist, but this is also not formally assessed.

Indicative reading: As each student chooses an individual research question, there is no common reading list for this course.

Assessment: Thesis (100%) in the ST.

A completed thesis (up to 10,000 words, not including abstract, footnotes, bibliography and tables) on an approved subject will be required to be submitted in the Spring term.

EC333

Problems of Applied Econometrics

This information is for the 2024/25 session.

Teacher responsible: Prof Mark Schankerman SAL.4.30 and Dr Pasquale Schiraldi SAL.4.22

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Mathematics and Economics, BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Pre-requisites: Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. Also, students must have completed introduction to Econometrics (EC220) or Principles of Econometrics (EC221) or Econometrics II (EC2C1) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4), or equivalent. Students who have completed EC220 or EC2C3 in combination with EC2C4, rather than EC221 or EC2C1, should refer to Dr Schiraldi for advice before starting the course regarding additional preparatory work for Winter term course material.

Course content: The purpose of this course is to provide a solid grounding in recent developments in applied micro-econometrics. A major feature of the course is the use of both analytical and computer-based (data) exercises for the classes, as well as reading applied economic papers from the journals which apply the techniques being taught. This mix will enable students to gain practical experience in analysing a wide variety of econometric problems. The topics covered in the Autumn term include randomised control experiments, exact and propensity score matching methods, difference-in-differences estimation, instrumental variables and the identification of the local average treatment effect, technique for estimating the marginal treatment effect, the weak instrument problems, and sharp and fuzzy regression discontinuity design. The lectures will be focused on the methodology, with particular emphasis on understanding the key assumptions required for each technique to deliver consistent estimates of the treatment effects. The Winter term will mainly focus on the following topics: the analysis of cross section and panel data, including fixed and random effects, computing standard error and clustering, issues of measurement error, binary choice models, maximum likelihood estimation, introduction to discrete choice model and demand estimation.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of WT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Autumn term: Required weekly "referee

reports" (3-4 pages) on assigned journal articles, and/or analytical exercises, with two graded. The choice of graded reports/exercises will not be announced beforehand. Feedback to be provided by the class teacher. Winter term: A required problem set, usually to include econometric questions and/or applications. Feedback to be provided by the class teacher.

Indicative reading: A detailed reading list will be provided at the beginning of each term of the course. In parts of the Autumn we will use sections from the textbook "Mostly Harmless Econometrics" by Angrist and Pischke. A complementary text, which is also available in an online version, is Scott Cunningham's "Causal Inference: The Mixtape." It is a good reference to gain intuition about the core causal methods we will study in the semester (although we will not have the time to cover all the methods discussed in the book). The level is somewhere between Stock & Watson and Angrist & Pischke.

There is no single text for the Winter term, but useful books include "A Guide to Modern Econometrics" by Marno Verbeek, "Introduction to Econometrics" by Stock and Watson (somewhat less advanced than the lectures) and "Econometric Analyses of Cross Section and Panel Data" by Wooldridge (somewhat more advanced than the lectures).

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

EC334 Half Unit

Advanced Macroeconomics

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Hazel (SAL.1.10) and Dr Maarten De Ridder (SAL.1.11)

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have completed Macroeconomics II (EC2B1) or Macroeconomic Principles (EC210), or Macroeconomics I (EC1B3) combined with either Macroeconomics II (EC2B3) or Macro-Finance (FM201), or equivalent. Students should also have completed Econometrics I (EC2C3) and Econometrics II (EC2C4) or Introduction to Econometrics (EC220) or Principles of Econometrics (EC221), or otherwise show a capacity to read and understand applied research methods. Students who have thoroughly mastered mathematics to the level of Quantitative Methods (Mathematics) (MA107) should be able to follow the course but would find it difficult. Mathematical Methods (MA100) would give a better grounding.

Course content: The course is split into a few segments where, in each one, an advanced model in macroeconomics is covered, and its empirical implications are drawn out and taken to the data. The topics will be varied, but few, and depth will be privileged over breadth. The goal is to confront some key questions in macroeconomics: Why are some countries richer than others? Why does economic activity fluctuate? Why is inflation high? Why are exchange rates so volatile? The precise questions that will be covered every year will be connected to challenges at the time of the course. The emphasis is on introducing students to advanced tools that they can use broadly to answer macroeconomic questions.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours. 15 hours of lectures and 10 hours of classes in the Winter Term.

Formative coursework: Students will submit and receive feedback on two pieces of formative work during the term.

Indicative reading: The course is mainly based on lecture notes

and journal articles. As an example of the level and content of the reading in economics articles, students may wish to look at the following:

- Hazell, J., J. Herreno, J. E Nakamura, J. Steinsson 2022. "The Slope of the Phillips Curve: Evidence from US States" Quarterly Journal of Economics, 137: 1299-1344.
- De Ridder, M., B. Grassi, G. Morzenti (2022). "The Hitchhiker's Guide to Markup Estimation" CEPR discussion paper 17532
- Itskhoki, O. and D. Mukhin (2021). "Exchange Rate Disconnect in General Equilibrium" Journal of Political Economy, 2021, 129, 2183-2232

Assessment: Project (100%, 5000 words) in the ST.

EC335 Half Unit

Economic Policy in the Global Economy

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Sampson (SAL.2.34)

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have completed Microeconomics II (EC2A1 or EC2A3) or Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202), or equivalent.

Students should also have completed Econometrics II (EC2C1) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4) or Introduction to Econometrics (EC220) or Principles of Econometrics (EC221), or equivalent.

Course content: The course explores economic policy in the global economy. We study the causes and consequences of international economic integration, focusing on how globalisation affects the trade-offs that shape policy. Both theoretical and empirical analyses will be considered. Key topics include international trade, capital flows, migration, technology diffusion, taxation in the global economy, and the relationship between globalisation and national sovereignty.

Teaching: This course is delivered through a combination of classes and lectures, totalling a minimum of 25 hours. 15 hours of lectures and 10 hours of classes in the Autumn Term.

Formative coursework: Students will submit and receive feedback on two problem sets during the term.

Indicative reading: The course is mainly based on lecture notes and journal articles. As an example of the level and content of the reading in economics articles, students may wish to look at the following:

- Rodrik, D. 2011. The Globalization Paradox. Oxford University Press.
- Harrison, A. and Scorse, J. 2010. "Multinationals and Anti-Sweatshop Activism" American Economic Review 100(1): 247-273.

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the spring exam period. Class participation (10%) in the AT.

EC336 Half Unit

Econometric Theory A

This information is for the 2024/25 session.

Teacher responsible: Prof Taisuke Otsu SAL.4.25

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics and BSc in

Mathematics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: A good knowledge of linear algebra, calculus and statistical theory is essential, so Mathematical Methods (MA100) and either Elementary Statistical Theory (ST102) or Elementary Statistical Theory I (ST109) in combination with Econometrics I (EC1C1), or equivalent.

Students should have also completed either Econometrics II (EC2C1) or have a strong performance in Econometrics I (EC2C3) and Econometrics II (EC2C4), or equivalent.

Students seeking permission to take this course as an outside option should consult with Professor Otsu before selecting this course.

Course content: This proof-based course focuses on an in-depth exploration of cross-sectional data environments and linear models, consolidating and building on theoretical and analytical skills learned in the Year 2 econometrics sequence.

The course will begin with a review of probability theory, and then covers basic asymptotic theory, method of moments, inference, theory for OLS, instrumental variables regression (linear), generalized method of moments (linear) and maximum likelihood.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours in the Autumn Term (AT). 15 hours of lectures and 10 hours of classes in the AT.

Formative coursework: Students are expected to engage with problems on a weekly basis and to make positive contributions to class discussions. Students will receive feedback on two problem sets during the term.

Indicative reading: Core reading will be from the following texts:

- Hansen, Bruce. Probability and Statistics for Economists. Princeton University Press, 2022.
- Hansen, Bruce. Econometrics. Princeton University Press, 2022.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

EC337 Half Unit

Econometric Theory B

This information is for the 2024/25 session.

Teacher responsible: Prof Javier Hidalgo (SAL.4.20)

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics and BSc in Mathematics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: A good knowledge of linear algebra, calculus and statistical theory is essential, so Mathematical Methods (MA100) and either Elementary Statistical Theory (ST102) or Elementary Statistical Theory I (ST109) in combination with Econometrics I (EC1C1), or equivalent.

Students should have also completed either Econometrics II (EC2C1) or have a strong performance in Econometrics I (EC2C3) and Econometrics II (EC2C4), or equivalent.

Students seeking permission to take this course as an outside option should consult with Professor Hidalgo before selecting this course.

Course content: This methodology course covers general data environments (time series, panel data and clustered data) and various models (dynamic, non-linear, simultaneous equations etc), broadening knowledge and understanding of topics explored in the Year 2 econometrics sequence.

Topics covered: method of moments and GMM (general); generalized least squares (heteroskedasticity and autocorrelation); dynamic model and time series analysis; system of equations and simultaneous equations; panel data analysis; hypothesis testing: general principle and applications; bootstrap; unit root and cointegration.

Teaching: This course is delivered through a combination of

classes and lectures totalling a minimum of 25 hours. 15 hours of lectures and 9 hours of classes in the Winter Term (WT); 1 hour of classes in the Spring Term (ST).

There will be a reading week in Week 6 of WT (no lectures or classes that week).

Formative coursework: Students are expected to engage with problems on a weekly basis and to make positive contributions to class discussions. Students will receive feedback on two problem sets during the term.

Indicative reading: Core reading will be from the following texts:

- Davidson, Russell, and James G. MacKinnon. Econometric theory and methods. Vol. 5. New York: Oxford University Press, 2004.
- Harvey, Andrew C. The econometric analysis of time series. MIT Press, 1990.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

EC338 Half Unit

International Trade

This information is for the 2024/25 session.

Teacher responsible: Dr Isabela Manelici (SAL.2.29)

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Microeconomics II (EC2A1) or Microeconomics I (EC1A3) combined with Microeconomics II (EC2A3), or Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202), or equivalent.

Course content: This course offers an introduction to international trade theory and develops the main tools for trade policy analysis. We start by studying the patterns of trade distinguishing between inter-industry and intra-industry trade flows. We then proceed to an in-depth analysis of the causes and the effects of those flows based on the concepts of absolute and comparative advantage, relative factor abundance and relative factor intensity, increasing returns to scale and imperfect competition. Finally, we discuss the gains and losses from trade, their distribution among people and firms, and their implications for the debate on trade liberalization versus protectionism.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours in the Winter Term (WT). 15 hours of lectures and 9 hours of classes in the WT; 1 hour of classes in the Spring Term (ST)

Formative coursework: Students are expected to complete a problem set weekly, two of which will be marked, and feedback provided.

Indicative reading: Students can consult the textbook:

- Paul Krugman, Marc Melitz and Maurice Obstfeld; International Economics: Theory and Policy, 12th edition, Pearson. (Earlier editions are also relevant).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

EC339 Half Unit**International Macroeconomics****This information is for the 2024/25 session.****Teacher responsible:** Professor Eran Yashiv

Availability: This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have completed Macroeconomics II (EC2B1) or Macroeconomic Principles (EC210), or Macroeconomics I (EC1B3) combined with either Macroeconomics II (EC2B3) or Macro-Finance (FM201), or equivalent.

Course content: This course offers an introduction to international macroeconomic theory and develops the main tools for macroeconomic policy analysis. We start by studying the balance of payments and the causes and consequences of global imbalances, followed by an in-depth study of the determination of exchange rates, money, and prices in open economies. We discuss the costs and benefits of different nominal exchange rate regimes and their sustainability, as well as examine the causes and consequences of debt and default, speculative attacks and financial crises.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours in the Autumn Term (AT). 15 hours of lectures and 10 hours of classes in the Autumn Term.

Formative coursework: Students are expected to complete a problem set weekly, two of which will be marked, and feedback provided.

Indicative reading: Students can consult the textbook:

- Paul Krugman, Marc Melitz and Maurice Obstfeld; *International Economics: Theory and Policy*, 12th edition, Pearson. (Earlier editions are also relevant).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Europe, and the failure to catch-up of earlier well-placed areas such as Latin America. The effects of major events - such as wars and debt crises - are investigated, and we also consider the implications of changing global economic institutions, such as the Gold Standard and IMF, as well as the effects of sometimes rapid changes in product and process technology.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term.

This course includes a reading week in Week 6 of AT and WT.

Formative coursework: Students are expected to write an annotated bibliography, three very short essays and two longer essays during the year.

Indicative reading: The following are particularly useful:

- R C Allen, *Global Economic History: A Very Short Introduction* (2011).
- R Floud, J Humphries & P Johnson (Eds), *The Cambridge Economic History of Modern Britain*, Vol 2 (2014).
- B Eichengreen, *Globalizing Capital: A History of the International Monetary System* (2008).
- K H O'Rourke and J G Williamson, *Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy* (1999).
- E Jones, L Frost & C White, *Coming Full Circle. An Economic History of the Pacific Rim* (1993).
- M S Blackford, *The Rise of Modern Business in the USA, Britain and Japan* (1998).

(A complete reading list and class topics will be given out at the first meeting.)

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

EH102**Pre-industrial Economic History****This information is for the 2024/25 session.****Teacher responsible:** Dr Jordan Claridge SAR 5.05

Availability: This course is compulsory on the BSc in Economic History and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course surveys long-term processes of growth and development in late medieval and early modern Europe (eleventh to eighteenth centuries). It focuses on the transition from a hierarchical society of estates or corporate orders to a market society based on legal equality and freedom of contract. There are two core questions: First, why did this transition occur in an evolutionary way in England and the Netherlands, whereas it was severely delayed the rest of Europe? And second, how is it related to the 'small divergence' between the Dutch Republic and England on the one side and most of the Continent on the other, where the North-West enjoyed significantly higher living standards and per capita incomes than other countries long before the onset of industrialisation?

The course thus raises fundamental questions about societies and economies: Was pre-industrial economic growth transitory and regional? Or was it a recurrent, even normal phenomenon, which however could occasionally be reversed? Was Dutch and British success the result of their social and institutional features? Or was it a combination of geographical factors and good fortune? To what degree did early modern governments help or hinder economic development? Did Europe's political fragmentation hold back the continent's development, or did competition between states have beneficial consequences? In conclusion, can we define an optimal combination of social, political, and economic institutions that sustained growth in the past (and thus, perhaps, in the future)?

The course has a strong focus on skills training, in particular on essay writing.

Teaching: This course is delivered through a combination of

EH101**The Internationalisation of Economic Growth, 1870 to the present day****This information is for the 2024/25 session.****Teacher responsible:** Prof Neil Cummins SAR 5.13 and Prof Christopher Minns SAR 6.15

Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History and Geography and BSc in Economics and Economic History. This course is available on the BA in History, BSc in Actuarial Science, BSc in International Relations, BSc in Politics and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines the inter-relationships between the development of the international economy and the growth of national economies since the late nineteenth century. The course is designed to introduce students not only to a wide variety of topics and issues, but also to the wide variety of approaches used by historians. The course includes analyses of the original leading nation, Britain, and its replacement, the United States, as well as the catch-up of areas such as continental

classes and lectures totalling a minimum of 40 hours across AutumnTerm and WinterTerm.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students will be expected to produce 1 exercise and 1 other piece of coursework in the AT. Students are expected to produce two pieces of formative written coursework in the Autumn Term. They will give formative presentations on topics that form part of the course content. They will receive structured feedback on their formative coursework.

Indicative reading:

- Anderson, J.L. (1991): Explaining long-term economic change, Cambridge (Cambridge University Press).
- Cipolla, C.M. ed. (1971/72). The Fontana economic history of Europe, vols. 1 and 2, London (Fontana).
- de Vries, J. (1976). The economy of Europe in an age of crisis, 1600-1750, Cambridge, London, New York etc. (Cambridge University Press).
- Hatcher, J. and Bailey, M. (2001): Modelling the Middle Ages. The History and Theory of England's Economic Development, Oxford (Oxford University Press).
- Miskimin, H. (1969). The Economy of Early Renaissance Europe 1300-1460. Englewood Cliffs/NJ: Prentice-Hall.
- Miskimin, H. (1977). The Economy of Later Renaissance Europe 1460-1600. Cambridge, London, New York, Melbourne: Cambridge University Press.
- Persson, K. G. (2010). An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present. Cambridge: Cambridge University Press.

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Essay (30%, 2000 words) in the WT.

EH111 Half Unit

The Internationalisation of Economic Growth

This information is for the 2024/25 session.

Teacher responsible: Prof Neil Cummins SAR 5.13 and Prof Christopher Minns SAR 6.15

Availability: This course is available as an outside option to students on non-Economic History programmes where regulations permit and to General Course students.

Course content: The course examines the inter-relationships between the development of the international economy and the growth of national economies until the late nineteenth century. The course is designed to introduce students not only to a wide variety of topics and issues, but also to the wide variety of approaches used by historians. The course includes analyses of the original leading nation, Britain, and its replacement, the United States, as well as the catch-up of areas such as continental Europe, and the failure to catch-up of earlier well-placed areas such as Latin America.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across AutumnTerm.

This course includes a reading week in Week 6 of AT.

Formative coursework: Students are expected to write an annotated bibliography, a very short essay and a longer essay during the term.

Indicative reading: The following are particularly useful:

- R C Allen, Global Economic History: A Very Short Introduction (2011).
- K H O'Rourke and J G Williamson, Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy (1999).
- G. Clark, A Farewell to Alms (2007)

(A complete reading list and class topics will be given out at the first meeting.)

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

EH204

Money and Finance: From the Middle Ages to Modernity

This information is for the 2024/25 session.

Teacher responsible: Prof Oliver Volckart SAR 6.10 and Prof Albrecht Ritschl SAR 6.06

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course provides an overview of the main developments in monetary and financial history from 800 to the present day, taking the students from the simple beginnings of medieval European monetary history to the complex financial arrangements of the modern world. The first part of the course covers the emergence of money and finance from the medieval ages to the early modern period. The second part examines the main developments in the global financial system since the nineteenth century. Historical developments in major European and non-European countries (England, Spain, Italy, France, Germany, USA) will be discussed and compared. The course is designed to introduce students to the main concepts of money and finance (financial development, financial integration, monetary policy, banking crises etc.) and to provide a long run perspective to the current policy debate.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

There will be a Reading Week in Week 6 of AT and WT.

Formative coursework: The students will produce one formative essay in AT, and one outline of their summative essay in WT. The exercise will help them practice academic writing (structuring and presenting arguments, providing explanations, referencing etc.); a skill both necessary for the dissertation they are expected to write in year 3 and helpful for the exam of this course that will take place in summer term. The class presentation has a formative character, too. Students will practice presenting complex arguments to their peers and answering questions from the audience.

- Indicative reading:**
1. Barrett, W. (1990): World Bullion Flows, 1450-1800, in: Tracy, J.D., ed., The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World 1350-1750, Cambridge (Cambridge University Press), pp. 224-254.
 2. Chilos, D. and Volckart, O. (2011). Money, States and Empire: Financial Integration and Institutional Change in Central Europe, 1400-1520. Journal of Economic History 71, 762-791.
 3. Eichengreen, B. (1992), Golden Fetters: The Gold Standard and the Great Depression, 1919-1939, Oxford (Oxford University Press).
 4. Eichengreen, B. (2008), Globalizing Capital: A History of the International Monetary System, Princeton (Princeton University Press).
 5. Friedman, M. and A. Schwartz (1963), A Monetary History of the United States, 1867-1960, Princeton (Princeton University Press).
 6. Kindleberger, C. P. (2005), Manias, Panics and Crashes. A History of Financial Crises, 5th edition, New York: Macmillan.
 7. Reinhart, C. and K. Rogoff (2009), This Time Is Different: Eight Centuries of Financial Folly, Princeton (Princeton University Press).
 8. Spufford, P. (1991): Money and its Use in Medieval Europe, Cambridge et al. (Cambridge University Press).

Assessment: Essay (30%, 3000 words) in the WT. Take-home assessment (70%) in the ST.

EH207**China since 1800: Culture, institutions and economic growth**

This information is for the 2024/25 session.

Teacher responsible: Dr Melanie Meng Xue SAR 6.12

Availability: This course is available on the BA in History, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: A background in econometric methods is preferred but not required.

Course content: The first half of the course focuses on facts and follows a chronological order, covering major phases of historical China, including pre-1800 China, the Great Divergence, late Qing and Republican China, Communism, and post-1979 economic and political reform. The second half of the course is more analytical and examines a number of topics, including (1) Geography, (2) Institutions (3) States (4) Culture (5) Gender, (6) Education (7) Social Mobility (8) Trade and Markets (9) Environment and Disasters.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students are expected to write one formative essay in Autumn term.

Indicative reading:

- Deng, Kent, *Mapping China's Growth and Development in the Long Run, 221 BC to 2020* (London: World Scientific Press and Imperial College Press);
- Richard von Glahn, *The Economic History of China: From Antiquity to the Nineteenth Century* Cambridge University Press, 2016;
- Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy* Princeton, New Jersey: Princeton UP, 2000;
- Wong, Roy Bin. *China transformed: historical change and the limits of European experience*. Cornell University Press, 1997
- Loren Brandt, Debin Ma, and Thomas G Rawski (2014). "From Divergence to Convergence: Re-evaluating the History Behind China's Economic Boom". *Journal of Economic Literature*.
- Stephen Broadberry, Hanhui Guan, and David Daokui Li (2018). "China, Europe, and the Great Divergence: a study in historical national accounting, 980–1850". *The Journal of Economic History* 78.4, 955–1000
- Robert C Allen, Jean-Pascal Bassino, Debin Ma, Christine Moll-Murata, and Jan Luiten Van Zanden (2011). "Wages, prices, and living standards in China, 1738–1925: in comparison with Europe, Japan, and India". *The Economic History Review*.
- Avner Greif and Guido Tabellini (2010). "Cultural and institutional bifurcation: China and Europe compared". *American Economic Review* 100.2, 135–40
- Robert C Allen, Jean-Pascal Bassino, Debin Ma, Christine Moll-Murata, and Jan Luiten Van Zanden (2011). "Wages, prices, and living standards in China, 1738–1925: in comparison with Europe, Japan, and India". *The Economic History Review*
- Benjamin A Elman (1991). "Political, social, and cultural reproduction via civil service examinations in late imperial China". *The Journal of Asian Studies* 50.1, 7–28

Assessment: Exam (60%, duration: 2 hours) in the spring exam period. Coursework (20%, 1800 words) in the AT.

Coursework (20%, 1800 words) in the WT.

Coursework each term is made up of an essay (1,500 words) and a long answer (300 words) related to the methodology of the articles covered in the course.

EH209 Not available in 2024/25**The Family Economy in History: 1260 to the present day**

This information is for the 2024/25 session.

Teacher responsible: Prof Sara Horrell SAR 6.03

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Introductory economics is not a strict pre-requisite for this course, but students may find a basic introduction to economics helpful in understanding some of the material.

Course content: In recent accounts the actions of individuals within families and the household have emerged as important explanations for pre-industrial and industrial economic growth. Female agency in marriage decisions resulted in a variant of household formation which allowed high living standards after the ravages of the Black Death. Later, the consumption desires of households prompted increased market participation of women and children, creating an early modern industrious revolution with the potential to evolve into industrial revolution. High wages and child labour have both emerged as contenders in determining the path to industrialisation, and shifts in the provision of education and health services have impacted women's duties within the household and their opportunities in the wider economy throughout the twentieth century. This course examines the role played by the family in determining the path of development. While the lectures largely relate to the British experience, the classes and assessment invite comparisons with experiences in Europe, Asia, and North America. Simple economic models of individual and household behaviour provide the theoretical basis for understanding outcomes, but the focus is on evidence, often quantitative, and critical evaluation of contending explanations.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the AT and 1 essay and 1 presentation in the WT.

Students are expected to write two essays or equivalent pieces of written work.

Students are expected to participate in group presentations of specific readings to the rest of the class twice during the course.

Indicative reading:

- Broadberry, Stephen, Campbell, Bruce M.S., Klein Alexander, Overton, Mark and van Leeuwen, Bas (2015) *British Economic Growth, 1270-1850*, Cambridge University Press, chapters 1, 10.
- De Moor, Tine, and van Zanden, Jan Luiten (2010) 'Girl Power: The European Marriage Pattern and Labour Markets in the North Sea Region in the Late Medieval and Early Modern Period,' *Economic History Review*, 63, pp. 1-33.
- De Vries, Jan (2008) *The Industrious Revolution: consumer behaviour and the household economy, 1650 to the present*, Cambridge University Press
- Muldrew, Craig (2011) *Food, energy and the creation of industriousness*, Cambridge University Press
- Humphries, Jane (2010) *Childhood and Child Labour in the British Industrial Revolution*, Cambridge University Press.
- Horrell, Sara, Jane Humphries and Jacob Weisdorf (2019) *Family standards of living over the long-run, England 1280-1850', Past and Present*.
- June Purvis (ed) (1997) *Women's History, Britain 1850-1945. An introduction*, Routledge

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Essay (30%, 3000 words) in the WT.

The summative essay chosen from a selection of topics covered during the course.

EH211

Africa and the World Economy, 1500-2000

This information is for the 2024/25 session.

Teacher responsible: Prof Leigh Gardner SAR 5.07

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines the economic history of Africa from the medieval period to the present. Its overall aim is to situate Africa within global economic history, illustrating how Africa and Africans contributed to global economic change as well as exploring the impact of those changes on African economies. Lectures provide a chronological introduction to significant periods in African economic history, from the trans-Saharan trade through the slave trade, colonial rule, and independence. The course ends by considering the significance of recent economic expansions and population growth. While lectures and classes focus on broader themes, assessed work includes a case study research project allowing students to learn about the diversity of experience around the continent.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students should expect to complete two formative assignments per term. This will include one essay or equivalent plus an assignment related to the summative case study project. Students will need to have the selection of their case study approved by the course convener by the end of AT, and prepare an outline and reading list by the middle of WT.

Indicative reading: For a general overview of African history over the period, see R.J. Reid, *A History of Modern Africa* (2009); J. Iliffe, *Africans: The History of a Continent* (1995). For accessible introductions to a variety of themes in African economic history, see the African Economic History Network's online textbook, *The History of African Development*.

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Project (30%, 3000 words) in the ST.

The research project will involve a case study (3000 words) of an African country, focused on one of the themes/questions addressed in the course.

countries (England, Spain, Italy, France, Germany) will be discussed and compared. The course is designed to introduce students to the main concepts of money and finance (commodity money, inflation and deflation, financial development, financial integration, monetary policy etc.).

Teaching: 10 hours of lectures and 10 hours of classes in the AT. There will be a Reading Week in Week 6 of AT.

Formative coursework: The students will produce one formative essay. The exercise will help them practice academic writing (structuring and presenting arguments, providing explanations, referencing etc.); a skill helpful for the exam of this course that will take place in the January exam period. The class presentation has a formative character, too. Students will practice presenting complex arguments to their peers and answering questions from the audience.

Indicative reading: 1. Barrett, W. (1990): *World Bullion Flows, 1450-1800*, in: Tracy, J.D., ed., *The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World 1350-1750*, Cambridge (Cambridge University Press), pp. 224-254.

2. Volckart, O. (2018). *Money and its Technologies: The Principles of Minting in the Middle Ages*, in: Naismith, R., ed., *A Cultural History of Money in The Medieval Age*, London (Bloomsbury Academic), pp. 15-35.

3. Spufford, P. (1991): *Money and its Use in Medieval Europe*, Cambridge et al. (Cambridge University Press).

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

EH215 Half Unit

Money and Finance: From the Eighteenth Century to Modernity

This information is for the 2024/25 session.

Teacher responsible: Prof Albrecht Ritschl SAR 6.06

Availability: This course is available as an outside option to students on non-Economic History programmes where regulations permit and to General Course students.

Course content: The course provides an introduction into monetary and financial history from the 18th century to the present day. It examines the main developments in international monetary architecture and the global financial system since the Glorious Revolution. The course is designed to introduce students to major concepts of money and finance (financial development, financial integration, monetary policy, banking crises etc.) and to provide a long run perspective to the current policy debate.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. There will be a Reading Week in Week 6 of WT.

Formative coursework: The students will produce one formative essay. The exercise will help them practise academic writing (structuring and presenting arguments, providing explanations, referencing etc.); a skill helpful for the exam of this course that will take place in the spring exam period. Students will also give a formative class presentation to practice presenting complex arguments to their peers and answering questions from the audience.

Indicative reading: 1. Neal, L. *The Rise of Financial Capitalism*, Cambridge and New York, Cambridge University Press, 1990.

2. Eichengreen, B. (1992), *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939*, Oxford (Oxford University Press).

3. Eichengreen, B. (2008), *Globalizing Capital: A History of the International Monetary System*, Princeton (Princeton University Press).

4. Friedman, M. and A. Schwartz (1963), *A Monetary History of the United States, 1867-1960*, Princeton (Princeton University Press).

5. Kindleberger, C. P. (2005), *Manias, Panics and Crashes. A History of Financial Crises*, 5th edition, New York: Macmillan.

6. Reinhart, C. and K. Rogoff (2009), *This Time Is Different: Eight Centuries of Financial Folly*, Princeton (Princeton University Press).

EH214 Half Unit

Money and Finance: From the Middle Ages to the Eighteenth Century

This information is for the 2024/25 session.

Teacher responsible: Prof Oliver Volckart SAR 6.10

Availability: This course is available as an outside option to students on non-Economic History programmes where regulations permit and to General Course students

Course content: The course provides an overview of the main developments in monetary and financial history from 800 to the eighteenth century, taking the students from the simple beginnings of medieval European monetary history to the emergence of the complex financial arrangements characterising the modern world. Historical developments in major European and non-European

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

EH217 Half Unit Not available in 2024/25

Chinese Economic History since 1800: A Chronology

This information is for the 2024/25 session.

Teacher responsible: Dr Melanie Meng Xue SAR 6.12

Availability: This course is available as an outside option to students on non-Economic History programmes where regulations permit and to General Course students.

Pre-requisites: A background in statistical methods is preferred but not required.

Course content: The first half of the course follows a chronological order, covering major phases of historical China, including traditional China, the Great Divergence, late Qing and Republican China, Communist era, and post-1979 economic reform.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students are expected to produce 1 essay during the teaching term.

Indicative reading:

- Deng, Kent, *Mapping China's Growth and Development in the Long Run, 221 BC to 2020* (London: World Scientific Press and Imperial College Press);
- Richard von Glahn, *The Economic History of China: From Antiquity to the Nineteenth Century* Cambridge University Press, 2016;
- Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy* Princeton, New Jersey: Princeton UP, 2000;
- Wong, Roy Bin. *China transformed: historical change and the limits of European experience*. Cornell University Press, 1997

Assessment: Exam (85%, duration: 2 hours) in the January exam period.

Essay (15%, 1500 words) in the AT.

Coursework of one take-home essay of 1,500 words (inclusive of bibliography and footnotes) to be completed independently by each individual student.

The essay should develop arguments, analysis and evidences on a specific research question (or a set of research questions) chosen by the student in consultation with teachers and should be related to the course materials covered. While it is essential to demonstrate one's grasp of the course material, students are encouraged to develop their own insights and arguments going beyond the course material.

EH218 Half Unit Not available in 2024/25

Chinese Economic History since 1800: Economic Growth in a Historical Perspective

This information is for the 2024/25 session.

Teacher responsible: Dr Melanie Meng Xue SAR 6.12

Availability: This course is available as an outside option to students on non-Economic History programmes where regulations permit and to General Course students.

Pre-requisites: A background in statistical methods is preferred but not required.

Course content: The course is based on cutting edge research - both articles and book chapters - on a number of topics, including (1) Geography, (2) Institutions, (3) States, (4) Culture, (5) Social Capital, (6) Gender, (7) Human capital, (8) Social Mobility, (9) Trade, (10) Disasters.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to produce 1 essay during the teaching term.

Indicative reading:

- Deng, Kent, *Mapping China's Growth and Development in the Long Run, 221 BC to 2020* (London: World Scientific Press and Imperial College Press);
- Richard von Glahn, *The Economic History of China: From Antiquity to the Nineteenth Century* Cambridge University Press, 2016;
- Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy* Princeton, New Jersey: Princeton UP, 2000;
- Wong, Roy Bin. *China transformed: historical change and the limits of European experience*. Cornell University Press, 1997

Additional reading

- Philip A Kuhn (2002). "Origins of the Modern Chinese State". In: Stanford, Calif.: Stanford University Press, 2002, 80–113
- Roy Bin Wong (1997). *China Transformed: Historical Change and the Limits of European Experience*. Cornell University Press, 1997, Chapter 4
- Geoffrey Parker (2013). "The 'Great Enterprise' in China, 1618–84". In: *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*. Yale University Press,
- Avner Greif and Guido Tabellini (2010). "Cultural and institutional bifurcation: China and Europe compared". *American Economic Review* 100.2, 135–40
- Carol H Shue and Wolfgang Keller (2007). "Markets in China and Europe on the Eve of the Industrial Revolution". *American Economic Review* 97.4, 1189–1216

Assessment: Exam (85%, duration: 2 hours) in the spring exam period.

Essay (15%, 1500 words) in the WT.

Coursework of one take home essays of 1,500 words (inclusive of bibliography and footnotes) to be completed independently by each individual student. The essay should develop arguments, analysis and evidences on a specific research question (or a set of research questions) chosen by the student in consultation with teachers and should be related to the course materials covered. While it is essential to demonstrate one's grasp of the course material, students are encouraged to develop their own insights and arguments going beyond the course material.

EH221

Boom and Bust: Macroeconomic History of the Modern World

This information is for the 2024/25 session.

Teacher responsible: Dr Jason Lennard

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography and BSc in Economics and Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Business cycles have destabilised societies for centuries. These fluctuations are mini-disasters that are associated with drops in welfare and economic growth. Beyond the economic costs, business cycles have other adverse effects, such as on health and politics.

This course explores the short-run in a long-run perspective to understand the causes and consequences of business cycles. The first part of the course covers the basics: how to define and measure business cycles, the costs of business cycles, the key business cycle facts, and models of the business cycle. The second part investigates propagation mechanisms, such as sticky prices and wages. The third part of the course focuses on impulses, such as shocks to technology, economic policy, financial

crises, expectations, and uncertainty.

The course studies advanced and developing economies from the Industrial Revolution to the present. This interval of modern economic history includes deep recessions, major financial panics, reversals of expectations, and episodes of nominal inertia.

Teaching: 10 hours of lectures and 9 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

Indicative reading:

- Alexopoulos, M., and Cohen, J. S., 'The Media is the Measure: Technical Change and Employment, 1909–49', *Review of Economic and Statistics*, 98 (2016), 792–810.
- Baker, S. R., Bloom, N., and Davis, S. J., 'Measuring Economic Policy Uncertainty', *Quarterly Journal of Economics*, 131 (2016), pp. 1593–636.
- Bernanke, B. S., and Carey, K., 'Nominal Wage Stickiness and Aggregate Supply in the Great Depression', *Quarterly Journal of Economics*, 111 (1996), pp. 853–83.
- Cloyne, J., 'Discretionary Tax Changes and the Macroeconomy: New Narrative Evidence from the United Kingdom', *American Economic Review*, 103 (2013), pp. 1507–28.
- Jalil, A., 'A New History of Banking Panics in the United States, 1825–1929: Construction and Implications', *American Economic Journal: Macroeconomics*, 7 (2015), pp. 295–330.
- Jordà, O., Schularick, M., and Taylor, A. M., 'Macrofinancial History and the New Business Cycle Facts', in M. Eichenbaum and J. A. Parker, eds., *NBER Macroeconomics Annual 2016* (Chicago, 2017), pp. 213–63.
- Jordà, O., Schularick, M., and Taylor, A. M., 'Disasters Everywhere: The Costs of Business Cycles Reconsidered', NBER Working Paper 26962 (2020).
- Lennard, J., 'Did Monetary Policy Matter? Narrative Evidence from the Classical Gold Standard', *Explorations in Economic History*, 68 (2018), pp. 16–36.
- Nakamura, E., Steinsson, J., Sun, P., and Villar, D., 'The Elusive Costs of Inflation: Price Dispersion during the U.S. Great Inflation', *Quarterly Journal of Economics*, 133 (2018), pp. 1933–80.
- Romer, C. D., 'Remeasuring Business Cycles', *Journal of Economic History*, 54 (1994), pp. 573–609.
- Temin, P., and Wigmore, B. A., 'The End of One Big Deflation', *Explorations in Economic History*, 27 (1990), pp. 483–502.

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Essay (30%, 3000 words) in the ST.

EH222 Not available in 2024/25

Economic History of the Middle East and North Africa

This information is for the 2024/25 session.

Teacher responsible: Prof Mohamed Saleh SAR 5.12

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course explores the economic history of the Middle East and North Africa (MENA). Many, if not most, of MENA's contemporary problems cannot be understood without a deep understanding of its history, not only during the postcolonial period, but also during the precolonial and colonial periods. The course will first introduce students to the definition of the MENA region, and the broad trends in its history since antiquity. It will then examine specific themes that are of great importance for understanding the economic history of the region, such as: how most of MENA's population became Muslims in the Middle Ages? What do we know

about MENA's economic performance vis-à-vis Europe in the long run? How did "Islamic" institutions emerge? What legal rights did people have over land and labor? We will also discuss state-led development, inequality, education, socioeconomic inequality across ethnoreligious groups, and the demographic transition. Throughout the course, we will focus on the view from below, examining the living conditions, preferences, and behavior of local populations, rather than taking a macroeconomic perspective that studies MENA only in comparison to Europe. We will also emphasize the recent developments in MENA economic history based on novel data sources, including MENA local archives, papyrology, medieval chronicles, literary sources, and archeology. In terms of methods, the course will draw upon both qualitative and quantitative approaches to history, employing economic theory, econometric methods, novel data sources, and solid historical evidence.

Due to its interdisciplinary nature, this course should be of interest to students in economic history, economics, international history, political science, and international development.

Teaching: 10 hours of lectures and 9 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of AT and LT.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the AT and 1 presentation in the WT.

Indicative reading: 1. Cuno, K. M. (1992). *The Pasha's Peasants: Land, Society, and Economy in Lower Egypt 1740–1858*. Cambridge: Cambridge University Press.

2. Fahmy, K. (1997). *All the Pasha's Men: Mehmed Ali, His Army and the Making of Modern Egypt*. Cambridge: Cambridge University Press.

3. Saleh, M. (2018). "On the Road to Heaven: Taxation, Conversions, and the Coptic-Muslim Socioeconomic Gap in Medieval Egypt." *Journal of Economic History* 78 (2): 394–434.

4. Chaney, E. (2013). *Revolt on the Nile: Economic Shocks, Religion, and Political Power*. *Econometrica*, 81(5), 2033–2053.

5. Kuran, T. (2012). *The Long Divergence: How Islamic Law Held Back the Middle East*. Princeton: Princeton University Press.

6. Owen, R. (2002). *The Middle East in the World Economy, 1800–1914*. London: I.B. Tauris.

7. Pamuk, S. (1987). *The Ottoman Empire and European Capitalism, 1820–1913: Trade, Investment and Production*. Cambridge: Cambridge University Press.

8. Artunç, C. (2015). "The Price of Legal Institutions: The Beratli Merchants in the Eighteenth-Century Ottoman Empire." *The Journal of Economic History*, 75(3), 720–748.

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Essay (30%, 3000 words) in the WT.

The relative weighting of the two modes of assessment follows agreed norms in the Department of Economic History, which are helpful in managing student expectations and workloads.

EH225

Latin America and the International Economy

This information is for the 2024/25 session.

Teacher responsible: Andrés Irarrázabal García Huidobro

Availability: This course is available on the BA in History, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines the development trajectory of Latin America and its relation with the international economy from the Early Modern period (c. 1700) to the present. It focuses on the political and economic factors that drove - and that resulted from- the region's engagement with the world economy

attending to the environment, population and factor endowments, institutions and policies. The causes and outcomes of this 'engagement' will be explored in the following broad themes: the determinants of Latin American growth performance, the political economic legacy of colonialism and of the formation of modern states and markets; the ambivalent relation with international markets and institutions, the continuous quest for development together with political and macroeconomic instability; the economic policies of different political experiments and political culture - from authoritarian to democratic regimes and various generations of populism interspersed with military rule and direct democracy- and the short and long run impact on equality, poverty and the prospect for sustained intensive growth.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students are expected to write a short weekly report, to be presented verbally, either individually or in a team throughout the course.

Indicative reading: V. Bulmer-Thomas (2014) *The Economic History of Latin America since Independence*, Cambridge University Press, *Ibid.* (2012) *The Economic History of the Caribbean since the Napoleonic Wars*, Cambridge University Press; P. Franko, (2007) *The puzzle of Latin American economic development*, Rowman & Littlefield; J. L. Gallup, (2003) *Is geography destiny?: lessons from Latin America*, World Bank; E. Stein, et al. (2008) *Policymaking in Latin America: how politics shapes policies*, IADB; V. Bulmer-Thomas, JH Coatsworth, and R. Cortés Conde (2006) *The Cambridge Economic History of Latin America*, Cambridge University Press 2 vols; Ocampo, JA, and Ross, J (2011). *The Oxford Handbook of Latin American Economics*. Oxford: Oxford University Press; Bertola, L and Ocampo, JA (2012). *The economic development of Latin America since independence*. Oxford: Oxford University Press. Scartascini, CG., Stein E. and Tommasi, M (2010). *How democracy works: political institutions, actors, and arenas in Latin American policymaking*. [Washington, D.C.]: IADB; Blake, C.H (2007) *Politics in Latin America* 2nd edition Boston, Houghton Mifflin Company. Edwards, S, Esquivel, G & Márquez, G. (2007) *The decline of Latin American economies growth, institutions, and crises*. Chicago: University of Chicago Press; Bethell, L. (1984/2008) *The Cambridge History of Latin America*, Cambridge University Press, vols IV and VI

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Essay (30%, 3000 words) in the WT.

EH237

Theories and Evidence in Economic History

This information is for the 2024/25 session.

Teacher responsible: Prof Patrick Wallis SAR 5.11
Prof Eric Schneider SAR 5.18

Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Course content: This course teaches students how to conduct, evaluate and interpret research in economic history. Taking a practical, applied approach, students will design and conduct three research projects drawing heavily upon the archival material available in the LSE Archives and Library. The course also introduces students to critical interpretation and analysis of primary sources and research methodologies. By the end of the course, students will have a good understanding of research design, historical sources and methods, which will leave them well-prepared for their dissertation in their final year. In addition, they will have a non-technical understanding of more complex

quantitative methods such as regression so that they can engage critically with current scholarship in economic history.

Teaching: This course is delivered through a combination of classes, workshops and lectures totalling a minimum of 40 hours across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students are expected to write one formative essay and complete other shorter formative coursework for the course.

Indicative reading: L Jordanova, *History in Practice* (2000), CH Feinstein and M Thomas, *Making History Count* (2002), P Hudson, *History by Numbers* (2000), S Cunningham, *Causal Interference: The Mixtape* (2021), EB Schneider, *Collider Bias in Economic History Research*, *Explorations in Economic History* (2020)

Assessment: Project (25%, 4000 words) in the AT.

Project (50%, 3000 words) in the ST.

In-class assessment (15%) in the WT.

Class participation (10%) in the AT and WT.

Assessment comprises a group project (25%, 4000 words) in the AT; an individual project (50%, 3000 words) due in ST; a summative in-class exercise (15%) in the WT; and 10% for participation and submission of formative work.

EH238

The Origins of Growth

This information is for the 2024/25 session.

Teacher responsible: Prof Neil Cummins SAR 5.13

Availability: This course is available on the BA in History, BSc in Econometrics and Mathematical Economics, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History and BSc in Economics with Economic History.

This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course explores the origins of modern economic growth through major themes such as life, love, death, place and inheritance. The focus is on the world's first breakthrough in Britain during the Industrial Revolution. Students will be exposed to frontier debates in economic history. Widespread use is made of intuitive econometrics, interdisciplinary insights and historical context.

Teaching: This course is delivered through a combination of in-person classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term

Formative coursework: During the course students are expected to write four essays or equivalent pieces of written work.

Indicative reading: Clark, A *Farewell to Alms* (2007)

Clark, Cummins et al. *The Son Also Rises* (2014)

Allen, *The British Industrial Revolution in Global Perspective* (2009)

Assessment: Exam (90%, duration: 3 hours) in the spring exam period.

Class participation (10%) in the AT and WT.

EH240

Business and Economic Performance since 1945: Britain in International Context

This information is for the 2024/25 session.

Teacher responsible: Dr Gerben Bakker SAR 6.04

Availability: This course is available on the BSc in Accounting and Finance, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc

in Economics with Economic History, BSc in Management and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines the successes and failures of British business and industry, with an emphasis on the post-World War II period. It assesses many of the hypotheses on why the UK economy grew more slowly than other OECD nations during this period. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US, Japan and more recently China. The course is organised to combine major economic and political themes, such as de-industrialisation, globalisation, education and training, management organisation and practices, labour relations, and Britain's relationship with the EEC/EU, with case studies of industries as diverse as textiles, motors, banking, pharmaceuticals, and steel. By interacting themes and case studies, students get a sense of how national policies can affect business opportunities, and how governments can both aid and harm business.

The impact of government policies such as nationalisation/privatisation, regional policy and competition are also examined in this context. The primary focus is on the post-World War II period, including current changes in performance, but the historical roots of Britain's recent performance are also considered.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn and Winter Term.

This course includes a reading week in Week 6 of AT and WT.

Formative coursework: During the course students are expected to write three essays or equivalent pieces of written work.

Indicative reading: The main work used in the course consist of the relevant chapters in *The Cambridge Economic History of Modern Britain: Vol. II, 1870-2010* (2014) and some chapters from earlier editions, supplemented by Sir Geoffrey Owen, *From Empire to Europe: The Decline and Revival of British Industry since the Second World War* (2000).

The following are also useful: Stephen Broadberry, *The productivity race: British manufacturing in international perspective 1850-1990* (1997); B Elbaum & W Lazonick (Eds), *The Decline of the British Economy* (1986); Mansel Blackford, *The rise of modern business: Great Britain, the United States, Germany, Japan, and China* (2008); George Symeonidis, *The Effects of Competition: Cartel Policy and the Evolution of Strategy and Structure in British Industry* (MIT Press, 2001); Gerben Bakker, "Soft Power: The Media Industries in Britain since 1870," in R. Floud, J. Humphries and P. Johnson eds., *The Cambridge Economic History of Modern Britain: Vol. II, 1870-2010* (2014), 416-447.

Assessment: Take-home assessment (100%) in the ST.

EH304

The Economic History of North America: from Colonial Times to the Cold War

This information is for the 2024/25 session.

Teacher responsible: Prof Christopher Minns SAR 6.15

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students taking the course as an outside option must have completed at least one other economic history course.

Course content: The course surveys major developments in the economic history of North America between 1600 and 2000. Colonial development; the American Revolution; Early North American Industry; Slavery; Westward expansion; the American Civil War; Regional Economic Development; Railroads and growth; International and internal trade; Finance and banking in the 19th

century; Migration and labour markets in the 19th century world wars and North American Economies; the Great Depression; Post-war economic development and policy.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term. This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: At least one essay and a mock examination.

Indicative reading:

- Atack and Passell, *A New Economic View of American History* (1994);
- Engerman and Gallman, *The Cambridge Economic History of the United States*, vols 1,2,3 (2000);
- Hughes, *American Economic History* (1990);
- Haines and Steckel (eds.), *A Population History of North America*. (2000).

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Essay (30%, 3000 words) in the AT.

The course is assessed by a summative essay in AT (30%) and an exam (70%) in spring exam period.

EH306 Not available in 2024/25

Monetary and Financial History since 1750

This information is for the 2024/25 session.

Teacher responsible: Prof Olivier Accominotti SAR 5.14

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

Course content: This course covers international Monetary and Financial History since the mid-18th century. The course is designed to introduce students to the key issues around globalised finance and money. It will look into the rise and eventual demise of the Gold Standard, the emergence and occurrence of financial crises, the globalisation and geography of financial markets, and changes in policy responses and regulation over time.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term. The two-hour seminar in ST will be a revision seminar.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: During the course students are expected to write three essays or equivalent pieces of written work

Indicative reading: Kindleberger, *Manias, Panics, and Crashes*, Ferguson, *Ascent of Money*, Foreman-Peck, *History of the World Economy*, Eichengreen, *Golden Fetters*, Eichengreen, *Globalising Capital*.

Assessment: Take-home assessment (100%) in the ST.

EH307 Not available in 2024/25

The Economic History of South Asia, 1600-2000

This information is for the 2024/25 session.

Teacher responsible: Prof Tirthankar Roy SAR 6.16

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

Course content: South Asia is one of the fastest growing economies of the world. The region is also home to nearly one-third of the world's poorest people. How did this paradoxical

mix between the creation of wealth and persistence of poverty come into being? Does economic history suggest an answer? The course introduces the stylized facts and major debates in the economic history of modern South Asia. It considers the legacies of empires and developmental states, globalizations of the past and the present times, and the role of indigenous institutions and resource endowments. The course begins with a discussion of empires and markets before European colonial rule began, with special reference to maritime trade and craft production, in which the European East India companies were interested in. For the colonial period, the major theme is the transformation engendered by colonialism and international economic integration. In the sixty years since the end of colonial rule, developmental states tried to overcome the obstacles to growth as the economists interpreted them. The course considers how successful they were in meeting the aim, and why they were limitedly successful.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

Formative coursework: Students are expected to write three essays or equivalent pieces of written work.

Indicative reading: 1. Dietmar Rothermund, *An Economic History of India* (1993)
2. B.R. Tomlinson, *The Economy of Modern India* (2013)
3. Tirthankar Roy, *The Economic History of India 1757-2010* (2020)
4. G. Balachandran, ed., *India and the World Economy 1850-1950* (2003)
5. Latika Chaudhary and others, eds., *A New Economic History of Colonial India* (2016)
6. P.J. Marshall, ed., *The Eighteenth Century in Indian History* (2004)

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

EH308

Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries

This information is for the 2024/25 session.

Teacher responsible: Dr Tom Raster

Availability: This course is compulsory on the BSc in Economic History and Geography. This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Course content: The course explores how and why the location of economic activities changes across time and space from industrialization up to the present. One goal for this course is to demonstrate the importance of history in the formation of the present-day economic landscape. An equally important goal is to demonstrate the applicability of the study of economic geography to the understanding of historical patterns of development and underdevelopment. The course is not organized chronologically but thematically. Particular attention focuses on four major issues: the development of cities, the creation of national markets, the historical basis for manufacturing agglomeration, and the historical evolution and sources of regional inequality.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

This course is delivered via 2-hour seminars in Autumn and Winter Term.

The course includes a reading week in Week 6 of Autumn and Winter Term..

Formative coursework: All students are expected to write one formative essay, or similar piece of work, and make one formative presentation that will not be used in the final assessment.

Indicative reading: Combes, Pierre-Philippe, Thierry Mayer and Jacques-François Thisse, *Economic Geography: The Integration of Regions and Nations*. Princeton University Press, 2008. Garretsen, Harry and Martin, Ron (2010), *Rethinking (New) Economic Geography Models: Taking Geography and History More Seriously*, *Spatial Economic Analysis*, 5, 2, pp. 127-160. Joan Ramón Rosés and Nikolaus Wolf (eds), *The Economic Development of Europe's Regions: A Quantitative History since 1900*, Routledge, 2018. Daniel A. Tirado-Fabregat, Marc Badia-Miro, Henry Willebald (eds) *Time and Space: Latin American Regional Development in Historical Perspective*, Palgrave, 2020. W.Walker Hanlon and Stephan Heblich (2022), *History and urban economics*, *Regional Science and Urban Economics*, 94.

Assessment: Essay (35%, 3500 words) and presentation (30%) in the WT.

Essay (35%, 3500 words) in the ST.

EH312

Knowledge, Technology and Economy from the Middle Ages to Modernity

This information is for the 2024/25 session.

Teacher responsible: Dr Jordan Claridge SAR 5.05

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

Course content: How has technology changed the way we live? How have humans managed to raise levels of productivity under a range of different circumstances and in an array of environmental conditions? This course addresses these questions through an exploration of the production and diffusion of knowledge and how this has affected technical change and economic growth in the very long run, from the Middle Ages to modernity.

The course will explore, both theoretically and empirically, how economists and historians have accounted for technical change. Social scientists have for decades tried to parse the respective contributions of capital, technology and labour to economic development. To what extent do the differing roles ascribed to technical change account for divergent interpretations of the key factors in long-run economic development and productivity growth? How can we explain shifts in the locus of technological leadership and dynamism over time?

These themes will be expanded upon throughout the course with case studies drawn from across place and time. We will look closely at paradigm-changing innovations and their economic effects from, for example, the introduction of the heavy plough, the clock and the printing press in the Middle Ages to more recent technologies like steam, railways, telegraphs, electricity and shifts in production technology towards automation.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term.

The course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

Students are also expected to give one presentation to class.

Indicative reading:

- Edgerton, David. *The Shock of the Old : Technology and Global History since 1900* (London: Profile, 2008).
- Landes, David S. *The Unbound Prometheus : Technical Change and Industrial Development in Western Europe from 1750 to Present* (New York: Cambridge University Press, 2003).
- MacKenzie, Donald A. *Knowing Machines : Essays on Technical Change*. (Cambridge: MIT Press, 1998)
- Mokyr, Joel. *The Gifts of Athena*. (Princeton: Princeton University Press, 2002).

- Rosenberg, Nathan. 160*Inside the Black Box: Technology and Economics* (Cambridge: Cambridge University Press, 1983). 160
- White, Lynn, *Medieval Technology and Social Change*. (Oxford: Oxford University Press, 1962).

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Essay (20%, 2500 words) in the WT.

Class participation (10%) in the AT and WT.

The exam will cover all topics of the course and take place during the Spring examination period.

The summative essay is an opportunity for students to explore some of the themes of the course in greater depth. More detailed guidance on the essay will be disseminated early in Autumn Term.

EH314

Political economy and economic policies: Europe from the High Middle Ages to the French Revolution

This information is for the 2024/25 session.

Teacher responsible: Professor Oliver Volckart

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

Course content: The course applies the theoretical toolkit of political economy to important questions in medieval and early modern economic history. The first term examines core issues of European history such as the character of feudalism (were feudal principalities states or was feudalism a type of market? what was the link between feudal rule and the structure of society?), state formation (how and why did political organisations invested with monopolies of force emerge?), interstate rivalries (war vs. competition for mobile factors of production - did competition between states contribute to growth?) and constitutional change (Absolutism vs. parliamentarism: How limited was Absolutist rule, and for which reasons? Which factors determined the power of parliaments?).

In the Lent term, we turn to core issues of economic policies: the expulsion of minorities (Why did rulers expel for example Jews and Huguenots?), trade and industrial policies (Mercantilism: Was this a result of interstate rivalries or of state formation?), monetary policies (what motivated debasements? why did premodern countries form currency unions?) and financial and fiscal policies (rent seeking, tax farming vs. bureaucratic taxation). Throughout, the focus is on the consequences these issues had for economic performance and growth.

The course strongly emphasises working with primary sources.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

This course is taught as a seminar, with classes totalling 40 hours across the Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: One 500-words outline of an existing historical podcast. This is due shortly after the reading week of the MT.

One 1000-words outline of the historical podcast students will produce as part of their summative assessment. This is due early in the LT.

Indicative reading:

- R. Bonney, ed. *Economic Systems and State Finance*. Oxford: Oxford University Press, 2002.
- P. Contamine, ed. *War and Competition between States*. Oxford: Oxford University Press, 2000.
- R. B. Ekelund, and A. B. Davidson. 'The Public Choice Approach to Economic History.' In *The Elgar Companion to Public Choice*, edited by W. F. Shughart II and L. Razzolini, 512-46. Cheltenham,

Northampton/MA: Elgar, 2001.

- T. Ertman. *Birth of the Leviathan: Building States and Regimes in Medieval and Early Modern Europe*. Cambridge: Cambridge University Press, 1997.
- H. Spruyt. *The Sovereign State and Its Competitors: An Analysis of Systems Change*. Princeton Studies in International History and Politics. edited by J. L. Snyder and R. H. Ullman Princeton/NJ: Princeton University Press, 1994.
- O. Volckart. 'The Open Constitution and its Enemies: Competition, Rent Seeking, and the Rise of the Modern State.' *Journal of Economic Behavior and Organization* 42, no. 1 (2000): 1-17.

Assessment: Podcast (50%) in the WT.

Take-home assessment (50%) in the ST.

EH316 Not available in 2024/25

Atlantic World Slavery

This information is for the 2024/25 session.

Teacher responsible: Dr Anne Ruderman SAR 5.06

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course will explore the way the transatlantic slave trade and subsequent systems of slavery in the Americas have shaped our modern world. In doing so, it will offer a broad look at questions of slavery, resistance, and abolition from the late seventeenth through the nineteenth centuries. Thoroughly international in focus, this course will look at slavery in Africa, Europe and the Americas, considering the formation of transatlantic slavery, similarities and differences in Caribbean and North American slaveries and potential explanations for slavery's demise. We will consider the workings of the slave trade, the plantation complex, crops such as sugar, slavery outside of plantation economies, the intersection of slavery and science, gender, rebellion, revolt, abolition and war.

Atlantic world slavery has prompted a wide range of creative approaches from historians, and we will examine the different types of sources that historians of slavery have used to try to understand the past. In doing so we will juxtapose economic history with other historical methods, and consider some of the economic, social, cultural and legal aspects of slavery, from the commercial organization of the transatlantic slave trade to the multiple forms of slave resistance. Additionally, this course will introduce students to the rapidly expanding world of digital history, by incorporating digital projects related to slavery into weekly readings.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a Reading Week in Week 6 of the Autumn and Winter Term.

Formative coursework: The podcast project will include several formative assessments, due throughout the Winter Term. These formative assessments are: A review and outline of an existing historical podcast, and a topic and outline for the students' podcast.

Indicative reading:

- Behrendt, Stephen D. (2001). "Markets, Transaction Cycles, and Profits: Merchant Decision Making in the British Slave Trade." *The William and Mary Quarterly* 58, no. 1: 171-204.
- Berry, Daina Ramey. (2017). *The Price for their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation*, Boston: Beacon Press.
- Galenson, David W. (1984). "The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis." *The Journal of Economic History* 44, no. 1: 1-26
- Hunter, Tera. (2017). *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century*. Cambridge, Mass.: Harvard

University Press.

- Richardson David. (2001). "Shipboard Revolts, African Authority and the Atlantic Slave trade," *William and Mary Quarterly*, 58: 69-92
- Rosenthal Caitlin. (2018) *Accounting for Slavery: Masters and Management*. Cambridge, Mass.: Harvard University Press
- Schmidt-Nowara, Christopher. (2011). *Slavery, Freedom, and Abolition in Latin America and the Atlantic World*. 160 Albuquerque: University of New Mexico Press.
- Wright Gavin. (2003) "Slavery and American Agricultural History." *Agricultural History* 77, no. 4: 527-52.

Assessment: Essay (45%, 4000 words) in the period between AT and WT.

Podcast (45%) in the WT.

Class participation (10%) in the AT and WT.

EH317 Not available in 2024/25

Disease, Health and History

This information is for the 2024/25 session.

Teacher responsible: Prof Eric Schneider SAR 5.18

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

Course content: Infectious disease has profoundly affected health, well-being and society in the past. Although we are currently primed to think first of mass pandemics such as the Black Death, the influence of disease is often more subtle, sapping a person's energy and well-being without causing death. However, humans have not simply been the pawns of various diseases over time. We have actively contributed to the spread of disease, for instance by transporting yellow fever to the New World, and we have sought to control the disease environment to make it more healthy for humans. This course explores the inter-relationship between infectious disease and humans' efforts to control it over the past five hundred years.

The course focuses on four questions:

1. How has infectious disease shaped population health, society and the economy over time?
2. What factors influenced infectious disease prevalence in the past?
3. How have social factors affected inequality in disease prevalence and health?
4. How have humans sought to exert control over infectious disease and how successful were these efforts?

The course is split into four units. The first unit provides a window into infectious disease in the premodern world by studying the Colombian Exchange, the exchange of pathogens following the integration of the New World into the global economy at the end of the fifteenth century. We will discuss the factors that made it possible for Old World pathogens such as smallpox and yellow fever to cross the Atlantic and also the factors that made these pathogens particularly virulent for populations in the New World. The second unit focuses on the epidemiologic transition, the vast improvements in health since the mid nineteenth century largely driven by the control of infectious disease. We will explore how societies were able to control infectious disease in ways that were impossible before, i.e. to what extent did improving nutrition, public health measures, medical interventions, individual behaviours and household decisions affect the reduction in infectious disease mortality? We will also discuss whether the improvements have been shared equally across all dimensions of health, focusing on changes in fetal health and morbidity.

The third unit explores inequalities in population health including inequalities due to class, race and gender. We will explore how these social factors influenced different groups' susceptibility to disease and the drivers that increased or reduced health inequalities in the long run.

The fourth unit focuses specifically on national and global efforts to eradicate specific infectious diseases throughout history. We will discuss why the smallpox eradication campaign was successful but the malaria eradication campaign of the postwar period was not. We will also consider whether eradicating these diseases had an influence on economic growth. Finally, we will evaluate what lessons historical disease eradication campaigns have for efforts to eradicate other diseases in the world today.

Teaching: 20 hours of classes in the AT. 20 hours of classes in the WT. 2 hours of classes in the ST.

This course is taught as a seminar, with classes totalling 40 hours across the Autumn and Winter Terms. The two-hour seminar in Spring Term, will be a revision seminar.

This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students will be expected to produce 2 essays and 3 presentations in the AT and WT and 1 piece of coursework in the ST.

Students will write two formative essays during Autumn and Winter Terms. Students will also be responsible for group presentations throughout the course. The final formative assessment will be a mock take-home exam due at the beginning of Spring Term.

Indicative reading: Floud, R., Fogel, R. W., Harris, B., & Hong, S. C. (2011). *The Changing Body: Health, Nutrition, and Human Development in the Western World since 1700*. Cambridge University Press.

Goldin, C., & Lleras-Muney, A. (2019). XX > XY?: The changing female advantage in life expectancy. *Journal of Health Economics*, 67, 102224. doi: 10.1016/j.jhealeco.2019.102224

Hardy, A. (1993). *The Epidemic Streets: Infectious Disease and the Rise of Preventive Medicine, 1856-1900*. Oxford University Press.

Harper, K. (2021). *Plagues upon the Earth: Disease and the Course of Human History*. Princeton University Press.

Livi-Bacci, M. (2006). The Depopulation of Hispanic America after the Conquest. *Population and Development Review*, 32(2), 199–232. doi: 10.1111/j.1728-4457.2006.00116.x

Schneider, E. B. (2017). Fetal health stagnation: Have health conditions in utero improved in the United States and Western and Northern Europe over the past 150 years? *Social Science & Medicine*, 179, 18–26. doi: 10.1016/j.socscimed.2017.02.018

Troesken, W. (2004). *Water, Race, and Disease*. MIT Press.

Webb, J. L. A. (2009). *Humanity's Burden: A Global History of Malaria*. Cambridge University Press.

Assessment: Take-home assessment (100%) in the ST.

EH326 Not available in 2024/25

Innovation and its Finance in the 19th and 20th Centuries

This information is for the 2024/25 session.

Teacher responsible: Dr Gerben Bakker SAR 5.09

Availability: This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students taking the course as an outside option must have completed at least one other economic history course.

Course content: The course explores the relationship between innovation and the financing of it in the nineteenth and twentieth centuries, the impact on economic growth and how policy makers managed (or failed) to encourage innovation investment and technology adoption.

Technological change and organizational innovation are critical determinants of the pace of economic growth. This course looks at the specific ways in which innovation transformed industries around the world in the modern era. The course has a global reach though it will concentrate on countries in Northern

Europe and the United States. Particular attention focuses on links between innovation and finance: finance is a fundamental input for almost every type of productive activity. The course will explore issues such as; the relationship between market size and structure and technological progress; how firms developed the capabilities to profit from new technologies; and how policy makers attempted to nurture institutions to stimulate investment and technology adoption. The course will therefore cover themes such as the process of invention, innovation typologies, the history of R&D management, anti-trust policy, corporate governance, organisational change, incentives, intellectual property rights and the regulation of technology and its finance more broadly.

Teaching: This course is delivered through a series of seminars totalling 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of both terms.

Formative coursework: All students are expected to write three essays or equivalent pieces of written work

Indicative reading: Naomi Lamoreaux and Kenneth Sokoloff eds., *Financing Innovation in the United States, 1870 to the Present* (MIT Press, 2007); Joel Mokyr, *The Gifts of Athena: Historical Origins of the Knowledge Economy*, (Princeton University Press, 2002); Raghuram Rajan and Luigi Zingales, "Financial Dependence and Growth," *American Economic Review* 88 (1998): 559-586; Nathan Rosenberg, *Inside the Black Box: Technology and Economics*, (Cambridge University Press, 1982); Joseph A. Schumpeter, "Can Capitalism Survive?" in his *Capitalism, Socialism and Democracy* (Routledge reprint, 1942, 2000); Benn Steil, David G. Victor and Richard R. Nelson eds., *Technological Innovation and Economic Performance* (Princeton University Press, 2002); John Sutton, *Technology and Market Structure: Theory and History* (MIT Press, 1998); James M. Utterback, *Mastering the Dynamics of Innovation* (Harvard Business School Press, 1996).

Assessment: Take-home assessment (100%) in the ST.

EH327 Not available in 2024/25

China's Economy and its Growth in the Very Long-Term

This information is for the 2024/25 session.

Teacher responsible: Prof Kent Deng SAR 5.17

Availability: This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

Pre-requisites: There are no prerequisites for this course.

Course content: The course explores the main aspects China's economic growth in the very long term from c.221 BC to the present day. It begins with a survey of general models/themes commonly used in studying Chinese economic history, followed by particular issues: the formation, expansion and the function of the Chinese empire; Confucian values and state economic policies; property rights; peasantry and peasant economy; proto-industrialisation; commerce and trade; science and technology; demographic fluctuations; living standards; external shocks and foreign influence; internal rebellions and revolutions; reforms and modernisation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term, with 1-2 revision sessions in the Spring Term.

This course includes a reading week in the Week 6 of Autumn and Winter Term.

Students are expected to do prior readings and to make presentations on a regular basis.

Formative coursework: One formative essay (1000 words) in the AT.

One formative essay (1000 words) in the WT.

Indicative reading: A full reading list and course outline are

available on Moodle. The following readings provide indication of the scope and nature of materials used in the course: K G Deng, 'A Critical Survey of Recent Research in of Chinese Economic History', *Economic History Review* (2000); J K Fairbank, *Chinese Thought and Institutions* (1957); M Elvin, *The Pattern of the Chinese Past* (1973); C A Ronan, *The Shorter Science and Civilisation in China* (1978-86); J Y Lin, 'The Needham Puzzle: Why the Industrial Revolution did not Originate in China', *Economic Development and Cultural Change* (1995); G W Skinner, *The City in Late Imperial China* (1977); J Lee & F Wang, *One Quarter of Humanity* (1999); K Pomeranz, *The Great Divergence, Europe, China and the Making of the Modern World Economy* (2000); A Watson, *Economic Reform and Social Change in China* (1992); R B Wong, *China Transformed* (1997); K Deng 'Imperial China under the Song and Late Qing', in Andrew Monson and Walter Scheidel (eds), *Fiscal Regimes and Political Economy of Premodern States*, Cambridge University Press (2015): ch. 10 (pp. 308–42). Deng, Kent and Zheng, Lucy (2015) *Economic restructuring and demographic growth: demystifying growth and development in Northern Song China, 960–1127* *Economic History Review*, 68 (4). 1107-1131.

Assessment: Essay (15%, 2000 words) in the AT.

Essay (15%, 2000 words) in the WT.

Take-home assessment (70%) in the ST.

EH390

Dissertation in Economic or Social History

This information is for the 2024/25 session.

Teacher responsible: Prof Oliver Volckart SAR 6.10

Availability: This course is compulsory on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available on the BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

Course content: The course emphasises working with primary sources. The subject of the dissertation should relate broadly to one of the economic history courses that have been chosen. This course consists of two lectures, the first in week 2 of AT and the second in week 1 of WT. All students also participate in an intensive workshop in week 7 of AT. This provides the opportunity for students to present their dissertation ideas and receive feedback from their peers.

Assessment: Dissertation (100%, 10000 words) in the ST.

The dissertation must not exceed 10,000 words in length. The title of the dissertation should be approved by the candidate's supervisor early in AT and a title form signed by the supervisor must be submitted to the course organiser before the AT reading week.

FM100 Half Unit

Introduction to Finance for BSc in Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Constantin Charles

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

This course does not permit auditing students.

All non-BSc Finance students interested in taking a half-unit introductory course in Finance should consider taking FM101.

Course content: This course will provide a non-technical introduction to Finance and an overview of the Finance discipline. The aim of the course is to explain the importance of finance to individuals, firms, and society in general. Topics will include discounting and present value, risk and return, financial markets

and trading, mutual and hedge funds, banks and other financial intermediaries, financial securities, capital structure, venture capital and private equity, initial public offerings, and valuation of firms and projects.

Teaching: 30 hours of seminars in the WT.

Additional workshops may be scheduled as needed.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are “sessions” only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly homework assignments.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course.

Assessment: Continuous assessment (100%) in the WT.

FM101 Half Unit

Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Paula Lopes Cocco

Availability: This course is compulsory on the BSc in Accounting and Finance and BSc in Management. This course is available on the BSc in Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with AC100 Elements of Accounting and Finance.

This course is not capped, any eligible student that requests a place will be given one.

Course content: This course includes an introduction to: the financial decisions of firms, in particular capital budgeting; the financial decisions of households; the role of the financial system in the economy and the flow of funds; causes and consequences of the recent financial crises.

Teaching: 10 hours of lectures and 9 hours of classes in the WT. 1 hour of classes in the ST.

Formative coursework: Classwork exercises will be set each week.

Indicative reading: The main readings for this course are selected chapters from two textbooks available from the LSE library:

Hillier et al (2022) *Fundamentals of Corporate Finance*, European Edition, McGraw-Hill.

Cecchetti et al (2021) *Money, banking and financial markets*, McGraw-Hill.

A few additional readings will be discussed during the lectures and posted on Moodle for downloading.

Assessment: Exam (90%, duration: 2 hours) and coursework (10%).

FM102 Half Unit

Quantitative Methods for Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Dimitris Papadimitriou

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

This course is not available for auditing students.

Pre-requisites: Students must have completed *Methods in Calculus and Linear Algebra* (MA108).

Course content: The main aim of this course is to help students connect the mathematical tools that they have acquired in previous courses, including MA108, with the economics and financial models that they will be covering in their subsequent courses. Additional mathematical tools will be covered as well. All mathematical material will be covered in the context of economic and financial models.

The mathematical material covered includes (i) linear algebra,

vector spaces, matrices, eigenvalues and eigenvectors, (ii) derivatives, integrals, partial derivatives, and implicit functions, (iii) unconstrained and constrained optimization, (iv) probability distributions, conditional probability, expectation and regression, (v) stochastic calculus, Ito processes and Ito's lemma, and (vi) differential equations and partial differential equations.

The economics and financial models covered include (i) expectation and present value of uncertain cashflows, (ii) pricing of government bonds and other fixed-income securities, (iii) pricing of options and other derivatives, (iv) utility maximization and portfolio choice, (v) financing decisions by firms, and (vi) trading games between agents with public or private information.

Teaching: 33 hours of seminars in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are “sessions” only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly homework assignments.

Indicative reading: Mathematics for economists, Carl Simon and Lawrence Blume, W.W. Norton & Company, International Student Edition.

Assessment: Continuous assessment (100%) in the WT

FM200 Half Unit

Financial Systems and Crises

This information is for the 2024/25 session.

Teacher responsible: Prof Dimitrios Vayanos

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

This course does not permit auditing students.

Course content: The course FM200 Financial Systems and Crises covers financial markets and institutions, and their interaction with the real economy. The course emphasizes particularly banks and credit markets, and their role in generating economic growth as well as financial crises. Basic economic theories and models developed to understand these phenomena are covered, and the theoretical analysis is complemented with a historical perspective.

The first part of the course, taught over weeks 1-6 of Autumn Term, presents theories of debt and banks; reviews key historical developments pertaining to banks and financial crises until the middle of the 20th century; and presents theories of credit booms and busts in the macroeconomy.

The second part of the course, taught over weeks 7-10 of Autumn Term, reviews key historical developments pertaining to banks and financial crises from the middle of the 20th century until now; reviews how money markets work and how central banks conduct monetary policy; presents the theory and practice of bank regulation; and reviews the international monetary system.

Teaching: 33 hours of seminars in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are “sessions” only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to produce a number of problem sets in the AT.

Indicative reading: 1. Brunnermeier, Markus and Ricardo Reis, 2023, *A Crash Course on Crises: Macroeconomic Concepts for Run-Ups, Collapses and Recoveries*, Princeton University Press.
2. Gorton, Gary, 2012, *Misunderstanding Financial Crises: Why We Don't See Them Coming*, Oxford University Press.
3. Tirole, Jean, 2006, *The Theory of Corporate Finance*, Princeton University Press.

Assessment: Continuous assessment (100%) in the AT.

FM201 Half Unit**Macro-Finance****This information is for the 2024/25 session.****Teacher responsible:** Dr Paula Lopes**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

This course does not permit auditing students.

Course content: This course will study the relationship between financial markets and the macro-economy. Topics include the behaviour of returns of different asset classes over the business cycle, the relationship between returns and inflation, and the implications for expected returns and portfolio choice.**Teaching:** 33 hours of seminars in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly problem sets**Indicative reading:** Detailed course programme and reading lists are distributed at the start of the course.

Illustrative texts include: Blanchard, Macroeconomics, 7th ed. and Mankiw, Macroeconomics, 9th ed.

Assessment: Continuous assessment (100%) in the WT.**FM210 Half Unit****Principles of Finance I****This information is for the 2024/25 session.****Teacher responsible:** Dr James Clark**Availability:** This course is available on the BSc in Accounting and Finance, BSc in International Social and Public Policy and Economics, BSc in Management and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course cannot be combined with FM214.

Permission forms from the General Course admin office should be submitted to the Department of Finance by email at finance.ug@lse.ac.uk with a copy of the transcript attached.**Pre-requisites:** Students must have completed: one level 1 Economics course, one level 1 Mathematics course and one level 1 Statistics course.**Course content:** The course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, derivative pricing, sources of funds.

This course covers the same topics as FM214. Thus, both FM210 and FM214 are equivalent content-wise. However, compared to FM214, this course puts less emphasis on the underlying statistical theory and relies less on the use of mathematical methods. Nonetheless, the course is quantitative in nature, and familiarity with mathematical and statistical methods taught in first-year courses will be assumed.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. There will also be workshops in AT.**Formative coursework:** Students are expected to complete weekly problem sets for classes and to make positive contributions to class discussion.**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include:

- Principles of Corporate Finance by Richard Brealey, Stewart Myers, Franklin Allen, and Alex Edmans, McGraw-Hill Inc.
- Corporate Finance by Jonathan Berk and Peter DeMarzo, Pearson Global Edition.

Assessment: Exam (90%, duration: 1 hour and 30 minutes) in the

January exam period.

Coursework (10%) in the AT.

FM211 Half Unit**Principles of Finance II****This information is for the 2024/25 session.****Teacher responsible:** Dr Jojo Paul**Availability:** This course is available on the BSc in Accounting and Finance, BSc in International Social and Public Policy and Economics, BSc in Management and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course cannot be combined with FM215.

Permission forms from the General Course admin office should be submitted to the Department of Finance by email at finance.ug@lse.ac.uk with a copy of the transcript attached.**Pre-requisites:** Students must have completed FM210.

Alternatively, students must have completed FM101 or be registered in FM101 concurrently.

Course content: The course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

This course covers the same topics as FM215. Thus, both FM211 and FM215 are equivalent content-wise. However, compared to FM215, this course puts less emphasis on the underlying statistical theory and relies less on the use of mathematical methods. Nonetheless, the course is quantitative in nature, and familiarity with mathematical and statistical methods taught in first-year courses will be assumed.

Teaching: 20 hours of lectures and 10 hours of classes in the WT. There will also be workshops in WT.**Formative coursework:** Students are expected to complete weekly problem sets for classes and to make positive contributions to class discussion.**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include:

- Principles of Corporate Finance by Richard Brealey, Stewart Myers, and Franklin Allen, McGraw-Hill Inc.
- Corporate Finance by Jonathan Berk and Peter DeMarzo, Pearson Global Edition.

Assessment: Exam (90%, duration: 1 hour and 30 minutes) in the spring exam period.

Coursework (10%) in the WT.

FM214 Half Unit**Principles of Finance I****This information is for the 2024/25 session.****Teacher responsible:** Dr Cameron Peng**Availability:** This course is compulsory on the BSc in Finance and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is not available as an outside option nor to General Course students.

This course cannot be combined with FM210.

This course is not capped, any eligible student that requests a place will be given one.

Pre-requisites: Students must have completed (EC1A3 or EC1A5), (MA100 or MA108) and ST102.

Alternatively, students can access the course by completing (MA107 or MA108 or MA100), EC1A1, ST109 and EC1C1.

Students on the BSc in Management and the BSc in Accounting and Finance can only take this course if they:

- 1 have email permission from their Senior Undergraduate Tutor; and
- 2 have met the following programme-specific prerequisites: a 1st in MA107 or ST107, or at least 60 in MA108.

Course content: The course examines the theory of financial decision-making and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, derivative pricing, sources of funds.

This course covers the same topics as FM210. Thus, both FM210 and FM214 are equivalent content-wise. However, compared to FM210, this course puts more emphasis on the underlying statistical theory and relies more on the use of mathematical methods.

Teaching: 20 hours of lectures and 15 hours of classes in the AT.

Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Principles of Corporate Finance by Richard Brealey, Stewart Myers, and Franklin Allen, McGraw-Hill Inc.

Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the January exam period.

FM215 Half Unit

Principles of Finance II

This information is for the 2024/25 session.

Teacher responsible: Dr Kim Fe Cramer

Availability: This course is compulsory on the BSc in Finance and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is not available as an outside option nor to General Course students.

This course is not capped, any eligible student that requests a place will be given one.

Pre-requisites: Students must have completed FM214: Principles of Finance I

Course content: The course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

This course covers the same topics as FM211. Thus, both FM211 and FM215 are equivalent content-wise. However, compared to FM211, this course puts more emphasis on the underlying statistical theory and relies more on the use of mathematical methods.

Teaching: 20 hours of lectures and 15 hours of classes in the WT.

Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Principles of Corporate Finance by Richard Brealey, Stewart Myers, and Franklin Allen, McGraw-Hill Inc.

Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the

spring exam period.

FM301 Half Unit

Market Anomalies and Asset Management

This information is for the 2024/25 session.

Teacher responsible: Dr Cameron Peng

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

This course does not permit auditing students.

Pre-requisites: Students must have completed FM213 Principles of Finance.

Course content: This course will examine the extent to which financial markets are informationally efficient. Topics include notions of market efficiency, return predictability in bond, stock, and derivatives markets, limits to arbitrage and other theories of return predictability. It will also cover both behavioural and frictional theories of return predictability and other asset-pricing phenomena.

Teaching: 33 hours of seminars in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly homework assignments

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Shleifer, Inefficient Markets: An Introduction to Behavioral Finance (Oxford University Press).

Assessment: Continuous assessment (100%) in the AT.

FM302 Half Unit

Theories of Corporate Finance

This information is for the 2024/25 session.

Teacher responsible: Professor Konstantinos Zachariadis

Availability: This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

This course does not permit auditing students.

Pre-requisites: Students must have completed FM213 Principles of Finance.

Course content: This course introduces concepts and theories to critically assess major corporate financial policy decisions. The course focuses in particular on a firm's capital structure and the impact of taxes, bankruptcy costs, agency conflicts, and asymmetric information on a firm's financing decisions. We will also discuss other major topics in corporate finance, such as the market for corporate control. In developing tools to analyze these issues, we will introduce the key concepts of corporate finance theory, including debt overhang, risk shifting, and the free-rider problem.

Teaching: 33 hours of seminars in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to produce 9 problem sets in the WT.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: "Financial Markets and Corporate Strategy" by Hillier, Grinblatt and Titman. "Corporate Finance" by Ivo Welch, and "The Theory of Corporate Finance" by Tirole.

Assessment: Continuous assessment (100%) in the WT.

FM304 Half Unit**Applied Corporate Finance****This information is for the 2024/25 session.****Teacher responsible:** Dr Ashwini Agrawal**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

This course does not permit auditing students.

Pre-requisites: Students must have completed FM213 Principles of Finance.**Course content:** This course will focus on the applications of key concepts in corporate finance and implicitly extend the topics covered in "Principles of Corporate Finance". There will be three main topics covered in the course. The first topic is corporate investment. We will consider various methods used by firms to evaluate investment opportunities. The second topic is financing decisions. We will cover how firms finance their operations using debt and equity. The third topic is valuation. We will learn methods used to value companies and specific transactions such as mergers, acquisitions, and leveraged buyouts. Each topic will be addressed using both theoretical material provided by the professor and weekly case studies with questions and solutions.**Teaching:** 30 hours of seminars in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly homework assignments.**Indicative reading:** A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.**Assessment:** Continuous assessment (100%) in the WT.**FM305 Half Unit****Advanced Financial Economics****This information is for the 2024/25 session.****Teacher responsible:** Prof Dimitri Vayanos**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

This course does not permit auditing students.

Pre-requisites: Students must have completed FM213 Principles of Finance.**Course content:** This course will present modern theories of financial markets and asset valuation. The first part of the course will cover the principle of no arbitrage, state prices and the stochastic discount factor, utility functions and portfolio choice, and equilibrium pricing and risk-neutral pricing. The second part of the course will build on this material and develop additional tools to explore the effects of frictions in financial markets, such as asymmetric information, costs of search and market participation, leverage constraints and delegated portfolio management.**Teaching:** 33 hours of seminars in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Indicative reading: Teaching notes will be provided.**Assessment:** Continuous assessment (100%) in the AT.**FM310 Half Unit****Corporate Finance, Investments and Financial Markets I****This information is for the 2024/25 session.****Teacher responsible:** Prof Konstantinos Zachariadis**Availability:** This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Pre-requisites:** Students must have completed Principles of Finance (FM212) OR Principles of Finance (FM213).

In 2025/26, students must have completed FM210 and FM211 OR FM214 and FM215.

Course content: This course is intended for third-year undergraduates and will be a broad-based follow-up to Principles of Finance. The goal is to broaden, and selectively deepen, students' understanding of finance, building on their existing knowledge of financial economics. The course will cover a broad range of topics, with both a theoretical and an empirical emphasis. These include topics in investments and performance evaluation and international finance.

The first component provides students with a way of thinking about investment decisions by examining the empirical behaviour of security prices. We first study the empirical evidence of the CAPM and other asset pricing models, and then analyse different tests of market efficiency focusing on event studies and investment anomalies. We also study the main empirical findings in behavioural finance. We then learn how to measure the performance of a portfolio manager and to attribute it to different types of skill. Finally, this section of the course introduces the foundations of international finance and explores issues related to international portfolio management.

Teaching: 20 hours of lectures and 10 hours of classes in the AT.**Formative coursework:** Students are expected to complete weekly problem sets for classes and to make positive contributions to class discussion.**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Bodie, Kane & Marcus, Investments (Irwin) and Grinblatt & Titman, Financial Markets and Corporate Strategy (Irwin, McGraw-Hill).**Assessment:** Exam (100%, duration: 1 hour and 30 minutes) in the January exam period.**FM311 Half Unit****Corporate Finance, Investments and Financial Markets II****This information is for the 2024/25 session.****Teacher responsible:** Dr Constantin Charles**Availability:** This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Pre-requisites:** Students must have completed Principles of Finance (FM212) OR Principles of Finance (FM213).

Students must have completed FM310 Corporate Finance, Investments and Financial Markets I.

Course content: This course is intended for third-year undergraduates and is a broad-based follow-up to Principles of Finance with an emphasis on the practical implementation of corporate financial policies. The course covers some topics in more depth than Principles of Finance and introduces several

new topics that were not covered before. The course uses a combination of lectures, problem sets, and case studies such that students can apply the concepts using real-life situations.

The course examines theory and evidence concerning major corporate financial policy decisions. The goal of corporations is to take on the best possible projects (e.g. a plant expansion) and finance them in the best way possible (e.g. through profits, debt, or equity). The time and uncertainty of investment payoffs make these problems nontrivial and essential for long-term success. The course will focus on answering the following questions:

(a) Valuation: How can we value and choose projects? What is the value of a company? What should be the expected return for a project, division, and the whole firm?

(b) Capital Structure: How should corporations obtain financing? For what projects?

Teaching: 20 hours of lectures and 10 hours of classes in the WT.

Formative coursework: Students are expected to complete weekly problem sets for classes and to make positive contributions to class discussion.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Bodie, Kane & Marcus, Investments (Irwin) and Grinblatt & Titman, Financial Markets and Corporate Strategy (Irwin, McGraw-Hill).

Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the spring exam period.

FM321 Half Unit

Risk Management and Modelling

This information is for the 2024/25 session.

Teacher responsible: Dr Jon Danielsson

Availability: This course is compulsory on the BSc in Finance and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any eligible student that requests a place will be given one.

Pre-requisites: Students must have completed Principles of Finance (FM212 or FM213) and Statistical Methods (Elementary Statistical Theory (ST102) or Econometrics II (EC2C1) or (Econometrics I (EC2C3) or Statistical Models and Data Analysis (ST201)). Mathematical Methods (MA100) is desirable but not required. Students who have not taken Principles of Finance (FM212 or FM213), but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.

Course content: This course is intended for third-year undergraduates and builds upon FM212/FM213 Principles of Finance. The main topics covered are financial risk analysis and financial risk. The course provides students with a thorough understanding of market risk from both a practical and technical point of view. A representative list of topics covered includes:

- Empirical properties of market prices (fat tails, volatility clusters, non-linear dependence)
- Concepts of financial risk (volatility, Value-at-Risk, Expected Shortfall)
- Forecasting of conditional volatility with univariate and multivariate volatility models (ARCH, GARCH)
- Implementation of risk forecasts with parametric and non-parametric methods
- Evaluation of risk forecasts with backtesting
- Endogenous risk
- Market risk financial regulations
- Recent stress events, such as the global crisis in 2008, Covid-19 in 2020, Russia's invasion of Ukraine and recent inflation are used

to illustrate the various methodologies presented in the course. Students apply the models to real financial data using R, a programming environment widely used in industry and academia. No prior knowledge of programming is assumed: students will learn-by-doing in class. Further information on R as used in the course can be found in the R Notebook at <https://www.financialriskforecasting.com/notebook>.

Teaching: 20 hours of lectures and 15 hours of classes in the AT.

Formative coursework: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

The homework assignments are designed to guide the students to all stages of the analytical process, from locating, downloading and processing financial data to the implementation of the tools and interpretation of results. Students will have the opportunity to explore the databases available at the LSE and to become comfortable working with real data.

Indicative reading: J Danielsson, Financial Risk Forecasting: The Theory and Practice of Forecasting Market Risk will be the required textbook for the course. The lecture slides and supporting programming material can be found on www.financialriskforecasting.com.

Other background reading is Ruey Tsay (2010), Analysis of Financial Time Series; Peter Christoffersen (2003) Elements of Financial Risk Management; Alexander J. McNeil, Rüdiger Frey, et al., (2015) Quantitative Risk Management: Concepts, Techniques and Tools.

Additional readings may be assigned as needed.

Assessment: Exam (50%, duration: 1 hour and 30 minutes) in the January exam period.

Continuous assessment (50%) in the AT.

FM322 Half Unit

Derivatives

This information is for the 2024/25 session.

Teacher responsible: Dr Rohit Rahi

Availability: This course is compulsory on the BSc in Finance and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped; any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed Principles of Finance FM212 or FM213. Mathematical Methods (MA100) is recommended but not required. Students who have not taken MA100 or equivalent are advised to do some pre-reading (see "Indicative reading" below). Students who have not taken Principles of Finance (FM212 or FM213), but have an excellent quantitative background, may be allowed to take this course at the discretion of the course leader.

Course content: This course is intended for third-year undergraduates and builds upon FM212/FM213 Principles of Finance. It focuses on derivatives, with a particular emphasis on equity derivatives (standard call and put options, exotic options), futures and forward contracts, and interest rate derivatives (swaps, caps and floors, swaptions). It systematically addresses three basic questions: how do these products work, i.e. what are their payoffs? How can they be used, for hedging purposes or as part of trading strategies? And above all: how are they priced? The course emphasises a small number of powerful ideas: absence of arbitrage, replication, and risk-neutral pricing. These are typically introduced in the context of discrete-time models, but the course also covers some well-known continuous-time models, starting

with a comprehensive treatment of the Black-Scholes model. The level of mathematics is appropriate for third-year students with a solid quantitative background.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Exercises will be discussed in class each week. Students will be expected to make positive contributions to class discussion.

Indicative reading: There is no required textbook, but the following is an excellent reference: John C Hull, *Options, Futures, and Other Derivatives*.

The following pre-reading is recommended for students who have not taken Mathematical Methods (MA100) or equivalent:

Martin Anthony and Michele Harvey, *Linear Algebra: Concepts and Methods*

Chapter 5: Vector Spaces

Chapter 6: Linear Independence, Bases and Dimension

Ken Binmore and Joan Davies, *Calculus, Concepts and Methods*

Section 5.7: Taylor series for scalar valued functions of n variables

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Coursework (10%) in the WT.

GV100

Introduction to Political Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Paul Kelly

Availability: This course is compulsory on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available on the BA in Social Anthropology, BSc in Environment and Development, BSc in Environment and Sustainable Development and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: An introduction to political theory through the thought and texts of some of the most important political theorists. A study of the ideas of some of the major political theorists from the Ancient Greeks to the 20th Century. Topics will include theories of human nature, the origin of government and law, man's relation to society and the state, the basis of political obligation, the idea of social contract, the idea of social progress, the critique of capitalism, and questions about race and gender. The thinkers discussed this year will include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Kant, The Federalist, J S Mill, Marx, Nietzsche, Arendt, Fanon.

Teaching: This course provides a combination of classes and lectures totalling no less than 29 hours in the Autumn term, and no less than 30 hours in the Winter term. There will be a reading week in Week 6 of both Autumn and Winter terms.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: D. Boucher and P. Kelly, *Political Thinkers: From Socrates to the Present* (Oxford 2017); Plato, *Republic*; Aristotle, *Politics*; Machiavelli, *The Prince*; Hobbes, *Leviathan*; Locke, *2nd Treatise of Government*; Rousseau, *Discourse on the Origins of Inequality and The Social Contract*; Kant, *Perpetual Peace*; The Federalist Papers; J S Mill, *Utilitarianism, The Subjection of Women, and On Liberty*; Marx, *Selected Writings* (Ed D McLellan); Nietzsche, *The Genealogy of Morality*; Arendt, *The Origins of Totalitarianism*; Fanon, *Black Skins, White Masks*.

Assessment: Essay (33%, 2000 words) in the AT.

Essay (33%, 2000 words) and essay (34%, 2000 words) in the WT. The summative assessment will be 3 essays for whole course. Effectively this means 1 summative assessment in AT and 2 for WT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 80% class participation and 20% attendance.

GV101

Introduction to Political Science

This information is for the 2024/25 session.

Teacher responsible: Dr Ryan Jablonski

Availability: This course is compulsory on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available on the BA in Geography, BA in Social Anthropology, BSc in Economic History and Geography, BSc in International Relations, BSc in International Social and Public Policy, BSc in Psychological and Behavioural Science and BSc in Social Anthropology. This course is not available as an outside option. This course is available to General Course students.

Course content: The course is an introduction to politics in a globalised world, with a focus on how political science tries to understand and explain cross-country and cross-time differences. The course will begin by introducing students to some of the main empirical variations in political behaviour, political institutions, and outcomes across the world, focusing mainly on democratic and partially democratic countries (in both the developed and developing world), and introducing students to some of the basic theoretical ideas and research methods in political science. Each subsequent week will be devoted to a substantive topic, where a more detailed analysis of political behaviour, political institutions, or political outcomes will be presented and various theoretical explanations will be assessed. Most weeks will involve an interactive element.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term, Winter Term and Spring Term. There will be reading week in Week 6 of both the AT and WT.

Formative coursework: Students will be expected to undertake one problem set and a formative essay in the AT.

Indicative reading:

- W Clark, M Golder and S Nadenichek Golder, *Foundations of Comparative Politics*, Sage, 2019.
- A Lijphart, *Patterns of Government: Government Forms and Performance in Thirty-Six Countries*, 2nd ed., Yale University Press, 2012.
- G. Tsebelis, *Veto Players: How Political Institutions Work*, Princeton University Press, 2002.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 2000 words) in the WT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 75% class participation (including attendance and contribution), and 25% formative essay.

The Exam Grade for General Course students will be 50% essay and 50% exam.

GV225

Analytical Politics

This information is for the 2024/25 session.

Teacher responsible: Prof Torun Dewan

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Psychological and Behavioural Science and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students will normally be expected to have taken GV101 Introduction to the Study of Politics, or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Course content: This course is concerned with positive political economy and public choice theory applied to the study of political conflicts, democratic institutions and public policy. The course covers the main tools for the study of rational choice (rational decision-making theory, game theory, social choice theory) and a number of both theoretical and applied topics, including the empirical study of institutions. This course will cover the main topics in positive political economy and institutional public choice. These include: the aggregation of preferences; voting paradoxes and cycles; electoral competition and voting behaviour; the problems of and solutions to collective action; the theory of coalitions, the behaviour of committees and legislatures including agenda-setting and veto-player power; principal-agent problems in politics and leadership.

Teaching: This course provides a combination of classes and lectures totalling 24 hours in the Autumn Term, 25 hours in the Winter Term and 2.5 hours in the Spring Term. There will be reading week in Week 6 of both the AT and the WT.

Formative coursework: Students will complete weekly problem sets in AT. They will have a chance to do a mock exam in AT (problem sets) and WT (timed essay) under exam conditions.

Indicative reading: K A Shepsle & M S Bonchek, *Analyzing Politics*.

Assessment: Exam (50%, duration: 2 hours) and Exam (50%, duration: 2 hours) in the spring exam period.

The first exam is based on problem sets from the Autumn Term course material. The second exam is essay-based on questions related to topics covered in the Winter Term.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 25% formative problem sets (best mark), 25% timed essay (best mark), 50% class participation (including presentations and attendance).

Political Science (GV101).

Course content: The course is concerned with theories of democratisation and case studies of democratic transformations during the so-called "third wave" of democratisation from the 1970s to the present. It analyses processes of transition and consolidation of democracy and of democratic reversal in the context of globalisation. The first five weeks study the concept of democracy, theories of transition to democracy, democratic consolidation and hybrid regimes and the crisis of liberal democracy. The remainder of the course uses the conceptual tools of the first five weeks to study the condition of democracy in different regions of the world, including Southern Europe, Africa, South East Asia, the Middle East, Latin America and Eastern Europe.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across the Autumn and Winter Terms. There will be a revision lecture in the Spring Term. There will also be a reading week in Week 6 of both the AT and WT.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

Indicative reading: The most useful introductory readings are: J. Grugel and M. L. Bishop (2016) *Democratization: A Critical Introduction*; and S. Noakes and C. Wilson (2023) *Democratization. A Thematic Approach*.

Other useful texts are: L. Whitehead (2002) *Democratization*. S. Levitsky and D. Ziblatt (2018) *How Democracies Die*; Donatella Della Porta (2013) *Can Democracy be Saved?*

Assessment: Exam (60%, duration: 3 hours) in the spring exam period.

Essay (40%, 2500 words) in the WT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 70% formative coursework, 20% class presentation, 10% class participation (including attendance and contribution).

GV248

Power and Politics in the Modern World: Comparative Perspectives

This information is for the 2024/25 session.

Teacher responsible: Dr David Woodruff

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Other background in political science will be considered as a substitute for GV101 for students outside of Government.

Course content: This course will acquaint students with the contemporary study of comparative politics, focusing largely on theories susceptible to testing with narrative historical evidence. Students will learn to address the methodological challenges of developing and testing such theories. The course will treat a wide variety of themes, including the political impact of natural resources in developing countries, social and political revolutions, political and bureaucratic corruption, the political economy of distribution, and political ideologies. With respect to each theme, students will receive a grounding in theories of the topic and samples of application to empirical cases drawn from throughout the developed, developing, and post-Communist world.

Teaching: This course is delivered through a combination of

GV245

Democracy and Democratisation

This information is for the 2024/25 session.

Teacher responsible: Professor Francisco Panizza

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not controlled access. If you request a place and meet the criteria, you are likely to be given a place.

Pre-requisites: Students must have completed Introduction to

classes and lectures totalling a minimum of 50 hours across the Autumn, Winter and Spring Terms. Classes are expected to run from Weeks 2-5 and 7-11 in AT and Weeks 1-5 and 7-11 in WT. There will be a reading week in Week 6 of both terms.

The Week 11 lecture in WT will be a revision lecture and there will be one revision class per group in Week 1 of ST.

Formative coursework: Students will be expected to produce 2 essays in the AT and 1 essay in the WT.

The highest-marked formative essay will count for assessment; see below.

Indicative reading: Skocpol, Theda. *States and Social Revolutions*. Cambridge: Cambridge University Press, 1979.

Hertog, Steffen. "Shaping the Saudi State: Human Agency's Shifting Role in Rentier-State Formation." *International Journal of Middle East Studies* 39, no. 4 (2007). doi:10.2307/30069487. <http://www.jstor.org/stable/30069487>.

Brierley, Sarah. "Unprincipled Principals: Co-opted Bureaucrats and Corruption in Ghana." *American Journal of Political Science* 64, no. 2 (2020): 209-222. Doi:10.1111/ajps.12495.

Weyland, Kurt. "The Rise of Latin America's Two Lefts: Insights From Rentier State Theory." *Comparative Politics* 41, no. 2 (2009): 145-164. <http://www.jstor.org/stable/40599207>.

Hacker, Jacob S, and Paul Pierson. "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States." *Politics & Society* 38, no. 2 (2010). doi:10.1177/0032329210365042.

Orloff, Ann Shola. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58, no. 3 (1993). doi:10.2307/2095903.

Fourcade-Gourinchas, Marion, and Sarah L. Babb. "The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries." *American Journal of Sociology* 108, no. 3 (November 2002): 533-79. <https://doi.org/10.1086/367922>.

Assessment: Exam (60%, duration: 3 hours) in the spring exam period.

Essay (40%, 1500 words) in the AT and WT.

Students' summative essay mark will be the highest mark of those given for the three formative essays. Students who attempt all three (3 out of 3) will receive the highest mark achieved. Students who attempt two essays (2 out of 3) will receive the highest mark out of the two essays attempted. However, students who submit fewer than two essays (1 out of 3 or 0 out of 3) will be awarded a Zero Incomplete for the whole course and cannot be awarded the degree until they submit the work at resit (either the second of two essays if only 1 out of 3 was completed, or two essays if 0 out of 3 were completed). In such circumstances the student's resit course mark will be capped at the pass rate of 40%.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be based on the average of the three formative essays (75%) and attendance (25%).

GV249

Research Design in Political Science

This information is for the 2024/25 session.

Teacher responsible: Dr Aliz Toth

Availability: This course is compulsory on the BSc in Politics and Data Science. This course is available on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option. This course is available with permission to General Course students. This course is capped at 7 groups at maximum.

Course content: The course will introduce students to the

design, conduct and analysis of research in empirical Political Science spanning different subfields. The first term covers the formulation of research questions, and the development of theory and empirically testable hypotheses. From there, we will discuss different types of data, measurement, the distinction between description and inference, as well as correlation and causation, and basic quantitative and qualitative data collection and analysis strategies. Moreover, students will learn about research ethics, and some of the major methodological challenges that we face as a discipline including p-hacking, the file-drawer problem, issues of statistical power, as well as potential solutions such as pre-registration and results-blind review. The second term introduces students to specific research designs including ethnographic research, comparative case studies, as well as experimental and quasi-experimental designs. Throughout the year, there is an emphasis on the importance of good research design, and a solid understanding of the assumptions underlying the design that have implications for data analysis. The ultimate goal of the course is to equip students with the knowledge and skills to conduct their own research projects such as their BA/BSc thesis, and to allow them to evaluate published and unpublished work, as well as scientific and journalistic claims, based on the quality of the underlying research design.

In AT, the course includes an introduction to the statistical programming language R, where students will learn practical skills of basic data management and analysis.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 51 and a half hours across Autumn Term, Winter Term and Spring Term. There will be a Week 6 reading week in both the AT and WT.

Formative coursework: Students will complete three formative problem sets throughout the course, two in AT and one in WT, that allow them to apply material from the course to concrete political science examples (e.g., identifying design elements of a published research paper; proposing strategies for answering a given research question, etc.). Some of these problem sets will involve applied problems in R.

Indicative reading: Bueno de Mesquita, E. & Fowler, A.

2022. *Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis*. Princeton University Press.

Geddes, B. 2003. *Paradigms and Sand Castles: Theory building and research design in comparative politics*. Ann Arbor, Michigan: University of Michigan Press.

Gerber, A. S., and D. P. Green. 2008. Field experiments and natural experiments. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press.

Healy, K. 2017. Fuck nuance, *Sociological Theory* 35(2): 118-127.

Kellstedt, P.M. and Whitten, G.D., 2018. *The fundamentals of political science research*. Cambridge University Press.

King, G.; Keohane, R. O. & Verba, S. 1994. *Designing Social Inquiry*. Princeton University Press.

Mill, J.S. 1882. *A System of Logic, Chapter VIII. On the four methods of experimental inquiry*. 8th edition. Harper and Brothers.

Wedeen, L. 2010. Reflections on ethnographic work in political science. *Annual Review of Political Science* 13: 255-272.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Coursework (20%, 1800 words) in the WT Week 1.

Coursework (30%, 2000 words) in the ST Week 1.

The coursework to be submitted in the Winter Term will consist of a Summative Problem Set, and the coursework to be submitted in the Spring Term will consist of a Research Design Proposal.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 33% Problem Set 1, 33% Problem Set 2, and 34% Problem Set 3.

GV251

Government, Politics and Public Policy in the European Union

This information is for the 2024/25 session.

Teacher responsible: Prof Sara Hobolt

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Course content: This course introduces students to the politics and policies of the European Union, focusing on institutions, political actors and processes, popular challenges to the EU as well as key policy areas ranging from monetary and trade policies to migration and foreign policies. The course is divided into two parts; (i) Government and Politics: the EU as a political system, the Council, the Commission and the European Parliament, the Court of Justice and Judicial politics, public opinion and European Parliament elections, parties and Europe, interest representation; (ii) Public Policy. Policy sessions usually include: the policy-making process, the Single Market, budgetary policies, redistributive policies, EMU, asylum, migration and refugee policies, social and employment policies, external relations policies, climate and energy policies and others.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 41 hours across the Autumn, Winter and Spring Terms. This course includes reading weeks in Week 6 of both the AT and WT.

Formative coursework: Two formative essays, in addition to one summative essay, during the course.

Indicative reading: S Hix and B Hoyland, *The Political System of the European Union*, 4th edn. (2022); C De Vries, SB Hobolt, S-O Proksch and J Slapin, *Foundations of European Politics: A Comparative Approach* (2021); H Wallace, M Pollack & A Young (Eds), *Policy-Making in the European Union*, 8th edn. (2020).

Assessment: Exam (75%, duration: 3 hours) in the spring exam period.

Essay (25%) in the WT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% class participation, 80% formative coursework (each formative essay counts for 40%) and 5% attendance.

The Exam Grade for General Course students will be 25% summative essay and 75% exam.

Course content: How do information technology, social media, and big data shape politics and public policy? How are they, in turn, shaped by politics and public policy? How are data science tools used in politics and public policy themselves? This course offers students a critical understanding of these key intersections between data science and politics.

Major topics include debates over how social media shapes politics, the global confrontations over rules governing data, how data are used in administrative and policymaking processes, the dangers of algorithmic bias, and how politics shapes and is shaped by innovation and openness. The course will offer a conceptual, non-technical overview of key data science tools and how they are applied by policymakers in settings such as health policy, economic policy, crisis decision-making and public participation. It will also address the challenges faced by policymakers as AI applications continue to develop. The course will also include talks from policymakers who are themselves engaged in data science in their own fields, thereby enabling students to better understand how data science applies in various policy areas.

Teaching: 15 hours of lectures and 9 hours of classes in the AT. There will be a reading week in Week 6 of the AT.

Formative coursework: Students will be expected to complete an assignment in the AT.

Indicative reading:

- Zuboff, Shoshana. 2019. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*
- Lehdonvirta, Vili. 2022. *Cloud Empires: How Digital Platforms are Overtaking the State and How We Can Regain Control*
- Bernholz, Landemore and Reich. 2021. *Digital Technology and Democratic Theory*

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

GV262

Contemporary Political Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Paul Apostolidis

Availability: This course is available on the BA in Social Anthropology, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in History and Politics, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Introduction to Political Theory or equivalent.

Course content: This course engages the study of contemporary political theory by examining 20th and 21st century texts while also considering concrete, practical political and social problems. Throughout the AT, we highlight theoretical analyses of questions that concern politics and economic life. Such questions include normative issues about how to define a just distribution of social goods and the relation between economic justice and freedom, as well as critical-theoretical questions about how to understand oppression and popular mobilisation in historical contexts defined by capitalist, colonial, racial and gender power. During the WT, we explore various theoretical problems regarding immigration, environmental politics and global justice in the wake of colonisation. GV262 challenges students to consider a wide range of approaches to writing political theory and diverse perspectives on the basic question of what 'political theory' is. The course offers a WT option to participate in a public-oriented group research activity in partnership with an external organisation, and the course also qualifies as a CIVICA Engage Course for students who pursue the CIVICA Engage Track.

GV252 Half Unit

Politics and Policy of Data Science

This information is for the 2024/25 session.

Teacher responsible: Prof Cheryl Schonhardt-Bailey

Availability: This course is compulsory on the BSc in Politics and Data Science. This course is available on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Autumn Term and Winter Term. There will be reading weeks in AT Week 6 and WT Week 6.

Formative coursework: Students are expected to submit one formative essay and one formative blog in AT.

The course requires students to organize their workloads, to complete readings in advance of lectures, and to prepare to participate actively in seminars. The course thus emphasizes the development of verbal and written communication abilities. Students also should expect to tackle basic questions about what it means to write political theory by exploring tensions and affinities between normative/ethical and critical-theoretical approaches.

Indicative reading: John Rawls, "A Theory of Justice"; Robert Nozick, "Anarchy, State, and Utopia"; Jacques Rancière, "Disagreement"; Joseph Carens, "The Ethics of Immigration"; Michel Foucault, "Two Lectures"; Mohandas K. Gandhi, "Hind Swaraj"; James Baldwin, "The Fire Next Time"; Rosa Luxemburg, "The Mass Strike"; V. I. Lenin, "What Is To Be Done?"; C. L. R. James, "The Black Jacobins"; Susan Moller Okin, "Justice, Gender, and the Family"; Friedrich A. von Hayek, "The Constitution of Liberty"; Herbert Marcuse, "One-Dimensional Man"; Ingolfur Blühdorn, "Sustainability - Post-Sustainability - Unsustainability".

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (30%, 1500 words) and blog post (20%) in the WT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% class participation, 80% formative coursework (40% per assignment), and 5% attendance.

GV263

Public Policy Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Edward Page

Availability: This course is available on the BA in Social Anthropology, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Pre-requisites: GV101 Introduction to Political Science (or equivalent).

Course content: A systematic examination of the policy process in the context of developed nations. This course introduces key theories and models in the study of public policy and encourages a critical appreciation of the main trends in contemporary public policy-making. The course looks at the different stages of the 'policy cycle' (e.g. agenda-setting, implementation and evaluation), the determinants of public policy (for example, public opinion, political parties, technology) as well as central themes in the study and practice of public policy, such as corruption and policy learning.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across the Autumn, Winter and Spring Terms. There will be reading weeks in Week 6 of AT and WT.

Formative coursework: Two formative essays of 2,500 words each are required, one in the AT and one in the WT. An optional third formative essay may be submitted, normally by the ninth week of the WT, in the form of a one-hour timed essay written under examination conditions.

Indicative reading: Arjen Boin and Martin Lodge, *The Politics of*

Policymaking, 2024; Christoph Knill and Jale Tosun, *Public Policy*, Macmillan, 2020; Hal Colebatch and Robert Hoppe, *Handbook on Policy, Process and Governing*, Edward Elgar, 2018; P Cairney, *Understanding Public Policy. Theories and Issues*, Palgrave, 2019; BW Hogwood & A L Gunn, *Policy Analysis for the Real World*, Oxford University Press, 1984; J W Kingdon, *Agendas, Alternatives and Public Policies* (2nd edn), HarperCollins, New York 1995; A Hassel and K Wegrich, *How to Do Public Policy*, 2022.

Assessment: Exam (75%, duration: 3 hours) in the spring exam period.

Essay (25%, 2500 words) in the WT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 25% attendance, 37.5% formative essay (best essay), 37.5% participation.

GV264

Politics and Institutions in Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Vesselin Dimitrov

Prof Michael Bruter, Prof Sara Hobolt and Prof Tony Travers

Availability: This course is available on the BA in Social Anthropology, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in History and Politics, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Course content: The course aims to give students an understanding of the full range of leading topics and areas of debate and research relevant to the analysis of political institutions and politics in Europe. The course focuses on both core fields of comparative enquiry, such as the study of party competition and voting behaviour, and emerging fields of interest, such as national and European identities, and immigration. The course places particular emphasis on the diverse experiences of liberal democracy in different parts of Europe. The course covers not only long-established democracies in Western Europe, but also the relatively new democracies in Central and Eastern Europe. In the Winter Term, the course will study in depth a number of European countries, such as Britain, France and Germany, analysing the main developments in the country concerned in the last twenty years (elections, parties, governments), and then examining issues of particular interest related to that country. Course topics include: electoral behaviour; ideology and issues; political parties and party competition; government formation and coalitions; regionalism and federalism; national and European identities; and immigration.

Teaching: This course provides a combination of lectures and classes totalling a minimum of 50 and a half hours across the Autumn, Winter and Spring Terms.

There will be reading weeks in Week 6 of the AT and Week 6 of the WT for private study and essay and assessment preparation.

Formative coursework: Students will be expected to produce two essays in the AT and one essay in the WT.

Indicative reading: T Bale, *European Politics: A Comparative Introduction* (4th edn) (2017); C De Vries, S Hobolt, S-O Proksch and J Slapin, *Foundations of European Politics* (2021); M Gallagher et al, *Representative Government in Modern Europe* (5th edn) (2011); P Heywood et al (Eds), *Developments in European Politics* (2006); V Dimitrov, K H Goetz & H Wollmann, *Governing after Communism: Institutions and Policymaking* (2006); S Hix and B Hoyland, *The Political System of the European Union* (4th edn)

(2022); A Lijphart, *Patterns of Democracy* (2nd edn) (2012).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% general contribution to class discussions, 15% presentation(s) and, if applicable, essay outline(s), 60% grading of formative coursework (20% for each of the three essays), 10% attendance.

GV267 Not available in 2024/25

Global Political Thought

This information is for the 2024/25 session.

Teacher responsible: Prof Leigh Jenco

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is capped at three groups.

Pre-requisites: Introduction to Political Theory or equivalent.

Course content: This course examines normative and conceptual theories of politics from a global, transhistorical perspective. We go beyond current theories of “decolonization” to consider how conversations about political life can be and have been transformed on the basis of distinctive concerns that emerge from specific times and places, marked by different levels of affluence, historical connections (or the lack thereof), textual or oral heritages, as well as the experience of imperialism. The course will bring these diverse sources into a meaningful discussion about the political questions that they pose, both on their own and in comparison with others. We consider how context should matter in the investigation of political ideas. We ask how, but also whether, we should integrate these disparate perspectives into a shared conversation.

The course cannot aspire to comprehensiveness, but it aims for a certain integrity of themes and builds up a methodological toolbox for critical engagement with a diverse range of sources. All readings will be in English.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 10 hours of classes in the WT.

Lectures of 90 minutes; seminars of 60 minutes based on intensive student participation.

There will be a reading week in Week 6 of the Autumn and Winter terms.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 “comparison grid” in the WT.

One formative essay of 1500 words (AT) and one “comparison grid” (requiring comparison of multiple texts on different questions, WT).

Indicative reading: Ibn Tufayl, Muhammad ibn 'Abd al-Malik, *Ibn Tufayl's Hayy Ibn Yaqzan: A Philosophical Tale*. Trans. Lenn Evan Goodman. Updated edition. Chicago: The University of Chicago Press, 2009.

Saaler, Sven, and Christopher W. A. Szpilman, eds. *Pan-Asianism: A Documentary History*. Lanham, Md: Rowman & Littlefield, 2011.

Tedlock, Dennis, ed. *Popol Vuh: The Mayan Book of the Dawn of Life*. Rev. ed. New York: Simon & Schuster, 1996.

Radhakrishnan, Sarvepalli, and Charles A. Moore, eds. *A Source Book in Indian Philosophy*. Princeton: Princeton University Press, 1957.

Confucius, *The Analects: With Selections from Traditional Commentaries*. Translated by Edward Slingerland. Indianapolis: Hackett Publishing, 2003.

Assessment: Exam (40%, duration: 3 hours) in the spring exam period.

Essay (40%, 2000 words) in the WT.

Class participation (20%) in the AT and WT.

GV302 Not available in 2024/25

Key Themes in the History of Political Thought

This information is for the 2024/25 session.

Teacher responsible: Prof Katrin Flikschuh

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is capped at one group.

Pre-requisites: Students will normally be expected to have taken GV100, ‘Introduction to Political Theory’, or equivalent in a previous year.

Course content: This advanced course treats some of the major themes in the history of western European political thought as drawn from the writings of selected political philosophers of the ancient Greek, Roman, early modern and modern periods. The aim is to analyse and interpret in some depth a selected subset of thinkers and topics in order to explore continuities and discontinuities in ethical and political problems and their solutions over time and changing contexts.

Examples of possible themes include: different views on the nature of “man” and the consequences for political agency of different perspectives on human reason; changing conceptions of justice; different views on government and the state's relation to the individual; the historical and socio-political presuppositions behind the different constitutional regimes; the role of religion in politics; changing perspectives on the relationship between life in the family and a life of active citizenship.

This year, we will focus on debates over the relation between reason, morality, and political authority in the works of Aristotle, Hobbes, Hume, Kant, and JS Mill. We shall consider how these different thinkers’ underlying conceptions of practical reasoning informed their views on personhood, morality, political authority, and citizenship. Throughout, we shall consider these thinkers’ abiding influence on contemporary views about the relation between reason, morality, and politics.

Teaching: This course is delivered through seminars totalling a minimum of 40 hours across the Autumn and Winter terms. There will be a reading week in Week 6 of the Autumn and Winter terms.

This course is taught in a seminar style format. There will be no distinction between lectures and classes; we will instead meet for weekly 2 hour sessions during Autumn and Winter Terms. Seminar discussion will be student led, which means that it is vital for students to come to the sessions well prepared, with weekly readings being done in advance of each session. As this course is assessed by written essays, there will be no revision session during Spring Term. The total teaching will be 40 hours.

Formative coursework: There will be 2 formative assignments over the year, with an essay of up to 1,500 words due & returned in the AT, and a second essay of up to 1,500 words due towards the end of the WT.

Indicative reading: Primary Sources: Aristotle, *The Nicomachean Ethics*; Aristotle, *The Politics*; Hobbes, *Leviathan*; Kant, *Groundwork of the Metaphysics of Morals*; Kant, *The Metaphysics of Morals*; JS Mill, *On Liberty*; JS Mill, *Utilitarianism*.

Assessment: Essay (50%, 2500 words) in the WT.

Essay (50%, 2500 words) in the ST.

GV307 Half Unit Not available in 2024/25

Conflict and Cooperation: A Few Provocative Debates

This information is for the 2024/25 session.

Teacher responsible: Dr Omar Shahabudin McDoom

Availability: This course is available on the BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

Course content: (Q1) When is it permissible to kill civilians for a political cause? (Q2) Should governments be permitted to restrict civil liberties in the name of security? (Q3) Is cultural diversity more problematic than desirable in societies? (Q4) Should we preserve and promote multiculturalism? (Q5) Do grievances or ideologies matter more in explaining radicalization and terrorism? (Q6) How convincing are the arguments in favour of open borders? (Q7) What role, if any, does inequality play in the onset of political violence? (Q8) How skeptical should we be of apocalyptic claims regarding climate refugees and violent conflict? (Q9) When it is justifiable to use drones to kill? (Q10) What are the arguments for and against an international responsibility to protect civilians in cases of gross human rights violations?

This course is organized around these ten "big" empirical and normative questions which touch on issues in the public sphere relating to political and ethnic conflict and cooperation. The selection of debates and cases may vary year-to-year as the scholarly frontier of understanding and the world's catalogue of conflicts also evolve. The course is taught as a research seminar comprising ten weekly two-hour sessions. Given its research-oriented focus, the course is attentive to methodology and students will be taught to critically evaluate the more common approaches to empirical research in the field. Students will have the opportunity to undertake a single substantial research project on a course-related topic resulting in an assessed summative essay.

Teaching: This course is delivered through 20 hours of seminars in the Autumn Term. This course includes a reading week in Week 6 of the AT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

The formative assessment comprises an essay plan (of 1000 words) which will be used for the summative long essay.

Indicative reading:

- A statement from Al Qaeda regarding the mandates of the heroes and the legality of the operations in New York and Washington - Al Qaeda, 2002
- The Lesser Evil - Michael Ignatieff, 2004
- E Pluribus Unum: Diversity and Community in the Twenty-first Century The 2006 Johan Skytte Prize Lecture - Robert D. Putnam, 2007-06
- Are There Any Cultural Rights? - Kukathas, Chandran
- Dying to win: the strategic logic of suicide terrorism - Robert Anthony Pape, 2005
- Aliens and Citizens: The Case for Open Borders - Joseph Carens
- Beyond greed and grievance: feasibility and civil war - P. Collier, A. Hoeffler, D. Rohner
- Climate Change and Conflict: The Migration Link - Nils Petter Gleditsch, Ragnhild Nordas
- Killing by remote control: the ethics of an unmanned military - Jeff McMahan, 2013
- The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention - Roland Paris, 2014-10-20

Assessment: Essay (80%, 3000 words).

Class participation (20%) in the AT.

The summative assessment will comprise two components.

First, a student's overall contribution to the course (20%) will be assessed by way of oral participation in the classroom and written contribution to an online discussion forum where each of the

debates examined in the course will be the subject of potential discussion. Second, students will choose one of the questions posed each week and write a long essay totalling 3000 words.

GV309 Half Unit

Politics of Money and Finance in Comparative Perspective

This information is for the 2024/25 session.

Teacher responsible: Dr David Woodruff

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. This course is capped at two groups.

Pre-requisites: While there are no pre-requisites, students will occasionally need to use very basic mathematical reasoning (on the level of the earlier parts of the GCSE curriculum, or equivalent) in understanding monetary and financial issues.

Course content: The course focuses on empirical and normative issues relevant to the politics of money and finance in rich constitutional democracies. It will provide an introduction to the history and practical operation of finance, banking, and monetary policy. Students will consider debates about the role of monetary policy in controlling price levels and stimulating employment and growth, as well as its potential relationship to inequality. The course will also examine arguments about the causes of chronic financial instability in capitalist economies. In light of these theories, we will evaluate the case for making central banks independent of direct democratic control, considering the relationship between central banks and elected politicians in various circumstances, including those of recession or low growth, financial crisis, and high inflation. We will also consider whether and how financial markets limit policymakers' autonomy. The course uses both contemporary and historical material, and adopts a comparative country perspective, rather than an international relations perspective.

Teaching: 20 sessions of 90 minutes each in the AT, approximately half of which will be lectures and half seminar-style discussion of set readings. Students should expect to read 3-4 journal articles or pieces of equivalent length each week.

There will be a reading week in Week 6 of the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Admati, A.R. and Hellwig, M. (2014) *The bankers' new clothes: what's wrong with banking and what to do about it*. Princeton, N.J.: Princeton Univ. Press.

Shin, H.S. (2009) 'Reflections on Northern Rock: The Bank Run that Heralded the Global Financial Crisis', *Journal of Economic Perspectives*, 23(1), pp. 101–119. Available at: <https://doi.org/10.1257/jep.23.1.101>.

Krippner, G.R. (2007) 'The Making of US Monetary Policy: Central Bank Transparency and the Neoliberal Dilemma', *Theory and Society*, 36(6), pp. 477–513. Available at: <https://doi.org/10/dccj8c>.
Susanne Lohmann, "Sollbruchstelle: Deep Uncertainty and the Design of Monetary Institutions," *International Finance* 3, no. 3 (November 1, 2000): 391–411.

Cheryl Schonhardt-Bailey, "A View from the Inside," in *Deliberative Accountability in Parliamentary Committees* by Cheryl Schonhardt-Bailey (Oxford University Press, 2022).

Deborah Mabbett and Waltraud Schelkle, "Independent or Lonely? Central Banking in Crisis," *Review of International Political Economy* 26, no. 3 (January 28, 2019): 436–60.

Downey, L. (2022) 'Governing Money Democratically: Rechartering the Federal Reserve', in D. Allen et al. (eds) *A Political Economy of Justice*. University of Chicago Press, pp. 340–366.

Sebastian Dellepiane-Avellaneda, "Gordon Unbound: The Heresthetic of Central Bank Independence in Britain," *British Journal of Political Science* 43, no. 02 (April 2013): 263–93.
 Tucker, P. (2016) 'How Can Central Banks Deliver Credible Commitment and Be "Emergency Institutions"?', in J.H. Cochrane and J.B. Taylor (eds) *Central bank governance and oversight reform. Conference on Central Bank Governance and Oversight Reform*, Stanford, California: Hoover Institution Press, Stanford University (Hoover Institution Press publication, no. 666), pp. 1–53.

Assessment: Exam (25%, duration: 2 hours) in the January exam period.

Essay (75%, 3000 words).

The exam will be designed to ensure engagement with reading throughout the course.

GV311

British Government

This information is for the 2024/25 session.

Teacher responsible: Prof Antony Travers

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

This course is capped.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Course content: The course will provide an introduction to contemporary British government, notably the institutions involved and processes of policy-making. The first part of the course will explain the evolution of British government from the earliest times, including the philosophical ideas that have come to underpin contemporary politics. The key institutions of British government will be described and analysed, focusing on factors that explain the functioning of a complex modern State. By the end of the course, students will have a practical understanding of the entire system of British government and the influences that affect it.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 51 and a half hours across the Autumn, Winter and Spring Terms. There will be a reading week in Week 6 of both the AT and WT.

Formative coursework: Students will be required to submit 2 unassessed essays in both the Autumn and Winter Terms.

Indicative reading: R. Heffernan, P. Cowley and C. Hay, *Developments in British Politics* 9, Palgrave Macmillan, 2011
 P. Norton, *The British Polity*, 5th Edition, London, Pearson Longman, 2010

M. Garnett and P. Lynch, *Exploring British Politics*, 2nd edition, London, Pearson Longman, 2009

R. A. W. Rhodes, *Everyday Life in British Government*, Oxford University Press, 2011

C. Hood, *The blame game: spin, bureaucracy, and self-preservation in government*, Princeton University Press, 2011

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

GV313 Half Unit

Politics of Trade in Comparative Perspective

This information is for the 2024/25 session.

Teacher responsible: Prof Stephanie Rickard

Availability: This course is available on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

This course is capped at two groups.

Pre-requisites: A background in international economics and solid understanding of key concepts, such as comparative advantage, externalities and equilibrium would be advantageous.

Course content: The course focuses on the role of interests and institutions in the process and formulation of trade policy. We examine the influences of interests and institutions in trade policy-making, focusing predominantly on developed countries. We draw on theories from economics and political science and analyze these using both historical and contemporary examples, and do so from a comparative perspective, rather than an international relations perspective.

The primary focus of the course is on policy outcomes.

Teaching: This course provides a minimum of 30 hours of lectures and seminars in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: Weekly writing assignments.

Indicative reading: Hiscox, Michael. (2002) "Commerce, Coalitions, and Factor Mobility: Evidence from Congressional Votes on Trade Legislation." *American Political Science Review* 96(3): 593-608.

Evans, Carolyn. (2009) "A Protectionist Bias in Majoritarian Politics: An Empirical Investigation." *Economics & Politics* 21(2): 278-307.

Milner, Helen V. and Keiko Kubota. (2005) "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries." *International Organization* 59 (Winter): 107-144.

Assessment: Essay (100%, 3500 words).

GV314

Empirical Research in Government

This information is for the 2024/25 session.

Teacher responsible: Prof Edward Page

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. This course is capped at one group.

Course content: The course introduces a variety of techniques and issues in the empirical study of political science and applies them to a practical research project in which students participate throughout the year. No prior knowledge of statistics or research methods is required. The focus of the course will be the practical research project. At the theoretical level the course will cover questions relating to the utilization of policy research, forms of research design, sampling, questionnaire construction, coding and converting non-quantitative to quantitative indicators, response rates, elite interviewing and research ethics. As the practical research project progresses classes will cover the development of practical skills such as, principles of research report writing and, where appropriate for the project, use of text processing programmes, and basic routines in the widely-used Statistical Package for the Social Sciences (SPSS), such as those used for

compiling crosstabulations.

Teaching: This course is delivered through a combination of seminars and workshops totalling a minimum of 40 hours across the Autumn, Winter and Spring Terms. There will be reading weeks in Week 6 of AT and WT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Ronald F. Czaja and Johnny E. Blair *Designing Surveys: A Guide to Decisions and Procedures* (2005, 2014 online accessible through LSE Library); Sandra Halperin and Oliver Heath, *Political Research. Methods and Political Skills* 2nd edn (2016); Sage Research Methods database (online accessible through LSE Library); Floyd J. Fowler *Survey Research Methods*, 5th edn (2013); Claus Moser and Graham Kalton, *Survey Methods in Social Investigation*, 2nd edn (1985); Melanie Mauthner et al (eds), *Ethics in Qualitative Research* (2002).

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (25%, 2500 words) in the WT.

Research paper (25%) in the ST.

Each student completes a 2500 word essay (25%) in the Winter Term and writes up a 3300 word report on the research project (25%) in the Spring Term. The mark for the research project report includes a small peer review element. There will also be a 2 hour exam (50%) in the Spring exam period.

GV315 Half Unit Not available in 2024/25

Voting and Elections in Developing Democracies

This information is for the 2024/25 session.

Teacher responsible: Dr Ryan Jablonski

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

The course is capped at two groups.

Pre-requisites: Government students should have completed GV101 Introduction to Political Science or equivalent.

Course content: Most governments in the developing world have adopted electoral institutions, many in the last few decades. However, these institutions vary considerably in their ability to hold politicians accountable. Emergent democracies are frequently plagued by violence, fraud, corruption, weak accountability, and clientelism. This seminar is a discussion of the nature of electoral institutions in developing democracies, with a particular focus on the causes and consequences of these ills. Among other things, we will seek answers to the following questions: Why do governments adopt electoral institutions, but then fail to permit free and fair voting? When and why do governments use fraud and violence to win elections? What has been the impact of development aid, election monitoring and democracy assistance on elections and democratization? To answer these questions we will draw on an emerging political science literature on these issues, as well as several case studies. Students are expected to be active participants in this course, and will participate in several class debates and writing exercises.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours in the Winter Term. There will be a Reading Week in Week 6 of WT.

Formative coursework: Students will be expected to produce a research proposal of 500 words in the WT. Students are also expected to participate in a policy simulation, and must prepare one written policy statement in WT.

Indicative reading: Stokes, Susan C., et al. *Brokers, Voters, and Clientelism: the puzzle of distributive politics*. Cambridge University Press, 2013.

Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55, no. 3: 399-422.

Zakaria, F. 1997. The Rise of Illiberal Democracy. *Foreign Affairs* 76: 22-43.

Bratton, Michael, and Nicholas Van de Walle. *Democratic experiments in Africa: Regime transitions in comparative perspective*. Cambridge University Press, 1997.

Hafner-Burton, Emilie M., Susan D. Hyde, and Ryan S. Jablonski.

"When Do Governments Resort to Election Violence?" *British Journal of Political Science* 44.01 (2014): 149-179.

Weitz-Shapiro, Rebecca. "What wins votes: Why some politicians opt out of clientelism." *American Journal of Political Science* 56.3 (2012): 568-583.

Assessment: Essay (80%, 4000 words) in the ST.

Presentation (20%) in the WT.

GV316 Half Unit

Advanced Issues in Applied Political Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Kai Spiekermann

Availability: This course is available on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course is capped at two groups.

Pre-requisites: A foundational course in contemporary political theory (such as GV262 or equivalent) is recommended.

Course content: An investigation of contemporary questions in applied political theory. Taking as a starting point a pressing social and political challenge, the course instructs students to systematically apply different political theories to approach the problem, to understand and critically discuss different normative viewpoints, and to develop and defend their own position in these debates.

Examples of such themes include environmental and climate change, free speech, multiculturalism and toleration, poverty and global justice, colonialism, or surveillance and privacy. The topics are selected each year to reflect current debates and the interests of the course convener. The course gives students the opportunity to experience research-led teaching, as the course convener will typically create a syllabus to reflect their current research projects. In 2024-25, the focus of the course will be on political-philosophical questions in the context of environmental change, especially climate change. It draws primarily on contemporary analytical political philosophy, political theory, and environmental ethics, but with cross-disciplinary input from the natural and social sciences. Some key questions will be abstract and theoretical, including: What kind of problem is climate change? How do we value nature? How ought we to distribute the costs of climate? How are the injustices of climate change related to other historical injustice? What do we owe future generations? At the same time, the course also challenges us to think about the application of theories from philosophy and the social sciences, leading to questions like: How can we improve the knowledge about climate change? How do we motivate citizens and states to reduce emissions? How do we decide what to preserve for future generations? Is civil or uncivil disobedience a promising route to bring about social change? Which democratic institutions might support effective climate policies?

Teaching: This course provides a combination of classes and lectures totalling 25 hours in the Winter Term. There will be a

reading week in WT Week 6.

Formative coursework: One short formative essay in the WT.

Indicative reading:

- John Broome (2012) *Climate Matters: Ethics in a Warming World*, New York (W.W. Norton);
- Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue, eds. (2010) *Climate Ethics: Essential Readings*, Oxford (Oxford University Press);
- Denis G. Arnold, ed. (2011) *The ethics of global climate change*, Cambridge (Cambridge University Press);
- Stephen M. Gardiner (2011) *A Perfect Moral Storm: The Ethical Tragedy of Climate Change*, Oxford (OUP);
- Jeremy Moss, ed. (2015). *Climate Change and Justice*, Cambridge: Cambridge University Press;
- Simon Caney (2020). "Climate Justice", in: *Stanford Encyclopedia of Philosophy*, Ed. Edward N. Zalta. Available at: <https://plato.stanford.edu/entries/justice-climate/>;
- Intergovernmental Panel on Climate Change (2021-2) Sixth Assessment Report, Available at www.ipcc.ch.

Assessment: Essay (80%, 3000 words) in the ST.

Class participation (20%) in the WT.

GV318 Half Unit

Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design

This information is for the 2024/25 session.

Teacher responsible: Dr Paul Mitchell

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

This course is capped at two groups.

Pre-requisites: Students may find it helpful to have completed Introduction to Political Science (GV101).

Course content: How can we design, build and sustain 'democracies' in less than ideal circumstances? We will explore societies torn apart by political violence and ethnic conflict. The main purpose is to diagnose the central problems, and examine what political responses are most appropriate. The first part of the course mostly looks at the problems, in particular political violence. We consider the likely futures for Iraq, Kurdistan and Islamic State. What are the justifications for political violence? How much political violence is there and what are the main types and trends? We shall examine the strategies of terrorism and suicide terrorism. Since the end of the cold war, almost all wars are 'civil wars' and we will consider what causes civil wars, what sustains them (why do some last much longer than others?), and how do they end?

The second part of the course shifts the focus of attention to 'solutions' and policy responses to divided societies and failing states. Informed responses might include: intervention, mediation and peace agreements; power-sharing and constitutional design; territorial management of conflict; transitional justice; elections, party systems and institutions for governing divided societies.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 35 hours in the Autumn Term. There will be a reading week in AT Week 6.

Formative coursework: Students will be expected to produce 1 project in the AT.

Formative - one short project proposal - which should be a research design plan for the essay. Students will receive written and verbal feedback on the viability and quality of their proposal, but it will not be graded. It is feedback and advice, not part of summative assessment. The deadline will be week 7, just after

reading week in week 6. Length 1000 words. Pedagogically, preparation of the research proposal combined with advice and feedback will help improve the quality of the final essay.

Indicative reading:

- Paul Collier (2010), *Wars, Guns and Votes: Democracy in Dangerous Places*. London: Vintage.
- Lars-Erik Cederman, Kristian Gleditsch and Halvard Buhaug (2013), *Inequality, Grievances and Civil War*. Cambridge University Press.
- Jonathan Tonge (2014), *Comparative Peace Processes*. London: Polity.
- Brendan O'Leary (2009), *How to Get Out of Iraq with Integrity*. Penn: University of Pennsylvania Press.
- Fortna, Virginia Page (2015), 'Do Terrorists Win? Use of Terrorism and Civil War Outcomes', *International Organization* 69, 519-556.
- Arend Lijphart (2008), *Thinking about Democracy: Power-Sharing and Majority Rule in Theory and Practice*. Routledge.
- Butenschon, Nils, Oyvind Stiansen and Kare Volla (2015, eds). *Power-Sharing in Conflict-Ridden Societies*. London: Routledge (cases studies of Burundi, Rwanda, Ethiopia, Lebanon, Bosnia, Nepal, Myanmar, Fiji and the Philippines).
- Caspersen, Nina (2017). *Peace Agreements*. London: Polity (chapter 3, 6).
- Horowitz, Michael (2015), 'The Rise and Spread of Suicide Bombing', *Annual Review of Political Science* 18: 69-84.
- Gilligan, Michael and Ernest Sergenti (2008), 'Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference', *Quarterly Journal of Political Science* 3:89-122.
- Adeney, Katherine (2017) 'Does ethnofederalism explain the success of Indian federalism?', *India Review* 16.1.
- Jan Krause, Werner Krause and Piia Branfors (2018), 'Women's Participation in Peace Negotiations and the Durability of Peace', *International Interactions* 44:5, 985-1016.
- Vinjamuri, Leslie and Jack Snyder (2015), 'Law and Politics in Transitional Justice', *Annual Review of Political Science* 18: 303-327.
- Brancati, Dawn and Jack Snyder (2012), 'Time to Kill: The Impact of Election Timing on Postconflict Stability', *Journal of Conflict Resolution*.
- Brownlee, Jason, Tarek Masoud and Andrew Reynolds (2015), *The Arab Spring: Pathways of Repression and Reform*. Oxford University Press.

A full reading list will be available on Moodle.

Assessment: Essay (80%, 4000 words) in the WT.

Presentation (20%) in the AT.

GV319 Half Unit Not available in 2024/25

Experimental Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Florian Foos

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

Pre-requisites: Familiarity with basic research design and statistics as covered by at least one foundational Statistics course, such as ST102, ST107, ST108, GY140.

Course content: This course will introduce students to the design, conduct and analysis of randomized field experiments (RCTs) in politics to evaluate theories, programmes and policies. The course will cover the science and methods of experimentation (weeks 1-3), debate the practicalities of collaborating with political actors such as parties, NGOs and governments, as well as the ethics of field experimentation (week 5). The second part of the course examines the findings of experimental research in five distinct

political domains (weeks 7-11). Topics include:

1. Voter mobilisation
2. Social networks
3. Political persuasion
4. Social contact and prejudice reduction
5. Gender and politics

Teaching: This course will be delivered through a combination of seminars and lectures totalling a minimum of 25 hours across the Winter Term and Spring Term. There will be no lecture during week 6 (reading week) of WT and no class during weeks 1 and 6 of WT.

Formative coursework: Students will be expected to solve 1 formative problem set, in WT.

Indicative reading: Required textbook:

Gerber, Alan and Donald P. Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*, New York: W.W. Norton, 2012.

Suggested texts:

Gerber, Alan S., and Donald P. Green. 2017. "Field experiments on voter mobilization: An overview of a burgeoning literature." In *Handbook of Economic Field Experiments*, Vol. 1, pp. 395-438.

John, Peter. 2017. *Field Experiments in Political Science and Public Policy: Practical Lessons in Design and Delivery*, London: Routledge.

Karlan, Dean and Jacob Appel. *Failing in the Field*, Princeton, NJ: Princeton University Press, 2016.

Journal articles and other reading list texts, as assigned.

Students will have free choice on their experimental research design topic, so they should expect to find and read additional books and articles on the topic in consultation with the instructor and the library.

Assessment: Take-home assessment (50%) in the WT.

Research design (50%) in the ST.

The assessment for this module consists of one problem set (50%) and one research design essay (50%). The problem set combines short theoretical problems, and applied problems requiring basic data manipulation/analysis using R. In the experimental research design essay (3000 words) you are asked to write an experimental design outlining how you would address a causal research question of your choice in Political Science using a randomized field experiment. The research design should include a short literature review, hypotheses, research design, and pre-analysis plan. There is also a practice problem set, for which cohort feedback is provided. The two problem sets (formative and summative) will ensure that students have the skills necessary to propose a credible experimental design. One-on-one meetings after Reading Week will provide a checkpoint to obtain early feedback.

GV320 Half Unit Populism

This information is for the 2024/25 session.

Teacher responsible: Professor Francisco Panizza

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

This course is capped at one group.

Course content: The course studies populism from a conceptual and comparative perspective. Given the highly contested nature of populism, the first weeks will look in depth to different theories of populism, including ideational, strategic, and performative understandings of populism. It will then move to explore the conditions of emergence of populism, the relation between populism and democracy, varieties of populism and grassroots populist movements. The last three lectures will seek to apply

the conceptual tools presented in the first part of the course to regional and country case studies.

Teaching: This course provides a combination of classes and lectures totalling 25 hours in the Winter term. There will be a reading week in Week 6 of the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

One short essay (approx. 500-700 words) to be submitted in Week 8 of the WT. The formative essay will consist of a draft outline of the summative essay. It will require the choice of an essay topic and title, the justification of why it is relevant, a short literature review, the formulation of the essay question and a summary of how the question will be addressed (for instance, using comparative cases). The essay will not receive a grade, instead feedback will be provided to promote critical thinking and guide students through the real-life process of academic writing. Students will not be allowed to submit the summative essay without previously submitting the formative essay.

Indicative reading: Essential Readings

- Ben Moffit. *Populism*. Cambridge: Polity, 2020.
- Cristobal Rovira Kaltwasser, Paul Taggart, Pierre Ostiguy and Paulina Ochoa- Espejo (eds). *Oxford Handbook on Populism*. Oxford: Oxford University Press, 2017.

Additional Readings

- M. Canovan, "Trust the People". *Populism and the two faces of democracy*. *Political Studies* 47 (11) 1999.
- Jan-Werner Müller. *What is Populism?* 160 Princeton: Princeton University Press, 2016.
- P. Ostiguy, F. Panizza and B. Moffitt. *Populism in Global Perspective. A Performative and Discursive Approach*. New York: 160 Routledge, 2021.
- C. de la Torre (ed) *Routledge Handbook of Global Populism*. London: 160 Routledge, 2019.

Assessment: Presentation (20%) in the WT.

Essay (80%, 3500 words) in the ST.

The essay will be marked in line with departmental guidance on assessed essays. This will allow for a scale of outcomes in line with different levels of academic outputs. It will be marked for command of the literature, theories and empirical findings, analytical sophistication, use of evidence, critical judgement and originality. The individual class presentations will take the form of a 15-minute presentation followed by 30 minutes of questioning from both the class and the teacher. Particular value will be placed on the ability to present contending arguments in a clear and balanced way, the use of empirical evidence to support arguments and the capacity to raise relevant questions for class discussion.

GV321 Half Unit Concepts and Controversies in Political Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Lea Ypi

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

This course is capped at two groups.

Pre-requisites: Students will be expected to have some familiarity with political theory (e.g., having taken GV100 Introduction to Political Theory, or GV262 Contemporary Political Theory or some other, relevant module).

Course content: This course is devoted to the advanced study of key concepts and related controversies in political theory. It will look at the idea of socialism, the philosophy associated to it and the key political writings of the twentieth century. In the first half of

the course we will cover some key issues in the study of Marxism such as the materialist conception of history, the idea of class and class struggle, the role of the state, the analysis of exploitation, the defence of revolution, the role of the party. In the second half we will cover historical developments of Marxism, consider how fundamental concepts examined in the first part are deployed in the course of Marxism's historical development, assess and compare approaches to each other and examine their contribution to the further development of Marxist studies as well as their contemporary relevance.

This course does not require any prior knowledge of socialist theories but we will move quickly through the different texts so interest in philosophy and in the history of political thought is strongly recommended. The only prerequisite is one prior course in political theory, such as GV100 or GV262.

At the end of the course students will be expected to be familiar with the key concepts in the study of socialism, engage critically with them, relate debates and authors with one another, evaluate their arguments and establish links with other key thinkers in the history of political thought.

Teaching: This course provides a combination of classes and lectures totalling 25 hours in the Autumn Term. There will be a reading week in AT Week 6.

Formative coursework: Students will be expected to submit a 1500 word formative essay by the end of Week 6 (reading week).

Indicative reading:

- McLellan, D. (2000), *Karl Marx: Selected Writings*, Oxford, Oxford University Press.

Introductory

- Wolff, Jonathan, *Why Read Marx Today?* (Oxford: OUP 2002).

Historical

- McLellan, David. *Marxism after Marx*. 4th ed. ed. Basingstoke: Palgrave Macmillan, 2007, ch. 3, 6 and 7.
- Kolakowski, L. (1978), *Main Currents of Marxism*, Oxford, Oxford University Press.

Assessment: Essay (80%, 3000 words) and class participation (20%).

GV323 Half Unit Not available in 2024/25 Transparency and Accountability in Government

This information is for the 2024/25 session.

Teacher responsible: Dr Daniel Berliner

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

This course is capped at one group.

Course content: Is "sunlight the best disinfectant"? Can information empower citizens to hold their government accountable? How have information technologies been used to enable civic engagement and participation? What are the relationships between transparency, secrecy, corruption, and accountability?

This course will familiarise students with the theory and practice of transparency and accountability in government, enabling them to critically address these questions and engage meaningfully in fast-moving contemporary policy debates.

The course will offer a grounding in theories of democracy, representation, and accountability, as well as debates over the merits of transparency in light of competing values like secrecy and privacy. The course will also enable students to evaluate the role played by different forms of information in political systems, as well as to critically assess the theories of change and assumptions behind information-based policy initiatives.

The course has a global scope, focusing on applications in both developed and developing countries, and on policy types including freedom of information, information-based regulation, participatory budgeting, crowdsourced policymaking, "civic tech," open data, campaign finance and asset disclosures, and applications of transparency to sectors like extractive industries, the environment, and public health.

Teaching: 15 hours of lectures and 10 hours of classes in the WT. 4 hours of workshops in the ST.

There will be a Reading Week in Week 6 of LT.

Formative coursework: Students will be expected to produce one formative essay of 1,000 words in the LT.

Indicative reading: Fung, Archon. 2013. "Infotopia: Unleashing the democratic power of transparency." *Politics & Society* 41(2): 183-212.

Schedler, Andreas. 1999. "Conceptualizing accountability." In *The self-restraining state: Power and accountability in new democracies*, Schedler, Andreas, Larry Diamond, and Marc F. Plattner, eds. Boulder: Lynne Rienner Publishers.

Fox, Jonathan A. "Social accountability: what does the evidence really say?" *World Development* 72 (2015): 346-361.

Stasavage, David. 2004. "Open-door or closed-door? Transparency in domestic and international bargaining." *International Organization* 58(4): 667-703.

Tan, Yeling. 2014. "Transparency without democracy: The unexpected effects of China's environmental disclosure policy." *Governance* 27(1): 37-62.

Ackerman, John M., and Irma E. Sandoval-Ballesteros. "The global explosion of freedom of information laws." *Administrative Law Review* 58 (2006): 85.

Berliner, Daniel. 2014. "The political origins of transparency." *The Journal of Politics*, 76(2), 479-491.

Gonçalves, Sónia. "The effects of participatory budgeting on municipal expenditures and infant mortality in Brazil." *World Development* 53 (2014): 94-110.

Worthy, Ben. 2015. "The impact of open data in the UK: Complex, unpredictable, and political." *Public Administration*, 93(3), 788-805.

Roberts, Alasdair. 2012. "WikiLeaks: the illusion of transparency." *International Review of Administrative Sciences* 78(1): 116-133.

Assessment: Essay (90%, 2500 words) and presentation (10%) in the ST.

GV324 Half Unit Applied Quantitative Methods for Political Science

This information is for the 2024/25 session.

Teacher responsible: Prof Valentino Larcinese

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course will be freely available to students with the required background.

Pre-requisites: Students must have completed Quantitative Methods (Mathematics) (MA107) and Quantitative Methods (Statistics) (ST107), or equivalent courses.

Course content: This course provides an introduction to the most commonly used methods for causal inference in the social sciences using observational data. It covers simple and multiple regression (particularly focussing on the conditions for a causal interpretation of the coefficients), matching, panel data, diff-in-diff, instrumental variables, regression discontinuity. The course

will prioritize the practical understanding and application of the methods rather than their statistical foundations. Applications will be selected from existing research literature.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 30 hours in the Winter Term, with a reading week in WT Week 6.

Formative coursework: Students will be expected to produce 1 problem set and 1 case study in the WT.

Indicative reading: Stock & Watson: "Introduction to Econometrics", Pearson International (various editions, all equally valid)

Dunning: "Natural experiments in the social sciences", CUP 2012
Angrist & Pischke: "Mastering metrics", Princeton University Press 2015

Assessment: Exam (40%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Group project (60%) in the WT and ST.

The group project includes a presentation element.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 50% participation and 50% formative assessment.

GV325 Half Unit

Topics in Political Economy

This information is for the 2024/25 session.

Teacher responsible: Prof Stephane Wolton

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Psychological and Behavioural Science and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students are expected to have taken GV225 Public Choice and Politics, or EC2A3 Microeconomics II, or EC2A1 Microeconomics II, or equivalent, in a previous year. An introductory knowledge of econometrics would be useful.

Course content: This course provides an overview of recent research in political economy. The focus will be on the applications of game theoretical and empirical approaches to the understanding of contemporary political issues. During the lectures, we will cover some seminal and some most recent models to think critically about the topics studied. In addition, we will go over papers testing or related to the theories we cover. Students will learn to assess critically the usefulness and limitations of theories and empirics alike. As such, this course allows students to understand how the tools they acquired in GV225 – Public Choice (or equivalent course) and GV249 – Research Design (or equivalent course) can be combined to study important political questions.

Themes covered change every year as a function of current debates in the scholarly community and of pressing problems in the world at large. In recent years, the topics studied in the course have included, among others, populism, media and democracy, autocratic politics, terrorism. Questions covered during the lectures have included the sources of populists' success, the effect of biased media on political outcomes, the role of violence in securing autocratic regimes, or the evaluation of counter-terrorist policies, among many others.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours in the Autumn Term and 5 hours in the Spring Term, with a reading week in Week 6 of the AT. There will be a two-hour mock exam and a two-hour revision lecture in the ST.

Formative coursework: Students will complete one problem set to further their understanding of the concepts covered in the course and prepare for the coursework. There will also be a timed exam in ST Week 1 to allow practice on problem sets solving under exam conditions.

Indicative reading: Canes-Wrone, Brandice, Michael C. Herron, and Kenneth W. Shotts. 2001. "Leadership and pandering: A theory of executive policymaking." *American Journal of Political Science* 45(3): 532-550.

Most of the reading is from journal articles; a complete list will be supplied at the start of the term. A useful overview of political economy topics in democracy is: T Besley, *Principled Agents? Selection and Incentives in Politics*, Oxford University Press, 2005.

Assessment: Exam (50%, duration: 2 hours and 45 minutes, reading time: 15 minutes) in the spring exam period.

Coursework (50%) in the WT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 50% formative assessment and 50% class participation (including attendance).

GV326

Conflict, War and Revolution - Approaches to Political Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Paul Kelly

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Introduction to Political Theory (GV100).

Course content: The course explores some different approaches to the problem and challenge of politics through the careful reading of a number of important texts and thinkers from the Ancient Greeks to the present. It will build on and assume the overview of Political Theory in GV100 but go beyond a broad superficial reading to an in depth and critical engagement with complex texts from history, philosophy and theology to explore the methodologies of political thinking and critical reading in order to understand to challenge and problem of political action. The thinkers discussed comprise Thucydides, Augustine of Hippo, Machiavelli, Hobbes, Rousseau, Clausewitz, Lenin and Mao, Carl Schmitt. These paradigmatic thinkers challenge the presuppositions of contemporary liberal egalitarianism and state focused models of politics and distinguish the domain of the political from other ways of thinking about human practical modes of experience such as morality, society and the economy. Alongside ways of reading these texts the course will also explore a number of issues about the nature of politics including how the domain of politics is conceived, the sites of political engagement such as the polis, city, republic, empire, state, system of states, and multitude. We will focus on the nature, justification and legitimacy of violence, force and conflict. Finally the course will also examine the 'meta-narratives' or overarching contexts within which they argue the political takes place, such as the structure and meaning of history and whether history justifies political action or redeems human suffering and oppression.

Teaching: This course is delivered through seminars totalling a minimum of 40 hours across the Autumn and Winter Terms. This course includes reading weeks in Week 6 of both the AT and WT.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

Indicative reading:

- Kelly, Paul, *Conflict, War and Revolution*, LSE Press, 2022.
- Thucydides, *History of the Peloponnesian War*, trans. R. Warner, Harmondsworth, Penguin, 1972.
- Augustine, *The City of God Against the Pagans*, trans. R.W. Dyson, Cambridge, Cambridge University Press, 2013.
- Machiavelli, *The Prince*, eds. Q. Skinner and Russell Price, Cambridge, Cambridge University Press, 2012.
- Hobbes, *Leviathan*, ed. R. Tuck, Cambridge, Cambridge University Press, 1991.
- Rousseau, *Of the Social Contract and Other Political Writings*, Harmondsworth, Penguin, 2012.
- Clausewitz, Carl von., *On War*, eds. M. Howard and P. Paret, Princeton, Princeton University Press, 1984.
- Lenin, V.I., *The State and Revolution*, Harmondsworth, Penguin, 2009.
- Mao, *Quotations From Chairman Mao Tse-Tung*, (the Little Red Book), Beijing, Progress Publishers, 1976.
- Schmitt, Carl, *The Concept of the Political*, trans. George Schwab, Chicago, University of Chicago Press, 2007.

Assessment: Essay (100%, 5000 words) in the ST.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 40% formative essay (best mark), 40% class participation and 20% attendance.

GV327 Half Unit**Governance and Corruption**

This information is for the 2024/25 session.

Teacher responsible: Dr Sarah Brierley

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

Pre-requisites: Comfort with basic statistics as covered by Research Design in Political Science (GV249) or an equivalent course in research design or introductory statistics (such as ST102, ST107, ST108, GY140) is recommended.

Course content: The design and implementation of government policies depends on the actions and capacity of politicians and bureaucrats. For policies to be effective, they must be implemented according to programmatic criteria, while avoiding leakage. This course will overview recent theoretical and empirical work on governance, corruption and state capacity. The cases we investigate will be focused on low and middle-income countries in South Asia, Latin America and Sub-Saharan Africa. During the course we will explore questions such as: why do politicians and bureaucrats engage in corruption? Do multi-party elections encourage graft? Are anti-corruption bodies effective? Can technological solutions improve the delivery of public services?

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the Winter Term. Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 formative essay of 1,000 words in Week 7.

Indicative reading:

- Golden and Fisman. 2017. *Corruption: What Everyone Needs to Know*. Oxford University Press.
- Geddes, Barbara. 1994. *Politician's dilemma: building state capacity in Latin America*. University of California Press.
- David Gingerich. 2013. *Political Institutions and Party Directed Corruption in South America*. Cambridge University Press.
- Grindle, Merilee S. 2012. *Jobs for the Boys: Patronage and the State in Comparative Perspective*. Harvard University Press.

- Anna Grzymala-Busse. 2007. *Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies*. Cambridge University Press.
- Svensson, Jakob. 2005. Eight Questions about Corruption, *Journal of Economic Perspectives*. 160
- Olken, Benjamin. Monitoring Corruption: Evidence from a Field Experiment in Indonesia, *Journal of Political Economy*.
- Brierley, Sarah. 2019. Unprincipled Principals: Co-opted Bureaucrats and Corruption in Ghana. *American Journal of Political Science*.
- Gulzar, Saad, and Benjamin J. Pasquale. 2017. Politicians, bureaucrats, and development: Evidence from India. *American Political Science Review* 111.1.

Assessment: Essay (100%, 3000 words) in the ST.

GV328 Half Unit**Middle East Politics in Transnational Perspective**

This information is for the 2024/25 session.

Teacher responsible: Prof John Chalcraft

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

This course is capped at one group. Priority will be given to students enrolling from the Department of Government.

Course content: This course offers an advanced introduction to the politics of the Middle East and North Africa in transnational perspective. It takes a critical, sociological, historically-informed, and qualitative approach. It focuses on cross-border forms of resistance and subaltern activism. We study such topics as transnational revolutionary movements, Third World national liberation, popular movements on the Arabian peninsula, feminism, Salafi-Wahhabism, human rights advocacy, and transnational Palestinian activism. Students will develop an advanced introductory understanding of the transnational politics of the region.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 26 hours in the Winter Term. There is no teaching scheduled in reading week, but one of the seminars (of the total of 11) will be a (compulsory) essay writing workshop scheduled towards the end of Week 5 (most likely Thursday). In other words, there will be two seminars in Week 5.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Abdelrahman, Maha. 2007. 'The Nationalization of the Human Rights Debate in Egypt', *Nations and Nationalism*, 13(2), pp. 285–300; Abu-Lughod, Lila. 2013. *Do Muslim Women Need Saving?* Cambridge MA: Harvard University Press; Chalcraft, John. 2016. *Popular Politics in the Making of the Modern Middle East*. Cambridge University Press; Farquhar, Michael. 2017. *Circuits of Faith: Migration, Education and the Wahhabi Mission*. Stanford: Stanford University Press; Featherstone, David. 2012. *Solidarity: Hidden Histories and Geographies of Internationalism*. London: Zed Books; Gill, Stephen. 2000. 'Towards a Post-Modern Prince? The Battle in Seattle as a Moment in the New Politics of Globalisation'. *Millennium*, 29, 1: 131-40; Moghadam, V. M. 2012. 'Global Social Movements and Transnational Advocacy'. In *The Wiley-Blackwell Companion to Political Sociology* John Wiley and Sons, pp. 408-420; Perugini, Nicola and Neve Gordon. 2015. *The Human Right to Dominate*. Oxford: Oxford University Press; Prashad, Vijay. 2007. *The Darker Nations: A People's History of*

the Third World. New York: New Press; Pratt, Nicola. 2007. 'The Queen Boat case in Egypt: sexuality, national security and state sovereignty' *Review of International Studies* (2007), 33, 129–144; Tarrow, Sidney. 2001. 'Transnational Politics: Contention and Institutions in International Politics' *Annual Review of Political Science* 2001 4:1, 1-20.

Assessment: Essay (100%, 3000 words) in the ST.

GV329 Half Unit Making Democracy Work

This information is for the 2024/25 session.

Teacher responsible: Dr George Ofosu

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is capped at 1 group.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Comfort with basic statistics as covered by Research Design in Political Science (GV249) or an equivalent course in research design or introductory statistics (such as ST102, ST107, ST108, GY140, SA201) is recommended but not required.

Course content: The extent to which electoral competition motivates elected officials to respond to the needs of citizens determines the quality of a democratic political system. This course examines the theoretical and practical challenges to how elections promote democratic responsiveness and accountability. The course will cover contemporary political science research on a series of topics. How do elections incentivize political responsiveness? How do politicians campaign and distribute state resources to win elections? Why do some voters support corrupt, underperforming politicians while others choose effective leaders? Why are some elections rigged while others are free and fair? Why do some elections spark violence while others are peaceful? Which interventions can make democratic institutions work? Readings will draw on empirical cases from many world regions, including Africa, Latin America, the post-Soviet countries, South Asia, and the historical United States. Students are expected to be active participants in this course and will participate in several class debates and writing exercises.

Teaching: This course provides a minimum of 20 hours of seminars in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: There are two pieces of formative coursework: 2 presentations in the WT and a short proposal (800–1000 words) for a final project in week 7.

The first formative coursework involves two-class group presentations. The assignment will help students to connect empirical work in the field of electoral accountability to the theories introduced in the first part of the course.

The second formative assignment will help students prepare an outline for their final essay. The short essay will comprise a research question, an overview of the argument, a draft structure and an indicative reading list. Feedback will be provided via email and/or individual sessions with students.

Indicative reading: 1 Przeworski, Manin and Stokes (eds), *Democracy, Accountability and Representation*, Cambridge UP. 2 Diamond and Morlino (eds), *Assessing the Quality of Democracy*, A Journal of Democracy Book; Johns Hopkins University Press, 2005.

3 Ferejohn J. 1986. "Incumbent Performance and Electoral Control." *Public Choice* 50:5-26.

4 Besley, T. 2005. "Political Selection." *Journal of Economic perspectives* 19(3): 43-60.

5 Achen and Bartels. 2016. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton Studies in Political Behavior. Princeton University Press.

6 Simpson. 2013. *Why Governments and Parties Manipulate Elections: Theory, Practice, and Implications*. Cambridge University Press.

7 Stokes et al., 2013, *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*, Cambridge University.

8 Ferraz and Finan, 2008, "Exposing Corrupt Politicians: The Effects of Brazil's Publicly Released Audits on Electoral Outcomes," *Quarterly Journal of Economics*.

9 Grossman and Michelitch. 2018. "Information Dissemination, Competitive Pressure, and Politician Performance between Elections: A Field Experiment in Uganda." *American Political Science Review*.

10 George Kwaku Ofosu (2019). Do Fairer Elections Increase the Responsiveness of Politicians? *American Political Science Review*.

Assessment: Essay (100%, 3000 words) in the ST.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be based on 75% formative coursework (25% for each presentation and 25% for the short proposal) and 25% class participation (including attendance).

GV330 Half Unit

Data Science Applications to Politics Research

This information is for the 2024/25 session.

Teacher responsible: Dr Blake Miller

Availability: This course is compulsory on the BSc in Politics and Data Science. This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Pre-requisites: Students must have completed Introduction to Political Science (GV101) and either Research Design in Political Science (GV249) or an equivalent course (containing coursework in econometrics). Familiarity with R is also required.

Course content: The goal of this course is to introduce students to the latest empirical research using big data in political science. This course will cover different applications of big data in political science. For each, students will be introduced to the type of questions that each type of data can help answer and learn to apply the methods needed to analyse each type of data.

Teaching: 15 hours of lectures and 15 hours of classes in the WT. There will be a reading week in WT Week 6.

Formative coursework: Students will be expected to produce 1 problem set and 1 presentation in the WT.

Indicative reading: Brady, Henry E. "The challenge of big data and data science." *Annual Review of Political Science* 22 (2019): 297–323.

Gohdes, Anita R. "Repression technology: Internet accessibility and state violence." *American Journal of Political Science* (2020).

King, Gary, Jennifer Pan, and Margaret E. Roberts. "How censorship in China allows government criticism but silences collective expression." *American Political Science Review* 107, no. 2 (2013): 326–343.

Krupenkin, Masha. "Does partisanship affect compliance with government recommendations?" *Political behavior* 43, no. 1 (2021): 451–472.

Titunik, Rocío. "Can big data solve the fundamental problem of causal inference?." *PS: Political Science & Politics* 48, no. 1 (2015):

75-79.

Assessment: Coursework (100%) in the ST.

The coursework would comprise a replication exercise, where students would replicate and extend the analysis of one paper of their choice, discussed in class.

GV332 Half Unit

Artificial Intelligence and Big Data in Politics: A Few Provocative Debates

This information is for the 2024/25 session.

Teacher responsible: Dr Omar Shahabudin McDoom

Availability: This course is available on the BSc in Politics and Data Science. This course is not available as an outside option nor to General Course students.

Course content: The course is organized around a set of discrete debates and illustrative case studies whose unifying theme is the examination of the political implications of Artificial Intelligence and Big Data. The course scope is purposely broad to enable the particular selection of debates and cases to evolve over time and to reflect our rapidly-expanding understanding of how Artificial Intelligence and Big Data are shaping the political realm. The debates may be normative, evaluative, or empirical in nature and thus aim to take advantage of the broad exposure to the study of politics that third year Government students at the LSE will have acquired.

Some of the debates that may be covered touch on the following areas:

Political communication: How should democracies respond to the information oligopolies created by Big Tech?

Civil liberties: What does the increasing use of Artificial Intelligence and Big Data by the intelligence industry imply for the debate between liberty and security in liberal democracies?

Governance: How are Artificial Intelligence and Big Data altering trust in and the accountability of governments?

Contentious Politics: What are the risks and benefits of using Artificial Intelligence and Big Data to predict and prevent protests, riots, and violence?

Inequality: In what ways could Artificial Intelligence and Big Data both amplify and reduce disparities in political participation and economic status between individuals and groups?

Public Good Provision: What does the increasing amount of personal data collected by local and central governments mean for the quality of public services?

Democracy: In what ways are Artificial Intelligence and Big Data changing the relationship between governments and corporations in democracies?

Teaching: 20 hours of seminars in the WT.

There will be a reading week in WT Week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

The formative assessment comprises an essay plan (of 1000 words) which will be used for the summative long essay.

Indicative reading:

- Jemielniak, Dariusz. *Thick big data: Doing digital social sciences*. Oxford University Press, 2020.
- Wright, Nicholas. "How artificial intelligence will reshape the global order." *Foreign Affairs* 10 (2018).
- Lane, Julia, Victoria Stodden, Stefan Bender, and Helen Nissenbaum. *Privacy, big data, and the public good: Frameworks for engagement*. Cambridge University Press, 2014.
- Zegart, Amy, and Michael Morell. "Spies, Lies, and Algorithms: Why US Intelligence Agencies Must Adapt or Fail." *Foreign Aff.* 98 (2019): 85.
- Castillo, Carlos. *Big crisis data: social media in disasters and time-critical situations*. Cambridge University Press, 2016.
- Zuboff, Shoshana. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. Barack Obama's Books of 2019. Profile Books, 2019.

- Kendall-Taylor, Andrea, Erica Frantz, and Joseph Wright. "The Digital Dictators: How Technology Strengthens Autocracy." *Foreign Aff.* 99 (2020): 103.
- Lanier, Jaron. *Ten arguments for deleting your social media accounts right now*. Random House, 2018.
- O'Neil, Cathy. *Weapons of math destruction: How big data increases inequality and threatens democracy*. Broadway Books, 2016.

Assessment: Essay (80%, 3000 words) in the ST.

Class participation (20%) in the WT.

The summative assessment will comprise two components.

First, a student's overall contribution to the course (20%) will be assessed by way of oral participation in the classroom and written contribution to an online discussion forum where each of the debates examined in the course will be the subject of potential discussion. Second, students will choose one of the questions posed each week and write a long essay totalling 3000 words.

GV333 Half Unit

Politics of Public Lands

This information is for the 2024/25 session.

Teacher responsible: Prof Cheryl Schonhardt-Bailey

Availability: This course is available on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Pre-requisites: Students must have completed Introduction to Political Theory (GV100) and Introduction to Political Science (GV101).

Course content: This course seeks to analyse wilderness areas and rural public lands more broadly, from the perspective of the underlying political conflicts surrounding usage and access. Clearly land as a resource (national parks, wilderness areas, conservation areas, forests, wildlife refuges, recreation areas, areas of scientific interest, and so on) has always been a source of conflict, but recent trends in labour (WFH), lifestyle choices, and broader population growth, have heightened these conflicts. This course uses the unifying framework of the 3 I's (interests, institutions and ideas) to explore lands in a variety of global settings. These may include the American West, the Scottish Highlands, Australia and the Arctic.

With respect to interests, it examines conflicts between and among property developers, mining industries, recreationists, homeowners, and other interested parties such as indigenous peoples.

The course also looks at the relevant institutional framework in each regional case, and how the governing institutions manage (or fail to manage) competing claims.

The ideas component of the course explores cultural norms (e.g., rural/urban), values (traditional/modern), identity, and even psychological/emotive attachments to certain lands, to understand these more intangible sources of conflict.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. There will be a reading week in Week 6 of the Autumn Term.

Formative coursework: Students are expected to produce 1 piece of coursework in the AT, which will take the form of a mock examination.

Indicative reading: Ksenija Hanacek, et al, "On thin ice – The Arctic commodity extraction frontier and environmental conflicts," *Ecological Economics*, Volume 191 (2022), 107247, 1-15
Roy Jones, et al, "Re-turning Inwards or Opening to the World? Land Use Transitions on Australia's Western Coast," *Geographical Review*, 112:3, (2022) 422-443

Monica Tennberg, et al, eds, *Indigenous Peoples, Natural Resources*

and Governance: *Agencies and Interactions* (Routledge, 2022)
 Robert A. Lambert, *Contested Mountains: Nature, Development and Environment in the Cairngorms Region of Scotland, 1880-1980* (White Horse Press, 2001)
 Roderick Nash, *Wilderness and the American Mind*, 5th edition (Yale University Press, 2014)
 Justin Farrell, *Billionaire Wilderness: The Ultra-Wealthy and the Remaking of the American West* (Princeton University Press, 2021)
 Adam M. Sowards, *Making America's Public Lands: The Contested History of Conservation on Federal Lands* (Rowman & Littlefield, 2022)

Assessment: Exam (80%, duration: 2 hours) in the January exam period.

Presentation (20%) in the AT.

The presentation is an individual assessed presentation. Students will be provided information at the beginning of the course to guide them on what is expected in a presentation. Both content and delivery will be assessed.

GV334 Half Unit

Comparative Perspectives on Inequality and Politics: Global North, Global South

This information is for the 2024/25 session.

Teacher responsible: Prof Catherine Boone

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. The course is available in the third year only and capped at one group of students.

Course content: Rising levels of social inequality have attracted enormous attention in public discourse and social science research. What political consequences should we expect to see, and will these differ across countries? This course considers the distribution and drivers of different forms of social-economic inequality (income, spatial, urban/rural, ethnic/racial), and asks whether and how they produce different forms of politics in different parts of the world. Weekly readings and lectures center on significant works in global and comparative political economy. The course considers the hypothesis that the political salience of different forms of inequality (a.) varies over time and space, and (b.) that political institutions play an important role in conditioning the ways in which social inequalities become politically salient and find expression in the political arena.

Over the course of the term, the analytic focus of the class moves from the global level, to the OECD (Organization for Economic Cooperation and Development) countries, to developing countries. We consider how socio-economic structure, levels of development, and modes of integration into the global economy shape domestic forms of inequality, and how domestic institutions condition the political expression thereof.

Teaching: This course is delivered through seminars totalling 25 hours in the Winter Term. There will be a reading week in Week 6 of the Winter Term.

Formative coursework: Students will be expected to produce 1 presentation in the WT.

This will be a class presentation outlining the proposed research question and theoretical framing of the 3,000 word summative paper.

Indicative reading: Branco Milanovic, *Visions of Inequality: From the French Revolution to the End of the Cold War* (Belknap, 2024). Mann, Michael, Riley, Dylan. 2006. "Explaining Macro-Regional Trends in Global Income Inequalities, 1950–2000." *Socio-Economic Review* 5(1):81–115.

Frances McCall Rosenbluth and Margaret Weir. *Who Gets What: The New Politics of Insecurity* (Cambridge, 2021).

Charles Tilly, *Durable Inequality* (University of California press, 1998).

Melissa Rogers, "Federalism and the Welfare State in Latin America", *Regional and Federal Studies*, 31:1, 2021: 163-184.

David Harvey. "The 'New' Imperialism: Accumulation by Dispossession." *Socialist Register*, 2004.

Alao, A. (2007). *Natural Resources and Conflict in Africa: The Tragedy of Endowment*. Rochester, NY, USA; Woodbridge, Suffolk, UK: Boydell & Brewer.

Biniam Bedasso. 2017. "For richer, for poorer: Why ethnicity often trumps economic cleavages in Kenya." *Review of African Political Economy*, 44/151: 10-29.

Østby, G., Nordas, R. and Rød, J. 2009. "Regional Inequalities and Civil Conflict in Sub-Saharan Africa." *International Studies Quarterly*, 53(2), pp.301-324.

Rozelle, Scott and Natalie Hell. *Invisible China: How the Urban-Rural Divide Threatens China's Rise* (Chicago, 2020).

Assessment: Essay (80%, 3000 words) in the ST.

Essay plan (20%) in the WT.

The summative work consists of:

- one 3-page (1,000 word) proposal and outline for the 12-page assessed essay, week 5-7 (20%), and
- a 12-page (3,000 word) final class paper assessing different arguments about inequality and whether and how it produces political effects in light of comparative case study or large-N evidence (80%)

GV335 Half Unit

African Political Economy

This information is for the 2024/25 session.

Teacher responsible: Dr George Ofosu

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is capped at 1 group.

Course content: This class is an introduction to the study of contemporary African political economy. The goal is to set major questions of state and economy in historical, geographic, and international context. Course readings and lectures stress marked unevenness in national and subnational trajectories and in the political-economic character of different African countries, and introduce students to theories that aim to identify causes of similarity and difference across and within countries. Students will come away with a better understanding of the possibilities and limits of structured, focused comparisons in comparative politics, and with an introduction to political economy approaches to questions of late development. They will also develop substantive knowledge of the political economy of sub-Saharan Africa and analytic tools to describe and make sense of its diversity.

Teaching: This course provides a minimum of 20 hours of seminars in the Autumn Term. There will be a reading week in AT Week 6.

Formative coursework: There will be one 1,200-word formative assignment (short essay).

Indicative reading: Texts used may include all or part of the following:

- Christensen and Laitin (2019). *African States Since Independence: Order, Development & Democracy*.
- Katherine Baldwin. *The Paradox of Traditional Leaders in Democratic Africa*. Cambridge University Press.

- Catherine Boone, *Property and Political Order in Africa: Land Rights and the Structure of Politics* (CUP 2014).
- Fred Cooper, *Africa Since 1940* (Cambridge U. Press).
- Jeffrey Herbst, *States and Power in Africa* (Princeton 2000).
- Prempeh, H. Kwasi. "Presidents untamed." *Journal of Democracy* 19.2 (2008).
- Mahmood Mamdani, *Citizen and Subject: Africa and the Legacy of late Colonialism* (Princeton 1996).
- Andrew M. Mwenda Roger Tangri, *Patronage politics, donor reforms, and regime consolidation in Uganda* *African Affairs* (2005).
- Nicolas van de Walle, *African Economies and the Politics of Permanent Crisis, 1979-1999* (Cambridge University Press 2001).

Assessment: Essay (75%, 3000 words) in the WT.

In-class assessment (25%) in the AT.

For the in-class assessment: Students will be asked to serve as a seminar discussant during the term. On these weeks the discussant will write a two or three-page memo that discusses the readings in a comparative perspective. In the last class meeting, each student will give a 5-minute overview of his/her plans for the final course essay.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be based on formative coursework (75%) and attendance (25%).

GV336 Half Unit

Latin America: Democracy and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Mathias Poertner

Availability: This course is available on the BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option. This course is available with permission to General Course students.

Course content: Latin America has long been the center of dynamic political, social, and economic change. The region has suffered some of the most repressive political regimes, highest degrees of economic inequality, and worst organized crime. Yet Latin America has also been the focus of some of the most innovative experiments in democratic participation and social mobilization.

This course examines the course of political and economic change in twentieth and twenty-first century Latin America. The bulk of the course will focus on the rise of industrialization and populism in the 1930s and 1940s to the collapse of democracy and establishment of military regimes in the 1960s and 1970s, the return to democracy in the 1980s, and more recent processes of democratic consolidation and economic liberalization. In addition to learning about the politics and contemporary history of Latin American countries, we will also explore the theoretical terrain underlying the causes and consequences of phenomena such as populism, industrialization, authoritarianism, democratization, neoliberalism, and popular representation. The course will provide a combination of empirical exploration of the region and a variety of explanations for the general processes of change across the region and the variation across countries.

Students will gain empirical knowledge on the region's politics, a deeper theoretical understanding of issues of democratic representation and economic development, as well as crucial analytical skills.

Tentative outline of weekly topics:

- 1 Overview & Introduction
- 2 Populism & the Growth of the Working Class
- 3 Democratic Breakdown & Authoritarian Regimes
- 4 Democratic Transitions
- 5 The Politics of Economic Reform
- 6 Civil Society and Social Movements

7 Political Parties

8 Ethnicity, Gender, and Class in Electoral Politics

9 Clientelism

10 The Inclusionary Turn and Participatory Institutions

Teaching: 20 hours of seminars in the WT.

This course is delivered through seminars totalling a minimum of 20 hours during Winter Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

A detailed outline (500 words) on the policy issue to be explored in detail through the group project (including key readings to be used).

Indicative reading:

- Bulmer-Thomas, Victor. 2014. *The Economic History of Latin America since Independence*. Cambridge: Cambridge University Press, Ch. 9-11.
- Collier, Ruth Berins and David Collier. 1991. *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America*. Princeton: Princeton University Press, excerpts.
- Kapiszewski, Diana, Steven Levitsky, and Deborah J. Yashar, eds., 2021. *The Inclusionary Turn in Latin American Democracies*. Cambridge: Cambridge University Press, excerpts.
- Madrid, Raúl. 2008. "The Rise of Ethnopoliticism in Latin America" *World Politics* 60(3): 475-508.
- Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. Cambridge: Cambridge University Press, pp. 1-43.
- Poertner, Mathias. 2021. "The Organizational Voter: Support for New Parties in Young Democracies." *American Journal of Political Science* 65(3): 634-651.
- Williamson, John. 1990. "What Washington Means by Policy Reform." In Williamson, ed., *Latin American Adjustment: How Much Has Happened?* Washington D.C.: Peterson Institute for International Economics.

Assessment: Presentation (20%) and group project (80%) in the WT.

• **Classroom participation & country reporting (20%):** Students should actively participate in class discussions, ask questions, listen to their fellow students, complete all required readings, and be attentive. Those who consistently demonstrate a sharp understanding of the readings and who use that understanding to move the discussion forward will earn an excellent participation grade. Participation does not only mean talking a lot; it means making comments and asking questions that reflect thought, e.g., about the readings. In addition to active participation in class, students are responsible for ongoing reporting about politics in one Latin American country, assigned in Week 1, throughout the course of the semester. Students will be responsible for following the news on "their" country every week. Once during the semester, each student will give a current event report on "their" country. This brief (5 minutes) presentation should describe one of the major political events that have affected "their" country within the last six months.

• **Group project (50% for written policy analysis; 30% for oral presentation):** The group project is meant to challenge students to work effectively in teams while relating theory and evidence to policy. For the group project, students will be split up into small groups. Each group will select a policy issue to analyze using the theoretical tools covered in class. Each group will then 1) write a policy analysis (1,500 words); and 2) prepare a detailed presentation on the topic.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 40% participation (including presentations and attendance), 60% detailed policy outline.

GV337 Half Unit**Politics, Crime, and Criminal Justice in Comparative Perspective****This information is for the 2024/25 session.****Teacher responsible:** Dr Nirvikar Jassal**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.**Pre-requisites:** Familiarity with basic research design and statistics as covered by Research Design in Political Science (GV249) or an equivalent course (such as ST102, ST107, ST108, GY140, SA201) is helpful but not necessary.**Course content:** Newspaper reports often discuss “police reform” or “criminal justice reform.” Yet, these terms are likely to have different meanings across countries, and how states’ political systems are organized may help or hinder change. This course explores the intersection between politics and criminal justice (law enforcement and the judiciary) in the advanced industrialized democracies such as the United States as well as those in the Global South. Questions that the course will cover include: do judges make biased decisions based on race or gender? Can community policing improve citizen perceptions of law enforcement? Do government-mandated hiring quotas for women and minority groups affect police legitimacy? Broadly, the course grapples with empirical social science scholarship – primarily from political science and economics – that uses a variety of analytical techniques to explore inequities in citizen interactions with the police and courts, how inequalities are perpetuated, and which governmental reforms have been shown to be more effective than others in reducing crime, making law-and-order institutions accountable, and mitigating bias.**Teaching:** 20 hours of seminars in the AT.

There will be a reading week in Week 6 of the Autumn Term.

Formative coursework: As a formative assessment, students will be expected to produce an outline for their final essay. This will enable them to gain feedback about their research question and methodology for their final or summative assessment.**Indicative reading:** Blair, Robert A., Sabrina M. Karim, and Benjamin S. Morse. 2019. “Establishing the Rule of Law in Weak and War-Torn States: Evidence from a Field Experiment with the Liberian National Police.” *American Political Science Review* 113 (3): 641–57.Abrams, David S., Marianne Bertrand, and Sendhil Mullainathan. 2012. “Do Judges Vary in Their Treatment of Race?” *The Journal of Legal Studies* 41 (2): 347–83.Vanden Eynde, Oliver, Patrick M. Kuhn, and Alexander Moradi. 2018. “Trickle-Down Ethnic Politics: Drunk and Absent in the Kenya Police Force (1957–1970).” *American Economic Journal: Economic Policy* 10 (3): 388–417.Blair, Graeme, Jeremy M. Weinstein, Fotini Christia, Eric Arias, Emile Badran, Robert A. Blair, Ali Cheema, Ahsan Farooqui, Thiemo Fetzer, and Guy Grossman. 2021. “Community Policing Does Not Build Citizen Trust in Police or Reduce Crime in the Global South.” *Science* 374 (6571).McCrary, Justin. 2007. “The Effect of Court-Ordered Hiring Quotas on the Composition and Quality of Police.” *American Economic Review* 97 (1): 318–53.**Assessment:** Essay (100%, 3000 words) in the WT.

The summative assessment comprises one final take-home essay which will be either (a) an essay on the readings or, alternatively, (b) on an original research topic following discussion with the convenor.

GV338 Half Unit Not available in 2024/25**Politics and Political Economy of India****This information is for the 2024/25 session.****Teacher responsible:** Dr Pavithra Suryanarayan**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.**Course content:** India is the world’s largest democracy and its second most populous country. This course introduces core issues in the study of modern Indian politics. The class is organized around the following topics: we trace India’s journey to Independence; the consolidation of democracy in the early decades; the relationship between the state and the economy; the state’s institutional architecture; how political parties and electoral campaigns operate; the threats posed by corruption, criminality and dynastic politics; the role of caste and religion in shaping politics; the political and economic consequences of economic liberalization; elections; and the recent rise of right-wing hindutva in the country. The focus is on building knowledge and understanding of the Indian case. But we will also consider to what extent India’s experience is reflective of more general theories of politics, and how they might change because of what India can teach us. Class sessions will be interactive, with plenty of opportunity for group discussion. The reading list is diverse and draws from political science, sociology, history, and anthropology.**Teaching:** 20 hours of seminars in the AT.

There will be a reading week in AT Week 6.

Formative coursework: Students will be expected to produce 1 essay in the AT.

The formative assessment comprises one 1000-word response essay written for the week that the students serve as discussant in class.

Indicative reading: 1) Washbrook, David. “India, 1818-1860: the two faces of colonialism.” *The Oxford History of the British Empire* 3 (1999).2) Paul Brass. 1994. *The Politics of India since Independence*, 1-63.3) Jha, S. (2004). “Representation and Its Epiphanies: A Reading of Constituent Assembly Debates.” *Economic and Political Weekly*: 4357-4360.4) Mehta, Uday S. 2010. “Indian Constitutionalism: The Social and Political Vision,” in Jayal and Mehta (eds.) *The Oxford Companion to Politics in India*.**Assessment:** Essay (100%, 3000 words) in the period between AT and WT.

The summative assessment comprises a 3000-word final essay due in the period between AT and WT, based on a topic on India.

GV343 Half Unit**Philosophy, Politics and Economics: Capstone****This information is for the 2024/25 session.****Teacher responsible:** Dr Ryan Jablonski**Availability:** This course is compulsory on the BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is not available as an outside option nor to General Course students.

This course is exclusively for fourth year BSc PPE students.

Course content: The Capstone requires groups of students to carry out research and analysis in order to address a practical policy issue or problem relevant to a client organisation. This allows students to extend their capabilities and apply disciplinary and methodological knowledge and skills they learned in the PPE core courses to address real-life policy needs. Capstone clients may include public sector bodies, private companies, international

organisations, think tanks and NGOs. The initial weeks of the course will introduce students to the requirements of Capstone projects, key research strategies and essential questions. At the same time, from week 1 students will begin to research in allocated teams. Students are also expected to work steadily throughout the term with members of their team and with their advisors. The completed research has to be presented by week 11 of AT, both in the form of a team presentation and a research report.

Further details: By the start of AT, students will receive a list of projects available (on Moodle) and they can indicate their preferences, which will be taken into account in deciding allocations. Workshops in weeks 1 and 2 of AT will discuss expectations and key research and project skills. The workshop in week 5 of AT will be a "course correction" session for teams to get feedback and guidance on the planned final shape of their reports. In addition, students can access regular help sessions throughout the term. Capstone teams will present their project findings by week 11 of AT.

Teaching: 8 hours of workshops in the AT.

These workshops are supplemented with regular help sessions. This course includes a reading week in week 6 of AT.

Formative coursework: Capstone groups must produce 1 team presentation for the "course correction" session in week 5 of AT. They must also produce a poster or presentation from their final (assessed) presentation for a final showcase workshop, which is usually held in week 1 of ST.

Indicative reading:

- Charles E. Lindblom and David K. Cohen. *Useable Knowledge: Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979).
- Eugene Bardach and Eric M. Patashnik. *A Practical Guide for Policy Analysis* (Sage, 2016).
- Brian A. Griffith and Ethan B. Dunham. *Working in Teams: Moving from High Potential to High Performance* (Sage, 2015).
- Ray Pawson. *The Science of Evaluation: A Realist Manifesto* (Sage, 2013).

Assessment: Project (80%, 8000 words) and presentation (20%) in the AT.

GV344 Half Unit

Philosophy, Politics and Economics: Research Project

This information is for the 2024/25 session.

Teacher responsible: Dr Sarah Brierley

Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is not available as an outside option nor to General Course students.

This course is exclusively for fourth year BSc PPE students.

Course content: The focus of the course is on the production of an individual academic paper and poster presentation. This is your chance to choose a topic of your interest and use what you've learnt in the last three years into what interests you most. You will be encouraged to develop an interdisciplinary research question. The initial weeks in Winter Term will be focused on outlining your research plans. Group feedback and individual feedback sessions will take place regularly throughout term. The aim of this course is not only to produce a written piece of research but to also summarise your research in a poster and be able to present it in an informal setting.

Teaching: 2 x 2 hour introductory sessions (including one on research methods) across AT Weeks 10 and 11. 6 hours of seminars in the WT. 2 hours of workshops in the ST. The course is structured around an initial presentation and various group and individual feedback sessions. In Weeks 10 and 11 of AT we'll have 2 x two-hour introductory sessions. During the first session we'll establish the goals of the course and you will then

have some time to think about the topic you want to work on in the WT. The second introductory session in AT will give you some guidance on the different research methods that are at your disposal. There will be group feedback sessions in WT Weeks 2, 5, 8 and 11. These seminars / workshops will be supplemented with regular individual feedback sessions.

Formative coursework: Students must prepare a draft outline synopsis for their individual project by Thursday of Week 11 Autumn Term, and present on it in a seminar in Week 2 of the Winter Term, after the Christmas/Winter break. Students must then present a detailed account of their progress in Weeks 5, 8 and 11.

Indicative reading: On writing:

- Inger Furseth, Euris Everett and Larry Everett, *Doing Your Master's Dissertation: From Start to Finish* (Sage Study Skills Series, 2013);
- Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014);
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students* (SAGE Study Skills Series, 2008);
- Christopher Hart, *Doing a Literature Review* (SAGE Study Skills Series, 2018);
- Sharon M. Ravitch and J. Matthew Riggan, *Reason and Rigor: How Conceptual Frameworks Guide Research* (2nd edition, Sage Publications, 2016).

On research:

- Catherine Hakim, *Research Design: Successful Designs for Social Economics Research*, 2nd ed. (Routledge, 2000);
- Joseph A. Maxwell, *Qualitative Research Design* (3rd edition, Sage, 2013);
- Alan Bryman, *Social Research Methods*, 5th ed. (Oxford University Press, 2015);
- David Partington, *Essential Skills for Management Research* (Sage Publications, 2002).

A list of readings will be made available on Moodle.

Assessment: Report (80%) and presentation (20%) in the ST Week 1.

There are two pieces of assessment. A final report (max 5,000 words) that counts towards 80% of the final mark, and a short video presentation on your key conclusions that counts towards 20% of the final mark. Both elements will have to be submitted by Week 1 of ST.

You will be invited to present your findings on a poster presentation during the Spring Capstone Showcase.

GV362 Half Unit

Advanced Topics in Government: Executive Politics

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Lodge

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students. This course is capped at one group.

Pre-requisites: GV101 or GV100 or equivalent.

Course content: This course offers an advanced consideration of select key themes in the study of executive politics. It focuses on the changing conditions in which politics takes place (demographic change, sovereign debt crisis, environmental change and societal values) and considers how these changes impact on national executives.

Teaching: 20 hours of seminars in the WT. This course includes a reading week in WT Week 6.

Formative coursework: One formative essay (1250 words) and project proposal for assessed essay component.

Indicative reading: Hood, C (2011) *The Blame Game*, Carpenter, D (2010) *Reputation and Power*, Lewis, DE (2009) *The Politics of Presidential Appointments*, Lodge, M and Wegrich, K (2012/eds) *Executive Politics in Times of Crisis*.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 1500 words).

GV366 Not available in 2024/25 Political Economy of the Developing World

This information is for the 2024/25 session.

Teacher responsible: Dr Steffen Hertog

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. This course is capped at one group.

Pre-requisites: Students must have completed Introduction to Political Science (GV101).

Course content: This course introduces students to the broad theoretical traditions in the study of political economies outside of the OECD, and provides an empirical overview of a number of concrete phenomena that shape the interplay of the politics and economics in different world regions. It will address puzzles like: Why did some developing countries grow much faster than others after WWII? Are some forms of corruption more compatible with development than others? Which impact do natural resource rents have on politics and development? Under which conditions can countries with a short history of independent statehood build efficient institutions?

GV366 will engage with broad theoretical traditions like modernization theory, dependency theory, and neo-patrimonialism, and with concrete empirical topics like state-business relations, the developmental state, corruption and clientelism, the politics of public enterprise, and the political economy of resource-rich countries.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 10 hours of classes in the WT. 1 hour of classes in the ST.

Formative coursework: One essay of 3,500 words to be submitted in the WT.

Indicative reading: Bardhan, Pradeep (1997). "Corruption and Development", *Journal of Economic Literature*, Vol. 35. Evans, Peter (1995). *Embedded Autonomy: States and industrial transformation* (Princeton: Princeton University Press). Ross, Michael (2012). *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations* (Princeton: Princeton University Press).

Schneider, Ben Ross, and Sylvia Maxfield (eds.) 1997. *State-Business Relations in Developing Countries* (Ithaca: Cornell University Press).

Wade, Robert (2003). *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization* (Princeton: Princeton University Press).

Waterbury, John (1993). *Exposed to Innumerable Delusions: Public Enterprise and State Power in Egypt, India, Mexico, and Turkey* (Cambridge: Cambridge University Press).

Assessment: Exam (40%, duration: 2 hours) in the spring exam period.

Essay (40%) and class participation (20%).

GV390

Government Dissertation Option

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Bruter

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. This course may be taken only in the third year. A BSc Politics and History student cannot choose both HY300 and GV390; a BSc Politics and Philosophy student cannot choose both GV390 and PH399; and a BSc Politics and International Relations student cannot choose both GV390 and IR398.

Course content: A dissertation of not more than 10,000 words on a topic to be approved by a proposed dissertation supervisor and the Course Convener. The topic should be chosen from any area within the field covered by the degree course and supported by a member of the academic staff from the Department of Government willing to act as dissertation supervisor. Following the dissertation information session organised by the Department in the second year of the students' curriculum, candidates should approach their academic mentor during the Winter Term or Spring Term of their second year to discuss the possibility of a proposed dissertation topic. After also having received approval for a topic by a prospective supervisor, students must submit a dissertation form detailing the final title and synopsis/prospectus to the Course Convenor for approval. Dissertation approval forms must be submitted no later than the deadline. Please note that any change from what was approved in the dissertation form will require the formal approval of the dissertation supervisor.

In 2024/5 the deadline for submitting Dissertation Approval Forms will be Tuesday 8 October 2024, AT Week 2. It is recommended that students contact potential supervisors in ST of their 2nd year.

Students who fail to submit a proposal approved by an eligible supervisor by the deadline will be unenrolled from the course. Note that there is no automatic right to change topics or supervisor after the form has been approved and submitted so students should complete it carefully.

Teaching: This course provides dissertation-focussed seminars totalling 9 hours over the Autumn and Winter Terms. There will be a reading week in Week 6 of each term.

There are two separate tracks for students completing an empirical dissertation (convened by Michael Bruter) and students completing a political theory dissertation (convened by Lea Ypi). The teaching involves separate streams for students writing an empirical dissertation and those writing a theory dissertation with students asked to choose which stream they feel will help them most. Four of the six sessions will be taught separately for the two streams whilst two will be common.

Indicative reading: King, G., Keohane, R. and Verba, S. *Designing Social Inquiry*

Bruter, M., and Lodge, M. (eds) *Political Science research methods in action*

Przeworski A., and Teune, H. *The Logic of Comparative Social Inquiry*

Assessment: Dissertation (100%, 10000 words).

GV398

Inside the Mind of a Voter: Research in Electoral Psychology

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Bruter

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy,

Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. This course has a limited number of places (it is capped) and priority will be given to students on the programmes named above. Students from other degrees are not normally accepted on the course except with the exceptional discretionary approval of the course teacher.

This course is capped at one group.

Course content: This final year undergraduate course has three important ambitions.

Substantively, it aims to introduce students to the study of electoral psychology and electoral ergonomics, which represent novel and dynamic approaches to the study of citizens' electoral behaviour and the way voters' psychology interacts with the organisation of elections.

Methodologically, it introduces students to some of the key methods used in the field and enables them to practice fieldwork in one of them through an empirical group project. That project will change each year in terms of topic and method, and will be announced at the start of the academic year. It may include lab experiments, interviews, diaries, or any of the core methods used in the field.

Finally, it introduces students to the research process through the main assessment component, which is a supervised 7,000 word dissertation, and supports them through several research clinics whereby we discuss students' dissertation issues and problems collectively throughout the year.

Teaching: This course is taught using seminars only including 20 hours of seminars in the AT, 20 hours of seminars in the WT, and 4 hours of seminars in the ST. Note that some seminars may be combined into longer sessions for the Fieldwork Seminars. This course includes reading weeks in Week 6 of both AT and WT. The seminars are divided into:

- 7 x 2 hour SUBSTANTIVE SEMINARS on key issues in electoral psychology
- 7 x 2 hour FIELDWORK SEMINARS focused on preparation and fieldwork for the group project (note: some fieldwork seminars may be rescheduled or combined into longer sessions depending on fieldwork needs)
- 6 x 2 hour RESEARCH CLINICS on the preparation and discussion of analytical, methodological, and ethical issues faced by students with regards to their dissertation
- 1 x 4 hour CONFERENCE WORKSHOP where students will briefly present their findings to one another.

Formative coursework: Formative assessment includes:

- draft research synopsis and design (end of AT)
- draft research methodology (early in WT)
- unassessed critiques of further readings (throughout AT/WT)

Indicative reading: Bruter, M. and Harrison, S. *Inside the Mind of a Voter*

Harrison, S. *Pathologies of Democratic Frustration*

Lipset, S., Lazarsfeld, P. et al. *The psychology of voting*

Sniderman, P. *Personality and democratic politics*

Bruter, M., and Lodge, M. *Political Science research methods in action*

Baddeley, A. *The psychology of memory*

Cammaerts, B. et al. *Youth participation in democratic life*

Harrison, S. and Bruter, M. *Mapping extreme right ideology*

Assessment: Dissertation (70%, 7000 words) in the ST.

Group project (15%) in the AT.

Critical evaluation (15%) in the AT and WT.

The critical evaluation involves critiques of further readings work as follows: to make the reading list more manageable for the 7 substantive seminars, all students will only be expected to familiarise themselves with the core readings, and will divide the further readings between themselves. Each student will be expected to be responsible for a total of 4-5 further readings throughout the year, each from different weeks.

Students responsible for a further reading will be asked to write a short (1-2 page) critique of it following a set format (1) what is the research question and why is it interesting, 2) what methods are the authors using, 3) what are the main findings, 4) what are the main shortcomings or what do you wish the authors had done differently) and post it on moodle by the Sunday before the seminar so that students can quickly browse the week's 'menu' in advance. The students having each covered different further readings will bring them into the seminar discussion.

The critiques of further readings count for 15% of the final mark.

The students are asked to select their 4 best critiques which must have been submitted on time on Moodle and which will be marked.

The collective group work mark (15%) is based on the satisfactory completion of the tasks assigned to small groups of students during the fieldwork (e.g. conducting interviews or experiments, etc depending on the topic of the year).

GV3L1 Half Unit Not available in 2024/25

Analytical Approaches to British Politics

This information is for the 2024/25 session.

Teacher responsible: Prof Torun Dewan

Availability: This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Analytical Politics (GV225).

The course is designed primarily for students on the BSc Politics and Economics programme. Students from other BSc Politics programmes who have taken GV225 may also apply.

Course content: Strøm (2000) argues that the conceptual essence of Parliamentary government is a "historical evolution" – an accident of 19th century Britain that spread to other parts of the world. Recent analytical political science has shed light on Britain's political development and how its institutions function, using game theoretic modelling, rational choice narratives, and quantitative data. The course covers this literature and takes an analytical approach to topics such as: the historical development of British institutions and Imperial governance; the emergence and impact of Government-vs-Opposition; the historical development of the British party system; the causes and consequence of franchise extension; the Cabinet and its conventions; and the composition of the Executive and Parliament over time.

Teaching: This course is delivered through seminars totalling a minimum of 35 hours in the Winter Term. This course includes a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

1500 word essay to be completed by the end of reading week.

Indicative reading:

- Cox, G. (1987) *The Efficient Secret*, Cambridge University Press
- Berlinski, S., Dewan, T, and Dowding K. (2012) *Accounting for Ministers: Scandal and Survival in British Government 1945-2007*, Cambridge University Press
- Mclean, I (2002) *Rational Choice and British Politics: An Analysis of Rhetoric from and Manipulation from Peel to Blair*, Oxford University Press
- Schonhardt-Bailey, C (2006) *From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective*, MIT Press

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GV3L2 Half Unit**The Politics and Policy of Climate Change and Sustainability****This information is for the 2024/25 session.****Teacher responsible:** Dr Michael Lerner**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course has a limited number of places (it is capped) and demand is typically very high. This course is capped at 1 group.

Pre-requisites: Prior coursework in public policy, comparative politics, or equivalent. A basic understanding of the physical science of climate change would be advantageous.**Course content:** This course introduces students to the policy interventions and underlying political dynamics that shape the pace and direction of efforts to mitigate climate change and improve sustainability. Students will unpack the conceptual foundations of climate politics, assess climate and sustainability problems across a variety of practical cases, and learn to prescribe and justify policy interventions to accelerate sustainability transitions.

A unifying theme of the course will be its frequent attention to the political economy of climate (in)action. Specific topics include carbon lock-in; climate advocacy and obstruction; environmental authoritarianism; corporate climate governance; national climate institutions; just transition agreements; energy subsidies and carbon pricing; and geoengineering. The case studies in this course focus primarily, but not exclusively, on domestic environmental politics in advanced industrialized democracies.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

There will be a reading week in Week 6 of the Winter Term.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.**Indicative reading:** Bernstein, Steven, and Matthew Hoffmann. "Climate politics, metaphors and the fractal carbon trap." *Nature Climate Change* 9.12 (2019): 919-925.Seto, Karen C., et al. "Carbon lock-in: Types, causes, and policy implications." *Annual Review of Environment and Resources* 41 (2016): 425-452.Parris, Thomas M., and Robert W. Kates. "Characterizing a sustainability transition: Goals, targets, trends, and driving forces." *Proceedings of the National Academy of Sciences* 100.14 (2003): 8068-8073.Meckling, Jonas. "Oppose, Support, or Hedge? Distributional Effects, Regulatory Pressure, and Business Strategy in Environmental Politics." *Global Environmental Politics* 15.2 (2015): 19-37.Stroup, Sarah S., and Wendy H. Wong. *The Authority Trap*. Cornell University Press (2017). Chapter 1.Finnegan, Jared J. "Institutions, climate change, and the foundations of long-term policymaking." *Comparative Political Studies* (2022).Baldwin, Elizabeth, Sanya Carley, and Sean Nicholson-Crotty. "Why do countries emulate each other's policies? A global study of renewable energy policy diffusion." *World Development* 120 (2019): 29-45.Stokes, Leah C. *Short Circuiting Policy: Interest Groups and the Battle over Clean Energy and Climate Policy in the American States*. Oxford University Press (2020). Chapter 1.**Assessment:** Video (20%) in the WT.

Research paper (80%) in the ST.

Students will create up to two 4–6 minute video blog posts interpreting a recent event through the lens of course material (one must be uploaded in the first half of term, and one in the second half of term), of which one will be submitted for assessment.

The research paper will consist of a comparative case analysis of 2500 words.

GV3L6 Half Unit**The Political Economy of Inequality****This information is for the 2024/25 session.****Teacher responsible:** Prof Valentino Larcinese**Availability:** This course is available on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.**Pre-requisites:** No particular prerequisites except familiarity with basic statistical concepts (at the level of ST108 or equivalent) and willingness to engage with quantitative research material.**Course content:** The objective of this course is to provide an overview of the main theories, and related empirical evidence, regarding the determinants and consequences of the distribution of income and wealth. We will place a particular emphasis on the role played by political and institutional factors and the way inequality in material wealth shapes political influence, hence steering policy and institutions towards the creation and preservation of inequality. A central theme of the material covered in this course is the connection between economic and political inequality. We will draw on literature from political science, economic history and economics. We will cover the following topics:

- Inequality: key concepts and measurement
- Wealth and income inequality: evolution over time and across countries
- Explanations of economic inequality: XIX and XX century thinkers
- Inequality in the XXI century: globalization and technological change
- The political economy of redistribution
- Taxation, redistribution and the growth of the public sector
- Political institutions and welfare systems
- Political influence and political inequality: campaign finance
- Political influence and political inequality: mass media
- Inequality and populism

Teaching: 10 hours of lectures and 13 hours and 30 minutes of classes in the AT.**Formative coursework:** Students will be expected to produce 1 essay and 1 presentation in the AT.**Indicative reading:** Branko Milanovic: *Visions of Inequality*, Harvard University Press 2023Thomas Piketty: *Capital in the 21st Century*, Harvard University Press 2014Roemer, J.E. et al., 2009. *The Oxford Handbook of Economic Inequality*. 1st ed., Oxford: Oxford University Press.Atkinson, Anthony B, and François Bourguignon, 2000. *Handbook of Income Distribution*. Vol. 1, Oxford: Elsevier Science & Technology.Angus Deaton: *The Great Escape: Health, Wealth, and the Origins of Inequality*, Princeton University Press 2015Charles Boix, *Political Order and Inequality*, Cambridge University Press 2015**Assessment:** Essay (75%, 4000 words) in the WT Week 1.

Presentation (25%) in the AT.

GY100

Introduction to Geography

This information is for the 2024/25 session.

Teacher responsible: Dr Laura Antona CKK 3.16

Dr. Carolin Hulke, CKK 4.03

Dr. Tanya Matthan, CKK 4.16

Professor Claire Mercer, CKK 3.20

Dr. Erica Pani CKK, 4.16

Dr. Aretousa Bloom

Availability: This course is compulsory on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development and BSc in Geography with Economics. This course is available on the BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Note: As with all undergraduate courses, unless a course is core on a degree programme, allocation of places is done by School on a first come, first served basis and does not allow the Department to prioritise who is accepted

Course content: This course provides students with an introduction to the study of geography. Across two terms, we will examine key foundational concepts in human, economic, and environmental geography. In Autumn Term we will examine the history of geographic thought, space, place, society, mobility, landscape, territory, urbanism, the economy, inequality, and globalisation. In Winter Term we will examine power and the state, development, regionalisation, nature, commodification, risk and vulnerability, environmental justice, more-than-human relations, climate change, and the Anthropocene. Through exposure to a wide range of theories, students will learn to critically interpret a range of case studies from across the globe, and think deeply about social, economic, and environmental problems.

Teaching: This course is delivered through a combination of classes and lectures across Autumn Term and Winter Term. This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT and 2 essays in the AT and WT.

Indicative reading: Detailed reading-lists related to the different topics within the course will be provided at the start of the course. General useful texts include Clifford, N.J., S.L. Holloway, S.R. Rice and G. Valentine (eds) (2009) *Key Concepts in Geography*, 2nd Ed, Sage, London; Dicken, P. (2011) *Global Shift: Mapping the Changing Contours of the World Economy* 6th Edition Sage Publications; W.E. Murray, *Geographies of globalization*, 2006; Pike A., A. Rodriguez-Pose and J. Tomaney (2017) *Local and regional development*. London: Routledge; N. Castree (2014) *Making Sense of Nature*

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

key study skills that Geography and Environmental Social Science students will use throughout their three years of undergraduate study. It will teach students how to get the most out of lectures and classes and, furthermore, how to best prepare for them through effective reading strategies and skills. During the course, students also will learn what makes a good essay, and how to effectively research, write and deliver them. The course will additionally introduce students to how their work is assessed and, moreover, how to best make use of feedback to improve their grades. All first-year undergraduates are strongly encouraged to take this course which has been purposefully designed to maximise their potential.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through lectures in Autumn Term.

Indicative reading: Burns, T. and S. Sinfield (2016). *Essential Study Skills: The Complete Guide to Success at University*. 2nd edition. Sage.

Cottrell, S. (2013). *The Study Skills Handbook*. 4th edition. Palgrave Macmillan.

Greetham, B. (2018). *How to Write Better Essays*. 4th edition. Palgrave Macmillan.

GY103

Contemporary Europe

This information is for the 2024/25 session.

Teacher responsible: Prof Neil Lee CKK 4.23 and Prof Riccardo Crescenzi CKK 4.28

Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Geography with Economics, BSc in Politics and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course aims at: introducing students with little prior knowledge of European issues to some of the most important economic, social, and political challenges the European Union overcame in the past and currently faces; developing an understanding of the determinants of these challenges, and the related public policy responses at different geographical levels; learning about strengths, weaknesses and lessons to be drawn from the most striking example of integration among nation states as a result of historical forces and in the context of a globalised world. The course covers critical issues such as different degrees of economic integration in theory and practice, competitiveness, cohesion, innovation and growth, enlargements, Euro crisis, Brexit, Europe in the world, social policy, employment trends, poverty, migration, ageing, and inequality. Particular emphasis is laid upon the geographical foundations of these themes, at various spatial scales in Europe: supranational, national and subnational (e.g. regional, local, urban) levels. The course is traditionally based on close interactions with the lecturers and class teachers, and extra curriculum events will be also organised.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn and a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce two class essays during the year (worth 10% each) and will also be expected to give class presentations.

Indicative reading: Given the diversity of the subject, there is no one textbook that covers all of the topics. A mix of academic

GY101

Succeeding in your degree: Critical skills for Geography and Environment students

This information is for the 2024/25 session.

Teacher responsible: T.B.C.

Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students. This course is very strongly recommended for all first year Geography and Environment undergraduate students.

Course content: This course seeks to provide an introduction to

articles and chapters from textbooks is used in the course. Reading lists are provided electronically, and additional web sources will also be indicated during the lectures. There is no textbook but R Baldwin and C Wyplosz, *The Economics of the European Integration*, 7th ed. 2022 is excellent background. The chapters on Switzerland, Austria, and Sweden in Lee, N (2024) *Innovation for the masses: how to share the benefits of the high tech economy*, are also core.

Assessment: Essay (10%, 1000 words) in the AT.

Essay (10%, 1000 words) in the WT.

Take-home assessment (80%) in the ST.

GY120

Environmental Change: Past, Present and Future

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Smith CKK4.18

Availability: This course is compulsory on the BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics and BSc in Environmental Policy with Economics. This course is available on the BA in Geography. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Many consider that 'Climate Change' is the greatest challenge currently facing human society, mainly because of the 'Environmental Changes' that it will cause. But what are 'Climate Change' and 'Environmental Change'? What causes these changes? How much have they changed in the past and how do we know? How much is human activity responsible for the recent changes identified and when did this influence begin? How is the climate going to change in the next century and what are the consequences going to be for extreme weather events, sea-level rise? What can we do about it? Should we adapt, mitigate, or begin to engineer our climate?

To answer these questions requires that the course focuses on developing an appreciation of the Planet Earth as the home of human societies. Through a combination of lectures, classes, practical work, and fieldwork, the course focuses on the physical nature of the 'natural' or biophysical systems and involves consideration of how the solid earth, the gaseous atmosphere, the hydrosphere and the biosphere, were formed, have evolved, interact and have changed over time due to both external (extra-terrestrial) and internal factors, including humans. From this, an appreciation of change and evolution over differing time-scales is developed, which will serve as an essential basis for students when evaluating the contemporary two-way interaction between humans and the environment in the 'anthropocene'. The relevant science will be taught as and when required.

The course consists of the following sections:

PART A: Introduction to environmental change

- A framework for environmental geography
- The nature and causes of environmental/climate change

PART B: Key components of environmental change: The Biosphere

- Formation of the biosphere and change over time
- Contemporary ecosystem processes and change
- The biodiversity crisis: extreme change in the anthropocene

PART C: Key components of environmental change: Atmosphere & Oceans

- Solar radiation, the atmosphere, and interactions
- Global and local energy budgets
- Circulation - atmosphere, oceans, and carbon

PART D: Key components of environmental change: The Hydrosphere

- Water in the atmosphere, clouds and rainfall
- Hydrological cascade, rivers and flooding

PART E: Long-term environmental change

- Geological-scale climate change and Earth's 'greenhouse' and 'icehouse' environments.
- Orbital-scale climate change and the great ice ages
- Millennial-scale climate change and deglaciation

PART F: Contemporary climate change: The emerging human influence

- The Holocene
- Contemporary climate change associated with fossil fuel emissions
- Contemporary climate change and extreme weather
- Land-use and land-cover change (deforestation)

PART G: Future climate change

- Modelling future climate change
- Fixing the future: Adaptation, mitigation, and geoengineering

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

Formative coursework: Students will be expected to produce two assignments during the year, one in each term, and give class papers.

Indicative reading:

- Ahrens, C.D., 2012. *Meteorology today: an introduction to weather, climate, and the environment*. Cengage Learning.
- Gaston, K.J. and Spicer, J.I., 2004. *Biodiversity: An Introduction*. Wiley-Blackwell, Oxford.
- Houghton, J.T., 2009. *Global Warming. The Complete Briefing*. 4th edition, Cambridge Univ. Press
- IPCC, 2013. *Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Stocker, T.F., D. Qin, G.-K. Plattner, M. Tignor, S.K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 1535 pp, doi:10.1017/CBO9781107415324. [online] Available from: <http://www.ipcc.ch/report/ar5/wg1/> [last accessed 17 September 2016]
- IPCC, 2018. *Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty* [V. Masson-Delmotte, P. Zhai, H. O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J. B. R. Matthews, Y. Chen, X. Zhou, M. I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, T. Waterfield (eds.)].
- Maslin, M., 2013. *Climate: a very short introduction*. OUP Oxford.
- Ruddiman, W.F., 2001. *Earth's Climate: past and future*. Macmillan.
- Smithson, P., Addison, K. and Atkinson, K., 2013. *Fundamentals of the physical environment*. Routledge.

Assessment: Exam (60%, duration: 2 hours) in the spring exam period.

Essay (15%, 1500 words) and policy brief (25%) in the WT.

The policy brief will be formatted in the style of a UK Parliament science briefing note (POSTnote), with a 2,000 words limit.

GY121

Sustainable Development

This information is for the 2024/25 session.

Teacher responsible: Dr Julia Corwin CKK 311

Availability: This course is compulsory on the BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics and BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BA in Social

Anthropology, BSc in Accounting and Finance, BSc in Geography with Economics and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Studying sustainable development today means recognizing the urgency of social and environmental problems facing current and future generations across the world. Throughout the year, we explore the relationship between human lives and the environment, debate what human 'development' and 'sustainability' mean, and discuss how to understand these complex and flexible concepts together. The first term focuses on understanding current and historical challenges for sustainable development, and the second term looks more closely at sustainable development programmes and proposed solutions. In the Autumn Term, we study the origins of sustainable development discourse and programmes and explore the challenges of sustainable development by looking at major global environmental and social changes, including debates on resource and energy use, urban growth, technology, industrial agriculture, commodity use and disposal, and changes in the global economy. Winter term then focuses on a variety of sustainable development programmes and proposed solutions, in order to critically examine how sustainable development is implemented throughout the world. Together, these two terms expose students to the diversity of ways that sustainable development is thought about and studied, in order to foster critical understanding about the connections between environmental and social problems.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded videos, in-person lectures, live online lectures, and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and in Week 6 of Winter Term.

Formative coursework: Students will be expected to work on a number of small assignments throughout both terms.

Indicative reading: There are a variety of texts available for this course. A detailed reading list will be given at the beginning of each term but an indicative list includes:

J Hicel (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. Windmill Books; R Patel and J Moore (2018) *A History of the World in Seven Cheap Things*. Verso Books; G Atkinson, S Dietz, E Neumayer and M Agarwala, eds. (2014) *Handbook of Sustainable Development*, 2nd edition, Edward Elgar Publishing; P McMichael and H Weber (2022). *Development and Social Change: A Global Perspective*, SAGE Publications.

Assessment: Exam (40%, duration: 2 hours, reading time: 15 minutes) in the January exam period. Coursework (40%, 3000 words) and continuous assessment (20%). The participation grade is based on student engagement with course material, and is assessed through a number of small assignments throughout both terms as well as participation in class.

GY140

Introduction to Geographical Research

This information is for the 2024/25 session.

Teacher responsible: Dr Laura Antona, Dr Austin Zeiderman, Dr Murray Low, Dr Richard Perkins, Dr Ryan Centner, Prof Henry Overman, Dr Jessie Speer and Prof Claire Mercer

Availability: This course is compulsory on the BA in Geography and BSc in Economic History and Geography. This course is available on the BSc in Environment and Development and BSc in Environment and Sustainable Development. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The main objective of this course is to introduce students to the production of geographical and environmental

knowledge and to prepare them to become producers of such knowledge themselves. It provides students with a sound understanding of both the conceptual foundations and real-world applications of a variety of methodological approaches for conducting research. To appreciate why, how, and to what ends geographers conduct research on the social and spatial dimensions of human activity, the research process is examined from beginning to end: selecting a topic, performing a literature review, designing a project, collecting and analysing data, and communicating results. The process of producing knowledge about geography and the environment is also examined from a number of different perspectives: examining case studies of written work, engaging with internationally-renowned researchers, discussing the rationale for choosing a methodological approach, practicing the application of individual methods, and designing and executing a piece of independent research. Both quantitative and qualitative research methods are discussed in detail and practical exercises give students the opportunity to apply various methods from the course in their own research.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of lectures and classes across the Autumn Term and Winter Term.

Students on this course will have a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

Formative coursework: Students will be given the opportunity to complete two formative assignments during the course of the year: one in AT that draws on qualitative research methods and one in WT that draws on quantitative research methods. Information on the formative assignments will be provided.

Indicative reading: *Methods in human geography: a guide for students doing a research project* (Flowerdew and Martin, 2005); *Statistics: a tool for social research* (Healey, 2012); *Statistics in geography and environmental science* (Harris and Jarvis, 2011); *Geography and geographers: Anglo-American geography since 1945* (Johnston, 1997); *International Encyclopedia of Human Geography* (Kitchin and Thrift, 2009); *Key methods in geography* (Clifford, French, and Valentine, 2010); *Qualitative research methods in human geography* (Hay, 2010).

Assessment: Project (50%, 3500 words) in the WT. Project (40%, 2500 words) and problem sets (10%) in the ST. The first project (3500 words) will be due toward the end of Winter Term. The problem set (500 words) and second project (2500 words) will be due at the start of Spring Term.

GY144

Human Geography and the City

This information is for the 2024/25 session.

Teacher responsible: Dr Alan Mace

Availability: This course is compulsory on the BA in Geography. This course is available on the BSc in Geography with Economics. This course is not available as an outside option. This course is available to General Course students.

Course content: The purpose of the course is to introduce you to selected ways in which human geographers seek to understand cities. Throughout you will focus on the relationship between people and place. Primarily engaging with London, you will consider how the city has been shaped over time by its people and how, in turn the city experience has shaped and continues to shape the lives of those who live there.

You will look at how the city is described, imagined and planned through official discourses. And at how people create a sense of place, of self and of others in the city. In the Autumn Term you will think about the relationship between planning, architecture, design and people's identities. And in the Winter Term you will look at the relationship between infrastructure and people. Throughout you will look at how human geographers engage with the lived

experience of the city through the lens of, for example, ethnicity, class, and sexual identity.

The course seeks to complement courses in methods and theory in human geography by giving you an opportunity to ground that material in a study of London. You will be able to develop and apply theories of, for example, place, territory, landscape, and migration. And you will engage with a range of methods for geographical research, including the use of walking, archives and the arts. You will also be encouraged to reflect on your personal geography of and relationship with the city.

By the end of the course, you will be able to employ selected concepts and methods from human geography to develop arguments on the relationship between people and place (paying particular attention to the significance of ethnicity, class, sexual identity & faith), including the relationship between a city's population, the physical form and infrastructure.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and in Week 6 of Winter Term

Formative coursework: Students are expected to write two formative assignments and to participate actively in classes in the AT and the WT.

Indicative reading: Mapping tool (don't miss 'layer tools' in bottom left of right-hand window) <https://www.layersoflondon.org/map>
Municipal dreams – <https://municipaldreams.wordpress.com/>
Jonathan Meades on Letchworth Garden City (The suburbanisation of the UK) <https://www.youtube.com/watch?v=1qT5FquwhpA>
de Botton, Alain. 2009. A Week at the Airport: A Heathrow Diary. London: Profile Books.
Hall, Stuart. 2017. Familiar Stranger: A Life Between Two Islands. London: Penguin.

Assessment: Essay (50%, 2000 words) in the AT.

Essay (50%, 2000 words) in the WT.

GY202

Introduction to Global Development

This information is for the 2024/25 session.

Teacher responsible: Dr Romola Sanyal

Availability: This course is compulsory on the BSc in Environment and Development and BSc in Environment and Sustainable Development. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: An introduction to analysing global development, focusing on key development theories, strategies, problems and trajectories. In Autumn Term we cover concepts and theories of development, histories of colonialism, the debt crisis and structural adjustment, neoliberalism, aid, governance and civil society. In Winter Term we examine poverty, migration, informality, housing, water, sanitation and gender.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Autumn and Winter Term

This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

Formative coursework: Students will produce two formative assignments- one each during the AT and the WT.

Indicative reading: S. Chant and C. McIlwaine, Geographies of Development in the 21st Century:

An Introduction to the Global South, 2009; S. Chari and S.

Corbridge (eds),

The Development Reader, 2008; G. Williams, P. Meth and K. Willis, Geographies of Developing Areas: the Global South in a Changing World, 2009;

V Desai & R Potter (Eds), The Companion to Development Studies, 2nd ed,

2008; T Forsyth (Ed), The Routledge Encyclopaedia of Development, 2005;

D. Simon (Ed.), Fifty Key Thinkers on Development, 2005; K Willis (2011)

Theories and practices in development, 2nd ed; UNDP, Human Development

Report, published annually; World Bank, World Development Report, published annually.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 3000 words) in the WT.

GY204 Half Unit

Political Geography

This information is for the 2024/25 session.

Teacher responsible: Dr Murray Low

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: GY100 would be advantageous.

Course content: An introduction to political geography.

Topics covered include power and states, nationalism, collective mobilisation and social movements, elections, and democratisation.

Teaching: 15 hours of lectures, 10 hours of classes and 5 hours of help sessions in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Peter Taylor and Colin Flint (2018) Political Geography. Routledge.
- Joe Painter and Alex Jeffrey (2009) Political Geography: an introduction to space and power. Sage.
- Benedict Anderson (2016) Imagined Communities: reflections on the origins and spread of nationalism. Verso.
- Sidney Tarrow (2011) Power in Movement: social movements and contentious politics. Cambridge University Press.
- Ruth Collier (1999) Paths toward Democracy: the working class and elites in Western Europe and South America. Cambridge University Press.

Assessment: Take-home assessment (100%) in the WT.
7-day take-home assessment

GY206 Half Unit

Urban Geography and Globalisation

This information is for the 2024/25 session.

Teacher responsible: Dr Ryan Center

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development

and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course introduces students to the intersection of urban geography and the geography of globalisation, with the aim of understanding key references in academic debates, and their relevance for real-world social, economic, and political issues in our cities today. The course offers a critical, human-geographical perspective on 'global cities', how these manifest in different parts of the world, how they matter for distinct realms of urban life, and how we can study features of global urban geography. Themes include empires, development, and cities; 'global cities'; 'Third World cities' or 'cities of the global South'; urban spaces of neoliberalism; new geographies of urban theory; and planetary urbanisation. We examine cases related to migration, sexual minorities, the circulation of ideas, and gentrification. Examples come from both the 'global North' and the 'global South', with the aim of helping students understand when and how these categories may be useful.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: The formative work will be an essay plan that directly prepares students for the summative work.

Indicative reading: Sassen, Saskia. 2001. *The Global City*: New York, London, Tokyo. Second edition.

Brenner, Neil and Nik Theodore (eds). 2002. *Spaces of Neoliberalism*.

Davis, Mike. 2006. *Planet of Slums*.

Robinson, Jennifer. 2006. *Ordinary Cities: Between Modernity and Development*.

Brenner, Neil and Christian Schmid (eds). 2014. *Implosions/Explosions: Towards a Study of Planetary Urbanization*.

Ghaziani, Amin. 2014. *There Goes the Gayborhood?*

Assessment: Essay (65%, 2500 words), class participation (20%) and presentation (15%) in the AT.

GY207 Half Unit

Economy, Society and Place

This information is for the 2024/25 session.

Teacher responsible: Dr Alan Mace

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Why do people choose to live in particular places? Is it simply a trade-off of affordability and housing space or are other factors at play? Through which other mechanisms is the choice of residential location influenced and how significant is the outcome? Employing the theory of Bourdieu throughout the Half Unit, we address these and other questions, examining the interrelatedness of economy, governance and society in influencing the choice of where we live. We focus on the role of culture in nuancing class-based explanations of the relationship between people and place. We consider how housing choices can confer social advantage or disadvantage on individual households. And we discuss the significance for policy makers of placing the social at the centre of our understanding of housing choices. We use a series of place-based typologies and phenomenon to relate theory to practice. Examples might include but are not limited to; suburbanisation, rural second homes and gentrification.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures in Winter Term. There is no teaching in week 11 due to the anticipated second year geography field trip.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: The formative work will be an essay plan that directly prepares students for the summative work.

Indicative reading:

- Bourdieu, P. (2005) 'Habitat'. In Jean Hillier and Emma Rooksby (eds) *Habitat: a sense of place*. 43-5.
- Mace, A. (2017), Spatial capital as a tool for planning practice. *Planning Theory* 16(2) 119-132.
- Peck, J. (2011). Neoliberal Suburbanism: Frontier Space. *Urban Geography*, 32(6), 884-919.
- Savage, M. The Lost Urban Sociology of Pierre Bourdieu (chapter 45). In Gary Bridge and Sophie Watson (eds) *The new Blackwell companion to the city*. 511-520.

Assessment: Essay (100%, 3000 words) in the ST.

GY209 Half Unit

The Economic Geography of Trade, Production and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Davide Rigo

Dr Filippo Boeri

Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics and BSc in Environmental Policy with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1 or EC1A3 or EC1A5) in combination with Macroeconomics I (EC1B1 or EC1B3 or EC1B5), and ST107 (or equivalent course in statistics) strongly recommended.

Course content: This course is concerned with economic geography. In particular we use ideas from International Trade, International Economics, Development and Regional Economics to talk about the location of economic activity across space and the consequences of uneven location. This module is concerned with two fundamental questions: i) what determines the distribution of production and trade across countries and regions? ii) which are the implications for economic development and inequalities? To answer to these questions, this module provides students with an introduction of international trade theories, their mechanisms and implications for trade patterns. In parallel, this module provides students with a review of the main empirical studies testing for those theories and documenting the implications of trade liberalisation for economic development and income inequalities. Armed with these theories and empirical facts, the module critically evaluates current trade policy disputes.

The main topics covered during the module will be:

1. Introduction to trade
2. The Ricardian model of comparative advantage
3. Heckscher-Ohlin and factor endowments
4. Trade, globalisation and inequality
5. Krugman's New Trade Theories
6. Spatial Distribution of Trade and Production
7. Trade Policy
8. Gravity models
9. Heterogeneous firms and trade

Teaching: In the Department of Geography and Environment,

teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to prepare for group discussion of the main readings and hand in a short essay for formative assessment.

Indicative reading:

- Pugel T.A. *International Economics*. McGraw-Hill.
- Baldwin R and Martin P., (1999), Two waves of globalization: superficial similarities, fundamental differences, NBER working paper 6904.
- Antràs, P. (2020), Conceptual aspects of global value chains. World Bank Policy Research Working Paper 9114.
- Autor D. Dorn D. and Hanson G. (2013), The China Syndrome: Local Labor Market Effects of Import Competition in the US. *American Economic Review*, 103(6), 2121-2168.
- Feenstra C. and Hanson G. (1999), The Impact of Outsourcing and High-Technology Capital on Wages: Estimates for the United States, 1979-1990. *Quarterly Journal of Economics*, 114, 907-940.
- Krugman, Paul (1979), Increasing returns, monopolistic competition, and international trade. *Journal of International Economics*, Vol. 9(4), pp. 469-479.
- Krueger, A. O. (1997), Trade Policy and Economic Development: How we learn. *The American Economic Review*, 87(1).
- James Feyrer, (2009), Distance, Trade, and Income – The 1967 to 1975 Closing of the Suez Canal as a Natural Experiment. NBER Working Papers 15557.
- Bernard A., J.B. Jensen, S.J. Redding, and P.K. Schott (2007), "Firms in International Trade". *The Journal of Economic Perspectives*, Volume 21, Number 3, pp. 105-130.
- Bustos, P. (2011), Trade Liberalization, Exports, and Technology Upgrading: Evidence on the Impact of MERCOSUR on Argentinian Firms. *The American Economic Review*, 101(1), 304-340

Assessment: Coursework (100%, 3000 words) in the WT.

GY210 Half Unit

The Economics of Cities

This information is for the 2024/25 session.

Teacher responsible: Prof Henry Overman

Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics and BSc in Environmental Policy with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is capped at 80 students.

Pre-requisites: Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1 or EC1A3 or EC1A5) in combination with Macroeconomics I (EC1B1 or EC1B3 or EC1B5), and ST107 (or equivalent course in statistics) strongly recommended.

Course content: Urban economics is concerned with the spatial form of cities and the division of national economic activity into cities, both at a point in time and over time. Three fundamental questions are: (1) Why are economic activities within a country so unequally distributed across space? (2) Why do cities (and agglomerations of firms and workers) emerge and in what locations? (3) How and why are economic activities within cities unequally distributed in general and between the city centre and the suburbs?

The main topics covered in this course include:

- Why do cities exist and why do firms cluster?
- What determines equilibrium city size and features of the urban system?

- City growth and spatial transformation
- Diseconomies in cities: Urban location, land rents and land use patterns
- The role of local governments

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to prepare for group discussion of some readings and hand in short essays or problem sets.

Indicative reading:

- O'Sullivan, A., *Urban Economics*. Boston: Irwin- McGraw-Hill, 9th Edition, 2019.
- Greenstone M. R. Hornbeck & E. Moretti (2010). Identifying agglomeration economies: Evidence from winners and losers of large plant openings, *Journal of Political Economy*, Vol. 118, No. 3, 536-598.
- Duranton, G. 160 & Puga, D. (2001). Nursery cities: Urban diversity, process innovation, and the life cycle of products. *American Economic Review*, 91(5).
- Ahlfeldt, G. M., & McMillen, D. P. (2018). Tall buildings and land values: Height and construction cost elasticities in Chicago, 1870–2010. *Review of Economics and Statistics*, 100(5), 861-875.
- Hilber, C. A., & Vermeulen, W. (2016). The impact of supply constraints on house prices in England. *The Economic Journal*, 126(591), 358-405.
- Hilber, C.A.L. & Lyytikäinen, T. (2017). Transfer Taxes and Household Mobility: Distortion on the Housing or Labor Market? *Journal of Urban Economics* 101, 57-73.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GY212 Half Unit

Pathways in Human Geography

This information is for the 2024/25 session.

Teacher responsible: Dr Murray Low

Availability: This course is compulsory on the BA in Geography. This course is available on the BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: GY100 and GY140 would be advantageous

Course content: This course will provide some intellectual pathways from GY100. Human Geography is a broad subject and there may be changes in the particular topics from year to year. Topics to be discussed will be Imperialism, East and West; contemporary geopolitics; concepts of "home" and Patriarchy; material aspects of globalisation such as containerisation and shipping; non-economic aspects of agglomeration in cities; biopolitics and the geography of disease and viruses; the geography of affect or feelings; soundscapes and music.

Teaching: 15 hours of lectures, 10 hours of classes and 5 hours of help sessions in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Tim Cresswell (2012) *Geographic Thought: a critical introduction*. Wiley-Blackwell.
- Michael Mann (2011) *Power in the 21st Century*. Polity Press
- David Edgerton (2019, revised edition) *The Shock of the Old*:

technology and global history since 1900. Profile Books.

- Ashley Jackson (2013) *The British Empire: a very short introduction*. OUP.
- Franz Kafka (1926, various translations) *The Castle*.
- Nigel Thrift (2021) *Killer Cities*. Sage.
- Sarah Whatmore (2002) *Hybrid Geographies. Natures, Cultures, Spaces*. Sage.

Assessment: Take-home assessment (100%) in the WT.

GY220

Environment: Science and Society

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Smith CKK4.18 and Dr Jessica Templeton

Availability: This course is compulsory on the BSc in Environment and Development, BSc in Environment and Sustainable Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Sustainable Development with Economics and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: An analysis of the debates concerning the nature, causes and effects of, and the alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies. The purpose of this course is to provide essential information, first, about the scientific foundations for much environmental concern and, secondly, a social-science perspective on that science, identifying how it is communicated and employed in areas of environmental governance. The course provides both a grounded discussion of physical changes underlying some key environmental debates, and an introduction to approaches from social science concerning the governance implications of environmental science. Students will explore the role of science in environmental understanding and governance through a combination of lectures, classes, and practical environmental monitoring.

The course consists of two major sections, although the specific content, order and relative proportion of teaching may change with staff availability:

Part A: Environmental Science, Risk, and Policy [10 weeks]:

This section includes an introduction to positivist and post-positivist approaches to knowledge production and examines the physical science basis of current regional and global environmental risks, including geohazards, ozone depletion, climate change, deforestation, and global atmospheric pollution. We discuss different knowledge production pathways, including the positivist scientific approach, indigenous/traditional knowledge, citizen science, and 'divergent' knowledge. This section of the course involves a student-led air pollution monitoring activity, contributing to a citizen science database.

Part B: Science and Environmental Governance [9 weeks]:

This section introduces students to the social scientific perspectives on scientific knowledge and environmentalism, and how that knowledge is used to govern environmental issues. This includes how environmental science and knowledge is incorporated in global environmental governance. The environmental governance of climate change, stratospheric ozone depletion, and agrarian risk are covered in this section.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Autumn and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 2

pieces of coursework in the AT and WT.

One essay/report in AT, one mock exam essay in WT

Indicative reading: No one book or small group of books adequately covers the themes considered in the course, and separate reading lists are provided for each distinct part of the syllabus. Basic reading material includes:

- T. Forsyth, *Critical Political Ecology; The Politics of Environmental Science*, 2003;
- A. Goudie (Ed), *The Human Impact Reader*, 6th edition, 2006;
- M. K. Hill, *Understanding Environmental Pollution*, 1997;
- J. Houghton, *Global Warming: The Complete Briefing*, 5th edition, 2015;
- M. Hulme, *Why We Disagree About Climate Change*, 2009;
- A.M. Mannion, *Dynamic World: Land Cover and Land-Use Change*, 2002;
- G. T. Miller (Ed), *Living in the Environment*, 2000;
- K. Smith, *Environmental Hazards*, 2001;
- United Nations Environment Programme, *UNEP Yearbook* 2015, 2015;
- M. Whitehead, *Environmental Transformations*, 2014.

Assessment: Exam (60%, duration: 2 hours) in the spring exam period.

Assignment (40%) in the WT.

Students may choose their assignment as either an environmental monitoring report (3000 words) or a summative essay (3000 words).

GY222

Applied Environmental Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Eugenie Dugoua (course manager), Dr Sefi Roth, Dr Ondine Berland

Availability: This course is compulsory on the BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Geography with Economics and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

The number of available spots in this course is limited, and enrollment is on a first-come, first-served basis. It is not necessary to seek authorization from the course instructors, nor should you contact them to be placed on a waiting list, as no waiting list exists for this course. Should the course reach full capacity, places may become available in Week 1 or later if some students decide to withdraw.

Course content: This course is an introduction to economic principles in the analysis of environmental change and natural resource use and in designing appropriate policy responses. The first part of the course primarily covers the concepts and tools of environmental and resource economics, such as the evaluation of regulatory and market-based instruments in controlling pollution; moral suasion and voluntary regulation; the economics of renewable resources (e.g. fisheries); the economics of non-renewable resources (e.g., fossil fuels and minerals). The second part applies these concepts and tools to provide an economic perspective on real-world policy issues. Topics covered include the following: cost-benefit analysis and environmental valuation; stated and revealed preferences methods (and some behavioural considerations); sustainable development; biodiversity; climate change; energy; directed technological change and green innovation; health and the environment.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Autumn Term and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

Formative coursework: Students will be expected to produce non-assessed coursework throughout the year that will include at least one essay and may be asked to give class presentations.

Indicative reading: Detailed reading lists will be provided to support each course component.

For an overview and introduction to the main issues covered by the course, students may wish to consult the following:

Field, B., & Field, M. K. (2016). *Environmental economics*. McGraw-Hill Education.

Keohane, N. O., & Olmstead, S. M. (2016). *Markets and the Environment*. Island Press.

Kolstad, C. (2011). *Intermediate environmental economics: International edition*. OUP Catalogue

OECD. (2018). *Cost-Benefit Analysis and the Environment: Further Developments and Policy Use*. OECD Publishing.

Assessment: Exam (90%, duration: 3 hours) in the spring exam period.

Quiz (10%) in the AT and WT.

GY245 Half Unit

Quantitative Methods in Geography and GIS

This information is for the 2024/25 session.

Teacher responsible: Dr Ana Varela Varela

Availability: This course is compulsory on the BA in Geography and BSc in Geography with Economics. This course is available on the BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics and BSc in Environmental Policy with Economics. This course is not available as an outside option nor to General Course students.

Pre-requisites: GY140 Introduction to Geographical Research or a 1st year statistics course such as ST107 Quantitative Methods (Statistics)

Course content: This course provides students with an introduction to quantitative methods applied in geography, specifically regression analysis and Geographical Information Systems (GIS). An understanding of quantitative methods of this type is essential not only for those who wish to conduct their own research but also for becoming critical consumers of research studies as the availability of geospatial data increases. The first part of the course is devoted to the principles of regression analysis as applied to quantitative social science. The second part of the course introduces students to the use of GIS in research. Theoretical discussion in the lectures is accompanied by practical computer classes in which students learn how to apply these methods on real data sets. The practical classes develop a range of skills which lead on to an assessed practical project. Some of the topics covered in the first part of the course include an introduction to quantitative methods, linear and multiple regression analysis, hypothesis testing, and practical applications of regression in project work. The second part of the course delves into the fundamentals of GIS, exploring subjects like types of spatial data, coordinate systems, spatial operations, and examples of GIS applied in research.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Formative work includes exercises and questions designed to enhance understanding of the course material through practical application.

Indicative reading:

• Studenmund, A.H., *Using Econometrics: A Practical Guide*. Longman: London.

• Bernhardsen, T (2002), *Geographic Information Systems: An Introduction*. New York: John Wiley and Sons.

• Gimond (2023). *Intro to GIS and Spatial Analysis*.

Assessment: Project (100%, 3000 words) in the WT.

GY246 Half Unit

Field Methods in Geography

This information is for the 2024/25 session.

Teacher responsible: Dr Laura Antona

Availability: This course is compulsory on the BA in Geography. This course is not available as an outside option nor to General Course students.

Course content: The course aims to prepare second-year students to undertake field research, focusing specifically on qualitative methods. It is linked to the BA Geography field course that takes place at the end of WT, and offers key preparation for third-year Independent Research Projects (IRP) that BA Geography students must conduct after this course.

Attendance and active participation is crucial for appropriate preparation for the field trip.

The course examines methodologies in field-based geographical research and evaluates their application to different kinds of research problems. It considers the choice of methods which may be used in the student's own IRP, and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary qualitative research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of qualitative geographical research as distinct from quantitative approaches. The course covers the following qualitative approaches to social science methodologies:

- (i) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and transecting, including ethics when conducting fieldwork;
- (ii) application of qualitative research techniques in the field; and
- (iii) techniques for designing, carrying out, and presenting field research, including both the course's field report and the third-year IRP.

Topics covered: 1. Ethics, planning & qualitative methods in independent geography research projects

2. Observation & ethnography in human geography

3. Interviews & focus groups as qualitative methods

4. Transecting in field research

5. Field journals

6. Field-course location: History & context

7. Field-course location: Topics in the field A

8. Field-course location: Topics in the field B

9. Field-course location: Topics in the field C

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

Field-course: The course includes a one week-long field trip, normally in the final week of the Winter Term. In the past the field course has visited Portland, Oregon. The destination, duration, and content of the field trip in 2025 is subject to change.

Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

An alternative field exercise will be undertaken by students who are unable to participate in the above one-week residential field-course.

Students on this course will have a reading week in Week 6.

Formative coursework: Short exercises conducted in preparation for class sessions and the field trip throughout the Winter Term.

Indicative reading:

- Chilson, P. and Mulcahy, J.B. (2017) *Writing abroad: A guide for travelers*. Chicago: University of Chicago Press.
- Becker, H. S. (1998) *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.
- Becker, H. S. (2007) *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd edition). Chicago: University of Chicago Press.
- Cloke, P. et al (2004) *Practising human geographies*. London: Sage.
- Esterberg, K.G. (2002) *Qualitative Methods in Social Research*. Boston: McGraw-Hill.
- Flowerdew, R. and Martin, D. (eds.) (2005) *Methods in human geography: A guide for students doing a research project* (2nd edition). Harlow: Pearson/Prentice Hall.
- Hain, I. (2010) *Qualitative research methods in human geography* (3rd edition). Oxford: Oxford University Press.
- Hennink, M. et al (2011) *Qualitative research methods*. London: Sage.
- Jones, J., Quinn, S. and Brown, H. (2011) *Writing for sociology* (2nd edition). Berkeley: Department of Sociology, University of California at Berkeley.
- Luker, K. (2008) *Salsa dancing into the social sciences: Research in an age of info-glut*. Cambridge: Harvard University Press.
- Parsons, T. and Knight, P. (1995) *How to do your dissertation in geography and related disciplines*. London: Chapman & Hall.

Assessment: Project (80%) in the ST.

Exercise (20%) in the WT.

GY247 Half Unit

Field Methods in Geography with Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Erica Pani (Course Convenor), Dr Laura Antona, Dr Ryan Centner, and Prof Steve Gibbons

Availability: This course is compulsory on the BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.

Course content: The course aims to prepare second-year students to undertake field research, focusing specifically on qualitative methods. It is linked to the BSc Geography with Economics field trip that takes place at the end of WT, and offers key preparation for this and third-year Independent Research Projects (IRP). Attendance and active participation is crucial for appropriate preparation for the field trip.

The course examines methodologies in field-based geographical research and evaluates their application to different kinds of research problems. It considers the choice of methods which may be used in the student's own research, and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary qualitative research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of qualitative geographical research as distinct from quantitative approaches. The course covers the following qualitative approaches to social science methodologies:

- (i) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and transecting, including ethics when conducting fieldwork;
- (ii) application of qualitative research techniques in the field; and
- (iii) techniques for designing, carrying out, and presenting field research, including both the course's field report and the third-year IRP.

Topics covered: 1. Ethics, planning & qualitative methods in independent geography research projects

2. Observation & ethnography in human geography

3. Interviews & focus groups as qualitative methods

4. Transecting in field research

5. Field journals

6. Topics related to field trip research planning and poster preparation.

Field-course:

The field course offers an opportunity to apply the methods studied on the first part of the course to research on the economic geography of a specific location. Students will embark on a series of orientation and research activities during the trip. In the past, the field trip has visited the state of Kerala in south India, in the area around Kochi (formerly Cochin). Kerala provides a rich and fascinating introduction to South Asian landscapes and culture, both new and old. Kerala is often described as a success story of economic development – the so called 'Kerala model' – with high levels of literacy and life expectancy, despite its relatively low per capita income. In other years the field trip has run to L'Aquila in Italy, a site of recent earthquakes, to learn about local economic development policy in the context of disaster recovery. The destination, duration and content of the field trip is subject to change, depending on the global situation regarding coronavirus and restrictions on travel.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

Field-course: The course includes a residential field trip, normally in the final week of the Winter Term. In the past the field course has visited Kerala, India or L'Aquila, Italy. The destination, duration and content of the field trip is subject to change, depending on the global situation and restrictions on travel.

Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

An alternative field exercise will be undertaken by students who are unable to participate in the above one-week residential field-course.

Students on this course will have a reading week in Week 6.

Formative coursework: Short exercises conducted in preparation for class sessions throughout the Winter Term.

Indicative reading:

- Chilson, P. and Mulcahy, J.B. (2017) *Writing abroad: A guide for travelers*. Chicago: University of Chicago Press.
- Bastian, H. (2019) *Everyday adjustments in Havana: Economic reforms, mobility, and emerging inequalities*. Lanham: Lexington Books.
- Becker, H. S. (1998) *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.
- Becker, H. S. (2007) *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd edition). Chicago: University of Chicago Press.
- Cloke, P. et al (2004) *Practising human geographies*. London: Sage.
- Esterberg, K.G. (2002) *Qualitative Methods in Social Research*. Boston: McGraw-Hill.
- Flowerdew, R. and Martin, D. (eds.) (2005) *Methods in human geography: A guide for students doing a research project* (2nd edition). Harlow: Pearson/Prentice Hall.
- Hain, I. (2010) *Qualitative research methods in human geography* (3rd edition). Oxford: Oxford University Press.
- Hennink, M. et al (2011) *Qualitative research methods*. London: Sage.
- Jones, J., Quinn, S. and Brown, H. (2011) *Writing for sociology* (2nd edition). Berkeley: Department of Sociology, University of California at Berkeley.
- Luker, K. (2008) *Salsa dancing into the social sciences: Research in an age of info-glut*. Cambridge: Harvard University Press.
- Parsons, T. and Knight, P. (1995) *How to do your dissertation in geography and related disciplines*. London: Chapman & Hall.

Assessment: Exercise (20%) and poster (80%) in the ST. This course has two assessment components: 80% is for a poster carried out as part of the course field trip (approximately 1000 words, but with graphical elements and images); and 20% is for participation in classes and field trip activities, including the submission of a field diary.

GY248 Half Unit

Field Methods in Geography & Environment

This information is for the 2024/25 session.

Teacher responsible: Dr Ryan Centner, Dr Thomas Smith (field trip co-ordinator) and Dr Laura Antona

Availability: This course is available on the BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics and BSc in Environmental Policy with Economics. This course is not available as an outside option nor to General Course students.

Course content: The course aims to prepare second-year students to undertake individual research projects. It examines the methodologies used in field-based geographical and environmental research and evaluates their application to different kinds of research problems. It considers the choice of methodology which may be used in the student's own Independent Research Project (IRP) and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary qualitative research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

The course covers the following approaches to social science methodologies:

- (i) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and research ethics, including ethics when conducting fieldwork;
- (ii) application of field-specific qualitative and field-specific quantitative research techniques in the field; and
- (iii) techniques for designing, carrying out, and presenting an Independent Research Project.

Topics covered: 1. Planning an independent research project
2. Qualitative methodology in human geography: What can we know? What kind of knowledge can we gain about qualities of the social and spatial world? And how?
3. Interviews (plus questionnaires and focus groups): What people think, and are able/willing to tell us
4. Ethnography & observation: What people do, and maybe even how they feel about it

- 5. Transecting & comparing: Making sense of places
- 6. How to design a research project
- 7. Field-trip specific teaching
- 8. Field-trip specific teaching
- 9. Field-trip specific teaching

Field-course

The destination, duration and content of the field trip is subject to change in any given year. Previous trips have included Kerela, India and Portland, USA.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

An alternative field exercise will be undertaken by students who are unable to participate in the above one-week residential field-course.

Students on this course will have a reading week in Week 6.

Formative coursework: Short exercises conducted in preparation for class sessions throughout the Winter Term.

Indicative reading: Alasuutari, P. et al. (2008) *The SAGE Handbook of Social Research Methods*. London: Sage
Barnes, J. A., (1979), *Who Should Know What? Social Science, Privacy and Ethics*, Harmondsworth: Penguin. [HN29 B26 Course Collection]

Barzun, Jacques and Henry F. Graff (1985): *The Modern Researcher*, San Diego: Harcourt Brace Jovanovich, Part III.

Bauer M W & G Gaskell (2000) *Qualitative researching with text, image and sound – a practical handbook*, London, Sage

Bell, J. (1993): *Doing your research Project – a Guide for First-Time Researchers in Education and Social Science*, Milton Keynes: Open University Press, chapter 12.

Bryman, A. (2004) *Social Research Methods*. 2nd edition. Oxford: Oxford University Press

Coffey, A. and P. Atkinson (1996): *Making Sense of Qualitative Data*, chapter 2, London: Sage Publications.

Crotty, M.J. (2003) *Foundations of Social Research: Meaning and Perspective in the Research Process*. London, Sage

Dunleavy, Patrick (1986): *Studying for a Degree in the Humanities and Social Sciences*, Basingstoke: Macmillan, chapter 5.

Esterberg, K.G. (2002) *Qualitative Methods in Social Research*. Boston: McGraw-Hill

Eyles, J. (ed.), (1988), *Research in Human Geography: Introductions and Investigations*. Oxford: Basil Blackwell.

Flick U (2006) *An introduction to qualitative research*, London, Sage (3rd edition)

Flowerdew, R. and Martin, D. (eds.) (2005) *Methods in Human Geography: A guide for students doing a research project*. 2nd edition. Harlow, England; New York: Pearson/Prentice Hall

Gilbert, N. (1992), *Researching social life*. London: Sage Publications.

Flick, U. (2006) *An Introduction to Qualitative Research*. 3rd edition. London: Sage

Flick, U., E. von Kardorff and I. Steinke (eds.) (2004) *A Companion to Qualitative Research*. London: Sage

Flowerdew, R. and D. Martin (2005) *Methods in Human Geography: A guide for students doing a research project*. 2nd edition. Essex: Pearson

Hay, I. (2010) *Qualitative research methods in human geography*. (3rd edition). Oxford: Oxford University Press.

Hennink, M. et al (2011) *Qualitative Research Methods*. London; Thousand Oaks, CA: SAGE

Kvale, S. (1996), *Interviews: An introduction to qualitative research interviewing*. London: Sage. Lindsay, J. (1997): *Techniques in Human Geography*, London: Routledge.

Mason J (2002) *Qualitative research*, London, Sage (2nd edition)

Parsons, Tony and Peter G. Knight (1995): *How to Do Your Dissertation in Geography and Related Disciplines*, London: Chapman & Hall.

Rogers, A., Vites, H., Goudie, A. (1992), *The student's companion to Geography*. Blackwell.

Turabian, Kate L. (1996): *A Manual for Writers of Term Papers, Theses, and Dissertations*, Chicago: University of Chicago Press.

Watson, George (1987): *Writing a Thesis – a Guide to Long Essays and Dissertations*, London: Longman.

Assessment: Research project (80%) and exercise (20%) in the ST.

GY307 Half Unit

Regional Economic Development

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Storper

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is

available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: In 2016, politics were shaped by regional development. In Britain, certain regions voted to leave the European Union and others (Greater London, Scotland) to stay. In the American presidential election in November 2016, 473 counties voted for the Democratic Party candidate and about 2600 counties voted for the Republican. However, the 473 counties contain more than 2/3 of the country's economic output, a majority of its population, produce almost all of its technological innovations, have higher personal incomes, and are responsible for most of the country's exports. This pattern has continued into the 2020s. This is because economic development is uneven across regions, within countries and at a wider global scale, between countries and continents. Over the past 40 years, in the current cycle of economic development that is defined by globalization and new technologies, these differences have become sharper, leading to more sharply divided politics in many countries. In many countries, a limited set of Superstar metropolitan areas has detached its economic performance from the rest of the national territory. If we bring this down to the personal level, where one lives matters for their opportunities, economic welfare and lifestyle. But places do not have a secure position in the world: they can go up or down the economic hierarchy and, with them, alter the opportunities or lack thereof for the people in them, as well as define opportunities or obstacles to migration. In cycles of about 40 years, the hierarchies of incomes among places can undergo significant change. Formerly prosperous places can decline; formerly less wealthy places can, under some conditions, develop, but only under the right conditions. Those that survive the cycles do so by changing their economic base and many other features of the local economy and society. With such change, the ways we live in places also evolves.

In 2009, the Nobel Prize in economics was awarded to Paul Krugman for founding what is now known as the "New Economic Geography." Since then, researchers have assembled a powerful, unified vision of what causes cities, metropolitan areas, regions, and countries in the world to develop in a geographically uneven manner. This vision brings together theories of the location of firms and households, trade, local labor markets, transport and trade costs, and local development policies/politics, into a unified whole.

There are challenges today for both the "473" counties and the other 2600. Roughly speaking, the 473 have to keep doing things that have made them prosperous, but this is a moving target as technologies change, and patterns of competition change at a local and global scale. Moreover, even prosperous city-regions have internal challenges, such as poor neighborhoods or unequal opportunities for their people. The less prosperous "2600" counties have different challenges: they have been largely bypassed by the positive dimensions of globalization and technological change. Yet regional policies in the US and other countries have not been very successful in helping them adjust to the current world.

In this course, we will learn the theories, analytical tools and data that explain these issues and frame the challenges for development of both prosperous and less prosperous regions.

Teaching: This course will be delivered through live, in-classroom lectures, which will also be recorded and posted online for further consultation.

This course is delivered through weekly seminars in Autumn Term where the teacher actively invites student participation in the form of questions and debates, in addition to taught classes that involve readings, problem sets, debates and discussions, on a weekly basis.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: A variety of exercises including problems, reading analyses, use of examples that complement theoretical articles and so on. We draw these up as close as possible to the term, or even during the term, in order to enhance the student experience by making the examples relevant and contemporary.

Indicative reading:

- Pierre-Philippe Combes, Thierry Mayer, Jacques-François Thisse, 2008, *Economic Geography: The Integration of Regions and Nations*, Princeton: Princeton University Press.
- Philip McCann, 2001, *Urban and Regional Economics*, Oxford University Press.
- Steven Brakman, Harry Garretsen, Charles van Marrewijk, 2001, *An Introduction to Geographical Economics: Trade, Location and Growth*. Cambridge.
- Storper, M, and Walker, R, 1989 *The Capitalist Imperative*, Oxford: Blackwell.
- Storper, M. 1997 *The Regional World*, London: Guilford.
- Storper, M. 2014. *Keys to the City*, Princeton: Princeton University Press.
- Storper, M. et al, 2015, *The Rise and Decline of Urban Economies*. Stanford: Stanford University Press.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The exam involves a combination of short responses (eg a paragraph or so); and essays. The essay questions consist of a list of essay questions that correspond to the topics covered in the lectures. These essays will be grouped into different sections on the exam, and students will choose one question from each group. There will be either two or three groups of questions from which students will select.

GY308 Half Unit Not available in 2024/25

The Economic Geography of Growth and Development

This information is for the 2024/25 session.

Teacher responsible: Prof Olmo Silva STC 5.06a

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will introduce students to the framework and tools used by economists to study the processes of growth and development, and analyse its determinants. After a short discussion of the basic modelling framework, the course will focus on empirical aspects. First, it will discuss the drawbacks and failures of simple models in which technological change fully determines the rate of growth of a country or region. Then it will present a set of enriching ingredients, which will allow for a better understanding of why different countries and regions around the world are characterised by different stages of development. The presentation of the material will be structured around four main blocks: Human Capital, Education and Growth; Trade and Globalization; the Role of Geography and History; and the New Institutional Paradigm. The course will close with a discussion of how the original framework worked out by economists back in '60s, coupled with new insights, provides a flexible tool to derive policy implications for growth and development.

Topics covered:

1. Stylized facts and a general economic framework for studying growth
2. Physical and human capital accumulation
3. Trade and globalization: their effects on growth and inequality
4. The Role of Geography and History
5. Institutions and growth

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to prepare for group discussion of some readings and hand in short essays. There is also a class debate (normally taking place after Reading Week during one of the students' assigned classes) where students are asked to work in small groups and deliver a presentation on an assigned debate topic.

Indicative reading:

- Mankiw, G. (1995): "The Growth of Nations", Brookings Papers on Economic Activity, vol. 1.
- Van Reenen, J. and B. Sianesi (2003): "The Returns to Education: A Review of the Empirical Macro-Literature", IFS Working Paper WP02/05 (appendix material is optional).
- Wolf, A. (2004): "Education and Economic Performance: Simplistic Theories and their Policy Consequences", Oxford Review of Economic Policy, vol. 20.
- Edwards, L. and R. Lawrence (2010): "US Trade and Wages: The Misleading Implications of Conventional Trade Theory", NBER Working Paper 16106.
- Frankel, J. and D. Romer (1999): "Does Trade Cause Growth?", American Economic Review, vol. 89.
- Krugman, P., Richard C. and T.N. Srinivasan (1995): "Growing World Trade: Causes and Consequences", Brookings Papers on Economic Activity, vol. 1 (excluding discussions).
- Autor, D., D. Dorn and G. Hanson (2012): "The China Syndrome: Local Labor Market Effects of Import Competition in the United States", NBER Working Paper 18054.
- Henderson, J. V., T. Squires, A. Storeygard, and D. Weil (2018): "The Global Distribution of Economic Activity: Nature, History and the Role of Trade", Quarterly Journal of Economics, vol. 133(1).
- Nunn, N. and D. Puga (2012): "Ruggedness: The Blessing of Bad Geography in Africa", Review of Economics and Statistics, vol. 94(1).
- Persson, T. and G. Tabellini (1994): "Is Inequality Harmful for Growth?", American Economic Review, vol. 84.
- Rodrik, D., A. Subramanian and F. Trebbi (2004): "Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development", Journal of Economic Growth, vol. 9.
- Tabellini, G. (2010): "Culture and Institutions: Economic Development in the Regions of Europe", Journal of the European Economics Association, vol. 8.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GY309 Half Unit Not available in 2024/25

The Political Geography of Development

This information is for the 2024/25 session.

Teacher responsible: Dr Camilla Royle

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course analyses the politics of contemporary development processes and the geopolitical interests that influence them. We will critically explore the assumption that peace leads to development and development leads to peace. The course considers development as both practical pursuit and as a series of discourses and representations. Topics addressed include: Critical Approaches to Development; Histories of Development and Geopolitics (Cold War through Neoliberal Contexts); 9/11 and the Security-Development Nexus; The Geopolitics of Climate Change; and New Geopolitical Landscapes (China and South-South Ties). The course will examine these themes using various case studies from the Global South and students are encouraged to develop their own research interests.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person

lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students will be expected to produce one formative essay plan in the Lent Term.

Indicative reading: A comprehensive reading list will be provided during the course. Recommended readings include:

- Chant, S.; McIlwaine, C., 2009. Geographies of Development in the 21st Century. Northampton, MA: Edward Elgar.
- Feldman, S.; Geisler, C.; and Menon, G., 2011. Accumulating Insecurity: Violence and Dispossession in the Making of Everyday Life. 160 Georgia: University of Georgia press.
- Flint, C, 2016, Introduction to Geopolitics, London and New York: Taylor and Francis.
- Gregory, D., 2004. The Colonial Present: Afghanistan, Palestine, and Iraq. Malden, MA: Blackwell.
- Kapoor, I., 2008. The Postcolonial Politics of Development. London: Routledge.
- Massaro, V.A.; Williams, J., 2013. Feminist Geopolitics. Geography Compass 7(8), pp. 567-577.
- Mercille, J., 2011. Violent narco-cartels or US hegemony? The political economy of the 'war on drugs' in Mexico. Third World Quarterly 32(9), pp.1637-1653.
- Onslow, S., 2009. Cold War in Southern Africa: White Power, Black Liberation. Oxon: Routledge.
- Power, M., 2018. Geopolitics and Development. London: Routledge.
- Said, E., 2003. Orientalism. UK: Penguin.
- Wright, M., 2011. Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-U.S. Border. Signs: Journal of Women in Culture and Society 36(3), pp. 707-731.

Assessment: Essay (100%, 3000 words) in the ST.

GY310 Half Unit

Urban Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Murray Low

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course covers theories and processes of contemporary urban development from a variety of perspectives – it aims to introduce students to key concepts in, and approaches to, politics in cities, as these have emerged and developed over time. Themes include, but are not limited to, political and economic power in cities, the role of 'elites', urban government finance, the politics of local economic development policy, the multidimensional role of culture in urban change, and the emergence of forms of urban governance. Case studies are largely drawn from cities in the United States and the United Kingdom, reflecting the development of core ideas in mainstream urban politics largely in these contexts.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: One essay plan due in the AT.

Indicative reading:

- David Harvey (2005) A Brief History of Neoliberalism.
- Robert Dahl (1961) Who Governs?

- Clarence Stone (1988) *Regime Politics*.
- Sharon Zukin (1995) *The Cultures of Cities*.

Assessment: Essay (100%, 3000 words) in the WT.

GY311 Half Unit

The Political Economy of Urbanisation

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course covers theories and processes of contemporary urban development from a critical political economy perspective, addressing urban problems and policy responses in our rapidly urbanizing world. The course examines what urbanisation means to the state, to (global/domestic) businesses, and ordinary citizens, focusing on a selected set of key themes that are pertinent to the understanding of urban injustice. Such themes may include, but not limited to, the understanding of the (social) production of unequal urban space, global circulations of urbanism, gentrification, displacement and dispossession. Case studies are largely drawn from a diverse range of cities across the world, providing opportunities for students to contest urban theories that have largely been rooted in the experiences of the advanced economies.

Teaching: 9 hours of lectures, 9 hours of seminars and 2 hours of workshops in the AT.

In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce one formative essay outline in the Autumn Term.

Indicative reading:

- Harvey, D. (1989) *The Urban Experience*. Johns Hopkins University Press;
- Chen, Y.-L. and Shin, H.B. (eds.) (2019) *Neoliberal Urbanism, Contested Cities and Housing in Asia*. The Contemporary City Series. Palgrave Macmillan;
- Labbé, D. (2014) *Land Politics and Livelihoods on the Margins of Hanoi, 1920-2010*. UBC Press;
- Lees, L., Shin, H.B. and López-Morales, E. (2016) *Planetary Gentrification*. Polity Press;
- Mathews, G. (2011) *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*, The University of Chicago Press;
- Park, B.-G. et al. (Eds.) (2012) *Locating Neoliberalism in East Asia*. Wiley-Blackwell;
- Shao, Q. (2013) *Shanghai Gone: Domicide and Defiance in a Chinese Megacity*. Rowman & Littlefield
- Wu, F. (2015) *Planning for Growth: Urban and Regional Planning in China*. Routledge;

Assessment: Coursework (100%, 3000 words) in the AT.

GY313 Half Unit

Firms and Economic Geography: Location, Technology and Innovation

This information is for the 2024/25 session.

Teacher responsible: Elena Renzullo

Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Sustainable Development with Economics and BSc in Environmental Policy with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have normally taken Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1 or EC1A3 or EC1A5) in combination with Macroeconomics I (EC1B1 or EC1B3 or EC1B5), and one or more of GY209, GY222, EC201, EC202, EC2A1, EC2A3 or EC2A5.

Course content: This course aims to develop theoretical and empirical understanding of spatial economic processes in order to study and evaluate a wide range of issues and policies. Particular emphasis will be put on regional economies, business and worker location decisions, focusing in particular on models of the location of economic and innovation activity with a particular emphasis on regional economies. We will analyse the New Economic Geography theories and the agglomeration of economic activity, with a particular focus on EU integration as a testing ground. We will also look at the global and local knowledge economy, focusing on core aspects of a society based on knowledge and technical progress and how this proceeds hand in hand with the enlargement of markets and the intensification of exchange. We will also explore the seeming contradiction that geographically localized knowledge may be increasingly significant just as so much of our world becomes more globalized.

Topics covered: 1. Core-periphery patterns and New Economic Geography theories

2. Formal tests of New Economic Geography models
3. Geographical clustering of firms
4. Spatial distribution of firms, skills and growth
5. Geographical clustering of innovative activities
6. Externalities: knowledge spillovers, networks and agglomeration
7. Relatedness, path dependency and resilience
8. Location strategies of multinational enterprises
9. The impact of foreign investment

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to prepare for group discussion of the main readings and hand in a short essay for formative assessment.

Indicative reading:

- Krugman P. (1991), "Geography and Trade" MIT Press, Cambridge (Mass.)
- Baldwin, R. and C. Wyplosz (2009), "Economics of European Integration", McGraw Hill, 3rd edition.
- Puga, D. (2002), "European Regional Policies in the Light of Recent Location Theories", *Journal of Economic Geography* 2(4), 372-406.
- Combes P. and Overman H.G. (2003), "The spatial distribution of economic activities in the EU", CEPR discussion paper 3999. Sections 1-3.
- Davis, D. and Weinstein, D. (2003), "Market access, economic geography and comparative advantage", *Journal of International Economics* 59(1): 1-23.
- Ellison G., Glaeser E., and Kerr W., (2010) "What Causes Industry Agglomeration? Evidence from Coagglomeration Patterns", *American Economic Review*, 100(3): 1195-1213.
- Moretti, E. (2004) Human capital externalities in cities. In:

- Handbook of Urban and Regional Economics, Volume 4.
- Carlino G., Kerr W.R. (2015), Chapter 6 - Agglomeration and Innovation, in Handbook of Regional and Urban Economics, Volume 5, Pages 349-404.
 - D'Este P., Guy F., and Iammarino S. (2012), "Shaping the formation of university-industry research collaborations: what type of proximity does really matter?", *Journal of Economic Geography*, 13, 537-558.
 - Neffke F., Henning M., and Boschma R. (2011), "How do regions diversify over time? Industry relatedness and the development of new growth paths in regions", *Economic Geography*, vol. 87(3), pp. 237-265.
 - Head, K., Mayer, T. (2004), "Market Potential and the Location of Japanese Investment in the European Union", *Review of Economics and Statistics*, 86 (4): 959-972.
 - Javorcik S. B., 2004, "Does Foreign Direct Investment Increase the Productivity of Domestic Firms? In Search of Spillovers Through Backward Linkages", *American Economic Review*, 94 605-627.

Assessment: Coursework (100%, 3000 words) in the WT.

GY314 Half Unit

The Economics of Housing Markets and Migration

This information is for the 2024/25 session.

Teacher responsible: Prof Olmo Silva CKK.4.30

Availability: This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Sustainable Development with Economics and BSc in Environmental Policy with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students should have normally taken Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1 or EC1A3 or EC1A5) in combination with Macroeconomics I (EC1B1 or EC1B3 or EC1B5), and one or more of GY209, GY210, GY222, EC201, EC202, EC2A1, EC2A3 or EC2A5.

Course content: The main aim of this course is to analyse how decisions made by individuals influence the distribution of economic activities across space. The lectures will focus on how people sort across areas; on how they express their demand and preferences for specific locations and spatial attributes; and on how individual decisions carry important implications for the urban/regional economies and their labour markets. The emphasis will be on quantitative aspects and the lectures will cover both economic theories and related empirical methodology/applications. The course will be split into two interrelated blocks. One will concentrate on residential markets and study decisions made by individuals in relation to tenure choice and demand for housing space. Some time will be devoted to analysing how these processes affect the neighbourhoods where individuals live in terms of social stratification and externalities. The other part of the course will analyse the dynamics of local labour markets, geographical mobility, national and international migration and their effects on the local economy.

Topics covered:

1. Housing markets: the own vs. rent decision
2. Housing markets: the elasticity of supply and demand of space
3. Housing markets: real estate cycles, price fluctuations and real estate trends after Covid19
4. Housing markets: hedonics to uncover "what people want"
5. Neighbourhood effects: do places matter?
6. The externalities of homeownership and the public policy debates
7. Mobility, migration and the spatial equilibrium framework
8. Local labour markets, spatial mismatch and the Work-From-Home (WFH) 'revolution'
9. The local economic effects of migration: labour markets

10. The local economic effects of migration: innovation and entrepreneurship

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across the Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to prepare for group discussion of some readings and hand in short essays and/or problem sets.

Indicative reading: Hilber, C. (2005): "Neighborhood Externality Risk and the Homeownership Status of Properties", *Journal of Urban Economics*, 57(2), 213-241.

Mayer, C. and T. Somerville (2000): "Residential Construction: Using the Urban Growth Model to Estimate Housing Supply", *Journal of Urban Economics* 48, 85-109.

Gibbons, S., S. Machin and O. Silva (2013): "Valuing School Quality Using Boundary Discontinuities", *Journal of Urban Economics*, 75(1), 15-28.

Gibbons, S., O. Silva and F. Weinhardt (2013): "Everybody Needs Good Neighbours? Evidence from Students' Outcomes in England", *Economic Journal*, 123, 831-874.

Bracke, P., C. Hilber and O. Silva (2017): "Mortgage Debt and Entrepreneurship", *Journal of Urban Economics*, 103(1), 52-66.

Hatton, T. (2005): "Explaining Trends in UK Immigration", *Journal of Population Economics*, 18, 719-740.

Card, D. (2005): "Is the New Immigration Really So Bad?", *Economic Journal*, F300-F323.

Hunt, J. and M. Gauthier-Loiselle (2010): "How Much Does Immigration Boost Innovation?" *American Economic Journal: Macroeconomics*, 2, 31-56.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GY315 Half Unit

Geographies of Race

This information is for the 2024/25 session.

Teacher responsible: Dr Austin Zeiderman CKK 3.10

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.

Course content: This course will critically analyze the intimate relationship between race and geography in the modern world. Through a range of historical and contemporary cases, it will examine how interconnected forms of racial and spatial difference are produced, reproduced, and transformed. Focusing on the material and cultural formation of racialized geographies, students will learn to recognize how racially inflected discourses and practices shape the production of space and how geographical location matters to racial classification, identification, and discrimination. The course will be organized around a series of archetypal spaces: for example, the body, the nation, the colony, the city, the home, the prison, the plantation, the border, the school, or the street. In each case, students will examine the confluence of race and space within broader themes, such as colonialism, capitalism, urbanization, globalization, environmentalism, migration, and incarceration. Since race often intersects with other forms of difference, students will also learn to interrogate the influence of gender, class, religion, nationality, and sexuality on the production of space and place. Texts from human geography (particularly Black geographies), critical race theory, colonial and postcolonial studies, history, sociology, and anthropology in addition to other media, such as film, literature,

journalism, and photography, will provide students with conceptual resources and methodological tools. The ultimate objective is to advance a comparative, critical analysis of the relationship between geography and race, past and present, and to explore the conditions of future possibility for anti-racism and spatial justice.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of lectures and classes in Autumn Term.

Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce one formative essay outline in the Autumn Term.

Indicative reading: A detailed reading list will be provided at the beginning of the course, including works such as:

- Stuart Hall, "Race, Articulation and Societies Structured in Dominance" (1980);
- Michael Omi and Howard Winant, "Racial Formation" (1986);
- Kimberlé Crenshaw, "Mapping the margins: Intersectionality, identity politics, and violence against women of color" (1991);
- Katherine McKittrick and Clyde Woods, *Black Geographies and the Politics of Place* (2007);
- Paul Gilroy, *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation* (1987);
- Edward Said, *Orientalism* (1978); Frantz Fanon, *The Wretched of the Earth* (1961);
- Cedric Robinson, *Black Marxism: The Making of the Black Radical Tradition* (1982);
- Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California" (2000);
- bell hooks, "Homeplace: A Site of Resistance" (1991);
- C. L. R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* (1938);
- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010);
- Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (2007);
- Paul Gilroy, *Black Atlantic: Modernity and Double Consciousness* (1993).

Assessment: Essay (100%, 3000 words) in the WT.

GY316 Half Unit

Gender, Space and Power

This information is for the 2024/25 session.

Teacher responsible: Dr Jessie Speer

Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Building on geographic approaches, this class will examine a range of spaces and processes through which gender is imagined and produced. These will include 1) empire and race; 2) nation and mobility; 3) city and property; 4) factory and labour; 5) market and consumption; 6) home and reproduction; 7) body and sexuality; 8) media and identity; and 9) nature and ecology. Through each topic, students will engage with feminist theory—as well as a range of contemporary case studies from across the globe—to better understand how power and resistance operate through the geographies of gender.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: The formative coursework will consist of a paper outline and bibliography due mid-term, through which students begin designing their final essays. This assignment will be marked with written feedback attached before the end of WT in order to help students prepare for the essay.

Indicative reading:

- Carney, J. A. (2002). Converting the wetlands, engendering the environment: The intersection of gender with agrarian change in Gambia. In *Liberation Ecologies* (pp. 177-199). Routledge.
- Gilmore, R. W. (1999) "You have dislodged a boulder": Mothers and prisoners in the post-Keynesian California landscape. *Transforming Anthropology*, 8(1/2), 12–38.
- Hays-Mitchell, M. (2002). Resisting austerity: A gendered perspective on neo-liberal restructuring in Peru. *Gender & Development*, 10(3), 71-81.
- Kobayashi, A. (1994) For the sake of the children: Japanese/Canadian workers/mothers. In A. Kobayashi (ed.), *Women, Work, and Place*. Montreal and Kingston: McGill–Queen's University Press.
- Livermon, X. (2014). Soweto nights: Making black queer space in post-apartheid South Africa. *Gender, Place & Culture*, 21(4), 508-525.
- Meth, P. (2009). Marginalised men's emotions: Politics and place. *Geoforum*, 40(5), 853-863.
- Mohammad, R. (2013). Making gender ma(r)king place: Youthful British Pakistani Muslim women's narratives of urban space. *Environment and Planning A*, 45(8), 1802-1822.
- Pulido, L. (2009). Immigration politics and motherhood. *Amerasia Journal*, 35(1), 168-178.
- Smith, S. (2012). Intimate geopolitics: Religion, marriage, and reproductive bodies in Leh, Ladakh. *Annals of the Association of American Geographers*, 102(6), 1511-1528.
- Wright, M. W. (2011). Necropolitics, narcopolitics, and femicide: Gendered violence on the Mexico-US border. *Signs: Journal of Women in Culture and Society*, 36(3), 707-731.

Assessment: Coursework (70%, 2500 words) in the ST. Group presentation (30%) in the WT.

GY317 Half Unit

Geographies of Urban Violence

This information is for the 2024/25 session.

Teacher responsible: Prof Gareth Jones CKK 3.21

Gareth A Jones, Professor of Urban Geography, Department of Geography & Environment

Availability: This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines the relationships between urban space and different forms of violence. Cities are often depicted as inherently, even naturally, violent spaces such that the urban condition is understood to generate, reproduce and transform violence, while for many people the urban experience is framed by living with possibilities of violence and the effectiveness of security measures. The course will analyze four main claims. First, the case for understanding violence as plural socio-spatial processes that produce urban spaces. Second, the case for urban processes such as planning, infrastructure interventions, and segregation producing violence. Third, the case for understanding how people's everyday lives are framed by violence and policy responses, and how these affect their relations with cities. Fourth, the case for cities as spaces for innovations in violence management and reduction. Students will be introduced to an interdisciplinary range of literatures plus materials from think-

tanks, film, and journalism, and if possible, engagement with civil society and policy-makers. The course aims to challenge the dominance of US and European focused research to understandings and policy prescriptions to violence in cities and draw from perspectives relevant to the Global South.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This course is delivered through a combination of lectures and classes, including walks, in Winter Term. Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 essay in the WT.

The formative essay is 1,000 word annotated bibliography on a theme relevant to your summative essay choice. The formative essay should assess a minimum of two texts with a short explanation of why these have been chosen and how they relate to each other. The annotated bibliography should summarise the key argument of each paper, critically consider the empirical or other evidence that supports this argument, address embedded assumptions and potential impacts for policy application if relevant.

Indicative reading: Alves, J.A. 2018. *The Anti-Black City: police terror and black urban life in Brazil*, University of Minnesota Press. Dikec, M. 2017. *Urban Rage: The Revolt of the Excluded*, Yale University Press.

Elfversson, E.; Gusic, I. & K. Höglund (eds) 2020. *The Spatiality of Violence in Post-war Cities*, Routledge.

Feltran, G. 2021. *The Entangled City: crime as urban fabric in Sao Paulo*, Manchester University Press.

Graham, S. 2010. *Cities under Siege: the new military urbanism*, Verso.

Hazen, J. & D. Rodgers (eds) 2014. *Global Gangs: street violence across the world*, University of Minnesota Press.

Jones, G.A. & D. Rodgers (eds) 2009. *Youth Violence in Latin America: Gangs and Juvenile Justice in Perspective*, Macmillan-Palgrave.

Kaldor, M. and S. Sassen (eds.) 2020. *Cities at War: Global Insecurity and Urban Resistance*, Columbia University Press.

Pavoni, A. & S. Tulumello 2020. What is urban violence? *Progress in Human Geography*, 44(1), 49–76.

Salahub, J.E. & M. Gottsbacher (eds) 2019. *Reducing Urban Violence in the Global South: Towards Safe and Inclusive Cities*, Routledge.

Assessment: Essay (100%, 3000 words) in the ST.

GY326 Half Unit

Sustainable Business and Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Richard Perkins

Availability: This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: This course seeks to explore and critically interrogate the governance of environmental sustainability by corporate and financial actors - commonly framed in terms of corporate social responsibility (CSR) and sustainable investment, respectively. Drawing on a range of theoretical ideas, the emphasis of the course is on providing students with an understanding of the motives, practices and outcomes of market actors' growing involvement in sustainability. Topics covered include business ethics, strategic CSR, net zero, ESG (environmental, social and governance) data/ratings, green bonds, and greenwashing.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/

seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through weekly 2.5-hour interactive seminars across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce a formative policy brief plan in the Autumn Term.

Indicative reading: Cato, M.S. (2022). *Sustainable Finance: Using the Power of Money to Change the World*. Berlin, Palgrave Macmillan/Springer Cham.

Martindale, W. (2023). *Responsible Investment: An Insider's Account of What's Working, What's Not and Where Next*. Cham: Palgrave Macmillan/Springer.

Rasche, A. et al. (eds.) (2023). *Corporate Sustainability: Managing Responsible Business in a Globalised World*. 2nd edition. Cambridge: Cambridge University Press.

Schoenmaker, D. and Schramade, W. (2018). *Principles of Sustainable Finance*. Oxford, Oxford University Press.

Assessment: Assignment (100%) in the AT.

The assignment will be a policy brief (3000 words).

GY327 Half Unit

Global Environmental Governance

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Mason

Availability: This course is compulsory on the BSc in Environment and Sustainable Development with Economics. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines the issues, actors and processes that shape environmental governance at the transnational and global scales. Introductory lectures on the global environmental policy process introduce different scholarly perspectives informing recent and current research: these approaches are referred to as subsequent lectures address particular actor groups, processes and issues. Students are encouraged to think critically about the ways in which the regulation of global environmental risk is framed and politically negotiated.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live lectures and other supplementary interactive live activities

This course is delivered through a combination of classes and lectures across Winter Term.

Students on this course will have a reading week in Winter Term Week 6.

Formative coursework: Students will be expected to produce a formative essay (1500 words) in the Winter Term.

Indicative reading:

- Betsill, M.M., Hochstetler, K. and Stevis, D. (eds.) (2014) *Advances in International Environmental Politics*, second edition, Basingstoke: Palgrave Macmillan.
- Biermann, F. (2014) *Earth System Governance: World Politics in the Anthropocene*, Cambridge, MA: MIT Press.
- Daoudy, M. (2020) *The Origins of the Syrian Conflict: Climate Change and Human Security*, Cambridge: Cambridge University Press.
- Fuentes-George, K. (2016) *Between Preservation and Exploitation: Transnational Advocacy Networks and Conservation in Developing Countries*, Cambridge, MIT: MIT Press.
- Gupta, A. and Mason, M. (2014) *Transparency in Global Environmental Governance: Critical Perspectives*, Cambridge, MA: MIT Press.

- O'Neill, K. (2017) *The Environment and International Relations*, second edition, Cambridge: Cambridge University Press.
- Park, S. and T. Kramarz (2019) *Global Environmental Governance and the Accountability Trap*, Cambridge, MA: MIT Press.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GY328 Half Unit

Political Ecology of Development

This information is for the 2024/25 session.

Teacher responsible: Dr Kasia Paprocki

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course explores the complex relationships between development, poverty and the environment. It covers a range of important natural resource and environmental issues, and provides students with the necessary tools to critically evaluate how these issues have been addressed by different stakeholders and at different levels of governance. Using concepts and analytical tools grounded in political ecology and critical development studies, the course examines several topics, including: the politics of sustainable development; environmental governance and tenure; and critical resource issues.

Teaching: This course involves one lecture period and one class period per week during Autumn Term. The lecturer will provide short "flipped classroom" recorded lecture content at the beginning of the week, and students will participate in discussions and other learning activities during the designated lecture period. Note that these lecture periods will not be recorded, so students will be expected to attend both lectures and weekly classes.

This course takes place in Autumn Term only. It includes a reading week in Week 6.

Formative coursework: Students will be expected to produce one formative essay plan in the Autumn Term.

Indicative reading: Li, T (2007) *The Will to Improve*, Durham: Duke University Press.

Robbins, P (2012) *Political Ecology: A Critical Introduction*, Oxford: Wiley-Blackwell.

West, P (2006) *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.

Curley, A (2021) "Resources is just another word for colonialism." In M. Himley, E. Havice, & G. Valdivia (Eds.), *The Routledge Handbook of Critical Resource Geography* (pp. 79-89). London: Routledge.

Sealey-Huggins, L. (2018) "The Climate Crisis is a Racist Crisis: Structural Racism, Inequality and Climate Change." In A. Johnson, R. Joseph-Salisbury, & B. Kamunge (Eds.), *The Fire Now: Anti-Racist Scholarship in Times of Explicit Racial Violence* (pp. 99-113). London: Zed Books.

Assessment: Essay (100%, 3000 words) in the AT.

GY329 Half Unit

Applied Economics of Environment and Development

This information is for the 2024/25 session.

Teacher responsible: Prof Charles Palmer

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics,

BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Applied Environmental Economics (GY222) and/or Intermediate Microeconomics (EC201 or EC202 or EC2A1 or EC2A3 or EC2A5)

Course content: This half-unit course explores the complex relationships between economic development, poverty and the environment. Over five, inter-related themes, GY329 covers a range of critical natural resource and environmental issues in low-and middle-income countries, that is, issues at the interface of environment and development. Using concepts and analytical tools grounded in applied economics, primarily environmental and development economics, the course begins with an examination of the relationship between poverty and environmental change related to resource use, and the role of population growth in this relationship (theme I). It then moves to a discussion of the design and implementation of policies to effect change in conservation and/or development outcomes, in weak institutional settings (theme II). A key institution is that of property rights, with common property playing an important role in resource management and conservation (theme III). Some key conservation and poverty alleviation efforts attempt to address market failures associated with the demand for, and supply of, food and energy (theme IV). While food and energy are typically supplied in rural settings, changes in the extent and composition of demand are associated with rapid urbanization, trade, and sectoral shifts in the economy (theme V).

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce a 'mock exam' essay during the Winter Term.

Indicative reading: There are no textbooks for this course. The reading list has been curated for the course, primarily readings from economics journals (general and field).

Assessment: Exam (100%, duration: 2 hours, reading time: 5 minutes) in the spring exam period.

Note this will be an invigilated e-exam.

GY331 Half Unit

Geographies of Global Migration

This information is for the 2024/25 session.

Teacher responsible: Prof Claire Mercer CKK.3.20

Professor Claire Mercer and Dr Romola Sanyal

Availability: This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.

Course content: **Section 1: Understanding global migration**

Section 2: Migration and development

Section 3: Migration and security

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce one piece of formative work in the Winter Term

Indicative reading: Andersson, R (2014) *Illegality Inc: Clandestine migration and the business of bordering Europe* Berkeley, University of California Press

Knott, K. and S. McLoughlin (eds) (2010) *Diasporas: concepts, intersections, identities*, Zed, London

Samers, M. (2010) *Migration*, Routledge, Oxford

Mercer, C., B. Page and M Evans (2008) *Development and the African diaspora: place and the politics of home*, Zed, London

Van Naerssen, T., E. Spaan and A. Zoomers (eds) (2011) *Global migration and development*, London, Routledge

Assessment: Exam (75%, duration: 2 hours) in the spring exam period.

Coursework (25%, 750 words) in the WT.

GY350

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Laura Antona

Availability: This course is compulsory on the BA in Geography. This course is available on the BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.

For students required to, or choosing to, submit an independent research project ('IRP') as part of a Bachelor's degree within the programmes' listed above.

Pre-requisites: GY245, GY246, GY247 or GY248 are a pre-requisite.

Course content: Students plan their own independent research project from start to finish on a geography topic of their choice. Carrying out the project generally includes reviewing the literature in their chosen topic area, formulating a viable and geography-relevant research question, analysing primary or secondary evidence or other material appropriate to the investigation (often a case study, data set, archival source, fieldwork observation, survey results or interviews, but also other material), and drafting the findings from their investigation into a final, polished submission. Students are expected to deal with the many procedural and analytical decisions that arise in independent research themselves, with guidance from Academic Advisers and others.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Autumn Term as well as methods surgeries through AT and WT

This course includes a reading week in Week 6 of Autumn and Week 6 of Winter Term.

Formative coursework: Students will be expected to report regularly to their Academic Adviser on the progress they are making on their dissertation, at least during regular termly Advisee meetings, if not more frequently. Students may also choose to arrange additional oversight and update arrangements with either their Academic Adviser or PhD Adviser.

Students are also required to deliver a presentation on their dissertation project during the WT.

Assessment: Research project (100%) in the ST.

Dissertations should not exceed 10,000 words, exclusive of appendices and other supportive material. Appendices may be used for supporting documentation and evidence, but not for discussion and analysis.

HY113

Empires and Resistance in Global History

This information is for the 2024/25 session.

Teacher responsible: Dr Jake Subryan Richards SAR 2.08

Availability: This course is available on the BA in Geography, BA in History, BA in Social Anthropology, BSc in Economic History and Geography, BSc in History and Politics, BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History, BSc in Politics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This module introduces students to the forces that made, upheld, and unmade empires in modern global history (c. 1780-present). The course approaches empires in a global historical perspective, looking at them as frameworks of power and resistance, and identifying connections and comparisons. Transformations in world order is a central concern.

The course begins with imperial expansion, resistance and independence movements during the global period of revolution and global war in the 1780s. It traces the growth and consolidation of formal and informal empire through conquest and trade in the nineteenth and twentieth centuries in Europe, Africa, Asia, the Caribbean, Latin America, and the Pacific, examining how changing conceptions of identity, race, nation, and belonging intersected with modes of political and economic power. The course also examines the impact of European imperial expansion on the empires of Asia and their transition from empire to nation-state in the international society of the nineteenth and twentieth centuries. Different imperial projects around the world faced challenges as different forms of resistance flourished, often through new networks of migration and communication. The course examines these different forms of resistance, including regional, national and transimperial, violent and nonviolent, reformist, cultural, economic, rights-based, and anti-imperial.

In the twentieth century, people in civil society and international organizations such as the League of Nations, United Nations, and international courts began to inquire into the legitimacy of empire. At the same time, neither the changing international political and legal order nor independence movements and different forms of resistance that accelerated after 1945 entirely dismantled the political or economic structures that empires had created over the previous centuries. Nor were the emancipatory claims and promises of reform and resistance entirely realized. The course thus ends by considering the continuities of empires in international history, through the prisms of environment, knowledge, liberty, and inequality. Across the entire period, resisters faced the challenge of defining programmes of political belonging and economic development that opposed particular empires, whilst often working within imperial boundaries and structures. Throughout the course, students engage with different historical scholarship and methodologies for defining empires and resistance in comparative and connective global frameworks. The course will offer introductory global historical studies of Africa, the Caribbean, Latin America, North America, Europe, the Middle East, the Pacific, South Asia, South East Asia, and East Asia.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: One formative essay in the Autumn Term. A formative exam in the Winter Term.

Indicative reading: Richard Graham, *Independence in Latin America: Contrasts & Comparisons*, 3rd ed. (University of Texas Press, 2013).

Malayna Raftopoulos (ed.), *Social-Environmental Conflicts, Extractivism and Human Rights in Latin America*, (Taylor & Francis, 2018).

Lauren Benton, *They Called it Peace. Worlds of Imperial Violence* (Princeton University Press, 2024)

Jane Burbank, Frederick Cooper, eds., *Post-Imperial Possibilities: Eurasia, Eurafrica, Afroasia* (Princeton, 2023)
 James Mark, Paul Betts (eds.), *Socialism Goes Global* (Oxford, 2024)
 Caroline Elkins, *Legacy of Violence: A History of the British Empire* (London, 2022)
 Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton, 2010)
 Priya Satia, *Time's Monster: History, Conscience and Britain's Empire* (London, 2020).
 Adom Getachew, *Worldmaking After Empire: the Rise and Fall of Self-Determination*. (Princeton, N.J., 2019).
 Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815, Anniversary Edition* (New York: Cambridge University Press, 2010)
 Charles Maier, *The Project States and its Rivals: A New History of the Twentieth and Twenty-First Centuries* (Cambridge: Harvard University Press, 2024)
Assessment: Exam (75%, duration: 3 hours) in the spring exam period.
 Class participation (25%) in the AT and WT.
 Participation (25% of total grade); in person open-book exam answering 2 questions in 3 hours (75%)

HY116

International Politics since 1914: Peace and War

This information is for the 2024/25 session.

Teacher responsible: Prof Steven Casey SAR 2.10

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History, BSc in Politics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course offers an overview of international politics since 1914, providing a factual grounding and surveying the main historiographical debates. Lectures and classes examine the origins, course, and aftermath of the First World War; the Great Depression, appeasement, the origins of the Second World War in East Asia and Europe; the course and aftermath of the Second World War and the global origins of the Cold War: and aspects of the Cold War world, including decolonization, European integration, the Arab-Israeli conflict, the 'American war' in Vietnam, and peaks and troughs of tension between the superpowers. The course also addresses the history of international organizations and of peace movements. It closes with the end of the Cold War and the origins of the Persian Gulf/Iraq wars of 1991 and 2003.

Teaching: 10 hours of lectures and 9 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures in the ST.

Lectures will be held in-person but also recorded and accessible online. There will be a reading week in the Autumn and the Winter terms.

Formative coursework: Students will be required to write three 2,000-word essays during the course of the year, two in the AT and one in the WT, from topics chosen from a past examination paper or designated in the course reading list. Essays do not form part of the final course assessment. However, they are required components of the course.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be found in the HY116 Moodle site. The following works offer useful background: students should consider reading one of them in advance:

- A. Best, J. Hanhimäki, J. Maiolo, K. E. Schulze, *International History of the Twentieth Century and Beyond* (2015);

- W R Keylor, *The Twentieth Century World and Beyond: an International History since 1900* (2011).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY118

Faith, Power and Revolution: Europe and the Wider World, c. 1500-c.1800

This information is for the 2024/25 session.

Teacher responsible: Dr Gagandeep Sood SAR 2.07

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Course content: In this course, students are introduced to the international history of the early modern period by studying the complex political, religious, military and economic relationships between Europe and the wider world. The period between 1500 and 1800 is a crucial period in international history. In political terms, it covers the rise of major dynastic states, with increasingly centralised institutions and concepts, such as absolutism, to promote the authority of the monarch, as well as the challenges to that authority and growing interest in political and social reform, culminating in the revolutions covered at the end of the course. Internationally, the period witnessed the gradual consolidation of leading European powers, as reflected in the Treaty of Westphalia (1648), with formerly peripheral states emerging to vie with older powers by the early eighteenth century. At the same time, the rise of major Islamic empires in Eurasia and the growing contact between Europe and the wider world give students important points of comparison between European and non-European regimes. The intellectual, religious and cultural developments of the period contextualise and rationalise the major political developments. The course discusses the influence of key movements, such as the Renaissance, the Scientific Revolution and the Enlightenment, which re-ignited an interest in the Classical past and fostered a culture of systemic enquiry into the natural world. Yet religion remained a vital component in the world-view of contemporaries, whether Christian, Muslim or Jewish. This worldview was subject to challenges throughout the period, as during the Reformation, and often sought to impose its own orthodoxy, whether through religiously-motivated conflicts or the persecution or conversion of certain groups. The course seeks to familiarise students with some of the most significant issues and current debates on these aspects of the period. While its scope is necessarily broad in nature, the course will help students to deal with the dynamics of continuity and change over a long stretch of time.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: One essay in the Autumn Term. One essay in the Winter Term. There may also be a mock exam in the Spring Term.

Indicative reading: Beat Kümin (ed.), *The Early Modern World*, 3rd Edition (2018) D208 E81

Charles Parker, *Global Interactions in the Early Modern Age, 1400–1800* (2010) HN13 P23

Euan Cameron (ed.), *Early Modern Europe: An Oxford History* (2001) D228 E11

Chris Cook and Philip Broadhead, *The Routledge Companion to Early Modern Europe, 1453-1763* (2006) D208 C77

Paul Kennedy, *The Rise and Fall of the Great Powers: Economic*

Change and Military Conflict from 1500-2000 (1989) D217 K31
Richard Bonney, *The European Dynastic States, 1494-1660* (1991) D228 B71

William Doyle, *The Old Order in Europe, 1660-1800* (1992) D273. A3 D75

John F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World* (2005) GF13 R51

Merry E. Weisner, *Christianity and Sexuality in the Early Modern World: Regulating Desire, Reforming Practice*, 2nd edition (2010) BT708 W65

Marshall Hodgson, *Rethinking World History: Essays on Europe, Islam and World History* (1993) D21.3 H69

Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids and Mughals* (2010) DS292 D13

Richard M. Eaton, *India in the Persianate Age, 1000–1765* (2019) DS452 E11

Jack Goldstone (ed.), *Revolution and Rebellion in the Early Modern World* (1991) D210 G62

K. N. Chaudhuri, *Asia before Europe: Economy and Civilisation of the Indian Ocean from the Rise of Islam to 1750* (1990) DS339 C49

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY120

Historical Approaches to the Modern World

This information is for the 2024/25 session.

Teacher responsible: Dr Ronald Po, SAR 2.18

Availability: This course is compulsory on the BA in History and BSc in International Relations and History. This course is available on the BSc in History and Politics and BSc in Politics and History. This course is not available as an outside option nor to General Course students.

Course content: This course provides a foundation to allow first-year historians to come to grips with the many ways in which historians pursue their craft. The year begins with a critical discussion of History as a discipline. We ask what history is, how it is approached, the methods historians use, and think about the different the archives and sources that they study. Having done so, we will explore the use of non-textual sources, which are often neglected. As we encounter these sources, and the methods used to engage with them, we will maintain a critical approach to the work historians do and the archives they use for their research. Next, we move on to approaches to and sub-fields within history. We will consider different case studies which use scalar and spatial approaches. In the second term, we will move on to explore cultural and social history as paradigms that have influenced historical research. Cultural history focusses on identities, subjectivities, representation, and ideas. Social history on the other hand foregrounds ordinary lives of marginalised figures, as well as the history of commodities and sport. Finally, we will turn to global, international, and transnational history and the opportunities that lie therein. We will conclude the year by considering the power relations that sustains our disciplines and the possibilities for change in the twenty-first century.

While exploring these themes, the course also introduces the key skills required of a historian: navigating a reading list; taking notes; composing reading summaries; identifying & using historiography; approaching essay questions; developing an argument; structuring essays; footnoting and evidence; and avoiding plagiarism. In the Winter Term, we will focus on how to develop a research project, choosing a set of research questions, an archive and a method and critically exploring them in an assessed essay.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

There will be a reading week in the week 6 of the Autumn and the Winter Terms.

Formative coursework: Students will be expected to produce 2 essays (each 1,500 words) and 5 short pieces of group coursework

across the AT and the WT.

Regular Moodle posts are a component of the coursework for this course.

Indicative reading:

- Bentley, Jerry H., 'Sea and Ocean Basins as Frameworks of Historical Analysis', *Geographical Review*, 89, 2 (1999): 215-24.
- Berger, Stefan, Heiko Feldner, Kevin Passmore (eds), *Writing History: Theory and Practice*, 2nd ed. (2010).
- Briggs, Laura, *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico* (2002)
- Burke, Peter, *What is Cultural History?*, 2nd ed. (2008).
- Cannadine, David, ed. *What Is History Now?* (2002)
- Clavin, P. and G. Sluga (eds), *Internationalisms: A Twentieth Century History* (2017).
- Conrad, Sebastian, *What is Global History?* (2016).
- Davis, Natalie Zemon, *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France* (1987).
- Dobson, Miriam, and Benjamin Ziemann (eds.), *Reading Primary Sources: the Interpretation of Texts from the Nineteenth to the Twentieth Century* (2009)
- Elmore, Bartow, *Citizen Coke: The Making of Coca-Cola Capitalism* (2014).
- Iggers, Georg, Supriya Mukherjee and Qingjia E. Wang, 'Historical Thought and Historiography: Current Trends', pp. 39-47 in Wright, James D. *International Encyclopedia of the Social & Behavioral Sciences* (2015) [doi.org/10.1016/B978-0-08-097086-8.62028-7] <http://www.sciencedirect.com/science/referenceworks/9780080970875>.
- Jordanova, Ludmila, *History in Practice*, 3rd edition (2017).
- Kelly, Marian Patrick, *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics* (2018).
- Lorenz, Chris, 'History: Theories and Methods', 131-37 in Wright, James D. *International Encyclopedia of the Social & Behavioral Sciences* (2015) [doi.org/10.1016/B978-0-08-097086-8.62142-6]
- Loughran, Tracey (ed.), *A Practical Guide to Studying History: Skills and Approaches* (2017).
- McCullagh, C Behan 'Historical Explanation, Theories of: Philosophical Aspects', 10-16, in Wright, James D. *International Encyclopedia of the Social & Behavioral Sciences* (2015) [/doi.org/10.1016/B978-0-08-097086-8.63087-8]
- McNeill, J. R., *The Great Acceleration: An Environmental History of the Anthropocene since 1945* (2015).
- Paine, Lincoln, *The Sea and Civilization: A Maritime History of the World* (2013).
- Presnell, Jenny (ed.), *The Information-Literate Historian: A Guide to Research for History Students*, 3rd ed. (2018).
- Putnam, Lara, *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age* (2013).
- Schlotterbeck, Marian, *Beyond the Vanguard: Everyday Revolutionaries in Allende's Chile* (2018).
- Sheehan, James, 'Political History: History of Politics', pp. 380-85 in Wright, James D. *International Encyclopedia of the Social & Behavioral Sciences* (2015)
- Stoler, Anne Laura, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (2010).
- Tosh, John, *Why History Matters* (2008).
- Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, 6th ed. (2015).
- Trouillot, Michel-Rolph, *Silencing the Past: Power and the Production of History*, 2nd ed. (2015).

Assessment: Essay (80%, 3500 words) in the ST.

Class participation (20%) in the AT and WT.

HY200

The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International

This information is for the 2024/25 session.

Teacher responsible: Dr Tim Hochstrasser SAR 2.14

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Human Rights are often assumed to have a precise twentieth-century origin in the 1948 Universal Declaration or in the succeeding decades of increasing activism. However, the history of human rights discourse and its practical impact emerged as only the latest stage of a sequence of intellectual debates and real-life struggles in specific historical settings over political, religious, economic rights, broadly defined. Different cultural milieus have produced a variety of contexts for working out tensions between claims by individuals or minorities for autonomy on the one hand and the rival demands of collective obligation and identity on the other.

This course will seek to explore an (inevitably selective) range of these historical contexts in order to demonstrate the continuity of perennial themes of conflict between the claims of individual actors and corporate institutions, whether states, churches, empires or other institutions, while also showing how and when key changes take place in the recognition of rights of political action, conscience, property ownership, gender identity and workers' rights etc. The growth of toleration and free speech, the abolition of slavery and torture, and the role of Declarations of Rights will all be examined, but less familiar subjects will also find their place. The contribution of the conceptual legacy and historical inspiration of Greece and Rome will be recognised as will the crucial role of the political thought of the High Middle Ages, and at the other end of the course specific connection will be made to the recent development of human rights organisations.

In each session a contrasted selection of contemporary writings will be studied to recover the intellectual framework of the discussion and the role of the dispositive political, social, and economic circumstances of the debate will also be considered.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in week 6 of the AT and the WT. Students will be expected to read essential primary and secondary material for each weekly meeting, to participate fully in class discussions and offer an assessed presentation. Both presentations and participation will form part of summative assessment.

Formative coursework: There will be two essays of 2,000 words to be submitted in the Autumn and the Winter Terms.

Indicative reading: Michael Barnett, *Empire of Humanity: A History of Humanitarianism* (Ithaca, 2011)

Akira Iriye, Petra Goedde and William Hitchcock (eds.), *The Human Rights Revolution: An International History* (Oxford, 2012)

R. Ishay, *The History of Human Rights*, (Berkeley, 2004)

Jenny S Martinez, *The Slave Trade and the Origins of International Human Rights Law* (New York, 2012)

Samuel Moyn, *The Last Utopia*, (Harvard, 2010)

Jack N Rakove, *Declaring Rights: a brief history with documents* (Boston, 1998)

Gary J Bass, *Freedom's Battle: the Origins of Humanitarian Intervention* (New York, 2008)

Richard A Bauman, *Human Rights in Ancient Rome* (New York, 2000)

Robin Blackburn, *American Crucible: Slavery, Emancipation, and Human Rights* (New York, 2011)

Elizabeth Borgwardt, *A New Deal for the World: America's Vision for Human Rights* (Cambridge Mass, 2006)

Christopher Leslie Brown, *Moral Capital: the Foundations of British Abolitionism*, (Chapel Hill, 2006)

Roland Burke, *Decolonization and the Evolution of International Human Rights* (Philadelphia, 2010)

Stefan-Ludwig Hoffmann (ed.) *Human Rights in the Twentieth Century* (Cambridge 2011)

Lynn Hunt, *Inventing Human Rights. A History*. (New York/London, 2007)

John Hutchinson, *Champions of Charity: War and the Rise of the Red Cross*, (Boulder, 1996)

Michael Ignatieff, *Human Rights as Politics and Idolatry* (Princeton, 2001)

Margaret E Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy networks in International Politics* (Ithaca, 1998)

Martti Koskenniemi *The Gentle Civiliser of Nations: the rise and fall of International Law, 1870-1960*, (Cambridge, 2002)

Pauline Maier, *American Scripture: Making the Declaration of Independence* (New York, 1997)

Johannes Morsink, *The Universal Declaration of Human Rights: origins, drafting, and intent* (Philadelphia, 1999)

Roger Normand and Sarah Zaidi, *Human Rights at the UN: the Political History of Universal Justice* (Bloomington, 2007)

Larry Siedentop, *Inventing the Individual. The Origins of Western Liberalism* (London, 2014)

AWB Simpson, *Human Rights and the End of Empire: Britain and the Genesis of the European Convention* (Oxford, 2001)

Dale Van Kley (ed.), *The French Idea of Freedom: The Old Regime and the Declaration of the Rights of 1789* (Stanford, 1994)

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Class participation (15%) and presentation (15%) in the AT and WT. Students MUST give a summative presentation in either the AT or the WT.

HY206

The International History of the Cold War, 1945-1989

This information is for the 2024/25 session.

Teacher responsible: Dr Aaron Clift

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The Cold War dominated the second half of the 20th century, but until recently we had only an imperfect sense of what it was all about. Historians wrote about it, of necessity, from within the event they were seeking to describe, so that there was no way to know its outcome. And because only a few Western countries had begun to open their archives, these accounts could only reflect one side of the story. Cold War history, hence, was not normal history: It was both asymmetrical and incomplete. The end of the Cold War and the subsequent partial opening of Soviet, Eastern European, and Chinese archives have revolutionised the field. Everything we thought we knew is up for reconsideration, whether because of the new documents available to us, or as a consequence of being able to reflect on how it all came out in new ways - given that the historical discipline has evolved methodologically as well.

The course will provide an introduction to key topics in the new, international history of the Cold War. The selected topics vary from the study of specific Cold War crises to the exploration of broader themes such as the roles of ideology and technology.

Course objectives: (i) To equip students with comprehensive knowledge of the international politics of the Cold War; (ii) To offer a firm basis for more advanced historical work in this area; (iii) To

provide some of the factual grounding and conceptual apparatus necessary to understand the contemporary world.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

Students are expected to keep up with readings for weekly meetings, and to participate in the class discussions.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Barrass, G, *The Great Cold War* (2009); Gaddis, J L, *The Cold War: A New History*; Hanhimäki, J & Westad, O A, *The Cold War: A History in Documents and Eyewitness Accounts*; Leffler, M P, *For the Soul of Mankind* (2007); Leffler, M P & Painter, D, *Origins of the Cold War* (2005); Reynolds, D, *One World Divisible: A Global History since 1945* (2001); Sarotte, M, 1989 (2009); Westad, O A, *Reviewing the Cold War: Approaches, Interpretations, Theory* (2000); Westad, O A, *The Global Cold War* (2005);

Assessment: Essay (35%, 3500 words) in the WT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the AT and WT.

HY221

The History of the Russian Empire, 1676-1825

This information is for the 2024/25 session.

Teacher responsible: Dr Paul Keenan SAR 2.13

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years, General Course students and as an outside option where regulations, timetabling constraints and teaching capacity permit.

Course content: The course provides an introduction to the history of the Russian empire from the latter half of the seventeenth century to the death of Alexander I in 1825. This period is commonly considered to be transformational in terms of Russia's development, both domestically and internationally. Successive Russian rulers throughout this period attempted to overcome the traditional weaknesses of the Russian state (with varying degrees of success) in what some historians have described as a process of 'modernisation'. Yet the narrative of autocratic rule and centralising reforms masks a complex series of relationships and negotiations at work between the ruler, their attendant elite, the powerful influence of the Orthodox Church, the apparatus of the Russian state, and the various groups across Russian society. The complexity of these interactions was magnified as the Russian empire annexed neighbouring territories, with their own institutions and traditions, including Ukraine, Siberia, Poland, and Finland. This ambitious and aggressive imperial expansion helped to establish Russia as one of Europe's 'Great Powers' by the end of this period, playing a key role in the defeat of Napoleon Bonaparte and establishing the post-war settlement in Europe after 1815, but this was achieved at a very significant cost. The Decembrist Revolt, which followed Alexander I's death in 1825, arose from critical questions amongst a disaffected imperial elite about the nature and direction of Russia's development over the preceding century, thereby providing a useful conclusion for the course.

While the course is organised in a broadly chronological fashion, there are several major themes that are addressed throughout the period. They include: the nature and extent of autocratic rule in Russia; the role and influence of the Orthodox Church; the significance of serfdom for Russia's economic, institutional and legal development; the aims and outcomes of major reform projects under successive Russian rulers; the impact and influence of European ideas (such as the Enlightenment) in Russia; the multi-ethnic nature of the Russian empire; resistance and

accommodation in the Russian imperial context.

Teaching: 10 hours of lectures and 10 hours of classes in the Autumn Term. 10 hours of lectures and 10 hours of classes in the Winter Term. 1 hour of lectures in the Spring Term.

There will be a reading week in the Autumn and the Winter terms.

Formative coursework: Students will be required to write three essays, one of which will be done under examination conditions.

Indicative reading: A full reading list will be provided at the start of the course. Useful introductory works include: E. Kimerling-Wirschafter, *Russia's Age of Serfdom*; N. S. Kollman, *The Russian Empire, 1450-1801*; J. Hartley, *A Social History of the Russian Empire 1650-1825*; S. Dixon, *The Modernisation of Russia: 1676-1825*; M. Raeff, *Understanding Imperial Russia: State and Society in the Old Regime*; J. Billington, *The Icon and the Axe: An Interpretive History of Russian Culture*; A. Kahan, *The Plow, the Hammer and the Knout: An Economic History of 18th-Century Russia*; P. Dukes, *The Making of Russian Absolutism, 1613-1801*; D. Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*.

Assessment: Exam (65%, duration: 2 hours) in the spring exam period.

Presentation (20%) and class participation (15%) in the AT and WT.

HY226

The Greater War c. 1912-1923

This information is for the 2024/25 session.

Teacher responsible: Dr Alex Mayhew SAR M.11

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years where regulations permit.

Course content: Historian Jörn Leonhard has described the First World War as the 'elemental crisis' of the twentieth century. On this module, we will trace the crises that precipitated the conflict, underpinned its events, and spiralled in its aftermath. Significantly, scholars now agree that the war can only truly be understood by adopting a global (and comparative) lens. This is, therefore, going to be a global (and comparative) history of the conflict; one that analyses its military, diplomatic, political, economic, social, and cultural features. Amongst other things, we will investigate the origins and outbreak of the war; the military campaigning on the European and extra-European fronts; the war at sea and in the air; the intervention of neutral powers; the belligerents' home fronts; the war's economic and social effects; the experience of combat; the road to the Armistice; the global pandemic of 1918-19; and the struggles of peace making. Fundamentally, though, this is a course about how individuals and social groups made sense of the Great War as it raged and after it ended.

Teaching: 10 x 1-hour lectures and 10 x 1-hour classes in the Autumn Term; 10 x 1-hour lectures and 10 x 1-hour classes in the Winter Term; 1 x 1-hour revision lecture in the Spring Term. There will be a reading week in the Autumn and the Winter terms.

Formative coursework: One 2000-word essay in the AT and one 2000-word essay in the WT. An exam preparation workshop will be offered as part of exam revision arrangements.

Indicative reading: Holger Afflerbach, *On a Knife Edge: How Germany Lost the First World War* (Cambridge: Cambridge University Press, 2022); Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914* (London: Penguin, 2013); Robert Gerwath and Erez Manela (eds.), *Empires at War, 1911-1923* (Oxford: Oxford University Press, 2015); Robert Gerwath and John Horne, *War in Peace: Paramilitary Violence in Europe after the Great War* (Oxford: Oxford University Press, 2013); Susan Grayzel and Tammy Proctor, *Gender and the Great War* (Oxford: Oxford University Press, 2017); Alan Kramer, *Dynamic of Destruction, Culture and Mass Killing in the First World War* (Oxford: Oxford

University Press, 2007); Anna Maguire, *Contact Zones of the First World War: Cultural Encounters across the British Empire* (Cambridge: Cambridge University Press, 2021); David Stevenson, *1914-1918: The History of the First World War* (London: Penguin, 2004); Hew Strachan (ed), *The Oxford Illustrated History of the First World War* (Oxford: Oxford University Press, 1998); Alexander Watson, *Ring of Steel: Germany and Austria-Hungary in World War I* (London: Penguin, 2014); Jay Winter (ed.), *The Cambridge History of the First World War*, 3 vols. (Cambridge: Cambridge University Press, 2014).

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (35%, 3000 words) in the WT.

Class participation (15%) in the AT and WT.

HY235

Modernity and the State in East Asia: China, Japan and Korea since 1840

This information is for the 2024/25 session.

Teacher responsible: Dr Jose Canton-Alvarez SAR 2.18

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years where regulations permit.

Course content: The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s. The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s. It begins by looking at the impact of the arrival of Western imperialism in the mid-nineteenth century and the respective approaches taken by Japan, Korea and China in response to this encroachment. For Japan, it covers the rise of the Meiji state, the beginnings of constitutional government and the development of Japanese imperialism. This naturally is linked with the study of Korea's failed efforts to maintain its independence; in regard to China it deals with the attempts by the Qing state to introduce reforms and the final collapse of Imperial China. It then deals with the difficulties provoked by modernization and nationalism in the first-half of the twentieth century, taking in the rise and fall of Taisho democracy and the drift towards fascism in Japan and the Guomindang's revolution and state-building and the birth of the Chinese Communist Party in China. The course then concentrates on the aftermath of the Second World War for East Asia, studying the Chinese Civil War and the emergence of the People's Republic, the course and legacy of the US occupation of Japan and the formation of the two Koreas. The last part of the course covers the development of the People's Republic under Mao and Deng, the rise of Japan as an economic superpower and the emergence of South Korea and Taiwan as economic powers.

Teaching: 10 hours of lectures and 9 hours of classes in the AT. 9 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: Students will be required to submit two 3000-word essays in all and to sit a mock exam.

Indicative reading: A detailed reading list will be issued at the start of the course, but the following survey texts are essential: W G Beasley, *The Rise of Modern Japan*; P Duus (Ed), *The Cambridge History of Japan: The Twentieth Century*; L Eastman (Ed), *The Nationalist Era in China, 1927-1949*; J L McLain, *Japan: A Modern History*; R MacFarquhar (Ed), *The Politics of China, 1949-1989*; A Buzo, *The Making of Modern Korea*; J Spence, *The Search for*

Modern China.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY239

People, Power and Protest in Latin America, c.1895 to the present day

This information is for the 2024/25 session.

Teacher responsible: Dr Tanya Harmer SAR M.11

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: HY239 is designed to provide students with an introduction to the history of Latin America from the late nineteenth century to the present day. Its focus is predominantly on Latin Americans and what happened within the region. However, the course will also explore Latin Americans' interaction with the wider world, including their pivotal and expanding relationship with the United States during the twentieth century. Major themes covered on the course include identity, citizenship and nationalism; neo-colonialism and anti-imperialism; state-building and concepts of "development"; revolution and resistance; dictatorship and violence; democratization and the struggle for social justice. Among more specific topics covered in lectures and seminars are Cuba's War of Independence; the Mexican Revolution; migration and workers' movements; the Guatemalan Revolution and the US-sponsored 1954 coup against Jacobo Arbenz's government; the Cuban Revolution; the Catholic Church and Liberation Theology; Allende's Chile and the 1973 Chilean coup; military dictatorship in the Southern Cone and resistance; solidarity networks and Human Rights; Central American revolutionary movements and conflict; democratization and peace; transitional justice and memory wars; the rise and fall of Latin America's Pink Tide; neoliberalism; extractivism and the environment; migration; and the struggle for indigenous and LGBTQ+ rights. In addressing these themes and topics, we will be paying particular attention to histories of race, class and gender with students encouraged to consider how different Latin Americans experienced and influenced the course of history in the region.

Teaching: 4 hours of lectures and 16 hours of classes in the Autumn Term. 4 hours of lectures and 16 hours of classes in the Winter Term. One-hour revision lecture at the end of the Winter Term. There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: Students will be required to do one presentation, write one 2,000-word essay and one 1,000-1,500-word book review, which they will present to class. These assignments will not form part of the final assessment but they are a required component of the course.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture and will also be available on Moodle and in the departmental public folders. However, the following works are useful introductions for the course:

- Appelbaum, Macpherson and Roseblatt (eds), *Race and Nation in Modern Latin America*;
- Brown, *From Frontiers to Football: An Alternative History of Latin America since 1800*;
- Burgos-Debray, (ed.), *I, Rigoberta Menchú: An Indian Woman in Guatemala*;
- Chase, *Revolution within the Revolution: Women and Gender Politics in Cuba, 1952-1962*;
- Dinges, *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents*;
- Drinot (ed), *Che's Travels: The Making of a Revolutionary in 1950s*

Latin America;
 Gibbings, *Our Time is Now: Race in Postcolonial Guatemala*
 Lasso, *Erased: The Lost Towns of the Panama Canal: A Forgotten Story of Tropical Modernity*
 Meade, *A History of Modern Latin America: 1800 to the Present*
 Moya, *The Oxford Handbook of Latin American History*;
 Pensando, *Rebel Mexico: Student Unrest and Authoritarian Political Culture in the Long Sixties*
 Putnam, *The Company They Kept: Migrants and Politics of Gender in Caribbean Costa Rica, 1870-1960*
 Riofrancos, *Resource Radicals: From Petro-Nationalism to post-Extractivism in Ecuador (2020)*
 Skidmore and Smith, *Modern Latin America*;
 Williamson, *The Penguin History of Latin America*
Assessment: Essay (35%, 3000 words) in the WT.
 Take-home assessment (50%) in the ST.
 Class participation (15%) in the AT and WT.

HY240

From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day

This information is for the 2024/25 session.

Teacher responsible: Dr Rishika Yadav SAR G.02

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in Economic History and Geography, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The study of Empire has always been political. But with support for Brexit partly explained by pundits as imperial nostalgia, and the sweeping rise of the global Black Lives Matter movement, the imperative and importance of studying the British Empire and its legacy has gone stratospheric. This course will bring you back down to earth. It offers a unique and scholarly history of the complexity of the British Empire through its origins, rise, fall and legacy. No subject is off limit. Its primary focus is on understanding the experience of and the reasons for these processes including controversies and catastrophes. It includes histories of black women and men in Britain and the experience of what it was like being from the Empire and living in Britain. Many of the case studies are Africa focused. It is based on the premise that to understand the significant impact of Britain's empire and imperial experience you need to know your C19th. Within the context of Britain's wider political, social and cultural history, the course will examine from the late 1700s the following: the origins of the second empire; explorers; liberalism and racism; the expansion of colonies of white settlement; the role of missionaries; the scramble for Africa; the Victorians and popular imperialism; the contribution of empire to the First and Second World Wars; fast exit strategies; violent decolonisation; race and immigration; post-colonial dictators and the legacy of white settlers. Case studies include Britain and Zimbabwe; Idi Amin and Uganda; the Mau Mau insurgency in Kenya; plus British rule in Somaliland and the fallout of the Somali civil war. The thread of racism, the imperialism of industrial capitalism and the role of key individuals are recurring themes. This was an empire that I believe was uniquely polyphonic, ideological and Victorian, pushed along from above and pulled down from below.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures in the ST.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

A mock exam may also be offered.

Indicative reading: C19th: Padraic Scanlan, *Slave Empire: How Slavery Made Modern Britain* (2020); Benjamin Bowser and Aime Charles-Nicholas, *The Psychological Legacy of Slavery: Essays in Trauma, Healing and the Living Past* (2021) esp chs 7 & 8; Hazel V Carby, *Imperial Intimacies: A Tale of Two Islands* (Verso 2019); David Olusoga, *Black and British: A forgotten History* (2016); John Darwin, *The British Empire Project: The Rise and Fall of the British World System, 1830-1970* (2010); Ronald Hyam, *Understanding the British Empire* (2010); John Newsinger, *The blood never dried: A people's history of the British Empire* (Bookmark Publications 2006); Bill Schwarz, *The White Man's World: Memories of Empire* (2012); Shashi Tharoor, *Inglorious Empire: What the British Did to India* (Penguin, 2018); P D Morgan; S Hawkins (ed) *The Black Experience and the Empire* (OUP, 2004); Ashley Jackson & David Tomkins, *Illustrating Empire: A Visual History of British Imperialism* (2011); James Belich, *The Settler Revolution and the Rise of the Anglo-world* (OUP, 2011); Christian Høgsbjerg, Robert Hughes, *Fatal Shore: History of the Transportation of Convicts to Australia, 1787-1868* (Vintage Books, 2003); Gareth Atkins, Shinjini Das & Brian Murray, *The Bible, Race and Empire in the Long C19th* (2020); Berny Sèbe, Bertrand Taithe, Peter Yeandle Max Jones (eds) *Decolonising Imperial Heroes* (2018); Mary Kingsley, *Travels in West Africa* (National Geographic adventure classics, 2002 edn) J G Farrell, *The Siege of Krishapur 1857* (Pheonix Paperback, 2002 edn)
 C20th: Priyamvada Gopal, *Insurgent Empire: Anticolonial Resistance and British Dissent* (2020); Scott Ellsworth, *The World Beneath Their Feet: the race to conquer the Himalayas* (John Murray 2020); Ronald Hyam, *Britain's Declining Empire* (2014); Prasenjit Duara (ed) *Decolonization: Perspectives from then and now* (2004); Peter Clarke, *Hope and Glory: Britain 1900-2000* (CUP, 2004); C. L. R. James in *Imperial Britain*, (2014); Jomo Kenyatta, *Facing Mount Kenya* (Heinemann African Writers Series, 1979 edn); David Anderson, *History of the Hanged* (2005); George Laming, *Castle of my skin* (Penguin Modern Classic, 2017edn); Chimamanda Ngozi Adichie, *Half of a Yellow Sun* (2017); Petina Gappah, *An Elegy for Easterly & The Book of Memory*; Simon Winchester, *Outposts: Journeys to the Surviving Relics of the British Empire*, (Penguin, 2002 edn); Jane Gourdam, *Old Filth (Failed in London, try Hong Kong)* (Hachette Digital, 2014 edn); Nadifa Mohamed, *The Orchard of the Lost Souls* (2016) *The Fortune Men* (2021); Joanna Lewis, *Women of the Somali Diaspora* (2021); Lipika Pelman: *Passing: An Alternative History of Identity* (2021); Hazel V Carby, *Imperial Intimacies: A Tale of Two Islands* (2019); Mark Leopold, *Amin* (2021).
Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY241

What is History? Methods and Debates

This information is for the 2024/25 session.

Teacher responsible: Dr Tim Hochstrasser SAR 2.14

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

General Course students must seek prior permission from the teacher responsible to take this course. Permission will only be given for students with previous study experience in History.

Course content: What is history? How and for what purposes do we study the past? What kinds of debates and controversies result from historical study? The purpose of this course is to provide undergraduate students with an introduction to these important issues. We will discuss the history of history from ancient times to the present and how it has changed as an intellectual pursuit over the years. We will think about different types of history – for

example, international history, intellectual history, social history, economic history, cultural history or the history of religion – and we will discern their different concerns and priorities. We will analyse some of the most important themes in modern historical study: empires and colonialism, war and conflict, nationalism. We will outline different ideological frameworks for conducting historical research, for example Marxism, postmodernism, and gender studies. We will debate some of the key philosophical questions surrounding historical research: for example, how historians determine facts, and whether or not historical study can ever be truly objective? Finally, we will look at different ways of presenting the past, from traditional history books to museums and TV history.

This course also offers an opportunity for students who have taken Hy120 in their first year to take a deeper dive into the history, philosophy, methods, and genres of History. About half of the topics in Hy241 are different entirely from Hy120, and when the broad topics coincide then the questions asked, and readings set, diverge.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 1 hour of seminars in the ST.

The first hour in each of the seminar sessions will be delivered as a lecture.

There will be a reading week in the Autumn and the Winter terms.

Formative coursework: Students will be expected to produce one formative essay in the AT and one formative essay in the WT (2000 words).

Indicative reading: A full reading list will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, *Writing History*; D Cannadine (Ed), *What is History now?*; L Jordanova, *History in Practice*; R Evans, *In Defence of History*; J Tosh, *The Pursuit of the Past*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*; T. Garton Ash, *The File*.

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Class participation (15%) and presentation (15%) in the AT and WT. Students MUST give a summative presentation in either the AT or the WT.

The class participation will be graded and averaged across the AT and the WT.

HY242

The Soviet Union: Domestic, International and Intellectual History

This information is for the 2024/25 session.

Teacher responsible: Prof Vladislav Zubok SAR 3.13

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course will cover the history of the Soviet Union, from its inception as a combination of the Russian Revolution and a Bolshevik dictatorship, through the Stalinist terror and World War II, its role as an international centre of the 'socialist camp' during the Cold War, to the fumbling search for "socialism with a human face" that ended in the epic failure of Gorbachev's reforms and the sudden demise of the Soviet system and state. Rather than dealing separately with power politics, social history, wars, international relations, and intellectual/cultural developments, this course connects these threads into one narrative by focusing on major issues that delineate the place of the Soviet Union in modern history. The course takes advantage of the extraordinary wealth of new sources and interpretations produced by last decades of scholarship. Putin's war in Ukraine

brought some of them into focus and challenged the others. The following questions will be examined during this course. Was the Soviet Union a continuation or rejection of its Russian imperial heritage? What were the sources of Soviet mode of modernization and expansionism? Why did "the Great Patriotic War" against the Nazis become a centerpiece of Soviet identity? How did the outside world affect Soviet domestic evolution? Why it was so hard for the Soviet state and society to overcome Stalinist legacy? The course provides an essential background for understanding of Russia's imperialism, militancy, and illiberalism today.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: Students will be required to write two 2,000-word essays (one in the AT and one in the WT) and make two class presentations (one in the AT and one in the WT).

Indicative reading: Laura Engelstein, *Russia in flames: war, revolution, civil war, 1914-1921* (Oxford University Press, 2018); Terry D. Martin, *The affirmative action empire: nations and nationalism in the Soviet Union 1923-1939* (Ithaca: Cornell University Press, 2001); Jochen Hellbeck, *Revolution on my mind. Writing a Diary under Stalin* (Cambridge, MA: Harvard University Press, 2006); Catherine Merridale, *Ivan's War. Life and Death in the Red Army, 1939-1945* (Picador, 2007); Elena Zubkova, *Russia After the War : Hopes, Illusions, and Disappointments, 1945-1957* (E.M.Sharp, 1998); Geoffrey Hosking, *Rulers and Victims: Russians in the Soviet Union* (Belknap, 2006); Yuri Slezkine, *The Jewish Century* (Princeton, 2006); relevant chapters on the Soviet Union and Soviet foreign policy from Melvyn Leffler and Arne Westad, eds, *The Cambridge History of the Cold War* (2010), vols. 1-3; Vladislav Zubok, *Zhivago's Children: The Last Russian Intelligentsia* (Belknap, 2009); William Taubman, *Khrushchev. The Man and His Era* (W.W.Norton, 2003); Alexei Yurchak, *Everything Was Forever, Until It Was No More. The Last Soviet Generation* (Princeton, 2005); Vladislav Zubok, *Collapse. The Fall of the Soviet Union* (Yale, 2021).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY243

Islamic Empires, 1400 - 1800

This information is for the 2024/25 session.

Teacher responsible: Dr Gagandeep S. Sood. SAR 2.07

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in Economic History and Geography, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Following the great upheavals wrought by the Mongols in the thirteenth and fourteenth centuries, there emerged the Ottoman, Safavid and Mughal dynasties in the Near East, Iran and India. The 'Islamic' empires they founded would go on to rank among the wealthiest and most powerful regimes of the early modern world. Supported by an array of provincial and local elites, they were at the zenith of their power in the sixteenth and seventeenth centuries, spanning a region that extended from the Mediterranean to the Bay of Bengal, from the Yemen to the Crimea. Their populations were producers, consumers, importers and exporters of goods crucial for global trade; their location accorded them a vital role in the flow of ideas and information; there was a remarkable flowering of the arts in the period; and conversion to the region's dominant religion, Islam, continued apace, breaching new frontiers. By the eighteenth century, however, the empires had been reduced to a shadow of their former selves, with power monopolised by a kaleidoscope of smaller regimes vying with each other for supremacy. This struggle paved the way for the region's later subordination to Europe's global empires, and the emergence

of today's Middle East and South Asia.

This course will examine the Ottoman, Safavid and Mughal regimes, and the larger world to which they belonged, from their formation in the fifteenth and early sixteenth centuries to the 'unscripted possibilities' of the eighteenth century. We will study the ways in which temporal power was institutionalised; the patterns of daily life in urban and rural settings, as well as on the frontier; Islam in theory and in practice, and its relationship to the region's other major religious traditions; diplomacy within and without the region; the prevailing techniques and technologies of warfare; inherited and collective knowledge of other lands, near and far; the everyday movement of people, goods and news; the signal achievements in the literary, visual and architectural realms; material changes to the region's societies and economies; early modern millenarianism, fundamentalism and reformism; the eighteenth-century demise of the Islamic empires; and the concomitant rise of successor regimes which shaped the paths to modernity embarked upon within the region.

Teaching: 10 hours of lectures and 9 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 2 hours of classes in the ST.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

As no prior knowledge is either assumed or required, it is essential for students to attend the lectures, do the weekly readings and assignments, and actively engage in class discussions. The core topics will be introduced in the lectures. These will be reinforced and elaborated in class discussions.

Formative coursework: Students are expected to submit two 2000-word essays (one in the AT, one in the WT), give an oral presentation in class, and take an optional 1-hour mock exam in the ST.

Indicative reading: Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (2004)
 Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids and Mughals* (2010)
 Richard M. Eaton, *India in the Persianate Age, 1000-1765* (2019)
 Joseph F. Fletcher, 'Integrative history: Parallels and interconnections in the early modern period, 1500-1800', *Journal of Turkish Studies* 9 (1985), 37-57
 Colin Imber, *The Ottoman Empire, 1300-1650: The Structure of Power* (2nd edn, 2009)
 Ira M. Lapidus, 'State and religion in Islamic societies', *Past & Present* 151 (1996), 3-27
 Rudi P. Matthee, *Persia in Crisis: Safavid Decline and the Fall of Isfahan* (2012)
 Donald Quataert, *The Ottoman Empire, 1700-1922* (2005)
 David Morgan, *Medieval Persia, 1040-1797* (1988)
 John F. Richards, *The Mughal Empire* (1993)
 Francis Robinson, 'Ottomans-Safavids-Mughals: Shared knowledge and connective systems', *Journal of Islamic Studies* 8:2 (1997), 151-184
 Gagandeep S. Sood, *India and the Islamic Heartlands: An Eighteenth-Century World of Circulation and Exchange* (2016)
Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY245

The United States and the World since 1776

This information is for the 2024/25 session.

Teacher responsible: Dr Elizabeth Ingleson SAR 2.06

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: This course explores how the United States has

engaged with the world since 1776. After gaining independence from Britain, the United States looked westward, expanding its territory through indigenous dispossession and a pursuit of hemispheric dominance. By the end of the nineteenth century, the United States held overseas colonies. Soon thereafter, it became involved in one, and then a second, world war followed shortly by the Cold War and more recently the "forever wars." Together we will think broadly about who has been involved in shaping U.S. foreign relations with the world. We will explore decisions made by diplomats and policymakers in Washington as well as the voices of a wide range of people who influenced and resisted U.S. power including missionaries, American Indians, businesspeople, women, workers, and immigrants. Over the course of the semester we ask three key questions: what is the U.S. empire and how did it develop and change over time? How has capitalism shaped and been shaped by U.S. engagement with the world? And how has the history of U.S. relations with American Indians influenced the development and projection of U.S. power?

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: One essay in the Autumn Term.

Indicative reading: 1. Walter LeFeber, *The American Age: United States Foreign Policy at Home and Abroad, 1750 to the Present* (1994)

2. Jane Burbank and Fredrick Cooper, *Empires in World History: Power and the Politics of Difference* (2010)

3. Brian DeLay, *War of A Thousand Deserts: Indian Raids and the U.S.-Mexican War* (2008)

4. Emily Rosenberg, *Financial Missionaries to the World: The Politics and Culture of Dollar Diplomacy* (2003)

5. Kristen Hoganson, *American Empire at the Turn of the Twentieth Century: A Brief History with Documents* (2016)

6. Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (2007).

7. Elizabeth Borgwardt, *A New Deal for the World: America's Vision for Human Rights* (2005)

8. Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2014)

9. Mary Dudziak, *Cold War Civil Rights* (2000)

10. Greg Grandin, *Empire's Workshop: Latin America, The United States and the Rise of the New Imperialism* (2007)

Assessment: Essay (75%, 3000 words) in the ST.

Class participation (25%) in the AT and WT.

HY246 Not available in 2024/25

The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s

This information is for the 2024/25 session.

Teacher responsible: Dr Timo McGregor

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: The Caribbean, while geographically small, has played a major role in global history. Over the course of five-hundred-years the Caribbean has been at the centre of clashes and encounters between indigenous peoples, Europeans, Africans, and Asians all of which has led to momentous political, social, economic and cultural change. Far from simply being a tropical tourist paradise or tax haven, the Caribbean is widely recognised as a key site of modernity through the role the region has played in global historical processes of exploration, colonialism, transatlantic slavery, capitalism, revolution, wars, migrations and

diasporas. Critical movements have emerged from the Caribbean ranging from pan-Africanism, Garveyism, Rastafarianism, and multiculturalism all of which impacted Africa, Asia, the United States, Europe and Latin America. The Caribbean has spawned foundational writers, artists, and intellectuals like José Martí, C L R James, Una Marson, Eric Williams, Nicolás Guillén, Sam Selvon, Jean Price-Mars, Aimé Césaire, Frantz Fanon, Fidel Castro, Claudia Jones, Walter Rodney, Bob Marley, Jamaica Kincaid, to name just a few who have provided critical commentary on the region and its links to the wider world.

This course presents an overview of Caribbean political, social and cultural history from the height of transatlantic slavery to the late twentieth century. It especially focuses on the three central themes of American and European colonialism, race and revolution and takes an expansive view of the Anglophone, Francophone, and Hispanic Caribbean. Wherever possible, comparisons and contrasts with Europe, the United States and Latin America are drawn upon. Weekly topics that will be explored in lectures and classes include: European Colonial Encounters; transatlantic slavery and the making of 'race'; the structure of slave societies: plantations and Maroons; the Haitian Revolution; abolition, apprenticeship and emancipation in the British and French Caribbean; Asian Indentureship and the continuation of slavery in the Hispanic Caribbean; Independence, Wars, and the rise of US imperialism in the Hispanic Caribbean; inter-regional labour migrations and radicalism; the First World War; extra-regional labour migrations, Black Internationalism and Negritude; the US Occupation of the Dominican Republic and Haiti; economic Depression and Labour Rebellions; the Second World War and Departmentalisation; the Cold War; the Cuban Revolution and Caribbean Federation; Decolonization; the Black Power Movement; neo-colonialism, tourism, violence, and the politics of reparations.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: Students will be expected to produce one source analysis in the AT.

Indicative reading:

- Bolland, O Nigel, *On the March: Labour Rebellions in the British Caribbean, 1934-39* (Kingston: Ian Randle, 1995).
- Childers, Kristen Stromberg, *Seeking Imperialism's Embrace: national identity, decolonization and assimilation in the French Caribbean* (New York: Oxford University Press, 2016).
- Duke, Eric D, *Building a Nation: Caribbean federation in the black diaspora* (Gainesville: University Press of Florida, 2016)
- Dubois, L. *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge MA: Harvard University Press, 2004).
- Dubois, L, and Garrigus, J (eds), *Slave Revolution in the Caribbean, 1789-1804: A History in Documents* (New York: Bedford Press, 2006).
- Holt, Thomas, *The Problem of Freedom: Race, Labor, and Politics in Jamaica and Britain, 1832-1938* (Baltimore MD: Johns Hopkins University Press, 1992).
- Parker, Jason, *Brother's Keeper: The United States, Race and Empire in the British Caribbean 1927-1962* (New York: Oxford University Press, 2008).
- Putnam, Lara, *The Company they Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960* (Chapel Hill: University of North Carolina Press, 2002).
- Renda, Mary L, *Taking Haiti: Military Occupation and the Culture of US Imperialism 1915-1940* (Chapel Hill: University of North Carolina Press, 2004).
- Quinn, Kate, (ed), *Black Power in the Caribbean* (Gainesville: University Press of Florida, 2014).

Assessment: Essay (35%, 3500 words) in the WT.

Essay (35%, 3500 words) in the ST.

Class participation (15%) in the AT and WT.

Source analysis (15%) in the AT.

HY247 Not available in 2024/25

The History of Modern Turkey, 1789 to the Present

This information is for the 2024/25 session.

Teacher responsible: Prof Marc Baer SAR 3.17

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: The history of modern Turkey provides the student an important opportunity to examine a crucial nation bridging Europe and the Middle East, through the lenses of democracy and dictatorship, globalisation and nationalism, revolution and reform, and tolerance and genocide. This course explores late Ottoman and Turkish Republican history from 1789 to the present. The following topics may be studied: Global change and the Ottoman 'New Order', 1789-1807; the reforms of Mahmut II and the Tanzimat; reform and repression in the Hamidian era, 1876-1908; Salonica as window onto Ottoman transformations; the revolution of 1908; the Committee of Union and Progress and the Balkan Wars, 1908-1913; Talat Pasha, World War I, and the Armenian genocide; the collapse of the empire; Greco-Turkish wars, 1918-1922; Mustafa Kemal and the new Republic, 1923; the revolutionary changes wrought by Kemalism, 1923-1945; Turkey and World War II; transition to democracy, 1945-1950; democratising reforms, 1950-1960; the three coups of 1961, 1970, and 1980; political Islam in Turkey since the 1970s; the Turkish diaspora in Germany; the Kurdish issue since the 1980s; opening up to the world, 1983-1991; and Recep Tayyip Erdogan: new Atatürk, new caliph.

Teaching: 10 hours of lectures and 10 hours of classes in the AT.

10 hours of lectures and 10 hours of classes in the WT.

There will be a reading week in the Michaelmas and the Lent Terms.

Note that lectures are pre-recorded and available to the students online.

Formative coursework: Students are required to submit one essay of 2000 words in the Michaelmas Term.

Indicative reading: A full reading list will be provided at the start of the course. Most of the selected readings are written by scholars from Turkey. The textbook is Erik J. Zürcher, *Turkey, A Modern History*, 4th ed. Other readings will include Nilüfer Göle, *The Forbidden Modern: Civilization and Veiling*; Kemal Karpat, *The Politicisation of Islam*; Müge Göçek, *Denial of Violence*; Mark Mazower, *Salonica: City of Ghosts*; Yalçın Çetinkaya, *The Young Turks and the Boycott Movement*; Taner Akçam, *A Shameful Act*; Sükrü Hanioglu, *Atatürk: An Intellectual Biography*; Esra Özyürek, *Nostalgia for the Modern*; Fethiye Çetin, *My Grandmother: An Armenian-Turkish Memoir*; Begüm Adalet, *Hotels and Highways: The Construction of Modernization Theory in Cold War Turkey*; Gökçe Yurdakul, *The Headscarf Debates*; and a graphic novel, Jenny White and Ergün Gündüz, *Turkish Kaleidoscope: Fractured Lives in a Time of Violence*.

Assessment: Essay (50%, 3000 words) in the WT.

Essay (50%, 3000 words) in the ST.

HY248

Britain in the World: British Foreign Policy in the Twentieth Century

This information is for the 2024/25 session.

Teacher responsible: Dr Artemis Photiadou SAR 3.13

Availability: This course is available on the BA in History, BSc in History and Politics and BSc in International Relations and History. This course is available as an outside option to students on other

programmes where regulations permit and to General Course students.

Course content: The twentieth century completely reconfigured global politics. These reconfigurations also transformed Britain's international standing. This course examines the often-overlapping shifts behind this transformation – imperial decline, economic crises, world wars, Cold War, European integration. Using a foreign policy lens, it examines how successful Britain was in navigating global challenges; how it adapted its strategies and alliances as a result; and how the foreign policymaking process altogether evolved, from being mainly the domain of ambassadors to increasingly being shaped by individual prime ministers. In answering these questions, the course has three main aims. First, to offer students an overview of the international history of modern Britain; second, to establish a firm basis for further studies in foreign policy and/or British politics; third, to provide the conceptual tools necessary for understanding current political discourses. Topics include Edwardian foreign policy; Britain and the Mandates system; the influence of anti-communism; foreign policy responses to decolonization; the formation of the Foreign and Commonwealth Office; Margaret Thatcher's foreign policy, including the Falklands War and the negotiations for Hong Kong's handover; the Good Friday Agreement; and the Blair Doctrine. By the end of the course, students will therefore be able to critically assess the key policy decisions behind the individual events studied; analyse these decisions in order to discern broader trends in British policymaking; evaluate the relationships and dynamics that shaped Britain's global standing; as well as analyse how historical thinking about British foreign policy has evolved as new evidence came to light.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. Students on this course will have a reading week in Week 6 of the AT and the WT.

There will be a revision lecture in the Spring Term.

Formative coursework: Students will be required to write a 2,000-word formative essay in the AT and one in the WT.

There will be an optional one-hour mock exam in the ST.

Indicative reading: Bennett, G. (2013). *Six Moments of Crisis: Inside British Foreign Policy*.

Daddow, O. & Gaskarth, J. (Eds.) (2011). *British Foreign Policy: The New Labour Years*.

Deighton, A. (Ed.). (2016). *Britain and the First Cold War*.

Dockrill, M., & McKercher, B. (Eds.). (1996). *Diplomacy and World Power: Studies in British Foreign Policy, 1890–1951*.

Doerr, P.W. (1998). *British Foreign Policy, 1919–1939*.

Fisher, J., & Best, A. (Eds.). (2011). *On the Fringes of Diplomacy: Influences on British Foreign Policy, 1800–1945*.

Gaskarth, J. (2013). *British Foreign Policy: Crises, Conflicts and Future Challenges*.

Kennedy, P. (1981). *The Realities Behind Diplomacy: Background Influences on British External Policy, 1865–1980*.

Otte, T. (2011) *The foreign office mind. The making of British foreign policy, 1865–1914*.

Reynolds, D. (2000). *Britannia Overruled: Britain and World Power in the 20th Century*.

Rose, A. (2017). *Between Empire and Continent: British Foreign Policy before the First World War*.

Steiner, Z. S. (1970) *The Foreign Office and Foreign Policy, 1898–1914*.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY249

War, Social Conflict and Nation Building: The History of Eastern and Southeastern Europe in the Twentieth Century

This information is for the 2024/25 session.

Teacher responsible: Dr Svetozar Rajak SAR 3.15

Availability: This course is available on the BA in History, BSc in History and Politics and BSc in International Relations and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: For centuries, Eastern and Southeastern Europe constituted borderlands of four competing European empires. The twentieth century finally ushered in self-determination and independence, but tragically, subsequent efforts at nation-state building were beset by political and ideological divisions, social unrest, conflicts, wars and genocide. This course aims to engage students with the complex history of these borderlands, from vassalage under four Empires in nineteenth century Europe to full independence towards the end of the twentieth century, and the lasting legacies. It highlights the extent to which until relatively recently, national, ethnic, cultural and political subjugation were as prevalent in Europe, as in the extra-European world. Through the study of the history of Eastern and Southeastern Europe, this course focuses on phenomena firmly imbedded in modern history. The syllabus will address a number of themes: firstly, the impact and legacies of imperial rule. Secondly, the importance of rival ideologies: the Bolshevik Revolution of 1917 and subsequent creation of the USSR had a profound impact on authoritarian elites in these predominantly agrarian societies, further limiting political liberalization. Thirdly, the significance of the turbulent inter-war period: the causes and consequences of economic crises, the collapse of democratic institutions, the emergence of fascist and anti-Semitic movements, and responses to German and Italian aggression in World War II. Fourthly, Cold War dynamics after the Second World War will be discussed in considerable detail, together with the establishment, development and collapse of Soviet domination of the region. The course will explore these themes through the comparative histories of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania, Greece and the Baltic States. Final lectures will concentrate on the transition from communism to democratic regimes following the end of the Cold War, and the impact of the post-Cold War international system on the region, including the break-up of Yugoslavia and the wars in the Balkans in the 1990s.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

Students on this course will have a reading week in Week 6 of the AT and the WT.

There will be a revision lecture in the Spring Term.

Formative coursework: Students will be required to write a 2,000-word formative essay in the AT and one in the WT.

Indicative reading: Robert Bideleux & Ian Jeffries, *A History of Eastern Europe: Crisis and Change*, 2nd edition (2007).

Richard J. Crampton, *Eastern Europe in the Twentieth Century and After* (2002).

Richard J. Crampton, *The Balkans Since the Second World War*, (2002).

Ben Fowkes, *The Rise and Fall of Communism in Eastern Europe* (1993).

Svetozar Rajak, *Yugoslavia and the Soviet Union in the Early Cold War: Reconciliation, Comradeship, Confrontation, 1953–57*, (2011)

Misha Glenny, *The Balkans: Nationalism, War and the Great Powers, 1804–2012* (2012).

Geoffrey Swain & Nigel Swain, *Eastern Europe since 1945* (1993).

Adrian Webb, *The Routledge Companion to Central and Eastern Europe* (2008).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY300

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Prof Steven Casey SAR 2.10

Availability: This course is compulsory on the BA in History.

This course is available on the BSc in History and Politics, BSc in International Relations and History and BSc in Politics and History. This course is not available as an outside option nor to General Course students.

Course content: A dissertation of not more than 10,000 words on a topic to be approved by the candidate's supervisor. It is designed to allow a detailed and thorough exploration of a topic of interest to the candidate. The topic should fall within the parameters of the degree course. It should include the examination of primary sources, in printed, manuscript and/or digital form.

Teaching: Workshops: 2 for second-year students in the Winter Term; 1 for third-year students in the Autumn Term.

Candidates should secure in the course of the WT of their second year the agreement of a member of academic staff in the Department of International History (who need not be their advisor or tutor) to supervise a suitable topic, and then submit a title to the Undergraduate Programmes Administrator by published deadline. Supervisors can be expected to offer advice on the scholarly literature, guidance on research and writing, and detailed comments on a sample of up to 3000 words.

Assessment: Dissertation (100%, 10000 words) in the ST.

The dissertation must be submitted by the published deadline in Week 1 of the ST in the student's third year. It should be typewritten. Precise details on length, format, presentation and deadline will be issued by the Department through the workshops and Moodle. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the dissertation is the candidate's own work.

HY311

Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75)

This information is for the 2024/25 session.

Teacher responsible: Dr Richard Saich SAR M.13

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Based on a variety of primary sources, and a wide range of secondary reading, this course will explore US attitudes and policies towards and during the Korean and Vietnam Wars. Sessions include: The problems of limited war; the origins of the Korean War; Truman and the decision to intervene; Inchon and the decision to cross the 38th parallel; the Chinese intervention and its consequences; the US home front during the Korean War; the Truman-MacArthur Controversy; Korea and US Cold War strategy: NSC-68, NATO, and 'The Great Debate'; fighting while negotiating, 1951-53; legacies; JFK and Vietnam; LBJ and the decision to escalate; LBJ as Commander in Chief; the war on the ground in Vietnam: 'search and destroy' versus 'hearts and minds'; the Tet Offensive; the media and military at war; the US home front during the Korean War; Vietnam and US Cold War strategy: détente and triangular diplomacy; fighting while negotiating, 1969-73; legacies.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: Students will be required to write one essay and one gobbet exercise during the year.

Indicative reading: A detailed course outline and reading list, as well as handouts, will be available as the start of the course. The

following works are recommended:

Steven Casey, *Selling the Korean War* (2008).

William Stueck, *Rethinking the Korean War* (2002).

Burton I. Kaufman, *The Korean War: Challenges in Crisis, Credibility and Command* (1986, or later edition).

Rosemary Foot, *The Wrong War: American Policy and the Dimensions of the Korean Conflict, 1950-53* (1985).

George Herring, *America's Longest War* (various editions).

David L. Anderson, *Shadow on the White House: Presidents and the Vietnam War* (1993).

David L. Anderson (ed), *The Columbia History of the Vietnam War* (2011).

Robert J. McMahon, *The Limits of Empire: The United States and Southeast Asia since World War II* (1999).

Assessment: Exam (100%, duration: 3 hours).

HY315

The European Enlightenment, c.1680-1799

This information is for the 2024/25 session.

Teacher responsible: Dr Tim Hochstrasser, room SAR 2.14

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The European Enlightenment of the eighteenth century is conventionally taken to be the period in which the disciplines of philosophy, history, economics and anthropology, and other social sciences began to emerge as discrete disciplines independent of state and church control. This course therefore sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. But while the course aims to look at ideas and concepts in themselves it is also concerned with the way that they were applied in political practice and adapted to provide new understanding of social structures, or as contemporaries put it, a 'Science of Man'. The chronological context of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Directory in France in 1799. Within this broad framework the following large themes provide the subject matter of both lectures and classes in the Michaelmas Term: the impact of the Scientific Revolution upon institutionalised religion; the emergence of a 'Republic of Letters'; English and French critiques of absolutist monarchy; the creation of scientific approaches to the study of ethics and politics; the political theory of enlightened despotism; the intellectual origins of the French Revolution; intellectual encounters with the New World; the concept of a Counter-Enlightenment; and the move from a private to a public sphere of cultural inquiry. The contributions of Newton, Locke, Voltaire, Montesquieu, and Rousseau - among others - will be highlighted. In the Lent Term the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the 18th century. The course gives students the chance to consider whether or not the Enlightenment was an era of European history that fostered the application of reason to political and social reform, an end to censorship, torture, and hierarchical social models, and a beginning to religious toleration and recognizably modern concepts of human rights, international law and social equality. The focus throughout will be on the writings of the philosophes themselves and their attempts to convert theoretical innovation into practical reform through the agency of bureaucracy and rulers.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 1 hour of seminars in the ST.

The first hour in each seminar session will be given as a lecture.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: Two pieces of formative assessment are required, the first a source-criticism exercise in the Autumn Term and the second a conventional essay (2000 words) in the Winter Term.

Indicative reading: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and an indication of some primary sources: T C W Blanning, *The culture of power and the power of culture* (2002); D Outram, *The Enlightenment* (1995); T Munck, *The Enlightenment* (2000); R Porter, *The Enlightenment* (2001); Ritchie Robertson, *The Enlightenment* (2021); Anthologies: I Kramnik (Ed), *The Portable Enlightenment Reader* (1995); S Eliot & B Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).

Assessment: Exam (70%, duration: 3 hours) in the spring exam period. Presentation (15%) and class participation (15%) in the AT and WT. Students MUST give a summative presentation in either the AT or the WT. Class participation will be graded across both the AT and the WT.

HY319

Napoleon and Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Paul Keenan SAR 2.13

Availability: This course is available on the BA in History, BSc in History and Politics, BSc in International Relations and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was covered by the Napoleonic Empire and its impact was felt across large parts of the non-European world. The influence of the emperor and his policies was most obvious in relation to the European international system, particularly through his military campaigns and his territorial reorganisation of Europe in the wake of his successes. However, the Napoleonic era also saw major developments in the political, legal, constitutional, social, and economic order of many states, whether allied with or opposed to the Napoleonic project. Likewise, in the aftermath of the French Revolution, much attention is paid to the impact of the Napoleonic era on the relationship between Church and State and the rise of national consciousness, whether in political or cultural terms. For some contemporaries and subsequent historians, the Revolutionary and Napoleonic eras heralded 'the birth of the modern', while others interpreted it as an existential threat to order and stability, to be resisted and fought at every turn. By studying how Napoleon's empire was created, challenged, and ultimately defeated, the course will focus on the nature of power and legitimacy in this era. In assessing its aims and achievements (or limitations), the Napoleonic Empire is considered in the context of other contemporary, rival states, including Russia, Austria, and the United Kingdom. Finally, the course begins and ends with an assessment of the Napoleonic myth, both in terms of his contemporaries and for subsequent generations of historians.

Teaching: 20 hours of seminars in the Autumn Term. 20 hours of seminars in the Winter Term.

There will be a reading week in the Autumn and the Winter terms.

Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the AT.

Indicative reading: A full reading list will be provided at the beginning of the course. Useful introductory reading includes: A. Mikaberidze, *The Napoleonic Wars: A Global History*; M. Lyon, *Napoleon Bonaparte and the Legacy of the French Revolution*; G. Ellis, *The Napoleonic Empire*; C. Emsley, *Napoleon: Conquest, Reform and Reorganisation*; M. Broers, *Europe under Napoleon, 1799-1815*; C. Esdaile, *Napoleon's Wars*; S. J. Woolf, *Napoleon's*

Integration of Europe; P. Dwyer (ed.), *Napoleon and Europe*; P. Geyl, *Napoleon, For and Against*.

Assessment: Essay (35%, 3500 words) in the ST.

Essay (35%) in the WT.

Presentation (15%) and class participation (15%) in the AT and WT.

The Winter Term essay will be document-based. The Spring Term essay will be question-based.

HY320

The Cold War Endgame

This information is for the 2024/25 session.

Teacher responsible: Dr Aaron Clift

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Based upon a variety of primary sources, this course will explore why and how in the second half of the 1980s the East-West conflict between the United States and the Soviet Union transformed itself so suddenly and peacefully into the collapse of (European) communism, German unification and the end of the USSR and her empire, while China took an entirely different exit from the Cold War era. In doing so, we will ask what was the correlation between "high" and "low politics" in these events and processes? Topics will include: the onset of détente and *neue Ostpolitik*; the impact of Helsinki (1975) and human rights; détente's death, Euromissiles and the war in Afghanistan; the second Cold War of the early 1980s, pacifism and transatlantic turmoil; the Pope and the Polish crisis of 1980-81; Gorbachev's new thinking and reforms in the USSR; Reagan and Gorbachev: superpower summitry; the Chinese crackdown and the eastern European revolutions; German unification: domestic and international aspects; Kohl, Mitterrand and the road to the European Union; the collapse of the Soviet 'empire'; the Baltic independence struggle, Yeltsin and the Moscow coup; Soviet disintegration and Yugoslavia's implosion; explanations and interpretations of the Cold War endgame. The discussion in each seminar will draw on a combination of primary and secondary material.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

There will be a reading week in the Autumn Term and the Winter Term.

Formative coursework: Students will be required to present one short class paper during the AT or the WT as well as to submit a practice essay (1,500 words) and one gobbet answer during the AT. There will also be opportunity to do a 90min. timed written exercise consisting of an essay and gobbet answer in late WT.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, as well as a document pack will be available at the beginning of the course on Moodle. The following works are recommended as essential reading: K Spohr, *Post Wall Post Square* (2019); P Zelikow & C Rice, *To Build a Better World* (2019); V Zubok, *Collapse* (2021); S Dockrill, *The End of the Cold War Era* (2005); O A Westad et al (eds), *The Cambridge History of the Cold War*, vols 2-3 (2010); M E Sarotte, *1989* (2009); Hal Brands, *The Unipolar Moment* (2016); A Brown, *The Gorbachev Factor* (1996); R L Garthoff, *The Great Transition* (1994); Idem, *Détente and confrontation* (1985); J Levesque, *The Enigma of 1989* (1997); C S Maier, *Dissolution* (1997); H Adomeit, *Imperial Overstretch* (1998); R Summy & M E Salla (eds), *Why the Cold War Ended* (1995). Also students should familiarise themselves with the Cold War International History Project homepage (<http://www.wilsoncentre.org>) and in particular: *Bulletins No 5 'Cold War Crises'*, No 8-9 'The Cold War in the Third World and the Collapse of Detente in the 1970s', and No 12/13 'The End of the Cold War'.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY322

Nazi Germany's War: Violence and Occupation in Europe, 1939-1945

This information is for the 2024/25 session.

Teacher responsible: Dr David Motadel SAR 3.16

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The Second World War was the most destructive conflict in modern European history. At the height of the war, German soldiers occupied lands from the Channel Islands to the Caucasian mountains, from Scandinavia to Attica. Across the continent, societies were torn apart by war, occupation, and civil war. Drawing on key secondary texts and primary sources, this course examines Nazi Germany's war in Europe from a comparative perspective. It looks at the origins of the conflict; the course of the war, from the partition of Poland to the fall of Berlin; war crimes; Nazi occupation regimes; local collaboration and the recruitment of hundreds of thousands of non-Germans into Hitler's armies; resistance and partisan insurgency; ethnic cleansing and genocide; and the aftermath of the war. The focus is not only on political leaders, party functionaries, and generals, but also on ordinary people, such as soldiers, peasants, slave workers, and concentration camp inmates. Particular attention is given to the views and experiences of contemporary intellectuals, such as George Orwell, Raphael Lemkin, Marc Bloch, and Hannah Arendt. The course considers the Second World War as an amalgam of different forms of conflict, including wars between states, civil wars, and partisan wars, and it also addresses more general questions about conflict and violence in the modern age.

Teaching: 10 x 2-hour seminars in the Autumn Term; 10 x 2-hour seminars in the Winter Term; 1 x 2-hour seminar in the Spring Term.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: Students will be required to write one 1800-word gobbet essay during the Winter Term and one timed mock exam in the Spring Term. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.

Indicative reading: Omer Bartov, *The Eastern Front, 1941-45: German Troops and the Barbarisation of Warfare* (London, 1985). Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York, 1992). Richard J. Evans, *The Third Reich at War, 1939-1945* (London, 2008).

Saul Friedländer, *The Years of Extermination: Nazi Germany and the Jews, 1939-1945* (London, 2007).

Peter Fritzsche, *An Iron Wind: Europe under Hitler* (New York, 2016).

Robert Gildea, *Marianne in Chains: In Search of the German Occupation, 1940-1945* (London, 2002).

Jan T. Gross, *Neighbours: The Destruction of the Jewish Community in Jedwabne, Poland* (Princeton, 2001).

Christian Hartmann, *Operation Barbarossa: Nazi Germany's War in the East, 1941-1945* (Oxford, 2013).

Raul Hilberg, *The Destruction of the European Jews* (London, 1961).

Ian Kershaw, *Hitler 1937-1945: Nemesis* (London, 2001).

Ian Kershaw, *The End: Hitler's Germany, 1944-45* (London, 2011).

Halik Kochanski, *The Eagle Unbowed: Poland and the Poles in the Second World War* (Cambridge, MA, 2012).

Mark Mazower, *Inside Hitler's Greece: The Experience of Occupation, 1941-44* (New Haven, 1993).

Mark Mazower, *Hitler's Empire: Nazi Rule in Occupied Europe* (London, 2008).

Catherine Merridale, *Ivan's War: The Red Army at War 1939-45* (London, 2006).

Rolf-Dieter Müller and Gerd R. Ueberschär, *Hitler's War in the East:*

A Critical Assessment (Oxford, 1997).

Nicholas Stargardt, *The German War: A Nation Under Arms, 1939-45* (London, 2015).

Jozo Tomasevich, *War and Revolution in Yugoslavia, 1941-1945: Occupation and Collaboration* (Stanford, 2001).

Assessment: Exam (85%, duration: 3 hours) in the spring exam period.

Presentation (15%) in the AT and WT.

HY323

Travel, Pleasure and Politics: The European Grand Tour, 1670-1825

This information is for the 2024/25 session.

Teacher responsible: Dr Paul Stock SAR 2.15

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Throughout the eighteenth century thousands of young British men and women embarked on extensive journeys to continental Europe – an activity known as the Grand Tour. 'Travel, Pleasure and Politics: The European Grand Tour 1670-1825' explores who these people were, where they went, and the reasons for their expeditions. For some, the Tour was the final stage of formal education; to others an opportunity for sexual adventures and pleasure-seeking. The course discusses the practical challenges of eighteenth-century travel, the political, religious, and cultural contexts of the Tour, as well as the key places to visit and the reasons for their popularity. It also considers what the Tourists brought back with them: from physical artefacts for public and private collections, to new ways of seeing and understanding the world. 'Travel, Pleasure and Politics' introduces students to the actual writings of the Tourists, showing how they experienced international travel and shaped the modern tourist industry.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT and 2 essays in the AT and WT. Specifically, the course's formative coursework will consist of two essays (AT and WT), one document analysis (WT). Students will also have an opportunity to sit a mock exam.

Indicative reading: Jeremy Black, *The British Abroad: the Grand Tour in the Eighteenth Century* (New York: St Martin's Press, 1992) D915 B62

John Brewer, *The Pleasures of the Imagination: English Culture in the Eighteenth Century* (New York: Farrar Straus Giroux, 1997) DA485 B84

James Buzard, 'The Grand Tour and after (1660-1840)', in Peter Hulme and Tim Youngs, eds., *The Cambridge Companion to Travel Writing* (Cambridge: Cambridge University Press, 2002) PR756.T72 C17

Edward Chaney, *The Evolution of the Grand Tour: Anglo-Italian Relations since the Renaissance* (London: Frank Cass, 1998) DA47.9 .I8 C45

Tony Claydon, *Tony, Europe and the Making of England, 1660-1760* (Cambridge: Cambridge University Press, 2007) BR757 C62

Stephen Conway, *Britain, Ireland, and Continental Europe in the Eighteenth Century: Similarities, Connections, Identities* (Oxford: Oxford University Press, 2011) LSE ebooks library

Brian Dolan, *Ladies of the Grand Tour* (London: HarperCollins, 2001) Women's Library@LSE 914.0425 DOL

Clare Hornsby, ed., *The Impact of Italy: the Grand Tour and Beyond* (London: The British School at Rome, 2000) DA47.9.I8

I31

Rosemary Sweet, *Cities and the Grand Tour: the British in Italy, 1690-1820* (Cambridge: Cambridge University Press, 2012)
 John Towner, 'Venturing Abroad: The European Grand Tour', in *An Historical Geography of Recreation and Tourism in the Western World 1540-1940* (Chichester: John Wiley, 1996) G155 T74

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY327 Not available in 2024/25

The Anglo-American Special Relationship, 1939-89

This information is for the 2024/25 session.

Teacher responsible: Prof Nigel Ashton SAR M.07

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and capacity permit.

Course content: This course will analyse the changing nature of the Anglo-American "special" relationship from its creation against the backdrop of the Second World War through to the end of the 1980s. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956. Topics addressed include: the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American "occupation" of Britain during the Second World War; the emergence of the Cold War in Europe and Asia, 1945-54; the Palestine question; the Suez Crisis; nuclear relations; the Cuban Missile Crisis; European integration; decolonisation; the impact of the Vietnam War; the cultural Cold War; intelligence co-operation; Anglo-American relations in the 1970s; the Falklands War of 1982; and the revival of the special relationship under Thatcher and Reagan in the 1980s.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

In common with other Level 3 History courses, this course will include the study and discussion of primary sources in each weekly seminar. Documents will be drawn from published collections, including the Foreign Relations of the United States series and the Documents on British Policy Overseas, the diaries of key politicians or officials, copies of documents from the UK National Archives, the US National Archives and the relevant US Presidential Libraries.

There will be a reading week in week 6 of the Autumn and the Winter terms.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay and 1 other piece of coursework in the WT.

Formative assessment will be through the submission of one essay in week 7 of the AT, and one essay in week 5 of the WT (each essay must be a maximum of 2000 words long and be drawn from a list supplied at the start of the course).

One 'gobbet' answer, consisting of commentaries on two extracts, must also be submitted in week 9 of the WT.

Indicative reading: K. Burk, *Old World, New World: the Story of Britain and America* (2007)

D. Reynolds & D. Dimbleby, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988)

J. Dumbrell, 'A Special Relationship': *Anglo-American Relations from the Cold War to Iraq* (2006)

W. R. Louis & H. Bull (Eds), *The Special Relationship: Anglo-American Relations since 1945* (1984)

D. C. Watt, *Succeeding John Bull: America in Britain's Place, 1900-75* (1984)

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

The summative assessment will consist of a three-hour final examination, requiring candidates to write two essays selected from a list of questions, and two commentaries on extracts selected from the allocated primary sources.

HY328

The Arab-Israeli Conflict: Nationalism, Territory, Religion

This information is for the 2024/25 session.

Teacher responsible: Dr Kirsten Schulze SAR 2.12

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is not available as an outside option. This course is available with permission to General Course students.

The course is available to General Course students whose home department is International History.

Course content: This course covers early Zionism and Arab nationalism; the British mandate; the 1936-39 Arab Revolt and Palestinian nationalism, the 1947 Jewish Revolt; the 1948 Arab-Israeli War; Israeli foreign and defence policy; the 1956 Suez-Sinai Campaign; the 1967 June War; the PLO 1964-1974; regime change in Egypt and Syria in 1970; the 1973 October War; the 1975 Lebanese civil war; the ascendance of the Likud; the 1978 Camp David Accords; the 1982 invasion of Lebanon; the 1987 Intifada; the 1991 Madrid Peace Conference; the 1993 Oslo Accords; the 1994 Jordanian-Israeli Peace Treaty; the 2000 al-Aqsa intifada; and the 2006-2023 Gaza Wars.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

Week 6 of both the Autumn and the Winter terms will be a Reading Week.

Formative coursework: Students are required to write two 1500-word essays and a one-hour timed essay.

Assessment: Exam (75%, duration: 3 hours) in the spring exam period.

Class participation (25%) in the AT and WT.

HY330

From Tea to Opium: China and the Global Market in the Long Eighteenth Century

This information is for the 2024/25 session.

Teacher responsible: Dr Ronald Po, SAR 2.18

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Did China foster or resist the early wave of globalisation? How should we situate China within the global context prior to the First Opium War? Compared with the Dutch and the British, in what ways did the Chinese interact with the world that had been created by global trade? Had China already become the world factory in the eighteenth century? Using both primary and secondary sources, this seminar examines

these questions by looking at the production, circulation and consumption of a variety of commodities that were exported from and imported to China. If we agree that a commodity has its own social life and history, then we can also examine its story in order to complicate our understanding of China's role and significance in the global market throughout the long eighteenth century.

This seminar is divided into two parts. In Part I (the first five sessions) we will historicise the political, social and economic background of the Qing dynasty in the early modern period. From week to week, we will identify remarkable watersheds that changed or transformed the way that China engaged in or became disengaged from the global market, covering the China Seas, Indian Ocean, Atlantic and Pacific. We will also focus on port cities in China and Southeast Asia, so as to illustrate exactly how peoples and places facilitated the flow of commodities on a global scale. In Part II (the remaining sixteen sessions) we will study a series of commodities that each fits under different featured themes, such as 'When Silk was Gold', 'Pepper and Parley', 'Camphor and Taiwan' and 'Opium and Power'.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in the Autumn Term and the Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Kenneth Pomeranz, *The World that Trade Created* (London and New York: Routledge, 2012). Frank Trentmann (ed.), *The Oxford Handbook of the History of Consumption* (Oxford: Oxford University Press, 2012). John E. Wills, Jr., *Pepper, Guns, and Parleys* (Cambridge, MA: Harvard University Press, 1974).

Gang Zhao, *The Qing Opening to the Ocean: Chinese Maritime Policies, 1684-1757* (Hawaii: University of Hawaii Press, 2013).

Maxine Berg (ed.), *Goods from the East, 1600-1800: Trading Eurasia* (Houndmills, Palgrave Macmillan, 2015).

Peter J. Kitson, *Forging Romantic China: Sino-British Cultural Exchange 1760-1840* (Cambridge: Cambridge University Press, 2013).

Sucheta Mazumdar, *Sugar and Society in China: Peasants, Technology, and the World Market* (Cambridge, MA: Harvard University, 1998).

Jean McClure Mudge, *Chinese Export Porcelain for the American Trade, 1785-1835* (Newark: University of Delaware Press, 1981).

Sarah Rose, *For All the Tea in China: Espionage, Empire, and the Secret Formula for the World's Favourite Drink* (London: Hutchinson, 2009).

Shelagh Vainker, *Chinese Silk: A Cultural History* (London: British Museum Press, 2004).

Carol Benedict, *Golden-Silk Smoke: A History of Tobacco in China, 1550-2010* (Berkeley: University of California Press, 2011).

Zheng Yangwen, *The Social Life of Opium in China* (Cambridge: Cambridge University Press, 2005).

Assessment: Essay (35%, 3000 words) in the WT.

Essay (35%, 3000 words) in the ST.

Presentation (15%) and class participation (15%) in the AT and WT.

HY331

Henry Kissinger and the Global 1970s

This information is for the 2024/25 session.

Teacher responsible: Dr Roham Alvandi SAR M.12

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: Henry Kissinger might be the most controversial

American statesman of the twentieth century. More than forty years since he left office, he remains the focus of intense popular and scholarly debate concerning the uses of American power during the Cold War. This course offers an introduction to these controversies in the study of 'America and the World' in the 1970s. The course begins by examining how Kissinger's ideas about foreign policy evolved during his early life in wartime Germany and his career as a foreign policy intellectual at Harvard University. The majority of the course is then concerned with the central controversies of Kissinger's time in office as national security adviser and secretary of state between 1969 and 1976. Each week students will examine Kissinger's role in shaping and implementing American foreign policy in a particular theatre of the global Cold War, focusing on the major crises and conflicts of the decade. Students read and reflect on extracts from Kissinger's memoirs as a primary source, in conjunction with the latest historical research on that topic. They are asked to engage with ongoing historiographical debates about Kissinger's record and legacy and to form their own judgements, based on their reading of primary and secondary sources. Finally, students are asked to reflect on both Kissinger's place in history and his place in contemporary politics.

Teaching: 10 x 2-hour seminars in the Autumn Term; 10 x 2-hour seminars in the Winter Term.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: A 2,000-word essay in the Autumn Term.

Indicative reading: Roham Alvandi, *Nixon, Kissinger, and the Shah: The United States and Iran in the Cold War* (New York: Oxford University Press, 2014)

Garry Bass, *The Blood Telegram: Nixon, Kissinger, and a Forgotten Genocide* (New York: Knopf, 2013)

Mario Del Pero, *The Eccentric Realist: Henry Kissinger and the Shaping of American Foreign Policy* (Ithaca: Cornell University Press, 2010)

Niall Ferguson, *Kissinger: 1923-1968: The Idealist* (New York: Penguin, 2015)

Jussi Hanhimäki, *The Flawed Architect: Henry Kissinger and American Foreign Policy* (New York: Oxford University Press, 2004)

Christopher Hitchens, *The Trial of Henry Kissinger* (London: Verso, 2001)

Barbara Keys, *Reclaiming American Virtue: The Human Rights Revolution of the 1970s* (Cambridge, MA: Harvard University Press, 2014)

Henry Kissinger, *American Foreign Policy: Three Essays* (New York: W. W. Norton, 1969)

Henry Kissinger, *White House Years* (Boston: Little, Brown, 1979)

Henry Kissinger, *Years of Upheaval* (Boston: Little, Brown, 1982)

Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1994)

Henry Kissinger, *Years of Renewal* (New York: Simon & Schuster, 1999)

Henry Kissinger, *Crisis: The Anatomy of Two Major Foreign Policy Crises* (New York: Simon & Schuster, 2003)

Henry Kissinger, *Ending the Vietnam War: A History of America's Involvement in and Extrication from the Vietnam War* (New York: Simon & Schuster, 2003)

Henry Kissinger, *World Order* (New York: Penguin, 2014)

Frederick Logevall and Andrew Preston (eds.), *Nixon in the World: American Foreign Relations, 1969-1977* (New York: Oxford University Press, 2008)

Daniel Sargent, *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s* (Oxford: Oxford University Press, 2015)

Sarah Snyder, *Human Rights Activism and the End of the Cold War: A Transnational History of the Helsinki Network* (New York: Cambridge University Press, 2011)

Jeremi Suri, *Henry Kissinger and the American Century* (Cambridge, MA: Harvard University Press, 2007)

Assessment: Essay (35%, 3500 words) in the WT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the AT and WT. 3,500-word review essay on a chapter from Kissinger's memoirs, using primary sources, due in the Winter Term (35%); 3,500-word

review essay on a chapter from Hitchens's *Trial of Henry Kissinger*, using primary sources, due in the Spring Term (35%); Class presentation (15%); Class participation (15%).

HY332 Not available in 2024/25

Interwar worlds: the cultural consequences of the First World War

This information is for the 2024/25 session.

Teacher responsible: Dr Dina Gusejnova room SAR M.14

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: A political catastrophe of global proportions, the First World War also had a transformative impact on cultural life worldwide throughout the interwar period. Trench coats, jazz, shellshock, avantgarde, aerial photography, radio news, spotlights – such fashions and cultural practices were the consequence of wartime developments or technologies which had become widespread as the conflict evolved. This course will examine how technological, social, and political changes brought about cultural change in postwar societies, principally focusing on the transnational and global circulation of commodities, ideas, population groups, and cultural fashions between Europe and the world. Technological advancements spurred by military needs, such as radio, telephony, and photography, became available to postwar populations on a new scale. The representation of war atrocities and their impact on the human psyche created a need for new, hybrid, multilingual, and multimedia communication. Wartime disruption and change to education continued to have an impact on schools and universities in the postwar years, intensifying the global circulation of ideas. The increase in contact between previously disconnected communities, mediated as well as direct in places like prisoner of war camps, increased the exposure to different ideas, sights and sound, leading to the emergence of increasingly global cultural fashions such as jazz. Nonetheless, this globalisation of culture also went hand in hand with the growth of new forms of racist caricature and the drawing of new frontiers. The role of international and humanitarian organisations such as the Red Cross or YMCA in wartime changed the relationship between states and societies by introducing a transnational dimension to cultural provision, yet it is noteworthy that this new internationalism was neither disinterested nor did it lie 'beyond' ideology.

Did the war create a new, hybrid global culture? Or did it increase the global hegemony of European culture? How did America's entry into the war affect the place of American culture in the postwar period? To what extent did the war give greater resonance to previously marginal cultural movements? How did gender norms change as a result of the permeation of military culture into what used to be the home front? Interwar culture is often associated with urban and metropolitan communities, but how did it develop in rural or distant settings? How did the new exposure to previously unfamiliar populations change ideas of friends and enemies? Which earlier myths or historical memories were mobilised in order to cope with the war experience? The course will be organised around the close reading and interpretation of key artefacts, ideas, or works of intellectual history, whose analysis will facilitate a nuanced understanding both of the scale and the depth of cultural change brought about by the war.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: Recording of a book discussion in the AT.

Draft of a source analysis in the AT.

Annotated research bibliography in the WT.

Indicative reading: <https://encyclopedia.1914-1918-online.net/search/?fq%5Bquery%5D=culture>

'From 1919 to 2019: Pivotal lessons from Versailles', panel discussion at LSE with Margaret MacMillan, David Stevenson and Linda Yueh

<http://www.lse.ac.uk/lse-player?id=4790>

recording here:

<http://www.lse.ac.uk/lse-player?id=4790>

Documentary film series about the interwar period, *Impossible Peace* (dir. Michael Cove, 2019) – available online

https://www.youtube.com/watch?v=_lKM_PpJ3M&list=PL5CrdLrkFeV90g9cQoTchaaw6pXCCK9tr

Modris Eksteins, *Rites of Spring. The Great War and the Birth of the Modern Age* (Boston and New York, 1989)

Atina Grossman, 'The New Woman' (2016), https://www.youtube.com/watch?v=6LcovM4OqR0&list=RDCMUChrvkZPNMeC6nwMzoD6Gj6w&start_radio=1&t=0

Sheila Fitzpatrick, *The Commissariat of Enlightenment. Soviet Organization of Education and the Arts under Lunacharsky, October 1917–1921* (Cambridge, 2002)

Not available online, but as an alternative, please see Sheila Fitzpatrick's PhD thesis on this subject, available here: <https://ora.ox.ac.uk/objects/uuid:bd51b71a-3f9b-4498-91b1-ded6a08d66e8>

Book reviews of Robert Gerwarth, *The Vanquished: Why the First World War Failed to End, 1917-1923* (London, 2016)

Adom Getachew, *Worldmaking after empire: The Rise and Fall of Self-Determination* (Princeton, 2019)

Mary Hammond and Shafquat Towheed, *Publishing in the First World War. Essays in Book History* (Basingstoke, 2007)

Book reviews of Richard Overy, *The Morbid Age: Britain and the Crisis of Civilisation [1919 - 1939]* (London, 2010). See also Richard Overy's contributions to *Impossible Peace*

David Stevenson, *1914 - 1918: The History of the First World War* (London: Penguin Books, 2012).

Jay Winter, *Sites of Memory, Sites of Mourning: The Great War in European Cultural History* (Cambridge: Cambridge University Press, 2014)

Assessment: Essay (35%, 3500 words) in the WT.

Essay (35%, 3500 words) in the ST.

Literature review (15%) and source analysis (15%) in the AT.

HY333

People and Power in West African History, c. 1450 - 1850

This information is for the 2024/25 session.

Teacher responsible: Dr Jake Subryan Richards SAR 2.08

Availability: This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: What role did West Africa and West African people play in the Atlantic world? In this module, we will investigate how African political communities formed and changed from the era of the trans-Saharan trade to the age of revolutions. Between c. 1450 and 1840, empires rose and fell, trading patterns were transformed, and social and cultural practices changed in the regions that became known as the Gold Coast, Bight of Benin, and West Central Africa. African empires that had expanded were threatened by revolutionary political rivals. Slaving, which had begun as a marginal enterprise, became the primary export activity, generating widespread warfare and demographic distortion. And ideas and practices regarding gods, gender, and land changed to make sense of problems such as inequality, the abuse of

political power, and the interference of outsiders. We will discover how Africans participated in commerce, diplomacy, and cultural production on equal terms with Europeans between c. 1450 and 1700. We will trace how those relationships changed with growing commercial dependence on the transatlantic slave trade, along with its devastating effects on military conflict, spiritual beliefs, and political stability. Through various themes such as kinship, trade, spirituality, and political power, this course investigates how West Africans were participants in the Atlantic world, rather than its one-dimensional victims.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Gwyn Campbell, Suzanne Miers, and Joseph C. Miller, eds., *Women and slavery*. 2 volumes (Athens, Ohio, 2007). Mariana Candido, *An African Slaving Port and the Atlantic World: Benguela and its Hinterland* (Cambridge, 2013).

Toby Green, *A fistful of shells: West Africa from the rise of the slave trade to the age of revolution* (London, 2019).

Linda Heywood, *Njinga of Angola: Africa's warrior queen* (Cambridge, MA, 2017).

Jan S. Hogendorn and Marion Johnson, *The shell money of the slave trade* (Cambridge; New York, 2003).

Robin Law, *The Oyo Empire, c.1600-c.1836: A West African imperialism in the era of the Atlantic slave trade* (Aldershot, Hampshire, England; Brookfield, Vt., USA, 1991).

T. C. McCaskie, *State and society in pre-colonial Asante* (Cambridge, 2002).

John K. Thornton, *Africa and Africans in the making of the Atlantic world, 1400-1680* (Cambridge; New York, 1992).

Jan Vansina, *Paths in the rainforests: toward a history of political tradition in equatorial Africa* (London, 1990).

Ivor Wilks, *Forests of gold: essays on the Akan and the Kingdom of Asante* (Athens, 1997).

Assessment: Essay (50%, 3500 words) in the ST.

Source analysis (25%) in the WT.

Class participation (25%) in the AT and WT.

HY334 Not available in 2024/25

Communication Revolutions in Latin America, c.1539 to the Present

This information is for the 2024/25 session.

Teacher responsible: Dr Anna Cant SAR 3.12

Availability: This course is available on the BA in History, BSc in History and Politics, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: From the invention of the printing press to the explosion of social media, how and with whom we communicate has had powerful consequences throughout history. This course examines the idea of the communication revolution from two perspectives. First, it looks at how inventions such as the printing press, the camera and the radio helped connect Latin Americans to national and international networks and gave rise to new political and cultural identities. Second, it investigates how individuals and groups used new communication technologies to both push for and resist revolutionary change. Examples include the role of print culture in the Atlantic Revolutions, the global impact of Cuban poster art and the pioneering use of radio education in the Andean countryside during the 1960s. The course is organised thematically around print, visual, electronic and digital communication revolutions, and extends from the colonial era to the present day. Students will be introduced to an exciting range of primary sources spanning newspapers, photographs, posters,

film and sound archives, alongside secondary literature from the fields of anthropology, history, art history, and cultural studies. This course will be of particular interest to those considering careers in advertising, marketing and journalism. It will enable students to reflect critically on the relationship between the media and social change, both in Latin America and beyond.

The course has three main objectives:

1. To critically examine changes in communication systems and their impact on Latin American societies, predominantly in the post-Independence era.
2. To familiarise students with the conceptual frameworks and methodologies used to study the history of communication.
3. To enable students to develop skills in comparative history and the analysis of primary sources.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: One 2,000-word essay in the Autumn term. Two 10-minute presentations, one in the Autumn Term and one in the Winter Term. A discussion post (c. 300 words) each week on the Moodle discussion board.

Indicative reading: Ades, Dawn, and Alison McClean. *Revolution on Paper: Mexican Prints 1910–1960*. Edited by Mark McDonald. (London: British Museum, 2009).

Bronfman, Alejandra and Andrew Grant Wood (eds), *Media, Sound, and Culture in Latin America and the Caribbean* (University of Pittsburgh Press, 2012).

Burke, Peter, *Eyewitnessing: the uses of images as historical evidence* (Ithaca, NY: Cornell University Press, 2001).

Castro, Justin, *Radio in Revolution: Wireless Technology and State Power in Mexico, 1897-1938* (University of Nebraska Press, 2016).

Davidson, Russ (ed.), *Latin American Posters: Public Aesthetics and Mass Politics* (Museum of New Mexico Press, 2006).

Geggus, David, 'Print Culture and the Haitian Revolution: The Written and the Spoken Word,' *Proceedings of the American Antiquarian Society* 116, pt. 2 (2007): 299–314.

Ginsburg, Faye D., Lila Abu-Lughod; Brian Larkin, *Media worlds: anthropology on new terrain* (Berkeley: University of California Press, 2002).

Guerra, Lillian, *Visions of power in Cuba: revolution, redemption, and resistance, 1959-1971* (Chapel Hill: University of North Carolina Press, 2012).

Katzew, Ilona, *Cast Painting: Images of Race in Eighteenth-Century Mexico* (Yale University Press, 2004).

Medina, Eden, Ivan da Costa Marques and Christina Holmes (eds.) *Beyond imported magic: essays on science, technology, and society in Latin America* (The MIT Press, 2014).

Nájera, Luna, 'Contesting the Word: The Crown and the Printing Press in Colonial Spanish America', *Bulletin of Spanish Studies*, 89:4 (2012): 575-596.

Popkin, Jeremy D. 'A Colonial Media Revolution: The Press in Saint-Domingue, 1789–1793,' *The Americas* (Jan 2018): 3-25.

Poole, Deborah, *Vision, Race, and Modernity: A Visual Economy of the Andean Image World* (Princeton University Press, 1997).

Soriano, Cristina, *Tides of Revolution: Information, Insurgencies, and the Crisis of Colonial Rule in Venezuela* (University of New Mexico Press, 2018).

Zeltsman, Corinna, *Ink Under the Fingernails: Printing Politics in Nineteenth-Century Mexico* (University of California Press, 2021).

Assessment: Essay (35%, 3500 words) in the WT.

Essay (35%, 3500 words) in the ST.

Source analysis (15%) in the AT.

Class participation (15%) in the AT and WT.

HY335

History of Foreign Relations of the People's Republic of China, 1949-2008**This information is for the 2024/25 session.****Teacher responsible:** Dr Qingfei Yin, SAR M.06**Availability:** This course is available on the BA in History, BSc in History and Politics, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Course content:** China's reemergence as a global player raises important questions about the origins of the country's foreign policy and the impact of its international strategy on the Asia-Pacific region and the world. This course provides a comprehensive introduction to the history of foreign relations of the People's Republic of China (PRC) from 1949 to the early 21st century. In particular, students will assess competing explanations, such as historical experience, domestic politics, and the international system, for key events and policies.

The seminar combines a chronological and thematic approach. It begins with two important historical legacies of China's interactions with the outside world: the "tributary system" and the "century of humiliation." It then traces the foreign relations of the PRC from the Maoist era to the post-Maoist period, with special attention to the country's involvement in important regional conflicts, entanglement with the great powers, and relations with the Third World. The last part of the course introduces students to some new approaches to the studies of the history of PRC's foreign relations, such as historical memory, borderlands, migration, and global history.

The weekly readings will be drawn from both scholarly works and translated primary sources. Upon completion of the course, students should be able to critically examine how the past shapes China's relations with the world in present day.

Teaching: 10 x 2-hour seminars in the Autumn Term; 10 x 2-hour seminars in the Winter Term. Students on this course will have a reading week in Week 6 of the AT and the WT.**Formative coursework:** One formative source analysis in the AT; one formative essay, 2000-2500 words, in the WT.**Indicative reading:** Secondary SourcesBrazinsky, Gregg A. *Winning the Third World: Sino-American Rivalry During the Cold War*. Chapel Hill, NC: University of North Carolina Press, 2017.Chen, Jian. *Mao's China and the Cold War*. Chapel Hill, NC: University of North Carolina Press, 2001.Fravel, M. Taylor. *Strong Borders, Secure Nation: Cooperation and Conflict in China's Territorial Disputes*. Princeton, NJ: Princeton University Press, 2008.Friedman, Jeremy. *Shadow Cold War: The Sino-Soviet Competition for the Third World*. Chapel Hill, NC: University of North Carolina Press, 2015.Garver, John W. *China's Quest: The History of the Foreign Relations of the People's Republic of China*. New York: Oxford University Press, 2016.Hunt, Michael H. *The Genesis of Chinese Communist Foreign Policy*. New York: Columbia University Press, 1996. Lüthi, Lorenz M. *The Sino-Soviet Split: Cold War in the Communist World*. Princeton, NJ: Princeton University Press, 2008.Niu, Jun. *From Yan'an to the World: The Origin and Development of Chinese Communist Foreign Policy*. Translated by Steven I. Levine. Norwalk, CT: EastBridge, 2003.Khan, Sulmaan Wasif. *Muslim, Trader, Nomad, Spy: China's Cold War and the People of the Tibetan Borderlands*. Chapel Hill, NC: University of North Carolina Press, 2015.Radchenko, Sergey. *Two Suns in the Heavens: The Sino-Soviet Struggle for Supremacy, 1962-1967*. Stanford, CA: Stanford University Press, 2009.Shen, Zhihua, and Yafeng Xia. *A Misunderstood Friendship: Mao Zedong, Kim Il-Sung, and Sino-North Korean Relations, 1949-1976*. New York: Columbia University Press, 2020.Westad, Odd Arne. *Restless Empire: China and the World Since*

1750. New York: Basic Books, 2015.

Zhai, Qiang. *China and the Vietnam Wars, 19501-1975*. Chapel Hill, NC: University of North Carolina Press, 2000.Zhang, Xiaoming. *Deng Xiaoping's Long War: The Military Conflict between China and Vietnam, 1979-1991*. Chapel Hill, NC: University of North Carolina Press, 2015. Zhou, Taomo. *Migration in the Time of Revolution: China, Indonesia and the Cold War*. Ithaca, NY: Cornell University Press, 2019.

Primary Sources Collections

Chinese Foreign Policy Database. Wilson Center Digital Archive. History and Public Policy Program. Washington, DC: Woodrow Wilson International Center for Scholars. <https://digitalarchive.wilsoncenter.org/theme/chinese-foreign-policy-database>.

China: Trade, Politics and Culture 1793-1980: Sources from the School of Oriental and African Studies and the British Library, London. Adam Matthew Digital.

Assessment: Essay (35%, 3000 words) in the WT.

Essay (35%, 3000 words) in the ST.

Source analysis (15%) in the AT.

Class participation (15%) in the AT and WT.

HY336 Not available in 2024/25**The United States and nuclear weapons from the Manhattan project to the end of the Cold War****This information is for the 2024/25 session.****Teacher responsible:** Prof Matthew Jones SAR 309**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.**Course content:** This undergraduate level 3 course looks at the way nuclear weapons and the challenges they have posed have influenced the course of American foreign and defence policy, strategic thinking, and domestic politics, as well as wider trends in society and culture, from the instigation of the Manhattan project – the wartime US programme to develop an atomic bomb – to the end of the Cold War in the late 1980s. The course will examine the political and moral dilemmas raised by the possession and possible use of nuclear weapons, the role they have played in the way the United States pursued its policies during the years of Cold War confrontation with the Soviet Union and People's Republic of China, and the domestic political controversies that US nuclear policies engendered. In the latter area we will consider the rise of anti-nuclear grass roots activism in the United States, alongside the place of nuclear issues in presidential elections and Congressional politics. We will also necessarily study some of the major events and crises of the Cold War, including the Berlin crises of 1948, 1958/9 and 1961, the Korean War, Indochina crisis of 1954 and the Cuban missile crisis. Debates over a nuclear test ban, culminating in the Partial Test Ban Treaty of 1963 will also be featured. The last portion of the course features analysis of the international negotiations over arms control and non-proliferation that have featured since the late 1960s and the controversies they generated. Throughout the course students will engage with contemporary writings and study primary source documents which will accompany each topic.**Teaching:** 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

Students will be expected to read essential primary and secondary material for each weekly two hour seminar class, to deliver presentations, and to participate in seminar discussions.

There will be a reading week in the Michaelmas and the Lent terms, and also a revision seminar class in the first week of the Summer term.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 piece of coursework in the WT.

Students will be required to complete two pieces of formative work for this course - a 1,500 word essay for submission in week 7 of the MT, and a 1,000 word primary source analysis to be submitted in the week 7 of the LT.

Indicative reading: Paul Boyer, *By the Bomb's Early Light: American Thought and Culture at the Dawn of the Atomic Age* (1985).

Bernard Brodie, 'The Development of Nuclear Strategy,' *International Security*, 2, 4, Spring 1978, 65-83.

Barton J. Bernstein and Peter Galison, 'In Any Light: Scientists and the Decision to Build the Superbomb, 1952-1954,' *Historical Studies in the Physical and Biological Sciences*, 19, 2, 1989, 267-347.

Francis J. Gavin, *Nuclear Statecraft: History and Strategy in America's Atomic Age* (Ithaca, 2012).

Benjamin P. Greene, *Eisenhower, Science Advice and the Nuclear Test Ban Debate, 1958-1963* (2007).

Gregg Herken, *Cardinal Choices: Presidential Science Advising from the Atomic Bomb to SDI* (1992)

Matthew Jones, *After Hiroshima: The United States, Race, and Nuclear Weapons in Asia, 1945-1965* (2010).

David Alan Rosenberg, 'The Origins of Overkill: Nuclear Weapons and American Strategy, 1945-1960,' *International Security*, 7, 4, 1983, 3-71.

Dane Swango, 'The United States and the Role of Nuclear Co-Operation and Assistance in the Design of the Non-Proliferation Treaty,' *International History Review*, 36, 2, 2014, 210-29.

Nina Tannenwald, 'The Nuclear Taboo: The United States and the Normative Basis of Nuclear Nonuse,' *International Organization*, 53, 3, 1999, 433-68.

Marc Trachtenberg, 'Strategic Thought in America, 1952-1966,' *Political Science Quarterly*, 104, 2, 301-34.

J. Samuel Walker, 'History, Collective Memory, and the Decision to Use the Bomb,' *Diplomatic History*, 19, 2, 1995, 319-28.

J. Samuel Walker, 'Recent Literature on Truman's Atomic Bomb Decision: A Search for Middle Ground,' *Diplomatic History*, 29, 2, 2005, 311-34.

William Walker, *A Perpetual Menace: Nuclear Weapons and International Order* (2012).

Herbert York, *The Advisors: Oppenheimer, Teller and the Superbomb* (1976).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

Summative assessment consists of a three hour examination paper sat in the Summer Term. The paper includes a section which asks candidates to analyse a selection of primary sources, and a section where candidates are required to complete two essays.

HY344

Muslim-Jewish Relations: History and Memory in the Middle East and Europe

This information is for the 2024/25 session.

Teacher responsible: Prof Marc Baer SAR 3.17

Availability: This course is available on the BA in History, BSc in History and Politics and BSc in International Relations and History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: Because of the Israeli-Palestinian conflict, most discussions of Muslim-Jewish relations focus on the period after 1948. Muslims and Jews, however, have engaged one another for over 1,400 years. Just as at the beginning, when Muhammad first met Jewish Arabs in Medina in 622, Jewish and Muslim relations have spanned the spectrum of human interaction, for better and for worse. What approaches have historians taken to understand the connected histories of Jews and Muslims in Middle Eastern and European history, from their earliest relations in seventh-century Arabia to mid-twentieth-century Europe? Through attention to historical events and personalities as well to religious texts, language, law, ritual, sacred spaces, intellectual and spiritual

movements, art, architecture, and literature we will explore different approaches to the history and memory of Muslim-Jewish relations in the Middle East and Europe, evenly divided between the pre modern and the modern period. Students are advised that this is not a history of the Palestinian-Israeli struggle.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Students will be expected to read essential primary and secondary material for each weekly meeting and to participate in the seminar discussions.

Formative coursework: Students will be required to write one formative 3,000 word essay during the AT.

Indicative reading: Our main narrative reader is A History of Jewish-Muslim Relations, From Their Origins to the Present Day, ed. Abdelwahab Meddeb and Benjamin Stora (Princeton: Princeton University Press, 2013), BP173.J8 H67, referred to as "Meddeb."

The LSE library has an e-book version of this text.

Assessment: Essay (35%, 3000 words) and presentation (15%) in the WT.

Essay (50%, 3000 words) in the ST.

IR100

International Relations: Theories, Concepts and Debates

This information is for the 2024/25 session.

Teacher responsible: Dr Sinja Graf

Availability: This course is compulsory on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available on the BSc in Environment and Sustainable Development. This course is not available as an outside option. This course is available with permission to General Course students.

Students who have this course as a compulsory course are guaranteed a place.

Course content: This course offers an introduction to the study of International Relations (IR). It surveys mainstream and critical theories to the subject. The course also places these theories into conversation with each other to highlight key concepts and debates in the study of IR. We will begin by exploring the history of the modern inter-state system and the formation of IR as an academic discipline. We will proceed with studying major theories that analyse and/or criticize the modern international order before engaging several key topics from various perspectives. Overall, this course asks whether IR has developed based on particular (Anglo-American/European) experiences and viewpoints and whether it can and should become more global in its representation of diverse histories, concepts and theories.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are required to write two essays of 1,500 words.

Indicative reading: A full course description and guide to reading will be provided. Relevant course texts include:

- R Devetak, J George & S Percy (Eds) *An Introduction to International Relations* (Cambridge, 2017)
- J Baylis, S Smith & P Owens (Eds) *The Globalization of World Politics* (Oxford, 2016)
- Robbie Shilliam, *Decolonizing Politics* (Polity, 2021)
- R B Persaud & A Sajed (Eds) *Race, Gender, and Culture in International Relations. Postcolonial Perspectives* (Routledge, 2018).

Assessment: Take-home assessment (100%) in the ST.

IR101

Contemporary Issues in International Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Luca Tardelli CBG 10.05

Prof. Peter Trubowitz CBG 10.16

Availability: This course is compulsory on the BSc in International Relations. This course is available on the BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

Students who have this course as a compulsory course are guaranteed a place.

Course content: This course provides an opportunity to gain an analytically deeper understanding and reflect critically upon some of the most topical issues that currently confront international relations and which shape the development of the contemporary international order. These include but are not limited to: the war in Ukraine and tensions between Russia and the West; violent conflict in the Middle East; US foreign policy under President Joe Biden; European security and the future of NATO; challenges to multilateral cooperation and liberal internationalism; China's growing involvement in Africa; the use of armed drones; international financial crises; climate change and environmental security; and migration and refugee crises. The course encourages students to engage in debating the nature of, and possible responses to, contemporary challenges and crises in international politics. The course complements IR100 with a more applied policy focus, while emphasising the need for critical analytical depth when reflecting on the origins, nature and implications of current affairs. Students will develop an awareness of the relationship between the discipline of International Relations as a field of knowledge and the practices of world politics.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term.

Students on this course will have a reading week in Week 6 of Autumn Term and Winter Term, in line with departmental policy.

Formative coursework: Students will be expected to work on 1 formative opinion piece and deliver a short class presentation in the AT. Students will then be expected to produce 1 formative policy memo in the WT and submit the outline of their summative policy memo in the WT.

Indicative reading: Hubert Zimmermann, Milena Elsinger, and Alex Burkhardt, *International Relations: Theories in Action* (Sage, 2024). Jenny Edkins and Maja Zehfuss (eds), *Global Politics: A New Introduction* (Routledge: 2019) Mary Kaldor and Iavor Rangelov (eds), *The Handbook of Global Security Policy* (Wiley-Blackwell: 2014).

Assessment: Policy memo (70%) in the ST.

Class participation (10%) in the AT and WT.

Group presentation (20%) in the AT.

Participation in the class discussion will be assessed throughout the year (10% of the final mark). Students will also give a group presentation on a particular issue or problem by the end of the AT (20%). Finally, students on the course will write a 2,500 word 'policy memo' (70%) on a particular contemporary issue.

Students who have this course as a compulsory course are guaranteed a place.

Students for whom the course is optional must commit to the course when they choose it.

Course content: The aims of this short course are two-fold. First, to enable you to reflect on and share ideas with other students about why you chose to study international relations and what it means to study international relations. Second, to acquire and develop the key skills you need to study international relations, including communications skills (verbal and written) and team working skills. Students will work together on the skills required for reading for academic purposes and taking notes; writing essays; using sources and referencing; delivering class presentations; and succeeding as an IR scholar.

Teaching: This course is delivered through a combination of classes/workshops totalling 7 hours and 30 minutes across Autumn Term (AT).

Formative coursework: There is no formal 'formative' coursework for the course. A variety of 'formative exercises' will be conducted in class and aimed at developing and enhancing a range of study skills linked to the study of international relations.

Indicative reading: Chris Brown, *Understanding International Relations* 5th ed (Palgrave: 2019)

Hubert Zimmermann, Milena Elsinger, and Alex Burkhardt, 'Ch.1- Doing IR: How to Study International Politics', in *International Relations: Theories in Action* (Sage, 2024).

LSE LIFE Learning Resources, available at: <https://info.lse.ac.uk/current-students/lse-life/resources>

Assessment:

There is no summative assessment for this course.

IR200

International Political Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Alice Engelhard

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. This course has a limited number of places (it is capped).

Pre-requisites: Students must have completed *International Relations: Theories, Concepts and Debates* (IR100).

Course content: This course offers an introduction to the history of international political theory (IPT). The course deals with debates and themes prompted by classical thinkers and considers their location within the existing IR canon including realism, liberalism, feminist, and postcolonial theory. The course also broadens this purview to consider how 'classical' international thought has been adopted, adapted, and critiqued by more recent thinkers, including those situated outside of the 'west'. Students will be encouraged to consider how international thought sits within global intellectual history, the impact of world political events on IPT, and its enduring relevance. Topics covered will include sovereignty, the state, and war; international government, empire, and decolonization; gender, race, and class.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Autumn Term and Winter Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are required to write two essays of a maximum length of 1,500 words each to be set and marked by class teachers. They are also expected to give at least one class presentation.

Indicative reading:

- D. Armitage, *Foundations of Modern International Thought*;
- E. Keene, *International Political Thought: A Historical Introduction*;

IR102

Thinking Globally: Studying International Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Luca Tardelli CBG.10.05

Availability: This course is compulsory on the BSc in International Relations and BSc in International Relations and Chinese. This course is available on the BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

- S. Burchill, Theories of International Relations;
- R. Shilliam, International Relations and Non-Western Thought;
- I. Kant, Kant's Political Writings;
- E. H. Carr, The Twenty Years' Crisis;
- B. K. Sarkar, The Futurism of Young Asia;
- R. Vitalis, White World Order, Black Power Politics: The Birth of American International Relations

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

Will exam will be held on-campus as an 'e-Exam'.

IR202

Foreign Policy Analysis 1

This information is for the 2024/25 session.

Teacher responsible: Professor Toby Dodge CBG 9.02

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped).

Course content: The course analyses various theoretical perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states. Foreign Policy Analysis as a sub-discipline of IR; the problem of formulating goals and choosing policy instruments; the role of leadership and psychological elements in policy making; the rational actor model; bureaucratic politics; the impact of history and identity on foreign policy; domestic sources of foreign policy including public opinion, pressure groups and constitutions; the motivations underpinning foreign policy; the role and influence of transnational actors in relation to foreign policy making; foreign policy crises. The discussion classes combine a discussion of these themes with their application to the foreign policies of major powers in the international system.

In the WT the course turns to an analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. There will be lectures on Britain, China, the United States and the Soviet Union/Russia. Additional guest lecturer country case studies will be included for the remainder of the course. The guest lectures offer additional empirical material to help with answering theoretical questions.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term, Winter and Spring Terms.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are required to write two essays of about 1,500 words each for their class teachers during the course and to make presentations in the discussion classes.

Indicative reading: S Smith, A Hadfield and T Dunne (Eds), Foreign Policies: Theories, Actors and Cases, 3rd Edition, Oxford University Press, 2016.

C Alden and A Aran, Foreign Policy Analysis – New Approaches, 2nd Edition, Routledge, 2017;

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

The exam will be an on campus 'e-Exam'.

IR203

International Organisations

This information is for the 2024/25 session.

Teacher responsible: Dr Ulrich Sedelmeier CBG 10.02

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped).

Pre-requisites: Students should have a background in International Relations. Prior familiarity with international relations theory is an advantage, but not necessary.

Course content: International organizations abound, ranging from the World Trade Organization to the United Nations. These institutions are forums for international cooperation and global problem solving, and they often have profound effects on the everyday interactions of states, with ultimate consequences for the lives of people worldwide. At the same time, the contemporary liberal international institutional order is increasingly challenged domestically and internationally. This course draws on theories of international institutions to explain comparatively the role of International Organisations in international politics. These questions include why states create International Organisations, why states transfer certain powers to them, how decisions in International Organisations are made, what impact they have, why they have become increasingly contested, and how they have adapted to such challenges. The course explores these questions across a wide-range of issues, including international peace and security, international economic relations, global environmental politics, human rights and infectious diseases. International organisations to be discussed include the United Nations, the International Monetary Fund, the World Bank, the World Trade Organization, NATO, the International Criminal Court and regional organisations like the European Union, the African Union, and ASEAN.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn, Winter and Spring Terms.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are expected to produce 1 essay in the AT, 1 essay in the WT and 1 presentation each in AT and WT. Formative essays are 1,500 words. Class teachers will mark the essays and provide feedback on student presentations.

The formative essays and presentations are primarily aimed at preparing students for the summative essay (see below). Formative work geared specifically to prepare students at the e-Exam are optional weekly quizzes on Moodle.

Indicative reading:

- Ian Hurd (2021): International Organizations: Politics, Law, Practice, 4th edition (Cambridge: Cambridge University Press);
- Volker Rittberger, Bernhard Zangl and Andreas Kruck, and Hylke Dijkstra International Organization: Polity, Policy, Politics, 3rd ed. (Basingstoke: Palgrave, 2019).

Assessment: Exam (25%, duration: 2 hours) in the January exam period.

Essay (75%, 3000 words) in the ST.

The exam will take place on campus as an 'e-Exam' (Multiple Choice Test).

IR205

International Security

This information is for the 2024/25 session.

Teacher responsible: Dr Patrick Gill-Tiney CBG.10.01 and Dr Katharine Millar CBG.8.13

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in

International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped).

Course content: This course tackles questions of war, peace and security from an analytical perspective, by highlighting changes and continuities in international security. What are the causes and consequences of war? What explains the use of violence for the resolution of inter and intra-state disputes? Does the liberal order promote peace and stability? What are the implications of changes in the distribution of power and the world? What renders the threat of force credible? Can intervention in civil wars ever curb violence and bring about peace? Do nuclear weapons make the world less safe? We address these questions through a combination of theoretical discussions and contemporary policy debates. The first half of the course reviews the major theoretical frameworks that have been used to explain the causes of war on the world stage, as well as its character and duration in the international and domestic arenas. We use these theoretical frameworks as a lens through which to examine problems of war and peace, and threats to individual, national and international security in the contemporary era. The second half of the course turns to questions of security more generally. We examine political violence, terrorism, insurgency, humanitarian emergencies, climate change, and other threats to individual and collective security.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Students will submit one formative essay in AT and one formative essay in WT, each essay up to 1,500 words. Detailed explanations and requirements will be posted on Moodle at the beginning of the academic year.

Indicative reading:

- Bruce Bueno de Mesquita, "Principles of International Politics," 5th edition (Thousand Oaks, CA: CQ Press, 2014)
- James Fearon. 1995. Rationalist Explanations for War. *International Organization* 49(3):379-414.
- Jessica Weeks. 2012. Strongman and Straw Men: Authoritarian Regimes and the Initiation of International Conflict. *American Political Science Review* 106(2):326-347.
- Michael Tomz and Jessica Weeks. 2013. Public Opinion and the Democratic Peace. *American Political Science Review* 107(4):849-865.
- Elizabeth Saunders. 2018. Leaders, Advisors, and the Political Origins of Elite Support for war. *Journal of Conflict Resolution* 62(10):2118-2149.
- Zeynep Bulutgil. 2019. Prewar Domestic Conditions and Civilians in War. *Journal of Global Security Studies* (Review Essay).
- Tanisha M. Fazal, "Wars of Law," (Ithaca, NY: Cornell University Press, 2018)

Assessment: Exam (90%, duration: 3 hours) in the spring exam period.

Class participation (10%) in the AT and WT.

The exam will be an on campus 'e-Exam'.

IR206

International Political Economy

This information is for the 2024/25 session.

Teacher responsible: Dr Nikhil Kalyanpur CBG 8.04

Availability: This course is available on the BSc in Economics, BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. This course has a limited number of places (it is capped).

Course content: The course examines the role of power and

politics in international economic relations. Besides international structural factors, it emphasises the role of domestic political interests and their influence over foreign economic policies. Major approaches covered include historical views on international political economy, and contemporary systemic theories of international cooperation, interest groups politics, ideas and institutions. The course provides an overview and explanation of the international monetary and trade systems since 1944. It also discusses current debates on trade, monetary policy, the political roots of financial crises, globalisation and the retreat of the state, and environmental protection.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Autumn Term and Winter Term. This course includes a reading week in Week 6 in line with departmental policy.

Formative coursework: Weekly multiple choice questions on a Financial Times article. All students receive free access to the website through LSE library.

Indicative reading: Basic references are:

- M Blyth (ed), *Routledge Handbook of International Political Economy* (IPE);
- J Ravenhill (ed), *Global Political Economy*;
- S Strange, *States and Markets*;
- R Palan, *Global Political Economy: Contemporary Theories*;
- J Frieden & D Lake, *International Political Economy*;
- T Oatley, *International Political Economy*;
- A Walter & G Sen, *Analyzing the Global Political Economy*.

A detailed reading list will be given at the beginning of the course.

Assessment: Exam (65%, duration: 2 hours) in the spring exam period.

Assignment (35%) in the WT.

The exam will be an on campus 'e-Exam' where students will be asked to answer 30 multiple choice questions based on Financial Times articles.

The assignment (35%) in the WT is a reading response to a Financial Times article (750) words.

IR305

Strategic Aspects of International Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Jürgen Haacke CBG 9.01

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Course content: This course examines key topics in relation to contemporary strategy. The course begins by exploring its relationship to the field of strategic and security studies. This includes an introduction to the literature on strategic theory, and the meanings of a range of strategy-related concepts. The course will then explore the insights and contributions of some important strategic thinkers, such as Carl von Clausewitz and Sun Tzu. With regard to military strategy, the course offers a particular focus on maritime strategy and the uses of air power. In addition, the course covers strategy in relation to several further topics including: nuclear power and deterrence; irregular war, especially insurgency and counterinsurgency; technological change; as well as ethical constraints. Multiple contemporary empirical cases relating to the study of strategic aspects of international relations will be discussed, such as the failures of counterinsurgency strategies; Russian strategy and 'hybrid war'; geostrategies towards the North Atlantic and the Arctic region; US-China strategic competition; contemporary hedging strategies by smaller powers; as well as debates about recent UK strategic defence and security reviews.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across

Autumn Term and Winter Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be required to write two essays (c. 2000 words each) in the course of the year, one in AT and one in WT.

Indicative reading: Beatrice Heuser, *The Evolution of Strategy: Thinking War from Antiquity to the Present* (Cambridge University Press, 2010).

Clausewitz, Christopher Coker, *Rebooting Clausewitz- On War in the 21st Century* (Hurst, 2017).

Derek M.C. Yuen, *Deciphering Sun Tzu: How to read The Art of War* (Hurst, 2014).

Ian Speller, *Understanding Naval Warfare*, 2nd ed. (Routledge 2019).

Robert A. Pape, *Bombing to Win: Air Power and Coercion in War* (Cornell University Press, 1996).

Patrick Porter, *Military Orientalism: Eastern War Through Western Eyes* (Hurst, 2009).

P.W. Singer, *Wired for War: The Robotics Revolution and Conflict in the 21st Century* (Penguin, 2009).

Vipin Narang, *Nuclear Strategy in the Modern Era: Regional Powers and International Conflict* (Princeton, 2014).

David Kilcullen, *The Accidental Guerrilla: Fighting Small Wars in the Midst of a Big One* (Hurst, 2009).

Ben Barry, *Blood, Metal and Dust: How Victory turned into defeat in Afghanistan and Iraq* (Osprey, 2020).

Zbigniew Brzezinski, *Grand Chessboard: American Primacy And Its Geostrategic Imperatives*, (Basic Books, 1997).

Mitchell A. Orenstein, *The Lands in Between: Russia vs. the west and the New Politics of Hybrid War* (Oxford, 2019).

Klaus Dodds and Mark Nuttal, *The Scramble for the Poles* (Polity Press, 2016).

Graham Allison, *Destined for War: Can America and China Escape Thucydides's Trap?* (Houghton Mifflin Harcourt, 2017).

Assessment: Online assessment (100%) in the ST.

The online assessment is a 3-hour online exam in the summer exam period.

IR312 Half Unit

Genocide

This information is for the 2024/25 session.

Teacher responsible: Professor Jens Meierhenrich

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

This course cannot be taken in conjunction with SO309 Atrocity and Justice.

Course content: This course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed range from Australia to Gaza, and from Germany to Rwanda. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present - and for critically assessing the promise and limits of responding to

collective violence.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are required to research and write one formative essay (1,000 words) due in Week 7 of Winter Term. Essays must be fully - and carefully - referenced using one of the major conventions consistently.

Indicative reading:

- Lee Ann Fujii, *Show Time: The Logic and Power of Violent Display* (Ithaca: Cornell University Press, 2021).

- Christian Gerlach, *The Extermination of the European Jews* (Cambridge: Cambridge University Press, 2016).

- Jens Meierhenrich, *Genocide: A Reader* (Oxford: Oxford University Press, 2014).

- A. Dirk Moses, *The Problems of Genocide: Permanent Security and the Language of Transgression* (Cambridge: Cambridge University Press, 2021).

- Diane M. Nelson, *Who Counts? The Mathematics of Death and Life after Genocide* (Durham and London: Duke University Press, 2015).

- Gérard Prunier, *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe* (Oxford: Oxford University Press, 2009).

- Sean R. Roberts, *The War on the Uyghurs: China's Internal Campaign against a Muslim Minority* (Princeton: Princeton University Press, 2020).

- William A. Schabas, *Genocide in International Law: The Crimes of Crimes*, Second edition (Cambridge: Cambridge University Press, 2009).

Assessment: Essay (100%, 3000 words) in the ST.

IR314 Half Unit

Southeast Asia: Intra-regional Politics and Security

This information is for the 2024/25 session.

Teacher responsible: Dr Jürgen Haacke CBG.9.01

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Course content: This class-only Half Unit course examines key aspects of the contemporary international relations of Southeast Asia, with the primary focus being on the intramural relations of the member states of the Association of Southeast Asian Nations (ASEAN). In order to contextualise these intramural relations, the course first explores the different domestic political settings in which Southeast Asian decision-makers have operated, including ethnic politics and insurgencies. It also examines some of the past interstate tensions and disputes in Southeast Asia and more recent transnational security challenges. The course then, secondly, analyses the foreign and security policies of select ASEAN states. This will involve taking account of a range of additional factors, such as geography, leadership, state-society relations, and economic interests. Thirdly, the course explores how the domestic backdrops and foreign policy outlooks of Southeast Asian states have shaped the nature, effectiveness and limits of ASEAN as a vehicle for intramural political-security cooperation. Specifically, the course assesses the grouping's efforts to establish an ASEAN political-security community. Fourthly, the course focuses on defence modernisation amid wider regional security challenges that maritime Southeast Asian states in particular are facing in the contemporary period. Concepts and theories drawn from International Relations, and especially Foreign Policy Analysis and Security Studies, will be applied as appropriate.

Teaching: This course is delivered through classes totalling a minimum of 20 hours across Autumn Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will write one essay with a maximum length of 2,000 words and present on class topics.

Indicative reading:

- Ba, Alice D. and Beeson, Mark (2018). *Contemporary Southeast Asia*, 3rd ed. (Houndmills, Basingstoke: Palgrave Macmillan).
- Acharya, Amitav (2014). *Constructing a security community in Southeast Asia: ASEAN and the problem of regional order*, 3rd ed. (Abingdon: Routledge).
- Croissant, Aurel and Philip Lorenz (2018). *Comparative Politics of Southeast Asia: An introduction to Governments and Political Regimes* (Springer).
- Ganesan, N. and Ramses Amer, eds (2010). *International Relations in Southeast Asia: Between Bilateralism and Multilateralism* (ISEAS).
- Leifer, Michael (2000). *Singapore's Foreign Policy: Coping with Vulnerability* (Routledge).
- Saravanamuttu, Johan (2010). *Malaysia's Foreign Policy: The First Fifty Years-Alignment, Neutralism, Islamism* (ISEAS).
- Severino, Rudolfo (2006). *Southeast Asia in Search of an ASEAN Community* (ISEAS).
- Slater, Dan (2010). *Ordering Power: Contentious Politics and Authoritarian Leviathans in Southeast Asia* (Cambridge University Press).
- Tan, Andrew T.H., ed. (2007). *A Handbook of Terrorism and Insurgency in Southeast Asia* (Edward Elgar).
- Till, Geoffrey and Jane Chan, eds (2014). *Naval Modernisation in South-East Asia: Nature, causes and consequences* (Routledge).
- Weatherbee, Donald E. (2015). *International Relations in Southeast Asia: The Struggle for Autonomy*. 3rd ed. (Rowman & Littlefield).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The exam will be an on campus 'e-Exam'.

IR315

International Relations of the Middle East

This information is for the 2024/25 session.

Teacher responsible: Prof Fawaz Gerges CBG.10.03

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Course content: The course applies the theories and conceptual tools of the discipline of International Relations to the study of the Middle East region. It uses the empirical material offered by the history, politics, political economy and international politics of the region to explore these concepts and theories.

More specifically, it provides an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and great power/super power/hyperpower politics.

Topics covered include: The emergence of the state system in the Middle East during the inter-war period; the interplay of domestic politics, regional conflicts and international rivalries; the Cold War and post-Cold War significance of the Middle East in global politics; the importance of oil and other economic factors and interests; conflict in the Gulf and the Arab-Israeli conflict; the foreign policies of major Middle Eastern states and the Lebanese civil war; the role of ideologies and social movements: Arab nationalism, militarism, political Islam and global jihadism; state and non-state actors; democracy and human rights issues, the Arab Spring uprisings; and international relations theory and its significance for the study

of Middle East politics.

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Autumn Term and Winter Term.

Formative coursework: Two essays of 1,500 words each and 2 presentations in the AT and WT.

Indicative reading: Students are strongly advised to read before the beginning of the course:

- Fawaz A. Gerges, *Making the Arab World: Nasser, Qutb, and the Clash That Shaped the Middle East*
- F. Halliday, *The Middle East in International Relations: Power, Politics and Ideology*
- Madawi al-Rasheed, *A Most Masculine State: Gender, Politics and Religion in Saudi Arabia*
- Fawaz A. Gerges, *The Superpowers and the Middle East: Regional and International Politics*
- Louise Fawcett, *International relations of the Middle East*

Course readings include:

- Nazih Ayubi, *Over-stating the Arab State: politics and society in the Middle East*
- Lisa Anderson, 'The State in the Middle East and North Africa' *Comparative Politics*, October 1987
- R Hinnebusch & A Ehteshami (Eds), *The Foreign Policies of Middle East States*
- B Korany & A Dessouki (Eds), *The Foreign Policies of Arab States*
- John Chalcraft, *Popular Politics in the Making of the Middle East*
- Madawi al-Rasheed, *Demystifying the Caliphate*
- Fanar Haddad, *Sectarianism in Iraq: Antagonistic Visions of Unity*
- Fawaz A. Gerges (ed.), *The New Middle East: Protest and Revolution in the Arab World*
- Z. Lockman, *Contending Visions of the Middle East: The History and Politics of Orientalism*

Assessment: Take-home assessment (100%) in the ST.

IR317 Half Unit

American Grand Strategy

This information is for the 2024/25 session.

Teacher responsible: Prof Peter Trubowitz CBG 10.16

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Course content: This course explores American foreign policy at the broadest level of analysis – the level known as grand strategy. The course showcases the main theoretical perspectives that inform the study of grand strategy and applies them to historical and contemporary cases of American statecraft. In this connection, we will assess the relevance of the U.S. experience for theorizing about power politics and the implications of alternative theories for thinking critically about American international behaviour. Emphasis is placed on the debates and controversies that animate the study of grand strategy, as well as of the unique challenges posed by making foreign policy in the American political, economic, and cultural context.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT.

Formative coursework: Students will write short weekly blog posts on Moodle and provide an 800-word outline of their assessed essay by the end of Week 8. This will be returned by the end of AT.

Indicative reading:

- John Lewis Gaddis, *Strategies of Containment* (2005)
- Peter Trubowitz, *Politics and Strategy* (Princeton 2011)
- Linda Weiss, *America Inc.?* (Cornell 2014)
- Rebecca Thorpe, *The American Warfare State* (Chicago 2014)
- Robert Kagan, *The Jungle Grows Back* (Knopf, 2018)
- Joan Hoff, *A Faustian Foreign Policy* (Cambridge 2008)

Assessment: Essay (100%, 2500 words) in the WT.

Students will write a 2,500 word assessed essay selecting from a list of topics and questions provided by the course coordinator.

IR318 Half Unit Not available in 2024/25

Visual International Politics

This information is for the 2024/25 session.

Teacher responsible: Prof William Callahan CBG.9.05

Darren Moon (Co-Teacher) KSW 4th floor

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Course content: We live in a visual age. Images play an increasingly important role in shaping international political events and our understanding of them. The objective of this course is to examine how visual sources - maps, photographs, film, television, new media - influence international political phenomena, our perception of them, and public responses to them. The course has conceptual, empirical, and practical objectives. At a conceptual level students will acquire knowledge of key theoretical and methodological debates necessary to study visual international politics. At an empirical level, students will gain a better understanding of several concrete instances where images helped to shape international political phenomena, from wars to humanitarian crises, from global social movements to alternative world orders. At a practical level, students will learn how to make a short documentary film.

Teaching: This course is delivered through lectures and classes totalling a minimum of 20 hours across Autumn Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay-diary and 1 project in the AT.

AT week 7: 750-word essay diary

AT week 8: Rough edit of film - approx. 2 minutes duration

Indicative reading: Bleiker, Roland, ed. (2018) *Visual Global Politics*. London: Routledge.

Callahan, William A. (2020) *Sensible Politics: Visualizing International Relations*. New York: Oxford University Press.

Harman, Sophie. (2019) *Seeing Politics: Film, Visual Method, and International Relations*. McGill-Queens University Press.

Rose, Gillian (2016) *Visual Methodologies: An Introduction to Researching with Visual Materials*, 4th ed. London: Routledge.

Berger, John (1972) *Ways of Seeing*. London: Penguin.

Evans, Jessica and Stuart Hall, eds. (1999) *Visual Culture: The Reader*. London: Sage.

Mirzoeff, Nicolas (2015) *How to See the World*. London: Pelican Books.

Shapiro, Michael J. (2011) *Cinematic Geopolitics*. London: Routledge.

Assessment: Project (50%) in the AT.

Essay (50%, 2500 words) in the WT.

The project will be a 5-minute documentary film, which will be made by teams of 3 students.

option. This course is available with permission to General Course students.

Course content: This is a course about war and empire. Many peoples and places in the world have been shaped by imperialism. This course explores some of the violent dimensions of the imperial past and present. It imagines world politics as a space of co-constitution and war or violent conflict as a form of social interconnection. The course considers armed conflict in imperial context from 'world wars', to colonial 'small wars' through to the War on Terror and beyond. It looks at how warfare shapes (and is shaped by) the societies, cultures and politics that populate world politics. The course also considers some of the intellectual traditions that have arisen out of the experience of, and inquiry into, imperial/colonial violence, from the thought of resistance leaders to subaltern and postcolonial/decolonial studies. The premise of the course is that imperial warfare and violence have been generative forces in shaping world politics, well beyond the times and places of specific battles and killings.

This course familiarises students with some themes from scholarship on empire and conflict in the social sciences and humanities. This involves, first, understanding the limitations of the sovereign nation-state as the basic unit of world politics. For most people in most times and places, international relations have taken imperial form of one kind or another. What would it mean to take empire seriously in international thought and inquiry? The course approaches this question by looking at the relations between imperial and global socio-political and economic forces in historical and theoretical context. Second, although much scholarship on empire concerns economy and culture, the history of empire is a history of continual warfare and armed resistance. Imperialism has informed both "world wars" and "small wars", all of which have shaped society and politics in both the core and periphery of the international system, and continues to do so long after the guns fall silent (e.g. in the case of the US and the Vietnam War). The course will cover the histories, strategies and theories associated with such wars and their effects. The course will also explore the intersection between empire and knowledge in political theory and social inquiry. Not only did anti-colonial resistance produce its own theorists, such as Frantz Fanon and Mao Zedong, but in recent decades empire has been the site of new turns in social and political theory and inquiry, as for example in subaltern and postcolonial/decolonial studies, as well as a spike in wider critical approaches in the wake of the War on Terror. The course will introduce students to these works and their application to understanding world politics, including in relation to specific contexts and historical periods of modern empire.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term. Students on this course will have a reading week in Week 6, in line with departmental policy. The course also features a film series focused on themes of imperial/colonial and decolonial conflict. The film series also provides an opportunity for course socialisation and the exploration of course themes through accessible popular culture and media. The course coordinator will briefly introduce each film, which is followed by small-group and open-forum discussion in order to draw out the significance of the film for course themes.

Formative coursework: Students will be expected to produce a 3-4-page summative essay proposal, stating which question/title they are responding to, followed by an outline of their working argument or explanatory framework developed through a literature review in essay-like form, engaging the essential readings and a selection of recommended readings. The proposal should put these texts into conversation with one another in order to identify the key perspectives relevant to the proposed theme, question or title, demonstrating how the proposal's working argument is positioned in relation to these perspectives. This section will be followed by discussion of the kind of empirical evidence under consideration (e.g. case study or studies, dispersed empirical examples etc.). Finally, the formative assessment will include a bulleted essay structure outline and a bibliography. This essay proposal must be developed through an engagement of essential

IR319 Half Unit

Empire and Conflict in World Politics

This information is for the 2024/25 session.

Teacher responsible: Dr David Rampton

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside

and recommended course literature relevant to the theme. The course coordinator will provide feedback on the proposal, highlighting both positive aspects and any potential problems with the essay project.

Indicative reading: Roxanne Doty, *Imperial Encounters* (Minneapolis: University of Minnesota Press, 1996). Alexander Anievas, Nivi Manchanda and Robbie Shilliam (eds.), *Race and Racism in International Relations: Confronting the Global Colour Line* (Abingdon: Routledge, 2015).

Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Norman: University of Oklahoma Press, 1999 [1984]). Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Durham and London: Duke University Press, 1999). Edward Said, *Culture and Imperialism* (New York: Vintage, 1994 [1993]).

Frantz Fanon, *The Wretched of the Earth* (Harmondsworth: Penguin Books, 1967 [1961]).

Gary Wilder, *Freedom Time: Negritude, Decolonization and the Future of the World* (Durham: Duke University Press, 2015).

Faisal Devji, *The Terrorist in Search of Humanity: Militant Islam and Global Politics* (London: Hurst, 2008).

Wolf, Eric R. (1997[1982]) *Europe and the People Without History*. Berkeley: University of California Press.

Michel Rolph-Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon, 2015 [1995]).

Assessment: Essay (100%, 4000 words) in the ST.

The summative assessment is to be completed on the basis of the formative essay proposal (see above) and the feedback on this provided by the Course Coordinator. The essay's response to the question, working argument and analysis must be developed through an engagement of essential and recommended course literature relevant to the question/theme. Please note that all forms of plagiarism are prohibited, and that summative and formative assessments will be checked for plagiarism, including the use of generative AI.

IR322 Half Unit Not available in 2024/25

Sovereignty, Rights and Justice: Issues in International Political Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Chris Brown

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Combines insights and concepts from political theory and international relations theory, and focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice.

Sovereignty and the norm of non-intervention; the contemporary international human rights regime; the ethics of war and violence; the politics of humanitarian intervention; the politics of international criminal law and the ICC; global social justice. Further details will be provided at the start of the session.

Teaching: 20 hours of seminars in the WT. (10 x 2 hr seminars.)

Week 6 is a reading week, in line with departmental policy

Formative coursework: Students will write one formative essay (1,500 words) due end of week 6; they can use this to develop ideas for the summative essay but students will not be allowed to 'cut and paste' their formative work into the summative essay. Students will produce a 2 page outline of the assessed essay in Week 10. This will set out the research question, an overview of the argument, a draft structure and indicative reading list. Students will receive approval of the research topic and feedback on the outline by the end of Week 11.

Indicative reading: A detailed list of references will be provided: Suitable introductions include : Chris Brown, *International Society, Global Polity: An Introduction to International Political Theory* (2015) and Anthony Lang, *International Political Theory* (2014);

Assessment: Essay (100%, 4000 words) in the ST.

Students will write an essay of 4,000 words on a topic approved by the course convener due in Week 1 of the LT. Full details and guidance will be provided on Moodle and in the first seminar.

IR323 Half Unit

Race and Gender in International Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Jasmine Gani CBG (Room TBC)

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Course content: The course examines race and gender as ordering principles in world politics that shape (and are shaped by) historical and contemporary colonial practices in international relations. Students will engage with the ideas, epistemologies, and methods of anti-colonial thinkers and movements, and learn why and how international politics is inextricable from race and gender through the following substantive themes: sovereignty and nationalism; militarism, war, and policing; political economy, environment, and development; migration; civil rights and global solidarity movements. Grounded in postcolonial, decolonial, and feminist political thought, the course will enable students to develop their skills in applying political theory to the most pressing issues in contemporary world politics.

Indicative topics to be covered:

Part 1: Political theory and history of ideas

1. Excavating race and gender in International Relations
2. The imperial university: political theory and knowledge production
3. Epistemic disobedience: postcolonial theories
4. Intersectionality: gender, class, and Black/Indigenous feminist thought
5. Decolonisation, the pluriverse, and liberation theology

Part 2: Issues and case studies in world politics

6. Retelling the story of the state: sovereignty and nationalism
7. Militarism, war, and policing
8. Political economy, environment, and development
9. Racialisation of migration
10. Resisting empire: world-making through global solidarity movements

Teaching: 15 hours of lectures and 10 hours of classes in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Mock Exam in the WT

Indicative reading: Frantz Fanon, "The Wretched of the Earth" Edward Said, "Orientalism"

Angela Davis et al., "Abolition. Feminism. Now"

Gloria Anzaldúa, "Borderlands/La Frontera: The New Mestiza"

Kimberlé Crenshaw, "On Intersectionality: Essential Writings"

Charles W. Mills, "The Racial Contract"

Errol Henderson, "Hidden in Plain Sight: Racism in International Relations Theory."

Assessment: Exam (75%, duration: 2 hours) in the spring exam period.

Class participation (10%) and other (15%) in the WT.

The exam will be an on campus 'e-Exam'.

Reading Reflection (700 words) to be submitted in the WT

IR324 Half Unit Not available in 2024/25**The Practices of Transitional Justice****This information is for the 2024/25 session.****Teacher responsible:** Prof Jens Meierhenrich CLM.6.07**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.**Pre-requisites:** Students must have completed International Organisations (IR203) and International Political Theory (IR200).**Course content:** This taught seminar introduces students to the theory and history of transitional justice. It explores the logic of amnesties, apologies, memorials, lustrations, reparations, trials, truth commission, and related responses to genocide, crimes against humanity, and other mass atrocities. Examining the whole array of historical and contemporary solutions to the problems of 'radical evil' (Immanuel Kant), the seminar assesses the conditions for - and limitations to - achieving order, truth, and justices in domestic politics and international affairs. Utilising insights from political science, law, history, sociology, and philosophy, the seminar will compare alternative institutional designs and divergent choices and consider their real, and imagined, social, political and economic consequences across space and time, from Athens to South Africa to Libya.**Teaching:** 20 hours of seminars in the WT. 1 hour of seminars in the ST.

In line with departmental policy, students on the course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students are required to research and write one essay (2,500 words). In addressing a given essay topic, students must seek to integrate, where applicable, theory and history and bring empirical evidence to bear on the research question they have chosen. Essays must be fully—and carefully—referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be made in hard copy. Feedback is provided by the course teacher, who is responsible for marking essays. Several criteria are applied in the evaluation of student essays, notably: (1) Originality of argument: How unexpected is the advanced claim? (2) Use of literature: Has relevant scholarship been digested and put to good use? (3) Soundness of analysis: Is the inquiry comprehensive and logically consistent? (4) Organisation of evidence: Have argument and evidence been introduced and presented in a compelling manner? (5) Validity of findings: Does the argument remain valid when applied empirically? (6) Clarity of presentation: Are grammar, punctuation, and references flawless?

Indicative reading: Indicative reading list:Jon Elster, *Closing the Books: Transitional Justice in Historical Perspective* (Cambridge: CUP, 2004)Jens Meierhenrich, Alexander Laban Hinton and Lawrence Douglas (eds.), *The Oxford Handbook of Transitional Justice* (Oxford: OUP, 2017)Tricia D Losen, Leigh A Payne and Andrew G Reiter (eds.), *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy* (Washington DC: USIP, 2010)Rosalind Shaw and Lars Waldorf (eds.), *Localizing Transitional Justice: Interventions and Priorities after Mass Violence* (Stanford: Stanford University Press, 2010)Kathryn Sikkink, *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics* (New York: Norton, 2011)**Assessment:** Exam (100%, duration: 2 hours) in the spring exam period.**IR326 Half Unit Not available in 2024/25****The Rule of Law: A Global History****This information is for the 2024/25 session.****Teacher responsible:** Prof Jens Meierhenrich CBG.10.01**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History, BSc in Politics and International Relations and LLB in Laws. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Course content: This taught seminar course introduces students to the theory and history of the rule of law, one of the most frequently invoked - and least understood - ideas of political theory and practice. What exactly is the rule of law? Is it still a harbinger of liberty or just the latest manifestation of neocolonial domination? Is it a moral ideal or merely a means to an end? Can it really facilitate democracy, development, and economic growth? And why is the rule of law compatible with authoritarianism? In answer to these and related questions debated in law and the social sciences as well as in international organizations, governments, think tanks, and NGOs the world over, this interdisciplinary course introduces students to important advocates of the rule of law (from A. V. Dicey to the World Bank) and also to notable critics (including Thomas Hobbes, Carl Schmitt, Judith Shklar, and Eric Posner). Through close readings of seminal texts and a global analysis of historical cases and trajectories, students will gain an innovative and in-depth understanding of the promise - and limits - of one of the most foundational concepts of the modern world.**Teaching:** This course is delivered through classes totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of in-person classes/classes delivered online.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are required to research and write one formative essay (1,000 words) on an assigned topic and due in Week 7 of Lent Term. This essay will be used to sketch out ideas for the summative essay. Essays must be fully - and carefully - referenced using one of the major conventions consistently.**Indicative reading:** Jens Meierhenrich and Martin Loughlin, eds., *The Cambridge Companion to the Rule of Law* (Cambridge: Cambridge University Press, 2021)Tom Ginsburg and Tamir Moustafa, eds., *Rule by Law: The Politics of Courts in Authoritarian Regimes* (Cambridge: Cambridge University Press, 2008)R. W., Kostal, *A Jurisprudence of Power: Victorian Empire and the Rule of Law* (Cambridge: Cambridge University Press, 2005)José María Maravall and Adam Przeworski, eds., *Democracy and the Rule of Law* (Cambridge: Cambridge University Press, 2003)Friedrich Kratochwil, *The Status of Law in World Society: Meditations on the Role and Rule of Law* (Cambridge: Cambridge University Press, 2014)Eric Posner, *The Perils of Global Legalism* (Oxford: Oxford University Press, 2009)**Assessment:** Essay (100%, 4000 words) in the ST.

Essays must be fully - and carefully - referenced using one of the major conventions consistently.

IR327 Half Unit Not available in 2024/25**World Orders in Historical International Relations****This information is for the 2024/25 session.****Teacher responsible:** Dr Martin Bayly**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and

International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Pre-requisites: Students should have completed International Relations: Theories, Concepts and Debates (IR100) and International Political Theory (IR200), but exceptions to this will be considered.

Course content: What is 'world order', how has it changed historically, and what sort of world order shifts are we living through today? These are some of the biggest questions in International Relations. This course approaches world order through two avenues: theory and history. First the course offers a focused introduction to theorising world order, revisiting topics of anarchy, hierarchy, and the practices of world order making. Second, and in parallel with this theoretical element, the course will cover historical instances of world orders and world order making. We will consider interstate orders, civilizational and cultural orders, imperial orders, 'liberal' orders, anti-colonial and insurgent orders, as well as orders of capital, knowledge, and 'non-human' orders. By the end of the course, students will be able to (1) theorise order from different theoretical standpoints; (2) speak knowledgeably about recent works on international order in IR; (3) identify and describe the historical evolution of international order on a global scale; and (4) critically assess the contemporary international/world order and its possible futures.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours in the Winter Term. Each week, in preparation for their classes, students will consider a practical example of world order and engage with a recent substantial text in historical International Relations and world order studies. Complementing this, a weekly lecture will offer intellectual scaffolding – supplying the theoretical tools and conceptual criteria associated with a particular approach to the theory and history of international and world order.

Formative coursework: This course adopts a 'students as producers' approach to formative coursework. At the start of the course, students will be assigned to one of the weekly topics and in agreement with the course convenor they will decide on the type of content they want to contribute. This may be a class presentation, blog post, v-log, or other content that will form a key element to classwork and will be uploaded to the course web-page. Collectively the students will thereby produce a course archive that will provide a core resource for their later summative assessment.

Indicative reading: Adler, Emanuel. *World Ordering: A Social Theory of Cognitive Evolution*. Cambridge: Cambridge University Press, 2019.

Allan, Bentley B. *Scientific Cosmology and International Orders*. Cambridge, United Kingdom; New York, NY: Cambridge University Press, 2018.

Getachew, Adom. *Worldmaking after Empire: The Rise and Fall of Self-Determination*. Princeton Oxford: Princeton University Press, 2020.

Ikenberry, G. John. *A World Safe for Democracy: Liberal Internationalism and the Crises of Global Order*. Yale University Press, 2020.

Phillips, Andrew. *How the East Was Won: Barbarian Conquerors, Universal Conquest and the Making of Modern Asia*. Cambridge; New York, NY: Cambridge University Press, 2021.

Sharman, J. C. *Empires of the Weak: The Real Story of European Expansion and the Creation of the New World Order*. Princeton, New Jersey: Princeton University Press, 2019.

Spruyt, Hendrik. *The World Imagined: Collective Beliefs and Political Order in the Sinocentric, Islamic and Southeast Asian International Societies*. Cambridge New York: Cambridge University Press, 2020.

Zarakol, Ayse. *Before the West: The Rise and Fall of Eastern World Orders*. New edition. Cambridge New York, NY Melbourne New Delhi Singapore: Cambridge University Press, 2022.

Assessment: Essay (100%, 3000 words) in the WT.

IR345 Not available in 2024/25 Global Politics of China

This information is for the 2024/25 session.

Teacher responsible: Prof William A. Callahan CBG.9.05

Availability: This course is available on the BSc in International Relations and BSc in International Relations and Chinese. This course is not available as an outside option. This course is available with permission to General Course students.

Course content: China has long been of interest to students of International Relations due to its historical role as the major power of East Asia, and its current status as a great power with influence in geopolitics, world trade, and global governance. The course lectures examine the development of China's relations with the world in terms of history, culture, and policy-making, and consider how power works in various ways: economic power, military power, soft power, hard power, sharp power, propaganda, and United Front Work. The remainder of the course analyses case studies on China's relations with the United States, Russia, Japan, Hong Kong and Taiwan, Southeast Asia, and on the topical issues of Chinese IR theory, grand strategy, the Belt and Road Initiative, the environment, global cyber-politics, and Chinese world orders (including analysing science fiction for China's futuristic 'galactic politics').

Teaching: 10 hours of lectures and 12 hours of classes in the AT. 18 hours of classes in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will complete two 1500-word essays during the course, and will make two presentations to the seminar. It is permissible for the presentations to be on the same topics as the essays.

Indicative reading:

- Economy, Elizabeth C., *The World According to China*, Oxford University Press, 2022.
- Breslin, Shaun. *China Risen? Studying Chinese Global Power*, Bristol University Press, 2021.
- Yahuda, Michael, *The International Politics of the Asia-Pacific*, 4 edn. London: Routledge, 2019.
- Zhao, Suisheng, *China's Big Power Ambition under Xi Jinping: Narratives and Driving Forces*, Routledge, 2021.

Assessment: Essay (75%, 2500 words) in the ST.

Presentation (25%) in the AT and WT.

During the course of the seminars students will participate in a group presentation (25%) and submit a 2500 word essay (75%) at the start of the ST.

It is permissible for the summative essays to be on the same topic(s) as the formative essays and presentations.

IR349 Not available in 2024/25 Conflict and Peacebuilding

This information is for the 2024/25 session.

Teacher responsible: Dr Milli Lake

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Pre-requisites: A basic background knowledge of the subject themes or related areas would be an advantage.

Course content: This course combines theoretical, empirical, and conceptual work on conflict and peacebuilding with experiences and reflections from particular cases. The course integrates research on political violence, civil war onset, armed group mobilization, rebel governance, and civilian agency. It further explores international responses to conflict, engaging literatures on statebuilding, colonization, and liberal peace. While the

course is primarily empirical in focus, it situates experiences of violence, conflict and peace within a broader historical trajectory, considering relationships between global structures of power and the microdynamics of conflict.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will produce a formative essay in the WT.

Indicative reading:

- Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge: Cambridge University Press,
- Straus, Scott. 2015. *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa*. Ithaca: Cornell University Press.
- Cohen, Dara Kay. 2016. *Rape During Civil War*. Ithaca: Cornell University Press.
- Autesserre, Séverine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. Cambridge University Press.
- Staniland, Paul. 2014. *Networks of Rebellion: Explaining Insurgent Cohesion and Collapse* (Ithaca: Cornell University Press),
- Arjona, Ana. 2016. "Rebelocracy: A Theory of Social Order in Civil War" (Kellogg Working Paper) & *Rebelocracy: Social Order in the Colombian Civil War* (Cambridge: Cambridge University Press)
- Walter, Barbara F. "The New New Civil Wars." *Annual Review of Political Science* 20, no. 1(2017): 469–86
- Weinstein, Jeremy. 2007. *Inside Rebellion: The Politics of insurgent Violence*. Cambridge: Cambridge University Press.
- Wood, Elisabeth. 2008. "The Social Processes of Civil War: The Wartime Transformation of Social Networks." *Annual Rev. Political Science*. 11:539-561.
- Mamdani Mahmood. 2003. 'Making Sense Of Political Violence in Post-Colonial Africa.' *Socialist Register* (79).
- Enloe, Cynthia H. 2007. *Globalization and Militarism: Feminists Make the Link*. Lanham: Rowman & Littlefield
- Peterson, Spike. 2007. 'Thinking Through Intersectionality and War.' *Race, Gender & Class*, 10-27.
- Tickner, JA. 1992. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. Columbia Univ. Press
- Wimmer, Andreas. 2012. *Waves of War: Nationalism, State Formation, and Ethnic Exclusion in the Modern World*. Cambridge University Press
- MacGinty, Roger. 2021. *Everyday Peace: How So-Called Ordinary People Can Disrupt Violent Conflict*. Oxford University Press.
- Fujii, LeeAnn. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47(2):231–41.
- Campbell, Susanna, David Chandler, and Meera Sabaratnam. 2011. *A Liberal Peace?: The Problems and Practices of Peacebuilding*. Zed Books.

Assessment: Take-home assessment (80%) in the ST. Class participation (20%) in the WT.

IR354 Half Unit

Governing International Political Economy: Lessons from the Past for the Future

This information is for the 2024/25 session.

Teacher responsible: Dr James Morrison CBG.9.12

Availability: This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Some background knowledge of international political economy, such as that provided by IR206 'International Political Economy', will be useful for students taking this course.

Course content: Who governs the global economy? How do they

do so? And to what ends do they govern it? This course examines these questions by examining the canonical theories of—and state approaches to—the challenges of global economic governance across the last several centuries. While this course takes history seriously, the primary objective is to use the history to tease out generalisable insights into those challenges we face today.

More generally, this course of study will demonstrate the incomparable insights historical thinking offers in addressing contemporary challenges. History has always been central to the study and practice of international political economy. The most influential scholars and practitioners of international political economy have repeatedly turned to history both to explain, and to offer a fresh perspective on, the great challenges of their day. This course is designed to help students cultivate that invaluable skill and habit of mind.

Proceeding from the seventeenth century to the present, it examines:

- seminal theorists' particular treatments of international political economy
- the ongoing, timeless debate between these theorists
- the major shifts in the global economic order
- the interaction between theories and policy in each shift

The course begins with mercantilism and the 'age of empires.' It then explores the great critics of mercantilism—Adam Smith and David Hume—and the relationship between their critique and the revolutions in IPE that followed. It goes on to analyse the rise of so-called 'English' political economy and the 'First Era of Globalisation' in the 19th Century.

The course then pivots to consider two major challenges to this hegemony of thought and practice. First, it traces the development of socialism from an internal critique through the writings of Marx & Engels to an instantiated alternative system in the early Soviet Union. Second, it considers the German Historical School's return to mercantilism and the ascent of the American Empire onto the global stage. These clash of empires then leads to the cataclysm of the First World War.

In the interwar period, the course analyses the failed attempts to restore the global order. It analyses the radical challenge posed by fascist political economy. It also considers the variety of responses issued by different types of liberals. The course then transitions into a discussion of the several postwar orders, from Keynes's neoliberal institutionalism to Gandhi's rejection of Eurocentric political economy.

Last, the course turns to the modern era. It analyses the trajectories of the postwar global trade and financial systems. It then turns to contemporary issues, such as the post-Cold War order, the 2008 Global Financial Crisis, and the rise of emerging markets.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay and 2 presentations in the AT.

Indicative reading: Thomas Munn. *England's Treasure by Foreign Trade*.

Adam Smith. *An Inquiry into the Nature and Causes of the Wealth of Nations*.

Karl Marx. *Communist Manifesto*.

JM Keynes. *General Theory of Employment, Interest, & Money*.

Gandhi, Mohandas K. *Hind Swaraj or Indian Home Rule*.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

The exam will be an on campus 'e-Exam'.

IR355 Half Unit Not available in 2024/25

Economic Diplomacy

This information is for the 2024/25 session.

Teacher responsible: Dr Boram Lee, CBG.8.09

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in

International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 'International Political Economy', will be useful to students taking this course.

Course content: The course introduces students to the theories and analytical frameworks relating to decision-making and negotiation in international economic relations and enables them to develop the skills needed to apply these to cases. It discusses the roles of the main actors, institutional settings and processes involved in domestic decision-making and international economic negotiations, and their interaction. The aim of the course is to provide participants with the ability to understand and analyse the factors shaping international negotiations in a range of policy issues from trade and investment, to the environment, economic summits and finance.

Teaching: This course is delivered through a combination of classes including lectures and workshops totalling a minimum of 20 hours during Winter Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

The course is composed of two modules. The first module (Week 1-3) discusses analytical toolkits for understanding economic diplomacy. During these initial weeks, students will learn about four approaches to economic diplomacy: a) balance of power and coercive bargaining, b) negotiations within international institutions, c) the effect of domestic politics, and d) the role of ideas and issue framing.

The second module (Week 4-10) features specific negotiation tactics frequently adopted by policymakers and important challenges that negotiators face in policy processes.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will be expected to produce a short policy memo in the WT.

Indicative reading:

- Bayne, Nicholas and Woolcock, S. *The new economic diplomacy: decision-making and negotiation in international economic relations*, Third edition, Ashgate, Stephen 2013.
- Koremenos, Barbara. *The continent of international law: Explaining agreement design*. Cambridge University Press, 2016.
- Davis, Christina L. "Food fights over free trade." *Food Fights over Free Trade*. Princeton University Press, 2011.
- Oye, Kenneth A. *Economic discrimination and political exchange: World political economy in the 1930s and 1980s*. Princeton University Press, 1993.

Assessment: Take-home assessment (100%) in the ST. Take-home assessment (100%) in the ST. Students will be expected to produce a policy memo of no more than 2500 words.

IR367 Half Unit

Political Economy of Climate Change

This information is for the 2024/25 session.

Teacher responsible: Dr Noah Zucker CBG.9.03

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Pre-requisites: There are no formal prerequisites, but prior coursework in international political economy (e.g., IR206) will be useful.

Course content: Why has climate change proven to be such a challenging issue for global governance? How will intensified climate disruptions and decarbonization transform countries' economies and politics? Who are the winners and losers of these

transitions and how are they shaping climate governance today? This course will address these questions in a survey of the political economy of climate change. We will explore cutting-edge research on climate politics and critically analyze various theoretical concepts and models, assess the advantages and drawbacks of different empirical approaches, and draw connections to core debates in international political economy and political science. Students will gain familiarity with the frontier of climate politics scholarship, learn how to constructively critique academic work, and develop skills in designing and executing rigorous political economy research.

Note that this is a research-focused course, with an emphasis on close reads of research articles and special attention paid to theory development and empirical methods. The course will thus be especially useful for students planning to write a dissertation (IR398).

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce an outline of the summative essay in the WT.

Indicative reading:

- Waldinger. 2022. "The Economic Effects of Long-Term Climate Change: Evidence from the Little Ice Age." *Journal of Political Economy*.
- Ross. 2008. "Oil, Islam, and Women." *American Political Science Review*.
- Sprinz and Vahtoranta. 1994. "The Interest-Based Explanation of International Environmental Policy." *International Organization*.
- Clark and Zucker. 2023. "Climate Cascades: IOs and the Prioritization of Climate Action." *American Journal of Political Science*.
- Barrett. 2003. *Environment and Statecraft: The Strategy of Environmental Treaty-Making*. Oxford University Press.
- Kennard. 2020. "The Enemy of My Enemy: Why Firms Support Climate Change Regulation." *International Organization*.
- Colantone, Di Lonardo, Margalit, and Percoco. 2023. "The Political Consequences of Green Policies: Evidence from Italy." *American Political Science Review*.
- Bush and Clayton. 2023. "Facing Change: Gender and Climate Change Attitudes Worldwide." *American Political Science Review*.
- Buntaine, Greenstone, He, Liu, Wang, and Zhang. 2024. "Does the Squeaky Wheel Get More Grease? The Direct and Indirect Effects of Citizen Participation on Environmental Governance in China." *American Economic Review*.
- Graham and Serdaru. 2020. "Power, Control, and the Logic of Substitution in Institutional Design: The Case of International Climate Finance." *International Organization*.

Assessment: Essay (80%, 2500 words) in the ST.

Class participation (20%) in the WT.

Class participation will be comprised of general class participation (15%) and discussion leadership (5%).

IR368 Half Unit

The Political Economy of Trade

This information is for the 2024/25 session.

Teacher responsible: Dr Boram Lee CBG.8.09

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.

Course content: This course examines how politics shape policies

and institutions that govern international trade. The course is divided into three modules: i) introduction, ii) theories, and iii) topics in international trade. After the introductory week, the course surveys classical readings that provide different approaches to international trade. During the theory module, students will investigate how geopolitics, interest groups, institutions, and ideas shape international trade.

Students will compare different arguments and evidence provided by scholars of these traditions and build foundations to apply these perspectives to analysing new topics in international trade. Once the theory module is complete, students will apply these theoretical approaches to new topics in international trade. This module focuses on a variety of topics: trade and climate, trade as a human rights strategy, the World Trade Organization, US-China trade war, populism & trade-related welfare policies, intellectual property rights, and negotiations of bilateral & plurilateral trade deals. Students will examine competing IR and political science theories that explain trade policy outcomes and use those theories in analysing important topics on trade. Most of the required readings are by IR scholars and political scientists who are grappling with international trade policies from political science/IR perspectives. They are recently published journal articles, book chapters, and case studies.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will produce a formative essay of 1500 words on the WT.

Indicative reading: Davis, Christina L. *Food fights over free trade: how international institutions promote agricultural trade liberalization*. Princeton University Press, 2011.

Gowa, Joanne. *Allies, adversaries, and international trade*. Princeton University Press, 1995.

Woll, Cornelia. *Firm interests: How governments shape business lobbying on global trade*. Cornell University Press, 2008.

Steinberg, Richard H. "In the shadow of law or power? Consensus-based bargaining and outcomes in the GATT/WTO." *International organization* 56.2 (2002): 339-374.

Mutz, Diana C. *Winners and losers: The psychology of foreign trade*. Vol. 36. Princeton University Press, 2021

Assessment: Take-home assessment (100%) in the ST.

IR369 Half Unit

Politics of Money in the World Economy

This information is for the 2024/25 session.

Teacher responsible: Prof Jeffrey Chwieroth CBG.10.12

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 *International Political Economy*, will be useful to students taking this course.

Course content: This course is designed as a component of the study of a global system in which the management and mismanagement of money and finance are matters of fundamental consequence for international relations. It is intended to be of particular relevance to students specialising in international political economy. This is a course in applied international political economy theory. It deals with the basic concepts regarding the creation, use and management of money and finance in the global system. Students are then introduced to the political foundations of international monetary governance. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of global financial markets, the

relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as international financial crises, international financial regulation and the politics of IMF conditionality, are best understood in a broader theoretical and analytical context.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Autumn Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to sit a mock e-Exam in the AT.

Indicative reading: No one book covers the entire syllabus, but the following general works provide a useful introduction:

- B Eichengreen, *Globalizing Capital* (2019);
- T Porter, *Globalization and Finance* (2005);
- D Andrews (ed), *International Monetary Power* (2006);
- J Frieden, *Currency politics: the political economy of exchange rate policy* (2015);
- E Helleiner, *The status quo crisis: global financial governance after the 2008 meltdown* (2014);
- C. Norloff, *America's global advantage: US hegemony and international cooperation* (2010);
- B Cohen, *Currency power: understanding monetar rivalry* (2015)
- J Chwieroth and A Walter, *The Wealth Effect* (2019)

Assessment: Exam (90%, duration: 2 hours) in the January exam period.

Class participation (10%) in the AT.

The exam will be an on campus 'e-Exam'.

IR372 Half Unit Not available in 2024/25

Nuclear Non-proliferation and World Politics (Special Topics in International Relations)

This information is for the 2024/25 session.

Teacher responsible: Professor Etel Solingen and Dr Ulrich Sedelmeier

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Course content: This course will apply theories of international relations to explain why some states have pursued nuclear weapons whereas most others have abstained. What is the role of the nonproliferation regime, major powers, international norms, democracy, and globalization on decisions to acquire or renounce nuclear weapons? How do international institutions, major powers and other states respond to violations of international legal commitments not to develop nuclear weapons? What is the relative effectiveness of sanctions and positive inducements in persuading states to abandon nuclear weapons programs? Countries under focus will be North Korea, Iran, Japan, Taiwan, Iraq, Libya, South Korea, India, Pakistan, Israel, and Egypt, among others. There will be simulations of negotiations geared to dissuade actual or potential nuclear proliferators from pursuing such designs.

Teaching: 9 hours of lectures and 13 hours and 30 minutes of classes in the WT.

Formative coursework: 1 x Essay (1,500 words) and 1 x Essay Plan (1 page) in the Winter Term.

Indicative reading: Etel Solingen, *Nuclear Logics: Contrasting Paths in East Asia and the Middle East* (Princeton University Press, 2007) William Potter and G. Mukhatzhanova, "Divining Nuclear Intentions" *International Security* 33, 1 (2008) Nicholas L. Miller, "The Secret Success of Nonproliferation Sanctions," *International Organization* 68, No. 4 (2014): 913-944. Nicholas L. Miller, "Nuclear Dominoes: A Self-Defeating Prophecy?"

Security Studies 23, No. 1 (2014): 33-73.

Nina Tannenwald, *The Vanishing Nuclear Taboo?* Foreign Affairs November/December 2018.

Etel Solingen (ed.), *Sanctions, Statecraft, and Nuclear Proliferation* (Cambridge University Press, 2012)

Assessment: Essay (100%, 3000 words) in the ST.

IR373 Half Unit

China and the Global South

This information is for the 2024/25 session.

Teacher responsible: Professor Chris Alden 9th Floor IDEAS, PAN

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Pre-requisites: Foreign Policy Analysis (IR202)

Course content: This course focuses on the substantive role that China plays in the Global South where its preponderance of material power and putative developing country status confers upon it a dominant position in bilateral and regional political economies. China's economic position, coupled to an astute use of finances flowing from its mercantilist policies, has enabled it to become the leading trading partner and a significant investor in the developing world. Moreover, the Global South is increasingly figuring in Beijing's expanding security interests and soft power provisions. Interpretations embedded in prevailing academic discourses like socialisation, threat and peaceful rise take on new meaning when studied through the lens of ties with developing countries. Understanding how dynamics in this relationship are impacting upon a host of global and contemporary issues (BRICs, multilateralism, peacekeeping, the environment) is crucial to the shape of the 21st century.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Autumn Term. Students on this course will have a reading week in Week 6, in line with departmental policy. The course is delivered in cooperation with Dr. Alvaro Mendez (PAN 9.01C).

Formative coursework: Essay (1000 words max) on one question from Week 1-3 materials

Indicative reading:

- Chris Alden & Lu Jiang. (2019). Brave new world: debt, industrialization and security in China–Africa relations. *International Affairs*, 95(3), 641-657. doi:<https://doi.org/10.1093/ia/iiz083>
- Gaston Fornes & Alvaro Mendez. (2018). *The China-Latin America Axis: Emerging Markets and their Role in an Increasingly Globalised World* (2 ed.). New York: Palgrave Macmillan
- David Shambaugh (Ed.) (2016). *The China Reader: Rising Power* (6th ed.). Oxford, UK: Oxford University Press,

Assessment: Exam (75%, duration: 3 hours) in the January exam period.

Presentation (25%) in the AT.

- The exam will be an on campus 'e-Exam'.
- The presentation will be a 7-minute pre-recorded video presentation together with a 300-word annotated bibliography.

IR374 Half Unit

Conflict and Peacebuilding

This information is for the 2024/25 session.

Teacher responsible: Dr Milli Lake

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in

International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Pre-requisites: A basic background knowledge of the subject themes or related areas would be an advantage.

Course content: This course combines theoretical, empirical, and conceptual work on conflict and peacebuilding with experiences and reflections from particular cases. The course integrates research on political violence, civil war onset, armed group mobilization, rebel governance, and civilian agency. It further explores international responses to conflict, engaging literatures on statebuilding, colonization, and liberal peace. While the course is primarily empirical in focus, it situates experiences of violence, conflict and peace within a broader historical trajectory, considering relationships between global structures of power and the microdynamics of conflict.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will produce a formative essay in the WT.

Indicative reading: Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge: Cambridge University Press, Straus, Scott. 2015. *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa*. Ithaca: Cornell University Press.

Cohen, Dara Kay. 2016. *Rape During Civil War*. Ithaca: Cornell University Press.

Autesserre, Séverine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. Cambridge University Press.

Staniland, Paul. 2014. *Networks of Rebellion: Explaining Insurgent Cohesion and Collapse* (Ithaca: Cornell University Press),

Arjona, Ana. 2016. "Rebelocracy: A Theory of Social Order in Civil War" (Kellogg Working Paper) & *Rebelocracy: Social Order in the Colombian Civil War* (Cambridge: Cambridge University Press) Walter, Barbara F. "The New New Civil Wars." *Annual Review of Political Science* 20, no. 1(2017): 469–86

Weinstein, Jeremy. 2007. *Inside Rebellion: The Politics of insurgent Violence*. Cambridge: Cambridge University Press.

Wood, Elisabeth. 2008. "The Social Processes of Civil War: The Wartime Transformation of Social Networks." *Annual Rev. Political Science*. 11:539-561.

Mamdani Mahmood. 2003. 'Making Sense Of Political Violence in Post-Colonial Africa.' *Socialist Register* (79).

Enloe, Cynthia H. 2007. *Globalization and Militarism: Feminists Make the Link*. Lanham: Rowman & Littlefield

Peterson, Spike. 2007. 'Thinking Through Intersectionality and War.' *Race, Gender & Class*, 10-27.

Tickner, JA. 1992. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. Columbia Univ. Press

Wimmer, Andreas. 2012. *Waves of War: Nationalism, State Formation, and Ethnic Exclusion in the Modern World*. Cambridge University Press

MacGinty, Roger. 2021. *Everyday Peace: How So-Called Ordinary People Can Disrupt Violent Conflict*. Oxford University Press.

Fujii, LeeAnn. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47(2):231–41.

Campbell, Susanna, David Chandler, and Meera Sabaratnam. 2011. *A Liberal Peace?: The Problems and Practices of Peacebuilding*. Zed Books.

Assessment: Take-home assessment (80%) in the ST. Class participation (20%) in the WT.

IR377 Half Unit**The Politics of Peace & Security in Sub-Saharan Africa**

This information is for the 2024/25 session.

Teacher responsible: Dr Stephanie Schwartz

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Course content: This course explores the politics of peace, civil wars, and security in sub-Saharan Africa as it relates to the broader global context. Using post-independence sub-Saharan Africa as the background, we will explore the causes of civil war and determinants of peace, as well as the different political responses embraced by African leaders and politicians to other security challenges characteristic of the post-colonial period. We will study with a range of cases, including Rwanda, Burundi, Sudan and South Sudan, through which we will engage topics such as the relationship between identity and conflict, the origins of insurgency, conflict prevention, and post-conflict justice and reconciliation.

Teaching: 20 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students should submit a written response to a film assigned for viewing. Through the film response the students will practice applying theories learned in class to analyse the film in response to a guided prompt. This type of analysis will be central to their summative take-home assessment.

Indicative reading:

- Ade Ajayi, J.F. 1982. "Expectations of Independence." *Daedalus* 3:2
- Mahmood Mamdani, 2001. *When Victims Become Killers*, Princeton: Princeton University Press., selections
- Kalyvas, Stathis N. 2003. "The Ontology of 'Political Violence': Action and Identity in Civil Wars." *Perspectives on Politics* 1 (3): 475 - 494.
- Reno, William. *Warlord Politics and African States*. London: Lynne Rienner, 1998. Introduction, chapters 3-4.
- Mampilly, Zachariah. *Rebel rulers: Insurgent governance and civilian life during war*. Cornell University Press, 2012. Selected chapters on blackboard
- Okech, Awino (2021) 'Governing Gender: Violent Extremism in Northern Nigeria.' *Africa Development*, 46 (3). pp. 1-19.
- De Waal, Alex. 2005. "Who are the Darfurians? Arab and African identities, violence and external engagement." *African Affairs*, 104 (415): 181-205.
- Deng, Francis Mading ; Deng, Daniel J; Cahill, Kevin M New York: "Bound by Conflict: Dilemmas of the Two Sudans" Fordham University Press; 2016, selected chapters
- Cohen, Dara Kay. 2013. *Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War*. *World Politics* 65 (3): 383-415.
- Jok, Jok Madut. "Militarization and gender violence in South Sudan." *Journal of Asian and African studies* 34, no. 4 (1999): 427-427
- Fujii, Lee Ann. "Killing neighbors." In *Killing Neighbors*. Cornell University Press, 2010.
- Alan Kuperman, "Rwanda in Retrospect," *Foreign Affairs* (January/February 2001); and Alison Des Forges, et al. response to Kuperman
- Samantha Power, "Bystanders to Genocide," *The Atlantic Monthly* 288, no 2 (September 2001): 84-108.
- Berry, Marie E. *War, women, and power: From violence to mobilization in Rwanda and Bosnia-Herzegovina*. Cambridge University Press, 2018.
- Autesserre, S., 2010. *The trouble with the Congo: Local violence and the failure of international peacebuilding* (Vol. 115). Cambridge University Press., selections
- Roland Paris, "Peacebuilding: The Limits of Liberal

Internationalism," *International Security*, Vol. 22, no. 2 (1997).

- Msimang, Sisonke. "All Is Not Forgiven: South Africa and the Scars of Apartheid. (Essay)." *Foreign Affairs* 97, no. 1 (January 1, 2018): 28-34.
- Chapman, Audrey R. 2007. "Truth Commissions and Intergroup Forgiveness: The Case of the South African Truth and Reconciliation Commission." *Peace and Conflict: Journal of Peace Psychology*, 13(1): 51-69.
- Longman, Timothy. 2017. *Memory and Justice in Post-Genocide Rwanda*. Cambridge University Press. Selected Chapters on Blackboard

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Class participation (20%) in the WT.

The exam will be an on campus 'e-Exam'.

IR378 Half Unit**Critical War Studies**

This information is for the 2024/25 session.

Teacher responsible: Dr David Rampton

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Course content: This course has two key, inter-connected aims. Firstly, it engages the points of contention around the theorisation and conceptualisation of war as these arise from the debates and conversations between differing perspectives and schools of thought in IR, political studies and the social sciences, including a specific emphasis on critical approaches. We ask whether war has fundamentally changed in late modernity, or if it reveals a transhistorical continuity in its core nature, or, if we can identify a common logic in its aims, motivations, methods, practices and effects. Secondly, the course explores the transformative impact and effects of war. In this, it frames war as disruptive of certainties, highlighting the way it regularly undermines expectations, strategies and theories, and along with them, the credibility of those in public life and the academy presumed to speak with authority about it. War both disturbs and disorders existing states, institutions, social orders, identities and quotidian practices, and yet, through these historical and socio-political processes, gives new shape and form to such orders, institutions and practices. At the same time, these transformations shape and inform the course and character of war. This violent but fecund juncture between war, society and politics is what this course seeks to understand, placing significant emphasis on the deep connections between war and transformations in the logic and practices of states, social-orders, identities and wider societal practices.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across the Autumn Term. Students on this course will have a reading week in Week 6, in line with departmental policy. The course also features a film series focused on landscapes and narratives of war from diverse contexts of the world. The film series also provides an opportunity for course socialisation and the exploration of course themes through accessible popular culture and media. The course coordinator will briefly introduce each film, which is followed by small-group and open-forum discussion in order to draw out the significance of the film for course themes.

Formative coursework: Students will be expected to produce a 3-4-page summative essay proposal, stating which question/title they are responding to, followed by an outline of their working argument or explanatory framework developed through a literature review in essay-like form, engaging the essential readings and a selection of recommended readings. The proposal should put these texts into conversation with one another in order to identify the key perspectives relevant to the proposed theme, question

or title, demonstrating how the proposal's working argument is positioned in relation to these perspectives. This section will be followed by discussion of the kind of empirical evidence under consideration (e.g. case study or studies, dispersed empirical examples etc.). Finally, the formative assessment will include a bulleted essay structure outline and a bibliography. This essay proposal must be developed through an engagement of essential and recommended course literature relevant to the theme. The course coordinator will provide feedback on the proposal, highlighting both positive aspects and any potential problems with the essay project.

Indicative reading: Hew Strachan, *Clausewitz's On War* (New York: Grove Press, 2007)

Michel Foucault, *Society Must be Defended* (London: Penguin, 2004)

Jens Bartleson, *War in International Thought* (Cambridge: Cambridge University Press, 2017)

Jarius Victor Grove, *Savage Ecology: War and Geopolitics at the End of the World* (Durham: Duke University Press, 2019)

Anders Engberg-Pedersen, *Empire of Chance: The Napoleonic Wars and the Disorder of Things* (Cambridge: Harvard University Press, 2015)

Helen M. Kinsella, *The Image Before the Weapon: A Critical History of the Distinction between Combatant and Civilian* (Ithaca: Cornell University Press, 2011)

Cynthia Enloe, *Twelve Feminist Lessons of War* (London: Footnote Press, 2023)

Michael Howard *War and the Liberal Conscience* (London: Hurst & Co., 2008)

Caroline Holmqvist, *Policing Wars in the Twenty-First Century* (London: Palgrave Macmillan 2014)

Antoine Bousquet, *The Eye of War: Military Perception from the Telescope to the Drone* (Minneapolis: University of Minnesota Press, 2018)

Dave Grossman, *On Killing: The Psychological Cost of Learning to Kill in War and Society* (Boston, New York: Little, Brown & Company, 1995)

Debbie Lisle, *Holidays in the Danger Zone: Entanglements of War and Tourism* (Minneapolis: University of Minnesota Press, 2016)

Assessment: Essay (100%, 4000 words) in the WT.

The summative assessment is to be completed on the basis of the formative essay proposal (see above) and the feedback on this provided by the Course Coordinator. The essay's response to the question, working argument and analysis must be developed through an engagement of essential and recommended course literature relevant to the question/theme. Please note that all forms of plagiarism are prohibited, and that summative and formative assessments will be checked for plagiarism, including the use of generative AI.

IR379 Half Unit

Eastern Europe: Domestic Regimes and Foreign Policies

This information is for the 2024/25 session.

Teacher responsible: Prof Tomila Lankina CBG 10.13

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: None. If students have not taken Foreign Policy Analysis (IR202), they can consider attending the lecture of Foreign Policy Analysis (IR202) to enhance their knowledge and understanding.

Course content: The course offers an analysis of key issues in the development of the domestic, foreign and security policies of East European countries. The course covers the various factors shaping

the domestic, foreign and security policy of Ukraine, Belarus, Russia, as well as countries in Central Asia, the Caucasus, and the Baltic states. It will explore both the domestic aspects of politics, political regime and protest; and foreign policy and security issues, such as national liberation struggles, geopolitical orientations, membership in regional organizations and alliances. It will also discuss Russia's war against Ukraine and Ukraine's popular movements and mobilization against Russia's aggression.

Other topics that we will discuss in class are the economic power projection of countries in the region and those of external players like China and the European Union; the geopolitics of oil and gas; soft power and soft security aspects of the foreign policies of the countries studied in this class. We will also discuss authoritarian and democratic diffusion processes in the 1990s and 2000s; the role of the Russian state media and propaganda and attempts of other states to resist it; the role of ideas and norms in shaping national politics and geopolitical orientations; and the historical legacies influencing the politics and political regimes of the countries in the region. Each of the ten topics covered will speak to the major theoretical debates on the factors shaping domestic and foreign policy and students will be encouraged to evaluate the merits of the various theories based on available evidence.

The background class focuses on the domestic and international politics of the countries studied, in the twentieth century, including national liberation struggles and Soviet forcible annexations, and we will also discuss the period immediately preceding the collapse of the Soviet Union. The subsequent sessions analyse the domestic and foreign policies of the countries surveyed with a special focus on the 2000s, including processes of democratization and authoritarian backsliding, domestic civil society and protests, energy politics, the role of China, cross-border cooperation among states in Central Asia and the Caucasus, ethnic and religious conflicts, European Union accession and/or prospects for accession, the role of the US in the various states, and Russia's wars against Georgia and Ukraine.

Some of the questions to be addressed in the course of the ten seminars and lectures are: How have domestic institutions and political regimes changed over the course of the twentieth and twenty-first centuries? What are the impacts of domestic politics on foreign policy making and thinking? How have regional powers like Russia and China sought to use traditional security mechanisms, hard power and soft power to influence neighbours and what mechanisms have the target states devised to resist external hard and "soft" power? What kind of relationships have the countries in the region forged with countries in Asia, Africa, the Middle East, North and South America, and with the EU and other non-EU European states? And what are the factors shaping these relationships? What role do energy politics play in the ties and alliances that countries have forged?

Teaching: 10 hours of lectures and 15 hours of classes in the WT. Students are expected to engage in independent study, using the reading list to deepen their knowledge and understanding of the subject. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will produce 1 presentation and 1 other piece of coursework in the WT. The class presentation will be on the same topic as the topic covered that week and will help students better understand the subject of that seminar.

Indicative reading:

- Astapova, Anastasiya, Vasil Navumau, et al. 2022. "Authoritarian Cooptation of Civil Society: The Case of Belarus." *Europe-Asia studies* 74 (1): 1-30.
- Clarke, Charles. 2023. *Understanding the Baltic states Estonia, Latvia and Lithuania since 1991*. London: Hurst & Company.
- Greene, Samuel A., and Graeme B. Robertson. 2019. *Putin v. the People: The Perilous Politics of a Divided Russia*. New Haven: Yale University Press
- Guriev, Sergei, and Daniel Treisman. 2022. *Spin Dictators: The Changing Face of Tyranny in the 21st Century*. Princeton: Princeton University Press
- Broers, Laurence, and M. Yemelianova Galina. 2020. *Routledge Handbook of the Caucasus*. Taylor and Francis.

- Onuch, Olga, and Henry E. Hale. 2022. *The Zelensky Effect. New Perspectives on Eastern Europe & Eurasia*. La Vergne: Hurst Publishers.
- Van den Bosch, Jeroen, Adrien Fauve, Bruno De Cordier (eds). 2021. *European Handbook of Central Asian Studies. History, Politics, and Societies*. Stuttgart: Ibidem Verlag.
- Hale, Henry E., Juliet Johnson, and Tomila V. Lankina, eds. 2024. *Developments in Russian Politics 10*. London: Bloomsbury Academic.
- Popova, Maria, and Oxana Shevel. *Russia and Ukraine: Entangled Histories, Diverging States*. Cambridge: Polity, 2023.

Assessment: Essay (80%, 2500 words) in the ST.
Class participation (20%) in the WT.

IR380 Half Unit

The Politics of Inequality and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Victoria Paniagua

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.

Course content: This course examines the interaction between markets and states to understand the causes and consequences of economic development and inequality. We will explore these topics in light of contemporary theoretical, substantive, and methodological debates within the fields of international and comparative political economy. The empirical focus of this course is the developing world. We will cover case studies in a variety of regions, including Latin America, Africa, Middle East, Asia, and Eastern Europe. However, because the approach of this course is comparative, historical, and analytical, to disentangle patterns in these regions we will also discuss the trajectories of advanced economies such as the United States and England. The course is divided in two main parts. The first one is dedicated to exploring within country income and wealth inequalities. We will address the following questions:

What are the political (and market) forces behind inequality? What can be done to curb down inequality and what is the role of the state in this process? How do citizens' preferences affect and are affected by inequality? Furthermore, we will examine the political consequences associated with the growing spread of income and wealth inequalities, particularly, its effects on regime type, democratic backsliding, the political influence of the top 1%, and recent trends in political polarization. The second part of the course is devoted to addressing between countries economic inequality, in other words, why are some countries wealthier than others? To answer this question, we will study why some countries have developed earlier (and more) than others and why some have fell behind.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. There will be 10 weekly lectures of one hour each, shared with IR480. In addition, starting in Week 1, lectures will be followed by a weekly one hour class, where the required readings and lecture content will be discussed. Students are expected to read all required readings before attending the lectures and to actively engage during both the lecture and the seminar sessions.

Formative coursework: Formative coursework includes acting as a discussion leader; and submitting a discussion comment and question.

Discussion leader role:

Students will choose 1 (one) week in which they would like to perform as the discussion leader during the seminar session. The discussion leader will: (1) propose a set of 2 or 3 questions related to the required readings for discussion in class; (2) read in advance

the pre-seminar comments posted on the Moodle forum (see below) and integrate these into our conversation; (3) moderate the discussion; (4) draw a brief summary/conclusion at the end of the discussion.

Students will choose 4 (four) weeks in which they will submit a brief comment, critique and/or question on the week readings (max. 100 words). It should be uploaded to the seminar group Moodle forum at least 24 hours before the seminar session. These brief comments will be used by the instructor and discussion leader as input for in-class discussion.

Indicative reading: Piketty, T. (2013). *Capital in the 21st Century*. Harvard University Press. (Chapter 1).

Milanovic, B. (2016). *Global inequality: A New Approach for the Era of Globalization*. Harvard University Press. (Chapters 1-3).

Lockwood, E. (2021). The international political economy of global inequality. *Review of International Political Economy*, 28(2), 421-445.

Atkinson, A. (2015). *Inequality: What can be done?* Harvard University Press (chapters 1-3).

Kuznets, S. (1955). Economic growth and income inequality. *The American Economic Review*, 45(1), 1-28.

Milanovic, B. (2010). *The haves and the have-nots: A brief and idiosyncratic history of global inequality*. Basic Books (AZ).

Assessment: Presentation (10%) in the WT.

Take-home assessment (90%) in the ST.

IR391 Half Unit

Globalisation and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Natalya Naqvi

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

Course content: What role should the state play in economic development? How has globalisation affected what the state can still actually do to promote economic development? Between the 50s and 80s, the East Asian 'developmental state' model delivered rapid industrialisation through extensive state intervention, seemingly refuting not only the claims of free market economics, but also of dependency theory: that poor countries could never develop due to the very nature of the capitalist world system. Since the 80s, the applicability of the East Asian model was challenged in new ways. Structural changes in the global political economy, including the end of fixed exchange rates, increased capital mobility, the development of international financial markets, privatisation of the commanding heights of the economy, the proliferation of restrictive trade and investment agreements, and the rise of global value chains, led many to argue that even if it was economically beneficial for other countries to implement the East Asian model, this was no longer possible because globalisation had dramatically constrained the power of the nation state. Others argued that concerns over the constraints posed by globalisation were overblown, and that domestic interests, institutions, and ideas were responsible for holding back structural transformation of the economy.

This course will combine debates in IPE, over how the process of globalisation has transformed the capacity for state action, with debates in the political economy of development over the role of the state in the process of late development. Students will gain an understanding not only of the debate over how much domestic policy autonomy developing countries have after globalisation, but also of the kinds of policies they need this policy space for. Problems of underdevelopment are approached through the prism of both core-periphery power relations, and power relations arising from the domestic productive structure. By the end of the course,

students will be able to:

1. Make theoretically informed arguments in written and oral form, supported by empirical evidence on key questions in the study of globalization and late development
2. Critically engage (understand and be able to point out the weaknesses and strengths of) with various theoretical approaches (dependency, developmentalist, liberal, Marxist) to the study of late development
3. Critically engage with various theoretical approaches (hyperglobalists, constraints school, sceptics, compensation hypothesis) to the study of globalisation
4. Apply these theoretical frameworks to empirical situations

Teaching: 10 hours of lectures and 15 hours of classes in the AT. Week 6 is a reading week, in line with departmental policy.

Formative coursework: Students will receive feedback on a PowerPoint presentation on a pre-assigned essay question, similar to that set for the summative assessment. The presentation will be in effect an essay outline. This will provide students with the opportunity to refine their work prior to grading. The feedback will focus not only on academic content, but also presentation skills. Students will also be set one test in a random week. This will test their understanding of key concepts covered so that they know where their weaknesses lie. It will also incentivize students to keep up to date with the core readings.

Indicative reading: • Kicking Away the Ladder, Ha Joon Chang

- States and Markets, Susan Strange
- States Versus Markets, Herman Schwartz
- Globalisation in Question, Hirst, Thompson and Bromley
- The Myth of the Powerless State, Linda Weiss
- Reclaiming Development Economics, Chang and Grabel
- The Developmental State, Woo-Cummings
- Business and the State in Developing Countries, Maxfield and Schneider

Assessment: Essay (90%, 1800 words) in the WT. Class participation (10%) in the AT.

IR392 Half Unit

The Political Economy of China's Technological Rise

This information is for the 2024/25 session.

Teacher responsible: Dr John Minnich CBG (Room TBC)

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

This course has a limited number of places (it is capped).

Course content: This course examines the causes and consequences of China's rise as an economic and technological great power over the past four decades. It provides a theoretically informed introduction to the political economy of contemporary China and to major debates surrounding China's relations with the United States and its allies and partners. Topics covered include Chinese industrial and innovation policies, China's capabilities in core technologies like semiconductors and artificial intelligence, the prospects for U.S.-China economic decoupling, the risk of conflict over Taiwan, the future trajectory of China's rise, and more. China's economic and technological rise may be the defining geopolitical event of the twenty-first century and, as such, will undoubtedly affect students' future lives and careers regardless of whether they study or work on China-related issues. This course is highly relevant for students interested in careers in policy or business because it will give them a solid understanding of the main features of and issues facing China's economy, as well as the impact of Chinese domestic and foreign economic policy choices on the future of the world economy. The course will also be of substantive interest to students interested in pursuing a career in academia or other research-oriented professions with a focus on China or international political economy.

Teaching: 10 hours of lectures and 10 hours of classes in the WT.

Formative coursework: A mock take home exam in the WT

Indicative reading:

- Farrell, Henry and Abraham Newman. 2019. "Weaponized Interdependence: How Global Economic Networks Shape State Coercion," *International Security*, Vol. 44, No. 1, pp. 42-79
- Chen, Ling S. and Miles M. Evers. 2023. "Wars Without Gunsmoke: Global Supply Chains, Power Transitions, and Economic Statecraft," *International Security*, pp. 164-204
- Tan, Yeling. 2021. *Disaggregating China, Inc.: State Strategies in the Liberal Economic Order*. Cornell University Press.
- Cheung, Tai Ming. 2022. *Innovate to Dominate: The Rise of the Chinese Techno-Security State*. Cornell University Press.
- Klein, Matthew C. and Michael Pettis. 2020. *Trade Wars are Class Wars: How Rising Inequality Distorts the Global Economy and Threatens International Peace*. Yale University Press.
- Naughton, Barry. 2021. *The Rise of China's Industrial Policy, 1978-2020*. Universidad Nacional Autónoma de México, Facultad de Economía.
- Wu, Mark. 2016. "The 'China, Inc.' Challenge to Global Trade Governance," *Harvard International Law Journal*, Vol. 57, No. 20, pp. 261-324
- Miller, Chris. 2022. *Chip War: The Fight for the World's Most Critical Technology*. Scribner.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

IR395 Half Unit

The Politics of Displacement and Refuge

This information is for the 2024/25 session.

Teacher responsible: Dr Stephanie Schwartz

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Priority will be given to students on the BSc in International Relations programme.

Course content: The number of forcibly displaced people has nearly doubled in the last decade. Amid this rise in forced migration, how are states, international organisations, and local communities responding? What is causing this increase in displacement and what are the political consequences - both in the Global North and the Global South? What are the everyday realities of being forcibly displaced? This course takes on these questions as we examine the politics of displacement and the evolution of the global asylum and refugee protection regime.

The course begins with an overview of the historical and legal origins of the asylum and refugee protection regime, including who qualifies as a refugee and asylum-seeker under international law and why. We then explore the disconnect between this foundation and the realities of displacement and mobility today. The course continues with an analysis of the causes and consequences of displacement, followed by an examination of the evolution of state, international and local responses to asylum-seeking. Throughout the course we pay particular attention to the politics of refugee and IDP hosting in the Global South, where the majority of displaced persons live, as well as refugees' and migrants' own perspectives on the experience and politics of displacement.

By the end of the course students will be able to articulate complex issues related to forced migration and global asylum governance; synthesize and critique scholarly work from a variety of disciplines - including political science, sociology, and anthropology; and analyze the causes of displacement and state responses to asylum-seeking.

Teaching: Lectures and classes totalling a minimum of 20 hours in AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 case study and 1 presentation in the AT.

Students can choose between one of two formative coursework options:

Option 1: Students can produce a case study proposal and a class presentation in the Autumn Term (AT).

Option 2: Students can produce an essay outline in tandem with a volunteer posting (this formative coursework option is available only if the student secures a volunteering position previously agreed with the course convener).

Both of these assessments will elicit feedback to aid the student in the preparation of the summative case study submission.

Indicative reading: • Hannah Arendt. "We Refugees" (1943)

- Fiddian-Qasbiyeh, Elena et al., eds. *Oxford Handbook of Refugee and Forced Migration Studies*. Oxford: Oxford University Press. 2014.
- Greenhill KM (2010) *Weapons of Mass Migration: Forced Displacement, Coercion, and Foreign Policy*. Cornell studies in security affairs. Ithaca, N.Y: Cornell University Press.
- Steele A (2017) *Democracy and Displacement in Colombia's Civil War*. Cornell University Press.
- Gammeltoft-Hansen T (2011) *Access to Asylum: International Refugee Law and the Globalisation of Migration Control*. Cambridge studies in international and comparative law. Cambridge; New York: Cambridge University Press.
- Nguyen, V.T. ed., 2018. *The displaced: Refugee writers on refugee lives*. Abrams
- Tinti, P. and Reitano, T., 2018. *Migrant, Refugee, Smuggler, Saviour*. Oxford University Press.

Assessment: Assessment path 1

Case study (80%) in the WT.

Class participation (20%) in the AT.

Assessment path 2

Essay (80%, 2500 words) in the WT.

Class participation (20%) in the AT.

Students can choose one of two summative assessment paths listed above.

IR398

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Spyridon Economides CBG.5.03

Availability: This course is available on the BSc in International Relations, BSc in International Relations and Chinese and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

Course content: Dissertations offer students the chance to enhance their knowledge through an in-depth analysis of a question in an area of particular interest to them. The dissertation assesses different skills from examinations and other forms of assessment. The aim is to develop the ability to make independent judgements and decisions about a promising and feasible research question, and on selecting and analysing the most important and relevant material. The outcome will be a coherent, sustained, systematically developed, and well supported argument on a topic, typically combining empirical material and theoretical insights, within the field of International Relations. The subject of the dissertation can be anything within the field of International Relations that the International Relations Faculty are able to supervise. The dissertation may draw entirely on secondary literature. There is no requirement for the use of primary sources and original material such as unpublished documents, archives, or personal interviews.

Candidates submit their dissertation of up to 10,000 words, excluding bibliography, but including notes and any appendices and tables, at the beginning of the Spring Term (ST). Candidates submit the title of their dissertation for approval by the IR398 Course Co-ordinator before the end of the Autumn Term (AT), and an outline of their project early in Winter Term (WT). Students also

receive written feedback from their supervisors on a 2,000-3,000 word dissertation sample as long as this is submitted by the end of the Winter Term (WT).

Teaching: This course is delivered through a combination of classes, workshops, and lectures totalling a minimum of 10 hours and 30 minutes across Autumn Term (AT) and Winter Term (WT). In addition to formal teaching, students will see their dissertation supervisors regularly during both terms (usually twice per term, for a maximum of six times in total over the course of the year) for meetings of around 30 minutes each. The IR398 Course Co-ordinator will also run small group tutorials in the Winter Term (WT) and will be available for consultation throughout the year to help students address problems as and when they arise.

IR398 contains lectures on how to formulate a research question, how to structure a dissertation, and how to find and use evidence. Classes explore how questions are formed, how literature is used, and how evidence is deployed. Workshops and tutorials are a chance for students to discuss outlines, and receive guidance on issues of structure, research design and evidence. There may also be a chance for some students to present their work.

Advice and Assistance

The IR398 Course Co-ordinator will provide guidance on the nature and process of writing an IR dissertation, through the course lectures, classes and workshops, and office hours. They will also be available for consultation throughout the year to help students address problems as and when they arise.

While students will receive ample guidance and feedback on their work, the dissertation is an independent project. As such, although students will have a supervisor, and colleagues both in IR and other departments can be approached for informal advice, no Faculty member can read a full draft of the thesis.

Students can proceed with IR398 only if they have a confirmed dissertation supervisor. Students who do not have a confirmed supervisor by the beginning of the course will be required to change their course selection and secure a place in another course or set of courses before the relevant course selection deadlines and based on course availability at that time.

Assessment: Dissertation (100%, 10000 words) in the ST.

LL100

Legal Studies Skills

This information is for the 2024/25 session.

Teacher responsible: Dr Sonya Onwu CKK 6.02a

Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

Course content: A non-assessed course to help students develop their legal skills. By the end of this course, students will be able to:

1. actively read legal material, and produce comprehensive working notes.

2. engage in independent, self-directed research.

3. critically evaluate a range of legal materials.

4. present clear written arguments in a structured, logical and well-reasoned way, and supported by substantiating evidence.

5. identify and apply the relevant law to the facts of a problem scenario in a structured and methodical manner.

6. assess and reflect upon their own skills development, identify areas for improvement, and the appropriate mechanisms for doing so.

Teaching: There will be one lecture during Induction Week, followed by 10 weekly one hour classes.

This course includes a reading week in Weeks 6 of Michaelmas Term.

Formative coursework: There is no formative coursework.

Indicative reading: Readings will be taken from the assigned weekly material for the LLB first year core courses to avoid students having to read additional pieces. A guide to readings will be provided at the start of the course.

LL104 Not available in 2024/25**Law of Obligations****This information is for the 2024/25 session.****Teacher responsible:** Professor Nick Sage and Professor Emmanuel Voyiakos**Availability:** This course is compulsory for second year students on the BA in Anthropology and Law. It is not available to any other students.**Course content:** Introduction to the law of contract especially contract formation. Introduction to the law of torts, with a focus on negligence.**Teaching:** The Contract and Tort sections of the course will be each take up a period of 10 teaching weeks, with the Contract teaching chiefly concentrated in Autumn Term and the Tort teaching concentrated in Winter Term.

The Contract section of the course will be taught through a weekly in-person lecture and one hour class.

The Tort section of the course will be taught through two hours of pre-recorded lectures per week in combination with a weekly in-person, two hour seminar.

In Spring Term there will be a two hour revision seminar covering both Contracts and Torts.

Formative coursework: Students will be expected to complete two formative assignments, set and marked by their class or seminar teacher.**Indicative reading:** A general reading list will be issued at the commencement of each term. Students should follow the advice of their course convenor as to the textbooks and other sources to be read.**Assessment:** Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.**LL106****Public Law****This information is for the 2024/25 session.****Teacher responsible:** Professor Jo Murkens

Additional Teachers: Professor Tarunabh Khaitan, Professor Thomas Poole, Dr Andrew Scott, and Professor Conor Gearty.

Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Course content:** The course covers: the conceptual framework of public law; central government and the executive; parliament; multi-layered government (the European Union, devolution and local government); judicial review; and civil liberties and human rights.**Teaching:** This course will have a minimum of two hours of teaching content each week in Autumn Term and Winter Term in the form of two lectures (every week) and a one hour class (week 2 onwards). This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.**Formative coursework:** Students will be expected to produce one essay in the AT and one essay in the WT.

Other assignments will be set by the class teacher or the course convenor, as required.

Indicative reading: Basic texts: Martin Loughlin, *The British Constitution: A Very Short Introduction* 2nd edition (Oxford: Oxford University Press, 2023); A. Le Sueur, M. Sunkin & J. Murkens, *Public Law: Text, Cases, and Materials* (Oxford: Oxford University Press, 5th edn, 2023).**Assessment:** Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.**LL108****Criminal Law****This information is for the 2024/25 session.****Teacher responsible:** Dr Abenaa Owusu-Bempah (AT) and Professor Jeremy Horder (WT)**Availability:** This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Course content:** The course examines the 'general part' of criminal law and selected areas of the special part of criminal law in the context of theories of the aims and functions of criminalisation.

The course will discuss the limits to criminalisation; the conceptual framework of criminal liability (conduct, responsibility, capacity, defences); homicide; sexual offences; non-fatal violence against the person; property offences (with particular reference to theft, fraud, robbery and burglary); secondary participation in crime; inchoate offences; and regulatory offences.

Teaching: 16 hours of lectures and 9 hours of classes in the AT. 20 hours of lectures and 10 hours of classes in the WT.

This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: A minimum of two pieces of written work will be required (one per term), usually one essay and one problem.**Indicative reading:** A detailed reading list will be distributed at the start of the course. A number of criminal law textbooks are available, and students will be expected to read the relevant parts of the most recent editions of one of these, e.g. Nicola Lacey, Oliver Quick & Celia Wells, *Reconstructing Criminal Law*; Jeremy Horder, *Ashworth's Principles of Criminal Law*; Jonathan Herring, *Criminal Law: Text, Cases and Materials*; M. Allen, *Introduction to Criminal Law*. They will also be expected to read all cases and materials marked as essential on the detailed reading lists provided.**Assessment:** Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.**LL141****Introduction to Legal Systems****This information is for the 2024/25 session.****Teacher responsible:** Prof Nicola Lacey

Dr. Jacco Bomhoff, Prof. Neil Duxbury

Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

This is an intensive foundation course that prepares students to take LL1xx level courses.

Course content: The course is designed as an intensive foundation course to familiarise law students with the basic characteristics and functioning of legal systems. While most LLB courses focus on particular areas of law, covering the main doctrinal rules and principles which govern them, this course is distinctive in equipping students with three further important tools for a rounded understanding of law, its practical operation, and its impact in society. These are, first, an examination of the main paradigms elucidating the nature of law itself; second, a detailed study of the rules, protocols and conventions which govern the judicial interpretation and development of law in the English legal system; of the continent of Europe, and the common law system of the United States, implying key difference in the constitutions of these legal systems; third, an examination of the distinctive ways in which legal rules and processes are embedded in particular institutional structures and traditions, and of the ways in which these institutions have been changing in recent decades, with implications for the social impact of law and for the relationship between law and other social rules, conventions and regulatory systems. The course, which will run over the first two weeks of the Autumn Term, will be prefaced by a session in Welcome week, introducing students to varieties of legal order - civilian and common law; national; sub-

national; transnational; international - along with a comparative and historical analysis of the different rules, protocols and institutional frameworks characterising these systems.

The course will include the following topics:

Welcome week: Varieties of Legal Order

1 What is law?

2 Reading Law: Statutory interpretation

3 Reading Law: Common law and judicial precedent

4 Adjudication and Due Process: the role of the trial

5 The Judiciary: Does it matter who the judges are?

6 Developments in Civil Justice; Alternative forms of Dispute Resolution

7 Social Ordering beyond Formal Law: Legal Pluralism

8 Legal Decision-making beyond Lawyers: Lay Participation

Teaching: 18 hours of lectures in the AT.

The course will run over the first two weeks of the Autumn Term with an additional session in Week 0 (Welcome Week).

Material covered in this course will be discussed in classes that are scheduled as part of Contract Law, Tort Law, Public Law, and Criminal Law.

Formative coursework: Essay of up to 1500 words to be completed during the December-January vacation.

The content and skills we aim to develop in this intensive course are designed to feed into students' approach to their four full unit courses, and will accordingly be incorporated in the formative assessments of those courses. This will serve both to underline the relationship between this intensive course and the four full unit courses, and to make most effective use of student time.

Indicative reading:

- Tom Bingham, *The Rule of Law* (2010: Penguin 2011)
- *The Secret Barrister* (Macmillan 2018: Pan Macmillan Paperback 2019)
- Alexandra Wilson, *In Black and White: A Young Barrister's Story of Race and Class in a Broken Justice System* (Endeavour 2020).

Additional reading

- Abdullahi An-Na'im, (2010) 'The Compatibility Dialectic' *Modern Law Review*, 73(1): 1-29.
- David Dyzenhaus, (2008) 'The Grudge Informer Case Revisited', *New York University Law Review*, 83 (4): 1000-1034. Please read pages 1-7 of the SSRN version of this article available on Moodle.
- Lon Fuller, (1949) 'The Case of the Speluncean Explorers,' *Harvard Law Review*, 62 (4): 616-645.
- Rosemary Hunter (2015) 'More than just a different face? Judicial Diversity and decision making' *Current Legal problems*. Vol. 68, pp. 119-141.
- Nicola Lacey, *A Life of H.L.A. Hart: The Nightmare and the Noble Dream* (OUP 2004) Chapter 8 pp. 197-201; Chapter 9, pp. 224-226.
- LSE/Guardian Report: *Reading the Riots*: pp. 18-33. Available on Moodle.
- Lammy, David *The Lammy Review: Final Report* (2017) pp. 3-14.
- Philip Sales, "The Common Law: Context and Method" (2019) 135 *Law Q Rev* 47-66. Available on Westlaw UK.
- *R (Youngsam) v Parole Board* [2019] EWCA Civ 229, in particular per Leggatt LJ esp at paras 58-9.

LL142

Contract Law

This information is for the 2024/25 session.

Teacher responsible: Dr Nicholas Sage

Additional teachers may include: Paul MacMahon, Charlie Webb

Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

Course content: Contracts are essential to most business transactions. Contract law also shapes interpersonal relations in many other areas of life. This course introduces the general principles of contract law, including contract formation, interpretation, defences (eg misrepresentation, duress), breach, and remedies. Students will learn to apply these principles to

resolve concrete legal problems. Students will also be invited to reflect on whether the existing legal doctrines are justifiable in light of their important social consequences.

The focus will be on the common law of contract as developed in England. This body of law is articulated largely through judicial decisions, supplemented by some detailed legislation. The course will aim to foster the lawyerly skills of closely reading, reasoning about, and debating the key legal sources.

Teaching: 16 hours of lectures and 9 hours of classes in the AT. 20 hours of lectures and 10 hours of classes in the WT. 2 hours of lectures and 1 hour of classes in the ST.

The course is delivered through weekly two-hour lectures and one-hour classes. There are mid-term reading weeks in AT and WT.

16 hours of lectures and 9 hours of classes in AT. 20 hours of

lectures and 9 hours of classes in WT. 1 hour of classes in ST.

The first two hours of classes in AT will introduce aspects of the legal system.

Formative coursework: Two formative written assessments, one in AT and one in WT.

Indicative reading: We will read a wide range of case law, as well as statutes and legal scholarship. Here is a representative selection of five readings, versions of which may be found online:

- *Gibson v Manchester City Council* [1979] 1 WLR 294 (HL) – available at BAILII
- *Williams v Roffey Bros & Nicholls (Contractors) Ltd* [1991] 1 QB 1 (CA) – BAILII
- *Co-operative Insurance Society Ltd v Argyll Stores (Holdings) Ltd* [1998] AC 1 (HL) – BAILII
- Consumer Rights Act 2015 – legislation.gov.uk
- Stephen A Smith, 'Contracting Under Pressure: A Theory of Duress' [1997] *Cambridge Law Journal* 343 - JSTOR

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

LL143

Tort Law

This information is for the 2024/25 session.

Teacher responsible: Prof Emmanuel Voyiakis

Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: One person's carelessness causes another to suffer a broken leg, damage to their car, or a financial loss. Someone plays music too loudly all through the night, disturbing their neighbours' sleep. One person defames another, or touches their body without their consent. These are examples of torts. Tort law tells us when the person who has suffered injury has a civil right to require the injurer to make repair. Our course examines the fundamental principles and functions of tort law; the general tort of negligence and its application in specific settings (e.g. actions of public authorities, occupiers' liability); the distinction between negligence and strict liability; liability for defective products; defamation; private nuisance; trespass to the person; and special topics on the kinds of injury that tort law deems worthy of compensation (especially the complex position with regard to psychiatric and economic harm); and the kinds of remedy that it provides to claimants.

Teaching: The course is delivered through a combination of weekly two-hour lectures and weekly one-hour classes over the Autumn and Winter terms (16 hours of lectures and 9 hours of classes in AT; 20 hours of lectures and 10 hours of classes in WT).

The course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: One piece of coursework per term.

Indicative reading: Although we do not use a textbook in the course, there are several good textbooks on the market, the list below is indicative. Most textbooks are updated frequently, so generally aim to consult the latest editions. Most items listed below are available as e-books through the LSE library, but you may

want your own hard copy.

- Witting Ch., Street on Torts
- McBride N. – Bagshaw R., Tort Law
- Lunney M. – Oliphant K., Tort Law: Text and Materials
- Goudkamp J. – Nolan D., Winfield & Jolowicz on Tort

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

LL150

Introduction to Careers in Law

This information is for the 2024/25 session.

Teacher responsible: Elizabeth Holden

Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

Available only to Year 1 students on the LLB and Year 1 students on the BA Anthropology and Law.

Pre-requisites: No pre-requisites for this course.

Course content: This course is a non-credit bearing course of the LLB first year and the BA Anthropology and Law first year. It supports students in learning and understanding the options available for legal careers that lie ahead of them. A range of specialist speakers, both within LSE and from practice outside LSE, will provide the content for this course.

Teaching: 10 hours of lectures in the AT.

The course consists of ten lectures of one hour each during the Autumn Term. The indicative nature of the sessions is as follows: Each session is a one hour lecture for for the whole first year LLB and BA Anthropology and Law cohort. The lectures will cover the following:

1. The LSE Law Offer – explaining the careers support we offer over the three years of the LLB and BA; understanding (“debunking myths about”) the relationship between study, extra-curricular activities and student “CVs”.
2. Legal Pathways I – The Barrister – exploring the nature of bar practice, the organisation of the bar and the basics of the pathway to the bar.
3. Legal Pathways II – The Solicitor – exploring the nature of practice as a solicitor, the organisation of the profession into different areas of practice and the basics of the pathway to becoming a solicitor.
4. Legal Pathways III – Law outside of the professions – exploring careers in the Government Legal Service, in house-counsel in companies, charities and NGOs.
5. Law and Careers outside of Law – exploring careers outside of the law where a law degree is highly valued.
6. “How does anyone decide what to do?” – exploring the difficulty of making a career choice, how different people go about exploring that choice, and how to manage anxiety and stress around making this choice.
7. Reading Week.
8. Understanding the process of obtaining a job – explaining each step in the application process and the relationship between law firm summer placements in Years 1 and 2 and job applications, and between mini-pupillages and a bar pupillage.
9. Supporting students in:
 - a. The Summer Placement process – advising students on whether to apply, deciding where to apply, what firms are looking for, and balancing study and application workloads.
 - b. The Mini Pupillage – explaining the mini-pupillage and advising students on whether to apply, deciding where to apply and what chambers are looking for.
10. The job application process with or without a Summer Placement.
11. Finding balance and managing anxiety in the job application process.

Formative coursework: This course is non-assessed. There is no formative assessment.

Indicative reading: There is no academic reading associated with

this course.

Assessment:

This course is non-assessed. There is no formative or summative assessment.

LL200

Foundational Practice Skills

This information is for the 2024/25 session.

Teacher responsible: Dr Sonya Onwu

The course will be overseen by the LLB Programme Director.

Teaching will be delivered by Hannah Gibbs, Sonya Onwu, Ayse Gizam Yasar and, where relevant, a range of guest teachers and visiting professors in practice, where these individuals have specialised skills.

Availability: This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

This course is available only to LLB and Law & Anthropology students.

Pre-requisites: There are no pre-requisites for this course.

Course content: This course provides introductory training in three key skills essential to a career in the legal and related fields that are the primary graduate destination for LLB and BSc Law & Anthropology students:

1. Data and Law Tech
2. Thinking about legal ethics
3. Either – Advocacy or Negotiation training

The course is non credit-bearing and non-assessed.

Teaching: 20 hours of seminars in the AT. 6 hours of seminars in the WT.

The size of each teaching group and the number of groups per week will vary according to the material and the optimum teaching format.

Formative coursework: This course is non-assessed.

Indicative reading: Given the nature of this course, there are no particular recommended readings for it.

Given the nature of this course, there are no particular recommended readings for it.

Assessment:

This course is non-assessed.

LL201

Law and State Power

This information is for the 2024/25 session.

Teacher responsible: Prof Thomas Poole

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Course content: *Outline:*

The course provides an opportunity to take a deep dive into the modern state. We investigate how the state organises and exercises power, and how such power is legitimated and controlled. At all times we remain alert to the pathologies of state power - corruption, mismanagement, capture by elites - and what might be done to prevent them. Classic themes surrounding law and state power - such as tensions between technocracy and democracy, bureaucratic rationality and charismatic authority, agency autonomy and political accountability - are given contemporary resonance by studying topical themes of importance, such as populism and illiberal democracy, citizenship deprivation and the politics of pandemic management.

Syllabus:

Theories of power. The nature of the modern state. Law and government. Power and prerogative. Soft law: the role of policies

and guidance in governance structures. Technocracy and democracy. Corruption and administration. The 'contracting state'. Risk and the regulatory state. Crisis management including COVID-19 case study. The legal control of state power. Biopolitics - citizenship deprivation and the Illegal Migration Bill.

Teaching: This course will have a minimum of two hours of teaching content each week in Autumn Term and Winter Term, in the form of a two hour seminar. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: At least one formative essay per term.

Indicative reading: Martin Loughlin, *The Idea of Public Law* (Oxford, 2004)

Carol Harlow and Richard Rawlings, *Law and Administration* (Cambridge, 4th ed., 2021)

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL203

Company Law

This information is for the 2024/25 session.

Teacher responsible: Prof Eva Micheler

Availability: This course is available on the BA in Anthropology and Law, BSc in Accounting and Finance and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Although this course is open to second and third year law students, experience suggests that third years are more successful.

Pre-requisites: It is helpful to have studied or be studying Property II, although this is not a formal pre-requisite.

Course content: This course examines the nature of the legal vehicles available for the carrying on of entrepreneurial activities, paying particular attention to the analysis of companies. It examines the core features of the company. These are: separate legal personality, limited liability, centralised management, the allocation of control rights, and free transferability of shares. The course analyses how the law implements these features and the policy trade-offs among them.

We analyse the relationship between various groups with an interest in the affairs of the company – shareholders, directors, managers, financiers, trade creditors, employees, consumers and regulators – and the balance of power between them. The course looks beyond purely technical legal issues and encourages a critical examination of the system and proposals for reform. Registered companies are creatures of statute and close attention to the Companies Act 2006 and related legislation is essential. However, no attempt is made to deal with all, or even most, of the complex technical aspects of the legislation and non-statutory regulation. The course concentrates on the problems and policies underlying the legislation, with some more detailed consideration of selected provisions. The influence of European Directives and Regulations on UK company law is also reflected.

Despite the importance of statute, common law and equitable principles have played a major role in the development of company law by the courts. This has relied heavily on principles of agency and the equitable principles relating to fiduciaries. Case analysis is therefore a major element of the course. Excellent case books are available.

This subject covers a wide range of businesses - from the one-person firm (the local greengrocer or plumber) to family companies, to major multinational groups listed on the Stock Exchange. This wide coverage plus the policy emphasis means that this course should appeal to all students with an interest in the economic, social and political aspects of business organisations and not only to those wishing to practise commercial law.

Topics usually covered are:

- Introductory concepts and themes including limited liability and corporate personality.
- Capacity of companies & the powers of individuals acting for

companies.

- Shares and share capital.
- Directors: powers, duties and corporate governance issues.
- The role of shareholders in companies: rights, decision-making and governance

Teaching: This course will have two hours of lectures each week and a two-hour class every fortnight. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: At least one formative (unassessed) essay per term.

Indicative reading: Detailed lists will be provided during the course.

The primary recommended text is: Eva Micheler, *Company Law - A Real Entity Theory* (OUP 2021); Brenda Hannigan, *Company Law* (6th edition, 2021). We also recommend: Sealy and Worthington, *Cases and Material on Company Law* (12th edn, 2022).

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL204

Advanced Torts

This information is for the 2024/25 session.

Teacher responsible: Professor Emmanuel Voyiakis

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Pre-requisites: Students must have completed Law of Obligations (LL104).

Course content: If you liked studying tort law in your first year Obligations, you are going to love this. Advanced Torts aims to broaden and deepen your knowledge of tort law in two ways. First, we look at a range of important torts that are not covered in the Obligations course. Second, we tackle the 'big' theoretical questions of tort law. You will emerge from the course not only with a better understanding of the rules and principles that govern specific torts, but also with the ability to engage critically with different views about the overall purpose and the moral and social function of tort law.

Here are some topics we usually cover:

- Theories of tort law: what is the aim of tort law, and do judges need a theory of it?
- Corrective justice vs economic theories of tort law
- Tort law, moral responsibility and luck
- Tort law and the 'compensation culture'
- The position of public authorities in negligence
- Tort actions for unwanted pregnancy/birth & children born with disabilities
- Strict liability regimes: liability for ultra-hazardous activities; liability for defective products; the justification of strict liability.

Teaching: This course is delivered through seminars totalling a minimum of 40 hours across Autumn Term and Winter Term. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: At least one formative essay per term

Indicative reading: If all goes according to plan, the depth we will attain in the course and the focused nature of our reading lists for each topic will make textbooks redundant, or at least useful only as a basic introduction to the issues we will be covering. Here are some other introductory or general texts that you might like to consult from time to time, just to get a different perspective on things, and some more advanced or specialized books from which we will be setting reading for certain topics:

- General Texts: (try to consult their latest edition but earlier ones will probably do)
- W E Peel & J Goudkamp, Winfield & Jolowicz on Tort;
- N J McBride & R Bagshaw, Tort Law;
- B A Hepple et al., Hepple and Matthews' Tort Law: Cases and Materials;

- S Deakin, A Johnston & B Markesinis, Markesinis and Deakin's Tort Law.
- Advanced/Specialised Texts:
- Arthur Ripstein, *Private Wrongs* (2016);
 - Emmanuel Voyiakis, *Private Law and the Value of Choice* (2017);
 - Ernest Weinrib, *The Idea of Private Law* (1995);
 - David Owen (ed.), *Philosophical Foundations of Tort Law* (1997);
 - Robert Stevens, *Torts and Rights* (2007);
 - Jules Coleman, *Risks and Wrongs* (2002);
 - Guido Calabresi, *The Cost of Accidents: A Legal and Economic Analysis* (1970);
 - John Oberdiek, *Philosophical Foundations of the Law of Torts* (2014);
 - Nicolette Priaux, *The Harm Paradox: Tort Law and the Unwanted Child in an Era of Choice* (2007).
- Assessment:** Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL205 Medical Law

This information is for the 2024/25 session.

Teacher responsible: Dr Cressida Auckland

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Medical law is a rapidly developing and increasingly important subject, as new technologies and treatments offer new possibilities for creating, extending, and enhancing life. In recent years, problems of scarce resources and health inequalities have become central political issues in the UK, while the criminalisation of both assisted dying and abortion have garnered significant attention, both in public discourse and at a legislative level. Alongside this, the development of new technologies, such as genome editing, egg freezing and face transplants, are invariably accompanied by demands for their regulation. In this course we examine the legal framework within which health services are provided, and we explore some of the difficult legal and ethical dilemmas that arise when determining the limits of medical innovation.

Subjects include resource allocation; public health; malpractice litigation; consent; mental capacity; medical decision-making for children; mental health law; confidentiality; clinical research; the regulation of medicines; organ transplantation; embryo and stem cell research; abortion; assisted conception; preimplantation genetic diagnosis; surrogacy and end-of-life decision-making.

Teaching: This course is delivered through a combination of weekly one-hour classes and weekly 1.5-2 hour lectures across Autumn Term and Winter Term. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: At least one formative (unassessed) essay per term.

Indicative reading: Jackson, *Medical Law: Text, Cases and Materials*, 6th edition (Oxford UP, 2022).

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL208 Half Unit Race, Class, and Law

This information is for the 2024/25 session.

Teacher responsible: Dr Roxana Willis

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

Course content: Have you ever wondered why we study law in

the way we do? Have you ever questioned why the 'logic' of the law operates as it does? Have you noticed that certain issues, ideas, or voices are absent? And have you ever dreamt of using your legal education to effect change? In *Race, Class, and Law* we develop our critical, reflective, collaborative, and creative capacities to interrogate what the law does and to re-imagine what it can or should do. Borrowing from Audre Lorde's influential metaphor, rather than attempting to use the master's tools to dismantle the master's house – rather than trying to change the law by staying within the bounds of the procedures we've inherited – in *Race, Class, and Law*, we traverse a range of disciplines in search of new tools and ways to use them. Taking the English legal system as its point of departure, the course centres several inquiries: an examination of the legal system as experienced 'from below', a historical understanding on the making and workings of 'modern law', and a critical analysis of law beyond the confines of the nation state. By the end of the course, you will have acquired a fresh perspective on the law as seen from a diversity of perspectives, developed new skills to critique current laws, and engaged in innovative thinking about the future of law and potential for change.

The course is delivered through ten interactive weekly seminars. The first part of the course involves expanding our critical toolkit by re-examining foundational concepts that underpin the law, such as 'neutrality', 'objectivity', and 'rationality', allowing for creativity and feeling to inform our work. During our search for alternative ways to study law, we critically engage with decolonial debates, exploring how these ideas apply to law and reflecting on whether they should. Relatedly, we delve into abolitionist debates and the potential for transformative justice to improve law and society. Substantive topics include revisiting the 'reasonable man' in law and assessing the significance of gender, class, and race in his formation. We also explore the impact of trans-Atlantic slavery on the creation of the modern law and how its afterlives persist. Over the remaining weeks, we use our newly acquired tools in overlapping fields of law, such as crime and criminal justice, welfare and housing, labour law and immigration, conflict and violence, and climate justice and the Anthropocene. Instead of accepting the law as it is, in *Race, Class, and Law* you are invited to evoke your radical imagination and envision how the law could be transformed in ways still to be discovered.

Teaching: 20 hours of seminars.

Formative coursework: Students answer and submit a mock exam question (maximum 2,000 words).

Indicative reading:

- Bhabra, G. (2007). *Rethinking modernity: Postcolonialism and the sociological imagination*. Berlin: Springer.
- Adébişi, Folúke (2023) *Decolonisation and Legal Knowledge: Reflections on Power and Possibility*, Bristol University Press
- Harrison, F. V. (Ed.). (2010). *Decolonizing Anthropology – Moving Further toward an Anthropology for Liberation* (Third ed.). Arlington, VA: American Anthropological Association.
- Táíwo, O. (2022). *Against decolonisation: Taking African agency seriously*. Hurst Publishers.
- Bhattacharyya, G., Elliott-Cooper, A., Balani, S., Nisancoglu, K., Koram, K., Gebrial, D., El-Enany, N. and de Noronha, L. (2021). *Empire's Endgame: Racism and the British State*. London: Pluto Press.
- Elliot-Cooper, A. (2021) *Black resistance to British Policing*. Manchester University Press
- El-Enany, N. (2020) *(B)ordering Britain: Race, law and empire*. Manchester University Press
- Gopal, P. (2019) *Insurgent Empire: Anticolonial Resistance and British dissent*. Verso.
- Bradley and De Noronha (2022) *Against borders: The case for abolition*. Verso.
- Day, A.S. and McBean, S.O. (2022) *Abolition Revolution*. Pluto Press.
- Soulimani, A., England, G., and Hedidar W., (2021), 'The (LSE) Decoloniality Reading Circle: A Manifesto in 14 Suggestions'. The Metric. Available at: <https://thetric.org/articles/the-lse-decoloniality-reading-circle-a-manifesto-in-14-suggestions-2>

- The (LSE) Decoloniality Reading Circle: A Suggested Reading List: https://drive.google.com/file/d/1uvoPddD3eFYySOu_GkyTqj1z5iPvvJAr/view

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL210 Not available in 2024/25 Information Technology and the Law

This information is for the 2024/25 session.

Teacher responsible: Professor Andrew Murray and Dr Martin Husovec

Availability: This course is available on the BA in Anthropology and Law, BSc in Data Science and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This course does not require an in-depth understanding of contemporary computer technology – we are primarily interested in the implications of the use of information technology, and the intended and unintended consequences of regulating that use.

Course content: This survey course enables students to assess critically a selection of fundamental legal issues in the field of Information Technology (IT) Law. It begins by introducing students to key debates in technology and internet governance: do we need distinct legal rules to regulate technological systems? Who does, and should, enact these rules? Are technological systems like the Internet neutral, and should they be? Once students are equipped with this knowledge of technology governance and the challenges this poses for the law, we consider how the law has responded to the challenges brought about by technological systems and the extent to which legal issues have shaped the development of information society policy. The course does this by examining the key issues under headings such as data and digital platforms. The EU has taken the lead in proposing and adopting regulations to address the challenges of digitisation, ranging from its General Data Protection Regulation (GDPR) to the more recent Digital Services and AI Acts. Our primary focus will therefore be on EU law, although we will examine relevant developments and divergences in UK law and significant developments in other jurisdictions where relevant.

Aims and Objectives:

At the end of the course, students should be able to:

- Critically evaluate ongoing developments in law relating to technological systems;
- Display an understanding of how these developments relate to one another;
- Examine areas of doctrinal and political debate surrounding rules and theories;
- Evaluate those rules and theories in terms of internal coherence and practical outcomes;
- Draw on the analysis and evaluation contained in primary and secondary sources.

Indicative Content:

Internet Governance and Infrastructure

- An Introduction to IT Law
- Who Regulates? Questions of Jurisdiction
- What we Regulate?
- Net Neutrality
- Case study: Governing Cloud Computing

Data

- Data Flows and Data Localisation
- The GDPR: Regulating Personal Data Processing
- AdTech and the Monetisation of Personal Data
- Legal Responses to Automated Decision-Making and Profiling
- State Surveillance and Facial Recognition Technology

Digital Platforms

- Intermediaries and Freedom of Expression
- Platforms: Global Models

- Copyright Law in the Digital Environment
- Online Safety Bill and Defamation
- Website Blocking

Current Challenges

- The Emergent Legal Issues of the Sharing Economy
- Children's rights in the Digital Environment
- Robotics, Risk and Ethics
- AI and Justice

This is an indicative programme.

Teaching: This course will be delivered by lectures and classes each week, totalling at least 30 hours in both Autumn and Winter Terms. This course includes a reading week in Weeks 6 of Autumn and Winter Terms.

Indicative reading:

- Murray: *Information Technology Law: Law and Society* 5th ed (Oxford: OUP, 2023)
- Lloyd: *Information Technology Law* 8th ed (Oxford: OUP, 2017).
- Lessig: *Code and Other Laws of Cyberspace* ver.2.0 (New York: Basic Books, 2006).

Suggested Initial Reading:

Murray: *Information Technology Law: Law and Society* 5th ed, Ch.1.

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

This exam will consist of a combination of problem and essay questions.

LL211 Half Unit Law, Poverty and Access to Justice

This information is for the 2024/25 session.

Teacher responsible: Dr Joseph Spooner and Dr Sarah Trotter

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

Course content: This course will examine key issues in the relationships between law, poverty, and inequality. These include the way in which legal principles and policy may create and perpetuate inequality, and the manner in which legal process and method – and difficulties of accessing law – disadvantage the poor. It will also explore the progressive potential of law as a tool for alleviating poverty and inequality. The course aims to act as an academic counterpart to the Law School's support of the pro bono work undertaken by our LLB students, and should be of particular contemporary relevance as challenging economic conditions impact household living standards across the UK.

The course will be divided into two main parts. The first part will ask key overarching questions regarding the extent to which the law shapes the lives and can advance the interests of the poor. It considers how existing legal structures influence conditions of poverty and inequality, and explores how the work of legal scholars and practitioners can contribute to alleviating poverty through service, advocacy, and/or activism. Sessions will consider key questions such as

- Law and Poverty: what is the role of the law in relation to contemporary problems of poverty and inequality?
- Reflections on the limits of legal change: Is law for the rich? What can law do for the poor?
- How can access to justice be achieved under endless Austerity?
- What is the role of lawyers in an age of inequality?

Treatments of these topics will consider a range of perspectives (including, for example, views from market-failure analysis, feminist theories, human rights, vulnerability theory, and political economy), and will aim to introduce students to contemporary and historical trends in poverty and inequality in and across the UK.

The second part of the course will adopt a thematic approach to examine key areas where the law plays an important role in the lives of low-income households. Each session will take a snapshot focus on a different area of law, applying the ideas and theoretical perspectives from the first part of the course to concrete

substantive legal fields. While the topics selected for the second part of the course may vary, proposed subjects include:

- The Poor Pay More: law, inequality, and markets
- Money and Debt (including the regulation of high-cost credit, and the role of bankruptcy as a debt relief measure for over-indebted households)
- The role of Government as a Creditor of the Poor
- Welfare conditionality: law, rhetoric, and reality
- The interaction of structural inequalities and benefits policies: the role the courts
- Housing and the case of the bedroom tax

Teaching: 20 hours of seminars.

Formative coursework: 1,500 word essay

Indicative reading:

- Philip Alston, 'Visit to the United Kingdom of Great Britain and Northern Ireland: Report of the Special Rapporteur on Extreme Poverty and Human Rights' (United Nations General Assembly 2019)
- Meghan Campbell, 'The Austerity of Lone Motherhood: Discrimination Law and Benefit Reform' (2021) *Oxford Journal of Legal Studies* 41(4), 1197-1226
- Ross Cranston, *Legal Foundations of the Welfare State* (2 edition, Cambridge University Press 1985).
- Catrina Denvir and others, *Legal Aid and the Future of Access to Justice* (Bloomsbury 2023)
- Anne Fleming, 'The Public Interest in the Private Law of the Poor' (2019) 14 *Harvard Law & Policy Review* 159
- Marc Galanter, 'Why the Haves Come out Ahead: Speculations on the Limits of Legal Change' (1974) 9 *Law and Society Review* p.95 et seq.
- Duncan Kennedy, 'Legal Education and the Reproduction of Hierarchy' (1982) 32 *Journal of Legal Education* 591
- Jacqueline Kinghan, *Lawyers, Networks and Progressive Social Change: Lawyers Changing Lives* (Bloomsbury Academic 2021).
- Virginia Mantouvalou, 'Welfare-to-Work, Structural Injustice and Human Rights' (2020) *The Modern Law Review* 83(5), 929-954
- Katharina Pistor, *The Code of Capital* (Princeton University Press 2019)
- Pascoe Pleasence and Nigel J Balmer, 'Justice & the Capability to Function in Society' (2019) 148 *Daedalus* 140
- Tony Prosser, *Test Cases for the Poor: Legal Techniques in the Politics of Social Welfare* (Child Poverty Action Group 1983).
- Joseph Rowntree Foundation, *UK Poverty 2023: The essential guide to understanding poverty in the UK*
- Saul Schwartz (ed), *Oppressed by Debt: Government and the Justice System as a Creditor of the Poor* (Routledge 2022)
- Joe Spooner, *Bankruptcy: The Case for Relief in an Economy of Debt* (Cambridge University Press 2019)
- Joe Spooner, 'Contract Law when the Poor Pay More', [2024] *Oxford Journal of Legal Studies*
- Joe Spooner, 'Seeking Shelter in Personal Insolvency Law: Recession, Eviction, and Bankruptcy's Social Safety Net' (2017) 44 *Journal of Law and Society* 374
- Lisa Vanhala and Jacqueline Kinghan, 'The "madness" of accessing justice: legal mobilisation, welfare benefits and empowerment' (2022) *Journal of Social Welfare and Family Law* 44(1), 22-41

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL212

Conflict of Laws

This information is for the 2024/25 session.

Teacher responsible: Dr Jacobus Bomhoff

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Interested students may wish to consider taking this course as an option in their third year. That said, over the past years many second year students have taken this course without any problems. The only required background understanding relates to (English) law of obligations. Basic issues of EU law relevant to the course will be covered in class.

It is also available as an outside option to third year students where regulations permit and with the permission of the course teacher.

Course content: Conflict of laws – also known as private international law – is the area of law concerned with private law cases that cross borders. Conflict of laws differs from public international law in that it deals with transactions between private individuals, rather than with those directly implicating States or international organizations.

What rules should an English court apply to a contract between companies from different countries, or to a tort claim arising out of an environmental disaster abroad? Should foreign celebrities be allowed to sue in the English courts when they feel they have been defamed in an article posted on an American website? Should the English courts recognize judgments from other countries, even when they conflict with English ideas of right and wrong? Should courts in EU countries still give effect to the judgments from English courts in a post-Brexit world? It is questions like these that make up the subject of the conflict of laws. The field's central technical questions are (1) jurisdiction (will an English court or a foreign court hear the case?), (2) choice of law (should the court apply its own law or that of a foreign country?), and (3) the recognition and enforcement of foreign judgments. During the course, these three questions will frame reflection on a range of topics, including commercial/practical issues (how can companies structure their cross-border transactions?), but also questions of a more political nature (to what extent should States be able to regulate matters beyond their own borders?) or with a strong social/cultural dimension (how should foreign cultural values be accommodated in English law?).

Although conflict of laws has a long history within English law, for some areas many of the relevant rules have changed dramatically in recent years under the influence of EU legislation and case law. Some of these EU rules have been retained in English law after Brexit. Others have been replaced by either English law or by international treaties. In this course, we will look at English law, EU law, and international treaty regimes where relevant; and we will take a comparative look at selected topics in US law.

During the course, we will look at (1) jurisdiction in international commercial litigation, (2) choice of law issues in contract and tort, (3) recognition and enforcement of foreign judgments, and (4) comparative aspects and theoretical foundations of conflict of laws.

Most of the material for this course (cases, literature extracts, text, and further reading references) is contained in a Course Reader which is uploaded in instalments on the course Moodle page.

Syllabus:

- Jurisdiction of English courts under the traditional English rules for actions in personam: Service of a claim form within the jurisdiction & out of the jurisdiction, choice of court clauses, stay of proceedings, restraining foreign proceedings (anti-suit injunctions).
- Jurisdiction of courts in other EU Member States under European Union Council Regulation 1215/2012, and the parallel regime in the Lugano Convention 2007.
- Recognition & enforcement of foreign judgments at common law (in English courts), under European Union rules (in EU Member States), under the Lugano Convention 2007, and under the Hague Conventions.
- Choice of law relating to contracts under the retained rules of the EU Rome I Regulation: Interpreting choice of law clauses in contracts, applicable law in absence of choice, overriding mandatory rules, public policy, foreign illegality in English law.
- Choice of law relating to tort under the retained rules of the Rome II Regulation, older English approach, 'interest analysis' and other approaches of the 'US conflict of laws revolution'
- Comparative conflict of laws & Theoretical foundations

Teaching: This course is taught as a two-hour seminar each week. The course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: One formative (unassessed) essay per term.

Indicative reading: Briggs, *The Conflict of Laws* (4th ed., Oxford University Press, 2019); Cheshire, North & Fawcett, *Private International Law* (15th ed., Oxford University Press, 2017)
Resources: www.conflictolaws.net (Topical references, cases and reviews)

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL213 Half Unit

Commercial Law

This information is for the 2024/25 session.

Teacher responsible: Dr Paul MacMahon

Additional Teachers: Dr Rachel Leow and Dr Joseph Spooner

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

Pre-requisites: This course builds on LL142 Contract Law. Students are advised to take it concurrently with LL276 Property (or after LL275 Property II).

Course content: This half-unit course covers fundamental ideas in the private law of business-to-business transactions. Building on LL142 Contract Law, the course explores how contract law principles apply to specific types of business deal. It also complements LL275 Property II and LL276 Property's examination of property and trusts by addressing personal property law issues in commercial contexts. Topics are likely to include sale of goods, banking, credit and security, agency, and assignment. Students will learn to apply their knowledge to new situations and to evaluate existing laws and proposed reforms.

Teaching: Two hours of lectures and one hour of class per week in Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: At least one formative essay.

Indicative reading: Core reading consists mainly of judicial decisions and statutory provisions. Useful secondary sources include:

- Goode and McKendrick on Commercial Law (6th edition, LexisNexis Butterworths, 2020)
- William Day, *Commercial Law* (Hart Publishing, 2023)
- Rachel Leow, 'Understanding Agency: A Proxy Power Definition' (2019) 79 *Cambridge Law Journal* 99
- Andrew Dyson (Summers) and Adam Kramer, 'There is No "Breach Date Rule": Mitigation, Difference in Value and Date of Assessment' (2014) 130 *Law Quarterly Review* 259
- Michael Bridge, 'Risk, Property, and Bulk Goods in International Sales' [2019] *Lloyd's Maritime and Commercial Law Quarterly* 57
- Paul MacMahon, 'Rethinking Assignability' (2020) 79 *Cambridge Law Journal* 288
- Sarah Paterson, 'The Insolvency Law Consequences of the Abolition of the Fixed/Floating Charge Distinction' Secured Transactions Law Reform Project Discussion Paper (2016)
- Sir Ross Cranston et al, *Principles of Banking Law* (3rd edn, OUP, 2018)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL216 Half Unit

Freedom and the Law in Britain

This information is for the 2024/25 session.

Teacher responsible: Professor Conor Gearty

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The focus of this course is on civil liberties protection in the UK, their history and development over the years, and the state of freedom in contemporary Britain. It considers the common law approach to liberty and analyses how the Human Rights Act impacts on the protection of civil liberties. The emphasis will be on the way in which civil liberties are practically protected in the UK, with the law on police powers, on public order and on terrorism being the subject of particular interest. Inevitably in the current political climate, the future of the Human Rights Act is also considered. Contemporary protests on climate change, inequality and Palestine, are discussed in order to answer the question, how much protest is possible in Britain today. The goal of the course is to enable students to critically assess the extent to which freedom is protected in UK law, both historically and at the current time. Has protection declined over the years? Was there ever a 'golden age' for freedom in Britain? How relevant is Britain's colonial past to its approach to civil liberties today? The teaching of this course is mainly case-based. There will be one one-hour lecture and one two-hour seminar weekly in the Winter Term. To complete it successfully, students must prepare for each class by reading and thinking through the relevant cases; the classes will be conducted on the basis of the expectation that the students are familiar with the materials. There is no comprehensive textbook available for this course.

Syllabus:

The theory of civil liberties protection; the history of civil liberties; the Human Rights Act 1998; the relationship between the Act and the protection of civil liberties; the law on police powers; the law on freedom of assembly and public order; UK anti-terrorism law. The debate about a new bill of rights for Britain.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in Winter Term. This course includes a reading week in Week Six. There will also be a revision class in Spring Term.

Formative coursework: Students will be expected to produce one formative essay.

Indicative reading:

- Conor Gearty, *Civil Liberties* (OUP, 2007) and (more recently)
- Tom Hickman, *Public Law after the Human Rights Act* (Hart, 2010),
- Aileen Kavanagh, *Constitutional Review under the UK Human Rights Act* (CUP, 2009).
- Keith Ewing and Conor Gearty, *Freedom under Thatcher* (Oxford, 1990)
- Keith Ewing and Conor Gearty, *The Struggle for Civil Liberties* (Oxford, 2000)
- Conor Gearty, *On Fantasy Island. Britain, Strasbourg and Human Rights* (OUP, 2016),
- Conor Gearty, *Homeland Insecurity. The Rise and Rise of Global Anti-terrorism Law* (Polity, 2024)
- Bradley, Ewing and Knight, *Constitutional and Administrative Law* (18th edn, paperback 2022).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL217 Half Unit**European Human Rights Law**

This information is for the 2024/25 session.

Teacher responsible: Professor Kai Moller

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course starts with an introduction to the European Convention on Human Rights and the doctrinal framework that the European Court of Human Rights has developed (in particular: proportionality; the margin of appreciation; the living instrument doctrine; the emerging consensus doctrine; negative and positive obligations). This will be followed by five weeks in which we will study the Court's jurisprudence on a number of important human rights, including freedom of expression, freedom of religion, freedom of association and the right to vote, freedom from torture and inhuman or degrading treatment or punishment, and the right to respect for private and family life. The course will place special emphasis on understanding and analysing the human rights implications of morally and politically sensitive and controversial issues, such as questions relating to the protection of hate speech, the relevance of offence to religious feelings, the protection of religious symbols and religious dress such as Christian crosses and Islamic burqas, the protection of sexual practices such as sado-masochism and incest, the human rights status of same-sex relationships, and the question of the applicability of the right to freedom from torture and inhuman or degrading treatment in the context of extradition and deportation. The goal of this part of the course is to enable the students to develop subtle, sophisticated, and balanced arguments about controversial human rights issues. The final part of the course introduces the students to the theory of human rights adjudication, including Robert Alexy's theory of rights as principles and optimisation requirements, Mattias Kumm's theory of rights adjudication as Socratic contestation, Ronald Dworkin's theory of rights as trumps, and the culture of justification.

Syllabus:

The European Convention on Human Rights and the European Court of Human Rights; proportionality, the margin of appreciation, the living instrument doctrine, emerging consensus, negative and positive obligations. Freedom from torture and inhuman or degrading treatment or punishment; freedom of expression; freedom of association and 'militant democracy'; freedom of religion; the right to respect for private and family life. Theories of proportionality-based rights adjudication: Robert Alexy's theory of rights as principles; Mattias Kumm's theory of rights adjudication as Socratic contestation; Ronald Dworkin's theory of rights as trumps; the culture of justification and the right to justification.

Teaching: This course is delivered in Autumn Term and through a combination of 2 hours of lectures and a 1 hour class per teaching week. This course includes a reading week in Week 6 of Autumn Term. There will be a revision class in Spring Term.

Formative coursework: Students will be expected to produce one formative essay.

Indicative reading: For the European Convention on Human Rights, interested students may want to take a look at

- Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights* 5th edn (OUP, 2023).

For the more theoretical aspects of the course, see

- Kai Möller's *The Global Model of Constitutional Rights* (OUP, 2015).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL220 Half Unit**Technology Law and Regulation**

This information is for the 2024/25 session.

Teacher responsible: Professor Andrew Murray

Availability: This course is available on the BA in Anthropology and Law, BSc in Data Science and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This course does not require an in-depth understanding of contemporary computer technology – we are primarily interested in the implications of the use of information technology, and the intended and unintended consequences of regulating that use.

Course content: This course examines and discusses topical issues in relation to the law and digital data information storage, access, and exchange through digital information devices (computers, smartphones, tablets etc.). It examines issues relating to network regulation or control by addressing questions such as "can internet-enabled communications be regulated?" and "who is competent to police online content and activity?" It concludes its examination of structural controls by examining the highly topical and politically charged issue of enshrined network neutrality: by asking the question: should Internet Service Providers be allowed to vary service conditions by types of content? It will also address cutting edge issues such as algorithmic regulation, profiling, deceptive content, the regulation of AI, legal technologies and dispute resolution, and online safety.

The course is delivered in two parts: (1) An introduction to technology regulation and governance (Code as Law) and (2) Governance of and by Algorithms.

Aims and Objectives:

At the end of the course, students should be able to:

- Critically evaluate ongoing developments in law relating to information and communications technologies (ICTs);
- Display an understanding of how these developments relate to one another;160
- Examine areas of doctrinal and policy debate surrounding rules and theories;160
- Evaluate those rules and theories in terms of internal coherence and practical outcomes;160
- Draw on the analysis and evaluation contained in primary and secondary sources.

Indicative Content:

1 *Digitisation, Datafication and Law*

2 *How We Regulate the Internet: Lawrence Lessig's Modalities and their Critiques*

3 *How We Regulate the Internet: Contemporary Approaches*

4 *Net Neutrality*

5 *Surveillance Capitalism and Personal Data Privacy*

6 *Dominant Platforms: Market Regulation*

7 *Dominant Platforms: Platform Governance*

8 *Regulating Artificial Intelligence and Machine Learning I: Legal Risks and Challenges*

9 *Regulating Artificial Intelligence and Machine Learning II: The Regulatory Landscape*

10 *Artificial Intelligence and Machine Learning in Legal Practice*

This is an indicative programme.

Teaching: This course will be delivered by lectures and classes each week, totalling 30 hours in Autumn Term. This course includes a reading week in Weeks 6 of Autumn Term.

Indicative reading:

- Murray: *Information Technology Law: Law and Society* 5th ed (Oxford: OUP, 2023)
- Phillip Hacker, Andreas Engel & Marco Mauer: *Regulating ChatGPT and other Large Generative AI Models Fairness, Accountability, and Transparency* (FAccT '23) June 2023.
- Lessig: *Code and Other Laws of Cyberspace* ver.2.0 (New York: Basic Books, 2006).

Suggested Initial Reading:
Murray: *Information Technology Law: Law and Society* 5th ed,

Ch.1.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

This exam will consist of discursive essay questions.

LL221

Family Law

This information is for the 2024/25 session.

Teacher responsible: Dr Sarah Trotter

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: This is a course about the way in which law constructs and regulates family relationships and about the effect of that regulation on those relationships. We will examine law's idea of 'the family' and its ways of engaging with a range of relationships, including those that have tended to preoccupy family law (namely relationships between couples and between children and their parents) and those that have tended to attract less legal attention (including relationships between grandparents and grandchildren and between siblings). The kinds of questions that we will explore include: how should disputes over children be resolved? In what circumstances should a local authority intervene to remove a child from their family? How should the state respond to domestic abuse? Should cohabiting siblings be able to have a civil partnership? How should money and property be distributed in the event of a couple's separation? How should the law respond to a situation in which a birthmother conceals her pregnancy and wants the baby to be taken into care without the birthfather's knowledge? If you are interested in thinking through such questions and in embarking on a broader inquiry into how and why law constructs a particular vision of 'the family' and indeed regulates family life at all, then this could be a good course for you. The structure of the course will be as follows: In the first term we will study: 1. Legal constructions of 'the family', 'family life', and 'families'; 2. Legal gender; 3. The institutions of marriage and civil partnership and the rise of cohabitation; 4. The law of marriage and civil partnership; 5. Divorce and dissolution; 6. Family finances (including child support); 7. Financial orders on divorce and dissolution; 8. The nature and extent of domestic abuse; 9. Legal measures and state obligations in relation to domestic abuse; 10. Inheritance law. In the second term we will study: 1. The family justice system; 2. Child law in practice; 3. Legal parenthood and parental responsibility; 4. Child welfare; 5. Children's rights; 6. Post-separation parenting and disputes over children; 7. Child protection; 8. Adoption.

Teaching: There will be a 2-hour lecture and a 1-hour class every week in the Autumn Term and the Winter Term. In the Spring Term (and before the exam) there will be two revision sessions (a 2-hour lecture and a 1-hour class). This course includes a reading week in Weeks 6 of the Autumn Term and the Winter Term.

Formative coursework: You will be expected to write 1 essay in the Autumn Term and 1 essay in the Winter Term. Additional optional essays will be set at the end of each term.

Indicative reading: A course guide containing the syllabus will be provided at the start of the course and a reading list and handout with questions to think about will be provided for each topic. The essential reading for each class will be based on articles and cases.

To get a sense of the subject of family law prior to commencing the course, I would suggest reading *Family Law and Personal Life* (2nd edition) by John Eekelaar (2017, Oxford University Press) and *In Your Defence: Stories of Life and Law* by Sarah Langford (2018, Doubleday).

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL224 Half Unit

Regulation of Platforms

This information is for the 2024/25 session.

Teacher responsible: Dr Martin Husovec

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Digital services, such as social media, online marketplaces, app stores, and search engines, were left largely unregulated for twenty years. While users of the services were exposed to liability under typical content rules applicable to obscenity, defamation or intellectual property, the platforms were regulated only lightly. The first generation of content regulation focused on enabling companies to operate services that process user-generated content through a set of liability exemptions (US Communication Decency Act, EU E-Commerce Directive, etc.). The global norm was reliance on self-regulation of the technology industry when it comes to content issues. Following a number of controversies, in the early 2020s, legislatures around the world started introducing new comprehensive content-related regulations to address various problems, ranging from hate speech and terrorist content to child sexual abuse material and copyright infringements. This course covers some of the basic content laws dealing with what users can and cannot do online, and regulatory models dealing with platforms and other digital providers that host, distribute and give access to content.

An indicative list of topics includes:

Users, Intermediaries and Freedom of Expression

Policing Obscenity

Policing Defamation

Policing Antisocial and Harmful Content

Platforms: Business Models and Regulatory Approaches

Platform Competition and Ex-Ante Rules

Content Moderation Fair Procedure

Platform Design Practices and Risk Management

Filtering and Website blocking by Infrastructure Providers

Territoriality of Content Enforcement

Teaching: 20 hours of lectures and 9 hours of classes in the WT. 2 hours of seminars in the ST.

Core teaching will be delivered across 11 weeks, e.g. lectures in Weeks 1-10, classes/seminars in Weeks 2-11. There will be a Reading Week in Week 6.

Formative coursework: 1,500 word essay.

Indicative reading: A Murray: Information Technology Law: Law and Society 5ed (esp. Part II)

P Bernal, *The Internet, Warts and All: Free Speech, Privacy and Truth* (CUP 2018)

T Garton Ash, *Free Speech: Ten Principles for a Connected World* (Atlantic 2016)

M Husovec, *Principles of the Digital Services Act* (Oxford University Press, 2024, forthcoming)

M Husovec, *Rising Above Liability: The Digital Services Act as a Blueprint for the Second Generation of Global Internet Rules* (2023) *Berkeley Technology Law Journal* Vol. 38, No. 3 (2024), available at <https://ssrn.com/abstract=4598426>

J Riordan, *The Liability of Internet Intermediaries* (OUP 2016)

M Collins, *Collins on Defamation* (OUP 2014)

J Zittrain, 'Be Careful What You Ask For: Reconciling a Global Internet and Local Law' in A Thierer (ed.), *Who Rules the Net?: Internet Governance and Jurisdiction* (Cato Institute 2003).

J Balkin, 'Free speech is a triangle' (2018) 118 *Columbia Law Review* 2011

de Stree, Alexandre and Feasey, Richard and Kraemer, Jan and Monti, Giorgio, *Making the Digital Markets Act More Resilient and Effective* (May 26, 2021). Available at SSRN: <https://ssrn.com/abstract=3853991> or <http://dx.doi.org/10.2139/ssrn.3853991>

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL225 Half Unit

Critical Theory and Law

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Wilkinson

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines the state and law from the perspective of critical theory. The nature of critique varies, but central to critical theories are issues of power, and specifically, inequalities of power and how they shape society. Also central are issues of law's relationship to social and political change. Critical theory diagnoses modern society and offers evaluation of the causes of things, but it also offers various remedies, both reformist and revolutionary in nature. It is therefore explanatory and normative in dual perspective.

The course will tackle classical critical theory rooted in the work of Karl Marx, 20th century critical theory associated with the 'Frankfurt school', and more contemporary strands of critical theory, such as Black Marxism, Critical Legal Studies, and Law and Political Economy. We will also look at theories of the relationship between law and politics and law and democracy, and current challenges to law and the state coming from environmental movements and global concerns.

Topics include:

Introduction to Critical Theory
Enlightenment and Critical Theory
Classical Marxism
Contemporary Marxism
Frankfurt School Critical Theory
Critical Legal Studies
Law and Politics
Law and Democracy
Law and Political Economy
Environmentalism
Populism
Eurocentrism

Teaching: 20 hours of seminars in the WT. 2 hours of seminars in the ST.

Formative coursework: 1,500 word essay.

Indicative reading: There is not one single text. We will be looking at specific texts for each topic (some of which are currently part of the Jurisprudence syllabus (which I can provide on request). An introductory text to critical theory is Raymond Geuss, *The Idea of a Critical Theory* (CUP 1981). We will be looking at excerpts from some of the following texts: Karl Marx and Friedrich Engels, *The Communist Manifesto* (Penguin, 2002), Hannah Arendt, *The Human Condition* (Penguin 1958), Jürgen Habermas, *Towards a Discourse Theory of Law and Democracy* (MIT, 1992), Nancy Fraser, 'Behind Marx's Hidden Abode' (New Left Review, 2014), Samir Amin, *Eurocentrism* (Monthly Review Press, 2010).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

and most ambitious experiment with governance beyond the state. This course focuses on how the EU works, and how it has navigated the tension between, on the one hand, the commitment to 'do things together', solve collective problems by cooperation and the creation of institutions beyond the state, and, on the other hand, the desire for domestic self-rule, national interests and political identities. It covers the basic institutional, constitutional, and substantive discussions that animate EU law and that influence the EU-UK relationship. It covers the EU law aspects of the GLD and SQE.

Teaching and learning activities will include lecture elements as well as facilitated synchronous discussions and problem solving. In addition, peer-to-peer elements such as small-group work will be employed. The module will follow the Universal Design for Learning philosophy to create an inclusive learning environment. Adjustments will be made for students with disabilities and learning difficulties. Slides and class questions will be posted in advance.

At the end of the course you will be able to critically and independently assess both the legal structure of the EU as well as the political and social context within which it operates.

Topics include:

- Understanding EU Law
- Institutions and Law-Making
- Democracy
- Legal Order
- Judicial System
- Internal Market
- Free Movement of Persons
- Values
- Brexit I: Institutions and Differentiation
- Brexit II: Substantive dimension

Teaching: This course will have a minimum of three hours of teaching content each week in Autumn Term in the form of a two-hour lecture (every week) and an one-hour class. This course includes a Reading Week in Weeks 6 of Autumn Term. Essays will be set around reading week to allow students to dedicate time to writing skills.

Formative coursework: Students will be expected to produce one essay of 1,500 words in the Autumn Term.

Indicative reading:

- Dawson & De Witte, *EU Law and Governance* (CUP 2022).
- K. Hayward, 'Flexible and Imaginative: The EU's Accommodation of Northern Ireland in the EU-UK Withdrawal Agreement' (2021) 58 *International Studies* 201.
- Pavone & Keleman, 'The Evolving Judicial Politics of European Integration: The European Court of Justice and national courts revisited' (2019) *ELJ*.
- Roederer-Rynning and Greenwood, 'Black boxes and open secrets: trilogues as 'politicised diplomacy'' (2021) 44 *West European Politics* 485.
- V. Perju, 'Against Bidimensional Supremacy in EU Constitutionalism' (2020) *GLJ* 1007.
- Dawson & De Witte, *EU Law and Government* (CUP 2022). In addition, the course uses a broad

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL228 Half Unit

European Union Law

This information is for the 2024/25 session.

Teacher responsible: Dr Floris De Witte

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

It is recommended that this course is taken in the second year of the LLB.

Course content: The EU is central to all of the most pressing challenges that we face: migration, environment, Russia's invasion of Ukraine, rule-of-law backsliding, AI regulation. It is the biggest

LL229 Half Unit

Law of the European Market

This information is for the 2024/25 session.

Teacher responsible: Dr Jan Zginski

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The EU's internal market is the biggest in the world in terms of GDP. It is also one of the most powerful legal systems in the world, with a global regulatory influence on a variety

of matters. It covers technical areas such as financial services, and more practical questions such as the sale of alcoholic products. Understanding the EU's market is understanding not just how the EU's economy is structured, but how economic goals interact with social, cultural, and other normative concerns.

This course takes you through the institutional configuration of the EU's internal market, highlighting how judicial power and legislative power intersect. It focuses on some of the most contentious and high-profile aspects of the internal market, including the corporate, financial, and digital market. Finally, it reflects on the interaction between the EU's market and the UK and global markets.

Teaching and learning activities will include lecture elements as well as facilitated synchronous discussions, problem solving, and peer-to-peer elements such as small-group work. The module will follow the Universal Design for Learning philosophy to create an inclusive learning environment. Adjustments will be made for students with disabilities and learning difficulties. Slides and class questions will be posted in advance. The topics and readings will consider diverse views and voices.

Topics:

- The Structure of the Internal Market: Judicial and Legislative
- Trade Barriers and Defences
- The Corporate Market
- The Social Market
- The Digital Market
- The Financial Market
- Global Markets and UK-EU Trade

Teaching: 20 hours of seminars in the WT. 2 hours of seminars in the ST.

Formative coursework: 1,500 word essay.

Indicative reading:

- Bradford, *The Brussels Effect: How the European Union Rules the World* (OUP 2020)
- Egan, *Single Markets: Economic Integration in Europe and the United States* (OUP 2014)
- Dunne, 'Liberalisation and the Pursuit of the Internal Market' (2018) 34 *European Law Review* 803
- Snell, 'The Internal Market and the Philosophies of Market Integration' in Peers and Barnard (eds.), *European Union Law* (3rd ed, OUP 2020) 334
- Sadl, López Zurita and Piccolo, 'Route 66: Mutations of the Internal Market Explored Through the Prism of Citation Networks' (2023) 21 *International Journal of Constitutional Law* 826
- Ashiagbor, 'Unravelling the Embedded Liberal Bargain: Labour and Social Welfare Law in the Context of EU Market Integration' (2013) 19 *European Law Journal* 303
- Havelková, 'Women on Company Boards: Equality Meets Subsidiarity' (2019) 21 *Cambridge Journal of European Legal Studies* 187
- De Gregorio, 'The Rise of Digital Constitutionalism in the European Union' (2021) 19 *International Journal of Constitutional Law* 41
- Zginski, 'The UK Internal Market: A Global Outlier?' (2023) 82 *Cambridge Law Journal* 350.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL232

European Union Law

This information is for the 2024/25 session.

Teacher responsible: Prof Floris De Witte

Availability:

This course is semi-core in Year 3 of the BA in Anthropology and Law. This course is not available as an outside option nor to General Course students.

Only third year students of BA in Anthropology and Law can take this course.

Course content: The EU is central to all of the most pressing challenges that we face: migration, environment, Russia's invasion

of Ukraine, rule-of-law backsliding, AI regulation. It is the biggest and most ambitious experiment with governance beyond the state. This course focuses on how the EU works, and how it has navigated the tension between, on the one hand, the commitment to 'do things together', solve collective problems by cooperation and the creation of institutions beyond the state, and, on the other hand, the desire for domestic self-rule, national interests and political identities. It covers the basic institutional, constitutional, and substantive discussions that animate EU law and that influence the EU-UK relationship. It covers the EU law aspects of the GLD and SQE.

Teaching and learning activities will include lecture elements as well as facilitated synchronous discussions and problem solving. In addition, peer-to-peer elements such as small-group work will be employed. The module will follow the Universal Design for Learning philosophy to create an inclusive learning environment. Adjustments will be made for students with disabilities and learning difficulties. Slides and class questions will be posted in advance.

At the end of the course you will be able to critically and independently assess both the legal structure of the EU as well as the political and social context within which it operates.

Topics include:

- Understanding EU Law
- Institutions and Law-Making
- Democracy
- Legal Order
- Judicial System
- Internal Market
- Free Movement of Persons
- Values
- Brexit I: Institutions and Differentiation
- Brexit II: Substantive dimension

Teaching: This course will have a minimum of three hours of teaching content each week in Autumn Term in the form of a two hour lecture (every week) and a one hour class. This course includes a Reading Week in Weeks 6 of Autumn Term. Essays will be set around reading week to allow students to dedicate time to writing skills.

Formative coursework: Students will be expected to produce one essay of 1,500 words in the Autumn Term.

Indicative reading:

- Dawson & De Witte, *EU Law and Governance* (CUP 2022).
- K. Hayward, 'Flexible and Imaginative: The EU's Accommodation of Northern Ireland in the EU-UK Withdrawal Agreement' (2021) 58 *International Studies* 201.
- Pavone & Keleman, 'The Evolving Judicial Politics of European Integration: The European Court of Justice and national courts revisited' (2019) *ELJ*.
- Roederer-Rynning and Greenwood, 'Black boxes and open secrets: trilogues as 'politicised diplomacy' (2021) 44 *West European Politics* 485.
- V. Perju, 'Against Bidimensional Supremacy in EU Constitutionalism' (2020) *GLJ* 1007.
- Dawson & De Witte, *EU Law and Government* (CUP 2022). In addition, the course uses a broad

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL233 Not available in 2024/25

Law of Evidence

This information is for the 2024/25 session.

Teacher responsible: Dr Abenaa Owusu-Bempah and Dr Federico Picinali

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: If a person is suspected of committing a crime, how does the prosecution go about proving that she is guilty? Are there any restrictions on the type of evidence that the prosecution can use to prove its case? What protections does the law offer to defendants in order to safeguard them against false conviction? Is accurate decision-making all that matters in the criminal trial? These are among the central questions in the law of criminal evidence, that is, the set of rules governing the production of evidence, as well as its admissibility and its use in criminal trials. This course concentrates on criminal, rather than civil, evidence. Emphasis is placed on matters of principle, conceptual issues and the most significant legal rules. The aims of the course are to teach students how to reason about evidence, and to encourage them to reflect critically on the modern law of criminal evidence. At a more detailed level, we consider how inferences are drawn from evidence, and how basic ideas of probability can give insights on this process. We study the standard of proof, asking whether a high standard such as 'proof beyond reasonable doubt' is justified. As far as pre-trial procedures are concerned, we examine – among other things – how the police gain confessions from suspects and produce eyewitness identification evidence; we also look at how the law regulates the admissibility of these types of evidence. A central theme on the course is the question as to what makes a trial fair. The European Convention on Human Rights is relevant to this question. In this context, we look – among other things – at whether courts should admit improperly obtained evidence, and we ask what the privilege against self-incrimination is and whether it can be justified. The study of trial fairness will also lead us to consider the roles that sexism and racism may play in the interpretation and application of the law of evidence. We will ask whether, beyond the veneer of neutrality, the law of evidence has been, and can be, used as an instrument of oppression of disadvantaged social groups. And we will discuss ways to prevent this from happening. As you will learn, much of the law of evidence consists of rules of admissibility. Among these we cover 'traditional' rules such as those regulating the admissibility of hearsay evidence (a topic that now has an important human rights angle) and of bad character evidence (can a defendant's previous convictions be introduced against her at trial?). We also look at particular problems relating to testimony, ranging from the protections afforded to vulnerable witnesses to the admissibility of evidence concerning the sexual history of complainants in trials for sexual offences.

Syllabus: While coverage may vary from year to year, we usually focus on the following themes and topics:

Reasoning with Evidence:

- Analysing Evidence: Relevance, Probative Value and Generalisations;
- Relevance and Probative Value Through the Lenses of Gender and of Race;
- The Standard of Proof, the Burden of Proof and the Presumption of Innocence;

Trial Fairness and the Gathering of the Evidence:

- Improperly Obtained Evidence;
- Eyewitness Identification;
- Confessions;
- Entrapment;

Traditional Rules of Admissibility:

- Hearsay;
- Confrontation;
- Bad Character Evidence;

Trial Fairness and Defendant Cooperation:

- The Privilege Against Self-Incrimination;
- Drawing Inferences from Silence;
- Disclosure;

Testimony:

- Examination of Witnesses
- Vulnerable Witnesses;
- Sexual History Evidence.

Teaching: This course will have a minimum of two hours of teaching content each week in Autumn Term and Winter Term, in the form of a lecture and one hour class. This course includes a

reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the Autumn Term and 1 essay in the Winter Term.

Indicative reading: There is no set text for the course, but standard texts are useful on many topics. Consider, for instance,

- I. H. Dennis, *The Law of Evidence* (London: Sweet & Maxwell, 7th ed, 2020);
- A. Choo, *Evidence* (Oxford: OUP, 6th ed, 2021);
- L. Campbell, A. Ashworth and M. Redmayne, *The Criminal Process* (Oxford: OUP, 5th ed, 2019);
- P. Roberts, *Roberts and Zuckerman's Criminal Evidence* (Oxford: OUP, 3rd ed, 2022).

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL241

European Legal History

This information is for the 2024/25 session.

Teacher responsible: Dr Umberto-Igor Stramignoni

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course seeks to explore some of the relations and processes that gave origins to the law of Western Europe.

The course opens with the emergence of a certain kind of "law" in and around Rome circa 8th century BCE. It then turns to law's subsequent developments as they made the Roman world possible, but also as they related to each other over time. As the ancient world wanes, and is replaced by the extraordinary and expansive world of Christianity, Roman law takes on new and different configurations. Things will shift again during the Italian Renaissance, Northern Humanism, and European Enlightenment, and with the French Revolution of 1789, leading up to the first major codification of law to take place in modern Europe.

Teaching: This course will be taught by a weekly lecture and class in Autumn Term and Winter Term. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: At least one formative (unassessed) essay per term.

Indicative reading: There is no single textbook for this course.

Instead, students will be required to familiarize themselves with the content of a mixture of visual aids (designed specifically for this course by Dr Stramignoni) and of written texts, including a selection of chapters from a range of different books and shorter articles from a variety of scientific journals suggesting different philosophical, historical, anthropological, cultural, and other approaches to the past of the law in Europe. Those thinking to take this course are encouraged to explore the course Moodle page for more information or contact the course convenor directly.

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL243 Half Unit

Constitutionalism Beyond Courts

This information is for the 2024/25 session.

Teacher responsible: Prof Tarun Khaitan

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course is a study of constitutional law and politics from a comparative perspective. It has two distinctive features: first, the course goes beyond a focus on courts and legal

norms. While constitutional courts will feature, they will do so as one of many constitutional actors that comprise a constitutional system. We will therefore also a study of other constitutional actors (such as legislatures, executives, political parties, the opposition, the military, and guarantor institutions such as electoral commissions, ombudsoffices, human rights and equality commissions, and anti-corruption bodies).

Second, the course will seek to understand these non-judicial actors by adopting a comparative constitutional perspective. We will draw our examples not only from constitutionally influential jurisdictions (such as United States, United Kingdom, South Africa and Germany), but also from jurisdictions outside the 'canon' of comparative constitutional law, such as China, Iran, Australia, Pakistan, Sri Lanka, Kenya, Hong Kong, Afghanistan, and the Netherlands. This diverse jurisdictional lens should help us critique the dominant court-focused approach and explore other possibilities of constitutional design.

Teaching: 20 hours of seminars in the WT. 2 hours of seminars in the ST.

Formative coursework: 2,000 word essay.

Indicative reading: Adem Abebe, 'Tackling Winner-Takes-All Politics in Africa: Inclusive Governance through Constitutional Empowerment of Opposition Parties' in T Ginsburg et al eds, *The Constitutional Design of Elections and Parties* (forthcoming 2024) Dinesha Samararatne, 'Sri Lanka's Guarantor Branch' in Swati Jhaveri et al eds, *Constitutional Resilience Beyond Courts* (2023) Tarun Khaitan, 'Directive Principles and the Expressive Accommodation of Ideological Dissenters' (2018) *International Journal of Constitutional Law* 389 Ozan Varol, *The Military as the Guardian of Constitutional Democracy*, *Columbia Journal of Transnational Law* (2013) Mirjam Künkler and David S Law, 'Islamic Constitutionalism: Iran' in David Law, *Constitutionalism in Context* (2022) Gabrielle Appleby & Eddie Synot, 'A First Nations Voice: Institutionalising Political Listening' (2020) *Federal Law Review* 529
Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL244 Half Unit

Sports: Law and Governance

This information is for the 2024/25 session.

Teacher responsible: Dr Jan Zgliniski

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Sport has increasingly been in the public limelight over the past years. Events such as the announcement of the European Super League, the sanctions imposed against Russian athletes in the wake of the Ukraine invasion, and the human rights breaches committed in the context of the Football World Cup in Qatar have raised important political, ethical, economic, as well as, growingly, legal questions. This half-unit examines the foundations of and key developments in sports law and governance. The module will introduce students to how sport governing bodies are organised, which regulatory constraints they are under, and how the sports justice system is structured. In addition, it will zoom in on the most pressing contemporary issues in the field, including the role of human rights, the protection of gender and racial equality, as well as issues surrounding financial sustainability and competitive balance. National, European, and international law will be assessed. Students will also be introduced to the concept of *lex sportiva* and the jurisprudence of the Court of Arbitration for Sport. Examples will be drawn from a range of sports, including football, athletics, golf, baseball, ice skating, and those pertaining to the Olympic movement more broadly. The module will pursue a 'law in context' approach, looking at the legal developments in this field, while exploring their political, economic, and socio-cultural significance from a critical perspective.

Teaching and learning activities will include lecture elements as well as facilitated synchronous discussions, problem solving, and peer-to-peer elements such as small-group work. The module will follow the Universal Design for Learning philosophy to create an inclusive learning environment. Adjustments will be made for students with disabilities and learning difficulties. Slides and class questions will be posted in advance. The topics and readings will consider diverse views and voices.

Topics:

- The Structure of Sports: Governance Models and *Lex Sportiva*
- The Autonomy of Sports: Regulatory Freedoms and Restraints
- Sports Justice
- Athletes' Rights
- Sports and Politics
- Human Rights
- Gender and Racial Equality
- Financial Sustainability
- Integrity of Sport: Doping and Betting
- Fans and Identity

Teaching: 20 hours of seminars in the AT. 2 hours of seminars in the ST.

Formative coursework: 1,500 word essay.

Indicative reading:

- Geeraert and van Eekeren, *Good Governance in Sport: Critical Reflections* (Routledge 2022)
- Lindholm, *The Court of Arbitration for Sport and Its Jurisprudence* (Springer 2019)
- Kuper and Szymanski, *Soccernomics* (HarperCollins 2022)
- Wrack, *A Women's Game* (Faber 2022)
- Semenya, *The Race to Be Myself* (Penguin 2022)
- Dodd and Ordway, 'FIFA Governance: How Crisis Opened the Door for Gender Equality Reforms' (2020) *Jean Monnet Working Paper* 14/20
- Krech, 'To Be a Woman in the World of Sport: Global Regulation of the Gender Binary in Elite Athletics' (2017) 35 *Berkeley Journal of International Law* 262
- Weatherill, 'Saving Football from Itself: Why and How to Re-make EU Sports Law' (2022) 23 *Cambridge Yearbook of European Legal Studies* 1
- Heerd, 'Tapping the Potential of Human Rights Provisions in Mega-Sporting Events' *Bidding and Hosting Agreements* (2018) 17 *International Sports Law Journal* 170
- Duval, 'The Olympic Charter: A Transnational Constitution Without a State?' (2018)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL245 Half Unit

Feminist Legal Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Nicola Lacey and Dr Sarah Trotter

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The purpose of this course would be to examine the ways in which law acts on and shapes the lives and experiences of women and to reflect on how feminist legal thinking – and in particular its exposure of law's role in the production and perpetuation of gender-related inequalities – has shaped and acted on law. Students would be challenged to identify and think critically about the assumptions that structure legal frameworks and to consider the effects of these assumptions in practice. The course would be structured in two parts: Part I of the course would involve an analysis of the structuring effects of law and of the development of feminist legal thinking about this. Is law itself gendered, and if so, how? Conversely, how is law involved in gendering its subjects? We would study foundational texts of feminist legal theory and address the

perspectives of different schools of thought on questions of power, subjectivity, agency, autonomy, equality, and intersectionality. Part II of the course would be more applied, and would involve consideration of topics including, for example (and subject to teaching availability): work, surrogacy, prostitution, pornography, sexual harassment, and domestic abuse. These topics would be addressed and debated in the light of the ideas and theoretical perspectives raised in the first part of the course, but through them we would also consider wider questions about legal constructions of – and assumptions about – care, agency, consent, freedom, and economic security.

Teaching: 20 hours of seminars in the AT.

Formative coursework: 2,000 word essay.

Indicative reading: Readings would include extracts from:

Joanne Conaghan, *Law and Gender* (2013, Oxford University Press)

Joanne Conaghan and Yvette Russell, *Sexual History Evidence and The Rape Trial* (2023, Bristol University Press)

Drucilla Cornell, *At the Heart of Freedom: Feminism, Sex, and Equality* (1999, Princeton University Press)

Kimberlé Crenshaw, *On Intersectionality: Essential Writings* (2017, The New Press)

Martha Albertson Fineman, Jack E. Jackson, and Adam P. Romero (eds.), *Feminist and Queer Legal Theory: Intimate Encounters, Uncomfortable Conversations* (2010, Routledge)

bell hooks, *Feminist Theory: From Margin to Center – Second Edition* (2000, Pluto Press)

Rosemary Hunter, Clare McGlynn, and Erika Rackley (eds.), *Feminist Judgments: From Theory to Practice* (2010, Hart Publishing)

Nicola Lacey, *Unspeakable Subjects: Feminist Essays in Legal and Social Theory* (1998, Hart Publishing)

Catharine A. MacKinnon, *Towards a Feminist Theory of the State* (1991, Harvard University Press)

Vanessa Munro, *Law and Politics at the Perimeter: Re-Evaluating Key Debates in Feminist Theory* (2007, Hart Publishing)

Ngairé Naffine, *Criminal Law and the Man Problem* (2020, Hart Publishing)

Ngairé Naffine, *Law and the Sexes: Explorations in Feminist Jurisprudence* (1990, Allen & Unwin)

Jennifer Nedelsky, *Law's Relations: A Relational Theory of Self, Autonomy, and Law* (2011, Oxford University Press)

Martha C. Nussbaum, *Sex and Social Justice* (1999, Oxford University Press)

Carole Pateman, *The Sexual Contract* (1988, Polity Press)

Carol Smart, *Feminism and the Power of Law* (1989, Routledge)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL250

Law and The Environment

This information is for the 2024/25 session.

Teacher responsible: Prof Veerle Heyvaert

Also taught by: Dr Giulia Leonelli

Availability: This course is available on the BA in Anthropology and Law, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in International Relations and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: I. General features of environmental law in the UK: The introductory sessions examine how we understand 'the value of the environment' as an object of legal protection, and how environmental law evolved through time. We review international and EU law as important sources of environmental law in the UK, and consider legal change after Brexit. We study how environmental law is developed, adopted and enforced in the UK and beyond.

II. Controlling space

This section reviews legal strategies for environmental protection through the management of the built environment, parks and nature. It covers planning law, environmental impact assessment, and nature conservation law.

III. Controlling climate change

Seminars on climate change examine international law and the politics of climate change, different regulatory strategies to respond to the climate change challenge, and climate change litigation in the UK.

IV. Controlling enterprise

Section IV looks at how environmental harm can be prevented or limited by regulating heavily polluting industries. We study mandatory permitting approaches, and also pay attention to the role of ESG and CSR in shaping the environmental performance of private actors. We examine the relationship between international trade law and environmental protection, both generally and in the context of climate change. Section IV also addresses the legacy of industrial exploitation. We examine the statutory framework for the clean up of contaminated land, and explore the contribution of the common law to holding polluters accountable, both for local environmental harm and for damage caused in the Global South

V. The future of environmental law

The final section focuses on new and upcoming developments in environmental law, both at the UK level and beyond. It includes an examination of the role of human rights in the pursuit of environmental protection, and discusses the potential for animal and nature rights.

Teaching: This course is delivered through a weekly 2-hour seminar totalling a minimum of 40 hours across Autumn Term and Winter Term. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: Students are expected to write a formative essay and participate in a mock exam.

Indicative reading: There is no set book that covers the entire course, however, several sessions use Bell, McGillivray, Pedersen et. al, *Environmental Law* (9th edition, Oxford University Press, 2017). A detailed reading list is provided for each seminar. All materials are digitally accessible, either via the course reading list which links to the LSE Library or Materials that are not sourced from Bell, McGillivray & Pedersen are made available on Moodle. A good alternative source is Fisher, Lange & Scotford, *Environmental Law. Text, Cases and Materials* (2nd edition, OUP, 2019). Older but still useful introductory books include: Lazarus, *The Making of Environmental Law*, 2004; Holder & Lee, *Environmental Protection, Law & Policy*, 2007; R Carson, *Silent Spring*, 1962; R Eckersley, *Environmentalism and Political Theory*, 1992.

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL251

Intellectual Property Law

This information is for the 2024/25 session.

Teacher responsible: Dr Luke McDonagh

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Intellectual Property Law consists in the rules determining when, and subject to what conditions, the products of creative or intellectual labour, in other words 'information' (broadly conceived) - can be protected in order to exclude others from access to that same information. The reasons to exert creative and intellectual labour are myriad and may include the expression of personhood, generation of profits, reputational gain or as a response to an external incentive. While it often takes creativity, effort and investment to produce them, intangibles may be easily copied. To restrict this copying and thereby encourage the exercise of creative labour and the production of information, the

law intervenes by establishing intellectual property rights around certain valuable intangibles – creative works like books, paintings and songs; inventions ranging from vaccines to the bag-less vacuum cleaner; and valuable brands like Coke ® or Google ®. However, unlike the physical objects associated with real property rights, intangibles are non-rival and non-excludable. While the chair you may be sitting on accommodates only one person, many can whistle the same tune without depriving others of it. Therefore, many scholars question the philosophical basis and legitimacy of property rights on intangibles that allow information to be monopolised, based both on the intrinsic nature of information, and on the basis of the consequences of such monopolies. Given that information in many different forms is an important source of commercial value within the modern economy, it is not surprising that Intellectual Property Law is such a fast-growing field in domestic jurisdictions and in international law, often pushing normative and doctrinal boundaries. Its relentless growth is the focus of vigorous debate. Copyright already provides the legal foundation for the well-established film, music, TV and publishing industries, and its continuing expansion into unprecedented kinds of works is said by some to be crucial, and by others to be a threat to free speech and creativity. Patents sustain key lucrative technologies in diverse sectors such as pharmaceuticals and computer implemented inventions; but monopolies over life-sustaining or merely life-enhancing technologies can raise complex ethical and political issues. Trade Marks are central to effective advertising and marketing but at the same time exemplify commodification of our cultural landscape. The course is structured around a strong theme that runs persistently through all parts of IP law. Indicative themes include 'the public domain' (which is often construed as an architectonic principle of intellectual property law), and 'the incentive effect' (an essential strand in the justification of intellectual property law). The central theme will be used to introduce the basic elements of each branch of intellectual property and to focus on examples which illustrate contemporary intellectual property law: the constitution of the public domain in digital environments, the capture of public discourse by leading brands, the impact of incentives in the creation of software, the international dimension of incentives in the pharmaceutical sector. The objective in this introductory course is to develop the skills required to engage critically with the mechanics of each branch through a detailed examination of the chosen theme. Seminars will be based on informal lectures, class discussion, and a variety of exercises. In 2024-25 students will be examined by an in-person, open book written examination. Rubric and details will be confirmed in Autumn Term.

Teaching: This is a seminar course which will have a minimum of two hours of teaching content each week in Autumn Term and Winter Term. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: Students will be expected to produce 1 formative essay in the AT and 1 formative essay in the WT. The word limit for each formative will be 2000 words.

Indicative reading: Boyle *The Public Domain: Enclosing the Commons of the Mind* (Yale University Press, 2008) Karapapa and McDonagh *Intellectual Property Law* (OUP, 2019). The course is supported by Moodle, so reading lists will be linked there or accessible via library-based websites.

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

Course content: This course is concerned with English corporate insolvency law. Specifically, the course (1) examines the possible solutions for a company which is in financial distress and the legal procedures which are available to achieve them; and (2) examines important principles of English corporate insolvency law and how they impact not only financially distressed companies but also healthy companies contracting outside insolvency.

In Autumn Term, and for the first two weeks of Winter Term, we analyse the principal insolvency procedures available in English law, with a view to evaluating the extent to which they meet their aims and objectives and the case for reform. For the rest of Winter Term, we analyse the legal rules affecting distressed and insolvent companies and those concerned with them (for example, creditors, directors, and employees) and the issues and principles underlying a corporate insolvency regime. This will lead us to consider how different goals are balanced in the corporate insolvency legislation, for example: ensuring that vulnerable stakeholders are protected while encouraging the rescue of financially distressed companies; giving companies a chance to recover while ensuring that companies cease to trade when failure is inevitable and losses must be stopped; and saving jobs while encouraging the purchase of financially distressed businesses.

(Corporate Insolvency Law bears a close relationship to the Law of Business Associations (BA) and students may find that taking BA as well as Corporate Insolvency will give them a broad understanding of major themes relating to corporate activity. Students who have studied, or are studying, Commercial Contracts also find that the courses complement each other in some respects.)

Syllabus:

Corporate Borrowing

- Outline of corporate borrowing and development and nature of security interests: fixed and floating charges; intercreditor issues.
- The test of insolvency.

Insolvency Procedures

- Out-of-court rescue in the era of the London Approach
- Receivership
- Administration (i) as a business rescue tool; and (ii) as a corporate rescue tool
- Part A1 moratorium
- Pre-packaged administration
- Company Voluntary Arrangements
- Schemes of Arrangement
- Part 26A restructuring plan procedure
- Liquidation

Principles of Corporate Insolvency Law

- Setting aside transactions
- The distributional order of priority
- Quasi-security devices for consumer creditors and commercial suppliers
- Liability of company directors
- Employees
- The regulation of insolvency practitioners

Teaching: This course will have a minimum of two hours of teaching content each week in Autumn Term and Winter Term. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: At least one formative (unassessed) essay per term.

Indicative reading: Detailed reading lists will be provided during the course. The recommended book is V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (3rd ed., 2017) (Cambridge University Press).

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL253 Not available in 2024/25

The Law of Corporate Insolvency

This information is for the 2024/25 session.

Teacher responsible: Prof Sarah Paterson

Availability: This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.

LL257**Employment Law****This information is for the 2024/25 session.****Teacher responsible:** Dr Astrid Sanders**Availability:** This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.**Course content:** This subject builds on contract and tort, and to some extent public law and EU law, but introduces the distinctive legal regulation of employment relations, such as the law of dismissal and discrimination law, and the institutional arrangements of industrial relations, including trade unions and collective bargaining. Employment law is an important area of legal practice, with employment law disputes representing one of the largest topics of civil litigation.**Outline:**

- Contract of Employment: the duties of employer and employee; the variety of work relations; vulnerable workers and the personal scope of employment law
- Regulation of the Employment Relation: minimum wage, working time
- Anti-Discrimination Law: implications of the Equality Act 2010
- Dismissal: wrongful and unfair dismissal, economic dismissals
- Human Rights in the Workplace: civil liberties of employees at work
- Membership of Trade Unions, Worker Representation, and Collective Bargaining: freedom of workers to associate with each other and to act in association with each other
- Industrial disputes: strikes, other industrial action and lockouts; rights and liabilities of individual workers who take industrial action; civil liabilities for organising industrial action – the economic torts, the 'golden formula' immunities and loss of immunity – industrial action ballots.

Teaching: This course will have a minimum of two hours of teaching content each week in Autumn Term and Winter Term, in the form of a two hour seminar. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.**Formative coursework:** At least one formative (unassessed) essay per term.**Indicative reading:** For a concise overview of the subject a suggestion is:

- H. Collins, *Employment Law* (Oxford: OUP, 2nd ed, 2010).
- See also P. Davies and M. Freedland (eds), *Kahn-Freund's Labour and the Law* (London: Stevens and Son, 3rd ed, 1983) chapter 1. The leading textbooks are
- H. Collins, K.D.Ewing, A. McColgan, *Labour Law: Law in Context* (Cambridge: CUP, 2nd ed, 2019);
- S. Deakin & G. Morris, *Labour Law* (Oxford: Hart Publishing, 6th edn, 2012);
- A.C. L. Davies, *Perspectives on Labour Law*, 2nd edn (Cambridge: CUP, 2009).

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

limited number may be admitted on application.

The main focus is on the classical and contemporary theories developed over the past two hundred years to explain and predict criminal behaviour in society. The propositions, assumptions, empirical validity, and policy implications of these criminological theories, as well as the social context in which they were developed, will be examined. Other significant issues in criminology – such as the measurement and extent of crime, the role of demographics (age, race, gender, social class) in the causation of and reaction to crime, the influence of the media and political regimes, and the changing boundaries of criminological research – will also be discussed.

Course content:

- The history of criminological theory.
- Trends in crime and crime statistics. How official statistics can be interpreted and the role of crime surveys
- 'Classical' criminology, rational choice, and crime prevention theories.
- Individual explanations of crime: biological, psychological and psychoanalytic theories.
- Sociological explanations of crime, including macro and micro approaches and recent critical theories
- Criminal justice policy and 'law and order' politics.
- Discrimination, Inequalities, crime and criminal justice
- Crime and the mass media
- Green Criminology
- 'Big Data', Technology and Criminology

Teaching: This course will be taught through a weekly two-hour seminar in the Autumn Term. The course includes a reading week in Week 6.**Formative coursework:** The formative coursework consists in one class presentation (in groups) and one formative essay. Feedback on that essay will help prepare students for the summative assessment.**Indicative reading:** The texts for this course are:

- *Criminology*, 3rd ed. by T. Newburn (2017)
- *The Oxford Handbook of Criminology*. By Leibling, A; Mcara, L. and Maruna, S (eds) 6th edition (2017) (or 7th edition, currently in production)
- *Crime: The Mystery of the Common Sense Concept*. By R. Reiner (2017)

Recommended Readings

- Phillips, Coretta, Earle, Rod, Parmar, A and Smith, D (2020) Dear British criminology: where has all the race and racism gone? *Theoretical Criminology*, 24 (3). 427 - 446.160 <http://eprints.lse.ac.uk/101611/>
- Mary Bosworth and Carolyn Hoyle (eds.) *What is Criminology?* (2011)
- *Law and Order: An Honest Citizen's Guide to Crime and Control*. by R. Reiner (2007)
- *Crime, Shame, and Reintegration*. by J. Braithwaite (1989)
- *Understanding Deviance* 7th Ed. by D. Downes, P. Rock and E. McLaughlin (2016)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.**LL272 Half Unit****Outlines of Modern Criminology****This information is for the 2024/25 session.****Teacher responsible:** Prof Nicola Lacey

Additional teacher: Dr Richard Martin

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.**Course content:** This half-unit course is a general introduction to the study of modern criminology. The course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It is suitable for General Course students, and a**LL275****Property II****This information is for the 2024/25 session.****Teacher responsible:** Professor Neil Duxbury and Professor Charlie Webb**Availability:** This course is compulsory on the BA in Anthropology and Law. This course is not available as an outside option nor to General Course students.

Only third year students of BA in Anthropology and Law can take this course.

Course content: Property II examines principles of Land Law and the Law of Trusts. Land Law is taught in the first term and Trusts in the second term.

The Land Law component of Property II is designed to introduce students to the principles of the law of real property (i.e., land). The course examines estates and interests in land, legal and equitable ownership, title registration, and trusts of land (including constructive trusts). It also considers the law governing specific third party interests – licences, proprietary estoppel claims, easements, freehold covenants and mortgages.

The Trusts component of the course focuses on general principles of trusts law and examines the circumstances in which trusts arise, the obligations of trustees, and the remedies available to beneficiaries when these obligations are breached. It also considers the nature and classification of trusts, including resulting and constructive trusts, and how the law of trusts relates to and impacts on the law of contract, wrongs and unjust enrichment.

Teaching: The course has at least two hours of teaching content each week. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: Two formative (unassessed) essays per term.

Indicative reading: Advice on reading, including textbook recommendations, will be provided at the beginning of the first and second terms. An essay which students might profitably read before the commencement of the course is Peter Birks, 'Before We Begin: Five Keys to Land Law', in *Land Law: Themes and Perspectives*, ed. S. Bright & J. Dewar (Oxford: Oxford University Press, 1998), 457-86.

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

Students are required to answer questions on both the Land Law and Trusts components of the course.

LL276

Property

This information is for the 2024/25 session.

Teacher responsible: Professor Neil Duxbury and Professor Charlie Webb

Availability: This course is compulsory on the BA in Anthropology and Law. This course is available on the LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Property examines principles of Land Law and the Law of Trusts. Land Law is taught in the first term and Trusts in the second term.

The Land Law component of Property is designed to introduce students to the principles of the law of real property (i.e., land). The course examines estates and interests in land, legal and equitable ownership, title registration, and trusts of land (including constructive trusts). It also considers the law governing specific third party interests – licences, proprietary estoppel claims, easements, freehold covenants and mortgages.

The Trusts component of the course focuses on general principles of trusts law and examines the circumstances in which trusts arise, the obligations of trustees, and the remedies available to beneficiaries when these obligations are breached. It also considers the nature and classification of trusts, including resulting and constructive trusts, and how the law of trusts relates to and impacts on the law of contract, wrongs and unjust enrichment.

Teaching: The course has at least two hours of teaching content each week in the Autumn and Winter terms. In both terms, Week 6 is a reading week.

Formative coursework: Two formative (unassessed) essays per term.

Indicative reading: Advice on reading, including textbook recommendations, will be provided at the beginning of the first and second terms. An essay which students might profitably read before the commencement of the course (available on the course page) is Peter Birks, 'Before We Begin: Five Keys to Land Law', in *Land Law: Themes and Perspectives*, ed. S. Bright & J. Dewar

(Oxford: Oxford University Press, 1998), 457-86.

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL279 Half Unit

Public International Law

This information is for the 2024/25 session.

Teacher responsible: Professor Gerry Simpson

Additional Teachers: Dr Chaloka Beyani, Dr Oliver Hailes, Dr Devika Hovell, Professor Stephen Humphreys, Professor Susan Marks, Dr Mona Paulson, Dr Margot Salomon

Availability: This course is available on the BA in Anthropology and Law, BSc in Environmental Policy with Economics, BSc in International Relations and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Public international law is traditionally understood as the law governing the coexistence and cooperation between states. This course provides an introduction to the concepts, principles, institutions, history and argumentative structure of this distinctive, and distinctively political, legal order. The aim of the course is to lay the basis for an informed assessment of the contribution, limits and possibilities of international law as a language of, and force in, world affairs. We begin by asking what kind of legal order we are dealing with (in the particular context of recent challenges to the whole concept of international legality itself). We then turn to the question of how international legal norms emerge (through custom and treaty) among entities known as sovereign states, in something called an 'international society' (composed also of international organizations, non-governmental organizations, corporations and individuals) and we ask how those states seek to resolve disputes in that (anarchic) order and are held responsible for wrongs they commit. Later in the term, we consider the origins of the system in European colonial arrangements across the modern period and we consider the emancipatory potential of the principle of self-determination as a response to these arrangements. The term ends with seminars on the problem of war in international law.

International law increasingly forms part of the law practised in the UK, and an understanding of international law will be important for those interested in foreign affairs, investment arbitration, regulation of AI and other digital technologies, global supply chains, global commodities, climate change, environmental law, refugee and human rights law.

The course is a prerequisite for and will be complemented by LL280 Advanced Issues in Public International Law, which will examine specialized regimes of international law.

Teaching: This course will have a minimum of two hours of teaching content each week in Autumn Term. This course includes a reading week in Weeks 6 of Autumn Term.

Formative coursework: One formative essay.

Indicative reading: Reading lists will be provided for each topic on Moodle. You are asked to buy M. Evans (ed.), *International Law* (Oxford: OUP, 5th ed, 2018) and *Blackstone's International Law Documents*.

Some other works to which you may wish to refer include the most recent editions of: D. Harris, *International Law: Cases and Materials*; H. Charlesworth and C. Chinkin, *The Boundaries of International Law*; M. Shaw, *International Law*; M. Koskeniemi, *From Apology to Utopia*; V. Lowe, *International Law*; and J. Crawford, *Principles of Public International Law*.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL280 Half Unit**Advanced Issues in Public International Law****This information is for the 2024/25 session.****Teacher responsible:** Dr Margot Salomon

Additional Teachers: Dr Oliver Hailes, Dr Mona Paulsen, Dr Marie Petersmann

Availability: This course is available on the BA in Anthropology and Law, BSc in Environmental Policy with Economics, BSc in International Relations and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.**Pre-requisites:** Students must have completed Public International Law (LL279).

LL279 Public International Law is a prerequisite for and will be complemented by LL280 Advanced Issues in Public International Law.

Course content: In this advanced-level course, we build on Public International Law by considering how the concepts and structuring ideas explored in that course give rise to and organise work in a number of specialised fields of international law. We are interested in understanding how those fields and their associated institutions function, with a keen focus on the particular legal ordering – categories, inclusions and exclusions – they create. We will begin with an introduction to the course, by the teaching team, exploring how international law works in the world, and, in making explicit the terms of legal ordering across the fields, expose what kinds of politics, protections and wrongs they make possible. Our first case study will then follow: feminist approaches to international law will allow us to interrogate the boundaries, assumptions, and beneficiaries set by the international legal system and we'll do so by considering a range of fields including peace and security, international humanitarian law and international human rights law. From there, the course will dedicate two weeks to the study of a chosen field of international law, starting with a detailed lecture on the law and architecture of that field followed by a cutting-edge case study that engages explicitly with its complexities of legal ordering.

We begin our coverage of specific areas of international law with a focus on International Environmental Law, followed by a case study on the Rights of Nature and the turn to centring ecosystems as bearers of legal rights. We will then study the field of International Investment Law before delving into a case study on seabed mining, impacts on the marine environment and local communities, and the plurality of interests and norms that are engaged by investment treaty disputes. From there, we take a deep dive into the field of International Trade Law to understand theories of free trade and the core World Trade Organization principles and rules before unpacking, through the case study, the first ever use of security exceptions to justify WTO-inconsistent trade measures in a case brought by Ukraine against Russia. The next field we'll want to understand is International Human Rights Law, internationally and regionally. Our case study here explores how law conditions our political and economic order and how the recent UN Declaration on the Rights of Peasants to seeds, food sovereignty, decommodification, and economic democracy attempts to reorder international law.

Teaching: This course will have a minimum of two hours of teaching content each week in Winter Term. This course includes a reading week.**Formative coursework:** One formative essay.**Indicative reading:** Reading assignments are provided for each seminar on Moodle and draw from various primary and secondary source materials. Some other works to which you may wish to refer include: H. Charlesworth and C. Chinkin, *The Boundaries of International Law*; J. Klabbbers, *International Law*; J.T. Gathii and N. Tzouvala, 'Racial Capitalism and International Economic Law: Introduction' 25 *Journal of International Economic Law* 2 (2022).**Assessment:** Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.**LL284 Half Unit****Topics in Sentencing and Criminal Justice****This information is for the 2024/25 session.****Teacher responsible:** Dr Richard Martin**Availability:** This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.**Course content:** In this course we explore the routine practices and decision-making of key actors within the criminal justice system. In doing so, we examine the laws, policies and regulatory schemes that purport to govern how actors perform their specific roles in the criminal process. In the first five weeks, we track the construction of cases through the criminal process. This requires us to closely analyse the work of police, prosecutors and judges: How do they exercise their discretion? What kinds of dynamics, sub-cultures and formal (and informal) rules affect their decision-making? And how does this impact on the rights and interests of suspects, defendants, offenders and victims? In the second five weeks, we enter the realm of sentencing law and practice. We focus on how judges perform their role as sentencers, the principles and legal guidelines they rely upon and the types of sentences they can (or must) hand down in different types of cases. We use the sentencing of rioters and the life sentence for murder as case studies to apply the general principles of sentencing, then conclude the course by studying the impact of an offender's race on sentencing practices. By preparing fully for seminars and actively contributing to our discussions, the course will equip you with the knowledge and tools necessary to critically assess contemporary criminal justice issues.**Course aims:**

- To explore with students the substance and modes of legal regulation, including human rights principles, that have come to govern the criminal justice system in the recent decades.¹⁶⁰
- To examine in detail the routine practices and decision-making that animates how power is wielded by key decision-makers in the criminal justice system, specifically police, prosecutors, and judges.¹⁶⁰
- To familiarise students with contemporary theories and principles that are used by scholars to critically analyse the criminal process and specific practices within it.¹⁶⁰
- To critically engage with empirical studies of the law-in-action, in addition to the case law analysis students will likely be familiar with from their LLB.

Topics by Week

1. The Criminal Justice System in England and Wales
2. In the Community: What Do Police Do and Why Do They Do It?
3. In the Station: Police Practices and Case Construction
4. The Charging Decision: Prosecutorial Discretion and Victims' Rights
5. The Magistrates' Courts and Legal Representation
6. Reading Week
7. Sentencing Rationales: Aims, Principles and Policies
8. Sentencing Practices: Discretion and Guidelines
9. Sentencing: Rioters
10. The Life Sentence for Murder
11. Race and Sentencing

Teaching: This course runs in the Winter Term and will have a minimum of two hours of teaching content each week, in the form of a two hour seminar. This course includes a reading week in Week 6 of term. I will begin the seminar with some introductory remarks, outlining the topic or setting out its legal or political context. There are PowerPoint slides which will be uploaded on the Course's Moodle webpage in advance of each seminar. We will work in and out of these slides during the seminar. Each seminar's key learning outcomes can be found on the first PowerPoint slide; these outcomes will be reiterated at beginning of the seminar. It should go without saying that seminars are your opportunity to discuss, debate and reason with one another – it is essential you come to the seminar well-read and prepared to contribute

to our discussions, whichever material you have chosen to read. Seminars include small group discussion and full seminar discussions; you should focus your seminar preparation on the discussion questions and be ready to share your answer in the seminar.

Formative coursework: Students will be expected to produce a 1500-word literature review.

Indicative reading: There is textbook reading, the material and topics assigned are designed to be as contemporary and engaging as possible, so the course supplements these texts with more recent articles or chapters that are particularly helpful or insightful. Sanders, Young and Burton's *Criminal Justice* is a leading text: it is informative and offers sharp, critical analysis but can be a bit too basic in places.

The 5th edition of Campbell, Ashworth and Redmayne's *The Criminal Process* (2019) is very good and can be accessed via OUP's Law Trove.

The standard sentencing text for England and Wales is: Ashworth and Kelly (2022) *Sentencing and Criminal Justice* (7th ed., Hart) and S. Easton and C. Piper (2016) *Sentencing and Punishment: The Quest for Justice* (4th ed., Oxford: OUP) is also good.

Most of our readings are articles in journal e.g. *British Journal of Criminology* (BJ Crim), the *Criminal Law Review* (Crim LR) and the *Journal of Law and Society* (J. Law & Soc) and chapters in edited collection (various readings come from the sixth edition of the *Oxford Handbook of Criminology*).

The course is designed to give students the time, support and intellectual freedom to read and research issues for themselves. The Summative Assessments, will after all, be testing students' ability to read broadly, but purposefully, in order to critically evaluate a topic and advance a clear argument.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL293

Tax and Tax Avoidance

This information is for the 2024/25 session.

Teacher responsible: Dr Andy Summers and Dr Alexandra Evans

Availability: This course is available on the BA in Anthropology and Law, BSc in Accounting and Finance and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Taxation is a topic that has throughout history pervaded political debate and is encountered in every area of life. Taxation was one of the very first subjects to be taught at LSE. The teaching of tax law as an academic subject started at LSE, where it was introduced by Professor GSA Wheatcroft in 1957.

The syllabus is set out below, although there is some variation of topics selected from year to year, depending on the focus of current debate, and in the order of topics.

- The first term of the course begins with an introduction to the principles of statutory interpretation, including in tax avoidance cases. The course then focuses on a technical legal approach to the taxation of personal income, focusing on (i) employment income; and (ii) trading income (of unincorporated businesses). In connection with the latter, we also touch on the tax treatment of capital gains.
- The second term of the course begins by analysing the value added tax legislation in the UK and the principles relating to UK VAT that derive from European Law and understanding why and how these principles are still relevant following BREXIT. The course then focuses on tax avoidance, looking at questions such as: What is tax avoidance and how does it differ from tax planning? What strategies do individuals and companies adopt to avoid tax? How do judges respond to tax avoidance through anti-avoidance doctrines and rules of interpretation and to what extent is that compatible with the judicial role? How effective can legislative responses to tax avoidance be and what are the limitations on such responses? How can companies be fairly

taxed in the digital economy? How have public attitudes to tax avoidance changed over time? Should corporations behave 'responsibly' and pay their fair share of taxes, or are they obliged to do whatever they can to maximize shareholder returns? To what extent does professional ethics inform accountants and lawyers who advise on tax avoidance?

The approach to these topics is first-and-foremost doctrinal, although it also includes a strong policy perspective. The UK tax code is long and complex. There are also many relevant cases that are required reading too. This course requires students to understand and apply difficult concepts and legislation.

By taking this course you should develop the following skills and attributes (i) working with and analysing legislation; (ii) working with and analysing case law; (iii) research skills; (iv) communication skills; (v) professionalism.

Students taking this course should be prepared to use a variety of sources ranging from statute and case law to literature on public policy. The precise balance of materials used varies from topic to topic. All the readings set will be accessible and non-mathematical. NO COMPUTATION is required and no knowledge of any discipline other than law is required. The course is open to second- and third-year law students, and experience suggests that it is equally suitable for both years.

Teaching: This course will have two hours of teaching content each week in Autumn Term and Winter Term. There will be a Reading Week in Week 6 of each term.

A variety of methods will be used within the weekly seminars, typically a mix of lecture-style and interactive small group exercises. Student participation is central to both formats. Assistance will be given with methods for statute-based work. Substantial preparation by students will form an integral part of the course.

Formative coursework: Students are expected to produce 1 formative assignment per term.

Indicative reading:

- *News Corporation UK v Revenue and Customs Commissioners* [2023] STC 446
- *Duke of Westminster v Commissioner of Inland Revenue* (1935) 19 TC 490
- *HMRC v Vermilion Holdings Ltd* [2023] UKSC 37
- Dan Neidle, 'Carried Too Far? A Challenge to the Tax Treatment of Carried Interest in the Private Equity Industry' (2023) *British Tax Review* 1, 45-67
- Michael Blackwell, 'Case note: Unreasonably Limiting Access to the Courts? R (Haworth) v Revenue and Customs Commissioners' (2022) 85(5) *Modern Law Review* 1562
- Joshua D Blank, 'What's Wrong with Shaming Corporate Tax Abuse?' (2009) 62(4) *Tax Law Review* 539
- Reuven Avi-Yonah, 'Corporate Taxation and Social Responsibility' (2014) 11(1) *NYU Journal of Law & Business* 1

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

Selected 'Legislation' may be taken into the exam, with non-verbal markings only.

LL295

Media Law

This information is for the 2024/25 session.

Teacher responsible: Dr Andrew Scott

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course examines freedom of speech and the legal and administrative regulation of the mainstream and social media. It centres on law and regulation in the UK, as influenced by European and international law.

The course opens with introductory lectures that introduce themes such as the 'media landscape', the sources and forms of media

law (ethical, cultural and technological constraints, self-regulation, common law, statute, EC law and international law), and the rights and values that frame this area of law (free speech; privacy; impartiality; the protection of rights to a fair trial). Thereafter, the course moves through three 'blocks' of study. These blocks of study focus on:

- 1 regulating content in defence of private interests (misuse of private information, data protection, confidentiality, copyright and defamation)
- 2 regulating content in defence of public interests (contempt and the integrity of justice; political diversity and impartiality; disinformation, fabrication and 'fake news'; offensive content; terrorism and national security), and
- 3 the control of journalistic newsgathering practices (risks to and protection of sources; technological circumvention of source protection; access to state information (FoI, and official secrets); open justice and access to courts and court documents; the regulation of the journalistic 'dark arts' (misrepresentation and subterfuge).

Teaching: This course will have a minimum of two hours of teaching content each week in Autumn Term and Winter Term. Teaching will be conducted primarily through weekly two-hour seminars and a recorded introductory lecture. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: Students will be expected to submit two formative essays, one at the end of the Autumn Term and one in the Winter Term.

Indicative reading: Supporting texts for the course include:

- Greenawalt, 'Free Speech Justifications' (1989) 89 Columbia Law Review 119,
- Parkes and Busutill (eds), *Gatley on Libel and Slander* 13th edn, Thomson Reuters, 2022),
- Waldron, *The Harm in Hate Speech* (Harvard University Press, 2012),
- Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (OUP, 2016),
- Kenyon and Scott (eds), *Positive Free Speech: Rationales, Methods and Implications* (Hart Publishing, 2020),
- Moreham and Warby (eds), *Tugendhat and Christie: The Law of Privacy and the Media* (3rd edn, Oxford University Press, 2016), and
- Leveson, *An Inquiry Into the Culture, Practices and Ethics of the Press: Report*, HC 780, 2012.

These and other materials relevant to the course are generally made available via the BLPES electronic resources or online.

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL300

Competition Law

This information is for the 2024/25 session.

Teacher responsible: Ms Ayse Gizem Yasar

Additional teachers: Dr Niamh Dunne and Professor Pablo Ibanez Colomo

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Competition is widely understood to be the best means to deliver better goods and services at lower prices. The point of competition law is to preserve the process of rivalry between firms, and, by doing so, to benefit consumers and society at large. A broad range of corporate strategies are subject to this field of law. For instance, competition authorities enforce the law against large multinational firms (such as Microsoft, Google, or Intel) that have the ability to influence market conditions and exclude smaller rivals. Competition authorities also have the power to block mergers and acquisitions that are capable of harming consumers (think of a merger creating a monopoly). Attempts by

firms to avoid competing by means of secret arrangements (the so-called 'cartels') are another key area of enforcement.

Competition law regimes have progressively become a major feature of legal systems around the world. They have long applied in the US and Europe – including the UK – but have now been adopted (and/or are actively enforced), *inter alia*, in jurisdictions like Brazil, Chile, China, Hong Kong, India, Malaysia, Singapore and South Africa. Unlike other legal disciplines, the relevant provisions in all of these regimes are virtually identical in their form and substance. This is, in other words, a truly cosmopolitan field. After this module, you will be equipped to understand and practice competition law almost anywhere in the world.

After an introduction in which competition law is put in its economic and institutional context, this module will address the main substantive and procedural aspects of the discipline. Topics covered include the following:

- Abusive practices by dominant firms.
- Anticompetitive agreements between firms (including cartels and distribution agreements).
- Mergers and acquisitions, including both mergers between competitors and vertical and conglomerate transactions.

Teaching: This course will have three hours of teaching content each week in Autumn Term and Winter Term in the form of a two-hour lecture and a one-hour class. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: Students are expected to produce one formative essay per term.

Indicative reading: N. Dunne, A. Jones and B. Sufrin, *EU*

Competition Law (Oxford: OUP, 8th ed, 2023); and H. Hovenkamp, *The Antitrust Enterprise* (Cambridge: Harvard University Press, 2005).

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL302 Half Unit

Restitution for Unjust Enrichment

This information is for the 2024/25 session.

Teacher responsible: Dr Rachel Leow and Dr Timothy Liao

Availability: This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.

The course is primarily aimed at students who are interested in a demanding course in advanced private law and presupposes at the very least, a strong grounding in the basics of English contract law, trusts law, and property law.

Pre-requisites: This course builds on modules taken in the core undergraduate compulsory curriculum (eg contract, property, and equity). Students who enjoyed studying these courses will find that this course advances their understanding of private law as a whole.

This is a case-law heavy subject – a strong foundation in common law reasoning and analysis will be presumed.

Course content: This course is about the law of restitution for unjust enrichment: it is concerned with when a defendant may be compelled to make restitution to a claimant, because the defendant has been unjustly enriched at the claimant's expense. In England and Wales, unjust enrichment was only first judicially recognised as an independent source of obligations by the House of Lords in 1991 but has now become one of the most vibrant areas of modern private law. Many controversies exist, and the scope of restitution for unjust enrichment is still being worked out by courts across the common law world. In previous private law modules such as Law of Obligations, Contract Law, and Property II, you may already have encountered fleeting references to 'unjust enrichment', explored in a necessarily superficial way; for example in cases on frustration, tracing, knowing receipt, and illegality. The course aims to develop in students a deeper understanding of unjust enrichment, and its place within the broader map of private law. Generating distinctive rights and obligations, it forms

a body of law independent from the laws of contract and torts, cutting across the jurisdictional divide between the common law and equity. After this course, students will be introduced to some modern debates about unjust enrichment, as well as accurately describe, apply, and evaluate the law of unjust enrichment in England and Wales.

This course will appeal to those with an interest in private law. Many issues in the material covered have practical importance in commercial litigation.

Teaching: 20 hours of seminars in the AT.

Compulsory pre-reading is set for each seminar.

Formative coursework: Students will have the opportunity to produce one formative during the course.

Indicative reading:

- Peter Birks, *Unjust Enrichment*, 2nd ed (OUP 2005)
- Andrew Burrows, *The Law of Restitution*, 3rd ed (OUP 2011)
- James Edelman and Elise Bant, *Unjust Enrichment*, 2nd ed (Hart 2016)
- Charles Mitchell, Paul Mitchell, and Stephen Watterson (eds), Goff & Jones on *Unjust Enrichment*, 10th ed (Sweet & Maxwell 2022)
- Robert Stevens, *The Laws of Restitution* (OUP 2023)
- Elise Bant, Simone Degeling, and Kit Barker (eds) *Research Handbook on Unjust Enrichment and Restitution* (Edward Elgar Publishing 2020)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL303 Half Unit

Cultural Heritage and Art Law

This information is for the 2024/25 session.

Teacher responsible: Dr Tatiana Flessas

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Cultural Property and Heritage Law is an expanding area of legal practice, scholarship and policy-making. It addresses the question 'who owns the past', by looking at ownership and regulatory claims to ancient objects, traditional cultural practices, and historic locations. The protection and management of heritage sites, antiquities, artefacts, and public and private museums give rise to increasing amounts of domestic and international legislation and regulation. This area of law is especially important to peoples attempting to claim (or reconstruct) their identity after war, colonialism, or other forms of culture loss; and to people or organizations that stand to make serious profits from memorial or historical goods and experiences. We also look at some very timely heritage disputes: is Russia taking cultural property out of Ukraine? Should statues of slaveowners still be in public places? Can anyone tell the story of a particular group, or is it 'cultural appropriation' to do so?

The second half of the course, 'Art Law', is the body of law, involving numerous disciplines, that protects, regulates and facilitates the creation, use and marketing of art. Art law relies in part on a specialised jurisprudence drawn from intellectual property law, and specific warranties as to title and authenticity provided by auction houses and art dealers. However, no one jurisprudence applies to all legal matters vital to artists, purchasers, sellers, museums, dealers and others involved in the art world. Rather, practitioners and academics in this field draw on property and trusts law, some criminal and tort law (for example, as applied to street art or fakes and forgeries), and statutes, import/export controls, treaties and other forms of regulation (for example in determining whether an artwork is a 'national treasure' and should be denied an export licence).

In this course, we will take both a practical and a scholarly and interpretive approach to the issues. We will explore the important ethical and legal aspects in the creation, sale, collection and display of antiquities and art. We will be looking at international

Conventions as well as domestic legislation and common-law approaches that attempt to define 'property', 'culture' and 'theft'. We will also look at the major institutions in the field, such as UNESCO and ICOM. We will discuss issues such as authenticity, attribution, restoration, money laundering, and stolen art. We will consider the recent developments in addressing the restitution of art taken during the Nazi era. Finally, we will consider what, if any, obligations owners have to 'their' art. The course will welcome guest speakers and include the opportunity to speak with practitioners and experts from outside the LSE.

Teaching: 20 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay and 1 case study in the AT.

Formative assessment in either case study or essay form

Indicative reading:

- Blake, J. (2000). On Defining the Cultural Heritage. *International & Comparative Law Quarterly*, 49(1), 61-85.
- Keane, D. (2004). The Failure to Protect Cultural Property in Wartime. *DePaul J. Art, Tech. & Intell. Prop. L* 14, 1-38.
- O'Donnell, T. (2011). 'The Restitution of Holocaust Looted Art and Transitional Justice: The Perfect Storm or the Raft of Medusa?' *22 European Journal of International Law*, 49 – 80.
- Olav Velthuis, *Talking Prices: Symbolic Meaning of Prices on the Market for Contemporary Art* (Princeton University Press, 2005).
- Patty Gerstenblith, 'Getting Real: Cultural, Aesthetic and Legal Perspectives on the Meaning of Authenticity of Art Works', *Columbia Journal of Law & the Arts* 35 (2012), pp. 321–356.
- Bolton, L. (2015). *AN ETHNOGRAPHY OF REPATRIATION: Engagements with Erromango, Vanuatu. The International Handbooks of Museum Studies: Museum Transformations*, First Edition. Edited by Annie E. Coombes and Ruth B. Phillips.
- Walter Benjamin, (1935) 'The Work of Art in the Age of Mechanical Reproduction'. *Illuminations*, edited by Hannah Arendt,
- translated by Harry Zohn, from the 1935 essay (Schocken Books, 1969)
- Amy Adler, A. (2018). Why Art Does Not Need Copyright, 86(2), *The George Washington Law Review*, 313-374.
- Colin Renfrew, *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology* (Duckworth, 2000).
- Brigitta Hauser-Schäublin and Lydell V Prott, eds. *Cultural Property and Contested Ownership: The trafficking of artefacts and the quest for restitution* (Routledge, 2016).
- J.E. Tunbridge and G.J. Ashworth, *Dissonant Heritage: The Management of the Past as a Resource in Conflict* (John Wiley & Sons, 1995).

Selected Cases

- *Drake v Thos Agnew & Sons Ltd* [2002] EWHC 294 (QB)
- *Govt of Iran v Barakat Galleries Ltd (CA)* [2007] EWCA Civ 1374
- *The Prosecutor v. Ahmad Al Faqi Al Mahdi* (2016) ICC-01/12-01/15
- *Jeddi v Sotheby's & Ors* [2018] EWHC 1491 (Comm)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL304 Half Unit

Global Commodities: The Rise of International Law

This information is for the 2024/25 session.

Teacher responsible: Prof Stephen Humphreys

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

The course is historical and theoretical in nature. It deals in the main with events from the colonial period (c.1510-1960) as they relate to the history of international and transnational law.

It does not aim to prepare students to work in commodity trading

nor to equip them with expertise in the contemporary law of commodity markets. (For topics in these areas, see LL202, LL203, LL253, or LL300). While this class is complementary to LL279, it is not necessary to have studied LL279 to take this class.

Course content: This course provides a critical introduction to the history of international law, with a focus on the colonial histories of Asia, Africa and the Americas. We will track the development of the production and consumption of raw materials, from their domestic origins to their marketization and circulation in global trade today. The histories of some principal commodities—spices, silver, sugar, coffee, rubber, oil—tell the story of today's global economy in microcosm. Their evolving regulation and exchange has provided the base for central elements of the contemporary international and transnational legal architecture. In exploring this history, we will touch on cross-cutting issues relating to some or all of the following: slavery, the law of the sea, human rights, trade law, environmental law, the laws of war, labour law, climate change and animal welfare law. We will also be looking at theories of consumption and production more generally, adopting a broad definition of 'commodity', drawn from Marxian and post-Marxist thought, to enrich our understanding and discussion of these topics. Our examination of emerging commodity markets will remain cognizant of the state-formation processes, international law developments, and trans-global networking entailed in their consolidation. We will also read and discuss theoretical and historical texts.

Following completion of the course, students can expect to have a broad understanding of the historical evolution of global law, with specific knowledge of how certain commodities have contributed to and shaped the most important international law challenges of our time. Through individual presentations and research projects students are expected to develop critical perspectives on aspects of the topics covered throughout the year as well as hone presentation skills.

On completion students should be able to demonstrate:

- A broad understanding of the historical rise in trade of global commodities and of its contribution to the development of international law, especially during colonial times.
- An awareness of intersecting legal issues relating to, for example: human rights, trade disputes, law of the sea, laws of war, environmental law, labour, animal welfare and illegal trade.
- An understanding of the impact that historical patterns of production and consumption of commodities around the world have had on contemporary international law structures.
- An appreciation of the critical theories that inform scholarly analysis of the global economy.

Teaching: This course will have a minimum of two hours of teaching content each week in Autumn Term, in the form of a two hour seminar. This course includes a reading week in Weeks 6 of Autumn Term.

Formative coursework: Students will undertake a presentation in the final two weeks of terms, in groups of two or more. The topic will be chosen by the second week of term and a draft presentation submitted for feedback at the end of reading week.

Indicative reading: Fernand Braudel, *The Perspective of the World* (Civilization and Capitalism), 3 vols. trans. Sian Reynolds (Collins, 1984); Sarah Rose, *For All the Tea in China* (Arrow Books, 2010); Jean Baudrillard, *The Consumer Society* (Sage, 1998 [1970]); Duncan Kennedy (1985) 'The Role of Law in Economic Thought: Essays on the Fetishism of Commodities' 34 *The American University Law Review* 939-1001; Hugo Grotius, *The Freedom of the Seas, or the Right Which Belongs to the Dutch to take part in the East Indian Trade* [Mare Liberum], trans. Ralph Van Deman Magoffin (Oxford UP, 1916); David Graeber, *Debt: The First 5000 Years* (Melville House, 2011); Martti Koskeniemi (2011) 'Empire and International Law: The Real Spanish Contribution' 61 *University of Toronto Law Journal* 1-36; Lauren Benton and Benjamin Straumann (2010) 'Acquiring Empire by Law: From Roman Doctrine to Early Modern European Practice' 28 *Law and History Review* 1-37; Michel Foucault, *Territory, Security, Population* (Palgrave, 2009); Anne Orford (2005) 'Beyond Harmonization: Trade, Human Rights and the Economy of Sacrifice' 18 *Leiden Journal of*

International Law 179-213; Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic* (Verso 2002); Steven Topik, Carlos Marichal and Zephyr Frank (eds), *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000* (Duke University Press, 2006).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL305

Jurisprudence

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Wilkinson

Availability: This course is compulsory on the LLB in Laws. This course is not available as an outside option nor to General Course students.

Course content: The aims of the course are: To introduce students to philosophical thinking about the law. To familiarise students with the main methodological, conceptual, and normative issues in the study of law and its legitimacy. To provide students with knowledge of some of the most influential legal and political philosophers and their theories of the state and law. To encourage and enable students to think about doctrinal legal questions from a philosophical and critical perspective. To help students to develop legal reasoning skills by training them in abstract, philosophical arguments. Some of the themes that the course covers are: the social contract tradition (Hobbes, Kant, Rawls, Rousseau); the democratic legitimacy of the state and its law; Marxism and critical theory; Arendt's political theory and its implications for law; methodology in jurisprudence; natural law; legal positivism; the rule of law and legality; the use and significance of principles in adjudication and legal reasoning.

Teaching: This course will have a minimum of two hours of teaching content each week in Autumn Term and Winter Term in the form of a lecture (every week) and one hour class. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: Students will be expected to write at least one essay per term.

Indicative reading: Students are provided with outlines and readings for topics discussed in the Michaelmas and Lent Terms. For some introductory and background reading see: S. Veitch, E. Christodoulidis, and M. Goldoni, *Jurisprudence: Themes and Concepts* (3rd. ed), Routledge 2018; J.E. Penner and E. Melissaris, McCoubrey & White's *Textbook on Jurisprudence*, OUP 2012; Brian Bix, *Jurisprudence: Theory and Context* (3rd ed.), Thomson Sweet & Maxwell 2003.

Assessment: Exam (100%, duration: 3 hours and 30 minutes) in the spring exam period.

LL306 Half Unit

Theories of Law

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Wilkinson

Availability: This course is available on the BA in Anthropology and Law, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics and Philosophy and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: The aims of the course are: To introduce students to philosophical thinking about the law. To familiarise students with the main methodological, conceptual, and normative issues

in the study of law and the rule of law. To provide students with knowledge of some of the most influential legal philosophers and their theories of law. To encourage and enable students to think about doctrinal legal questions from a philosophical and critical perspective. To help students to develop legal reasoning skills by training them in abstract, philosophical arguments. Some of the themes that the course covers are: legal realism, natural law; legal positivism; the rule of law and legality; the use and significance of principles in adjudication and legal reasoning, methodology in jurisprudence.

Teaching: This course will have a minimum of two hours of teaching content each week in Autumn Term in the form of a lecture (every week) and one hour class. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to write at least one essay.

Indicative reading: Students are provided with outlines and readings for topics discussed in the Michaelmas and Lent Terms. For some introductory and background reading see: S. Veitch, E. Christodoulidis, and M. Goldoni, *Jurisprudence: Themes and Concepts* (3rd. ed), Routledge 2018; J.E. Penner and E. Melissaris, McCoubrey & White's *Textbook on Jurisprudence*, OUP 2012; Brian Bix, *Jurisprudence: Theory and Context* (3rd ed.), Thomson Sweet & Maxwell 2003.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL307 Half Unit

Justifying Political Authority

This information is for the 2024/25 session.

Teacher responsible: Prof Emmanuel Voyiakis

Availability: This course is available on the BA in Anthropology and Law, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics and Philosophy and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Course content: The course aims to introduce students to philosophical thinking about the justification of state authority and coercion, to familiarise students with the main methodological, conceptual, and normative issues in the study of political obligation, to provide students with knowledge of some of the most influential political philosophers and their theories of the state, to encourage and enable students to think critically about the role of ideas such as consent, natural rights, or associative obligation following ideas in justifying political authority, and to help students to develop advanced reasoning skills by training them in abstract, philosophical arguments. The themes that the course covers include: anarchism; libertarianism; perfectionism; the consent or social contract tradition; the associative obligation tradition; and democratic and critical (Marxist) theories of the state.

Teaching: This course will have a minimum of two hours of teaching content each week in Winter Term in the form of a lecture (every week) and one hour class. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to write one essay in the term.

Indicative reading: Students are provided with outlines and readings for topics discussed. For some introductory and background reading see: Simmons A.J., *Moral Principles and Political Obligations* (1980); Klosko, *Political Obligations* (2005); Wolff, *In Defense of Anarchism* (1970); Nozick R., *Anarchy, State, and Utopia* (1974); Rawls J., *Political Liberalism* (1993).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL332 Half Unit

Advanced EU Law

This information is for the 2024/25 session.

Teacher responsible: Dr Floris De Witte

Availability: This course is available on the BA in Anthropology and Law and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course will be seminar-based (20 hours of teaching time).

Reading Week will be used to consolidate knowledge and work on the formative.

Pre-requisites: Students should have completed the second year European Union Law course or an equivalent course from another department in the School.

Course content: This course is an advanced study of the European Union. It builds on the work students will have done in their second year and explores in more depth and in an interdisciplinary fashion some of the most crucial questions that the EU and its legal system tackle. This includes both institutional and substantive dimensions. On the institutions side of things, we will discuss modes of law-making, questions pertaining to the structure of the judicial system and its relationship with national legal system, problems in the enforcement of EU law, and the challenges of reforming the EU. On the substantive side of things, this course looks at the equality policies of the EU, highlighting the many different dimensions of equality that the EU engages with (in more or less successful ways), including an analysis of racial equality, the rights of LGBTQ+ families, welfare rights for migrants, and animal rights. Both sides of the course complement each other: it is not possible to understand how the EU engages in its substantive policies without an affinity with the powers that shape law-making and dominate enforcement practices; nor is it useful to focus on the institutions without a substantive analysis of what the EU's powerful machinery is used for.

At the end of the course, students will have gained a deep proficiency with the EU as an institutional system and be able to critically evaluate the social dimension of European integration.

Topics:

- Weeks 1-5: Legislative Law-Making, Executive Law-Making, Judicial Independence, Preliminary Reference Procedure, Infringement Procedure, Revision and Differentiation.
- Weeks 7-11: Racial Equality, Migration, LGBTQ+ family rights, Welfare rights, Animal Rights.

Teaching: 20 hours of seminars in the AT. 2 hours of seminars in the ST.

Formative coursework: 1,500 word essay.

Indicative reading: - M. Hillebrandt & P. Leino-Sandberg, 'Administrative and Judicial Oversight of Trilogues' (2021) JEPP 53.

- V. Schmidt, 'European Emergency Politics and the Question of Legitimacy' (2022) 29 JEPP 979.
- Klose, Perot, Temizisler, 'Spot the Difference: Differentiated Co-operation and Differentiated Integration in the European Union' (2022) JCMS forthcoming.
- O'Brien, 'Civis Capitalist Sum: Class as the New Guiding Principle of EU Free Movement Rights' (2016) 53 Common Market Law Review 937
- De Witte, 'The Liminal European: Subject to the EU Legal Order' (2021) 40 Yearbook of European Law 56
- Schiek, 'On Uses, Mis-Uses and Non-Uses of Intersectionality Before the Court of Justice (EU)' (2018) 18 International Journal of Discrimination and the Law 82

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL342**International Protection of Human Rights**

This information is for the 2024/25 session.

Teacher responsible: Dr Chaloka Beyani

Availability: This course is available on the BA in Anthropology and Law, BSc in International Relations and LLB in Laws. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course should be taken in the third year (see prerequisites). It is capped at 25 students.

Pre-requisites: Students need to have already taken and done well in a course in Public International Law or in Civil Liberties Law.

Course content: This course aims to provide a comprehensive and analytical account of the application of human rights standards in international law, and the operation of the existing international machinery for the protection of human rights. The course engages with both the theory and practice of human rights law and, in that process, some of the most vexing issues facing us today will be considered. What is the scope of the right to privacy in a digital age? What's the geographical scope of a state's human rights obligations? How does human rights law apply in war? What are the human rights obligations of corporations in a globalized landscape? How do human rights inform responses to modern slavery? What rights do asylum seekers have when they are fleeing conflict? Does existing law adequately protect women's rights or indigenous peoples? What is the role of human rights law in achieving the sustainable development goals?

The law of human rights reflects attempts made internationally to articulate basic legal standards for the protection of individuals and groups in their relations with the state, and to use the authority of international law, institutions, and procedures, to secure compliance with such standards. Human rights law is a modern phenomenon; but it has an ancient lineage. Some account of its evolution is given, from natural rights, civil liberties, the history of minorities protection, and the progressive development of human rights in public international law since 1945.

However, the major part of the course relates to post-1945 events concerning the protection of human rights. A section of the course deals with the role and reform of the United Nations to promote and secure the observance, on a universal basis, of international standards of human rights. The development of important legal standards (such as those of non-discrimination) is traced; and the work of various UN bodies in applying and promoting human rights is analyzed.

Comparisons are also drawn with regional attempts to promote and protect human rights, with the European system, the Inter-American system and the African system receiving special attention as regards their treaties, their institutions, procedure, and case-law.

By the end of the course students should have a good understanding of the substantive content of contemporary human rights and of the existing and alternative means available for protecting these rights and fundamental freedoms.

Extensive use is made of relevant case law, of the Civil and Political Covenant, the European Convention, the American Convention, the African Charter, and the International Court of Justice; and particular rights (such as those of persons belonging to minorities or indigenous peoples, the right to life, the prohibition of torture, the right to a fair trial, family life, and the fundamental freedoms) are studied in considerable detail.

Teaching: This course will have two hours of teaching content each week in Autumn Term and Winter Term, in the form of a two hour seminar. This course includes a reading week in Weeks 6 of Autumn Term and Winter Term.

Formative coursework: Students are expected to produce 1 essay in Autumn Term and 1 essay in Winter Term.

Indicative reading: R. Smith, *International Human Rights*; Ilias Bantekas and Lutz Oette, *International Human Rights Law and Practice*.

Assessment: Essay (100%, 8000 words) in the ST.

LL398 Half Unit**Half-Unit Dissertation on an approved legal topic**

This information is for the 2024/25 session.

Availability: This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.

This course is available to students in Year 3. It may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor. This course cannot be taken in the same year as LL399.

Course content: Students wishing to do a half-unit dissertation should first consult their Academic Mentor in the preceding Spring Term about:

- 1 whether a dissertation is a suitable option for the student;
- 2 the particular dissertation topic;
- 3 who might be an appropriate dissertation supervisor.

Because this option requires considerable independent study, it is generally not advisable to opt to write a full-unit dissertation unless the student has been achieving marks of an upper second class standard. The dissertation subject must be of a suitable academic character that has not already or will not have been explored in depth in any taught course taken by the student but is related to subjects taught in the School.

In light of discussions with their Academic Mentor, a student wishing to pursue this option should approach a potential supervisor for approval. This must be a full-time academic member of staff in the Law School. Once they have their supervisor's approval, students should select the relevant dissertation course on LFY. They will then need to complete the 'Dissertation Topic Approval form' (available on LLB Dissertation Moodle page) which needs to be signed off by the student's Academic Mentor and proposed Dissertation Supervisor by the end of Week 4 of Autumn Term.

Including the initial meeting, students will have four support meetings with their supervisor to guide them through the research process as follows:

- 1 One initial meeting to establish the broad topic.
- 2 A second meeting to agree a title, review an outline and see an initial bibliography.
- 3 A third meeting to discuss progress and difficulties (optional for half-unit essays).
- 4 A fourth meeting to give feedback on progress to date, to take place before the end of the Winter Term. In order for this feedback meeting to be of use, students will need to have made substantial progress with the preparation of a draft dissertation by the middle of the Winter Term. It is the student's responsibility to arrange these meetings with the supervisor.

The dissertation should be 6,000-8,000 words in length and must be submitted by midday on Wednesday 1 May 2024.

Further information can be found on the LLB Dissertation Moodle page and in the LLB Dissertation Handbook (found on the Moodle page).

Teaching: 1 hour of lectures in the AT.

Beyond the one-to-one sessions held with the dissertation supervisor there is no formal teaching. However, there is a one hour session held in the Autumn term for all half-unit and full-unit dissertation students to orient them to the requirements of writing a dissertation.

Indicative reading: There is no essential reading as such. The LLB Dissertation Moodle page provides full information.

Assessment: Dissertation (100%, 8000 words) in the ST. Word limit is 6000-8000 words.

LL399

Full-unit Dissertation on an approved legal topic

This information is for the 2024/25 session.

Availability: This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.

This course is available to students in Year 3 only. It cannot be taken in the same year as LL398.

Course content: Students may write a full-unit dissertation on a legal topic approved by the Law School. The full-unit dissertation may only be taken in the third year when students are better prepared for it.

Students wishing to do a full-unit dissertation should first consult their Academic Mentor in the preceding Spring Term about:

- 1 whether a dissertation is a suitable option for the student;
- 2 the particular dissertation topic;
- 3 who might be an appropriate dissertation supervisor.

Because this option requires considerable independent study, it is generally not advisable to opt to write a full-unit dissertation unless the student has been achieving marks of an upper second class standard. The dissertation subject must be of a suitable academic character that has not already or will not have been explored in depth in any taught course taken by the student but is related to subjects taught in the School.

In light of discussions with their Academic Mentor, a student wishing to pursue this option should approach a potential supervisor for approval. This must be a full-time academic member of staff in the Law School. Once they have their supervisor's approval, students should select the relevant dissertation course on LFY. They will then need to complete the 'Dissertation Topic Approval form' (available on LLB Dissertation Moodle page) which needs to be signed off by the student's Academic Mentor and proposed Dissertation Supervisor, by the end of Week 4 of Autumn Term.

Including the initial meeting, students will have four support meetings with their supervisor to guide them through the research process as follows:

- 1 One initial meeting to establish the broad topic.
- 2 A second meeting to agree a title, review an outline and see an initial bibliography.
- 3 A third meeting to discuss progress and difficulties (optional for half-unit essays).
- 4 A fourth meeting to give feedback on progress to date, to take place before the end of the Winter Term. In order for this feedback meeting to be of use, students will need to have made substantial progress with the preparation of a draft dissertation by the middle of the Winter Term. It is the student's responsibility to arrange these meetings with the supervisor.

The dissertation should be 12,000 – 15,000 words in length and must be submitted by midday on Wednesday 1 May 2024. Further information can be found on the LLB Dissertation Moodle page and in the LLB Dissertation Handbook (found on the Moodle page).

Teaching: 1 hour of lectures in the AT.

Beyond the one-to-one supervision sessions held with the student's dissertation supervisor there is no formal teaching as such.

However, a one-hour session will be held in the Autumn Term for all full-unit and half-unit dissertation students to orient them with the dissertation requirements.

Indicative reading: There is no essential reading as such. The LLB Dissertation Moodle page provides full information.

Assessment: Dissertation (100%, 15000 words) in the ST. Word limit is 12,000-15,000 words.

LN100

Russian Language and Society 3 (advanced)

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a, Mrs Irina Forbes and Mrs Natalia Bershadski

Availability: This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Students can take this course in any year of their studies following approval from the teacher responsible.

Priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism.

Pre-requisites: Completion of the Russian Language and Society 2 (Intermediate) course (LN102); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Advanced study of the Russian language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 40 hours of classes in the AT. 40 hours of classes in the WT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using multi-media and web-based materials. Structured activities during the reading week.

This course has reading weeks in week 6 of the Autumn and Winter terms.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading:

- *Colloquial Russian 2*, by Olga Sobolev, Natasha Bershadski et al, Routledge, 2018

Additional:

- Russian media sources on the web;
- Terence Wade, *A Comprehensive Russian Grammar* (Blackwell, 2010);
- Jeffrey Brooks, *The Firebird and the Fox: Russian Culture under Tsars and Bolsheviks* (Cambridge University Press, 2019)

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN101

Russian Language and Society 1 (beginner)

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a, Mrs Irina Forbes and Mrs Natalia Bershadski

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies subject to their programme regulations, and following approval from the teacher responsible.

Priority will be given to Language Centre BSc students and students from other Departments following a Language

Specialism.

Pre-requisites: No previous knowledge of Russian is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.

Course content: Beginners to higher intermediate study of the Russian language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 60 hours of classes in the AT. 60 hours of classes in the WT. 6 hours of classes in the ST.

Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using multi-media and web-based materials. Structured activities during the reading week.

Students should note that the timetable will be kept extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this language course.

This course has reading weeks in week 6 of the Autumn and Winter terms.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading: • LSE Study Pack

• *Colloquial Russian*, by Svetlana Le Fleming, Susan Kay & Mikhail Vodopyanov, Routledge, 2023

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN102

Russian Language and Society 2 (intermediate)

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a, Mrs Irina Forbes and Mrs Natalia Bershadski

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies subject to their programme regulations, and following approval from the teacher responsible. Priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism.

Pre-requisites: Completion of the Russian Language and Society 1 (Beginner) course (LN101); or a good pass at GSCE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: A bridge from intermediate to advanced study of the Russian language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 50 hours of classes in the AT. 50 hours of classes in the WT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials;

and (e) guided study using multi-media and web-based materials. Structured activities during the reading week.

This course has reading weeks in week 6 of the Autumn and Winter terms.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading:

• *Colloquial Russian*, by Svetlana Le Fleming, Susan Kay & Mikhail Vodopyanov, Routledge, 2023

• Additional (cultural awareness): Jeffrey Brooks, *The Firebird and the Fox: Russian Culture under Tsars and Bolsheviks* (Cambridge University Press, 2019).

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN104

Mandarin Language and Society Level 1 (Beginner)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang PEL.6.01b

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism.

All students should seek approval from the teacher responsible before completing course selection.

Please see here for information on seeking approval for undergraduate modern language degree courses:

<https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>.

Pre-requisites: No previous knowledge of Mandarin is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.

Course content: Beginners to intermediate study of the Mandarin language within the framework of social sciences and culture.

In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. In this level, the students are required to read and write up to 750 Chinese characters.

Teaching: 60 hours of classes in the AT. 60 hours of classes in the WT. 6 hours of classes in the ST.

Six hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of each term.

Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.

Indicative reading:

• CH Xiang, 2010, *Mastering Chinese*, London. Palgrave Macmillan.

• X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 1, text book and workbook, Beijing. Beijing Language and Cultural University Press.

• Y Po-Ching & D Rimmington, 2002, *Beginners Chinese – A Grammar and Workbook*, Routledge.

• Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.
 Oral examination (30%) in the ST.
 Continuous assessment (40%) in the AT and WT.
 Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN110

German Language and Society 3 (advanced)

This information is for the 2024/25 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses (<https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>).

Pre-requisites: An A-level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Advanced study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 40 hours of classes in the AT. 40 hours of classes in the WT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. The course has a reading week in week 6 of the AT and the WT.

Formative coursework: Weekly language exercises

Indicative reading:

- Beattie, S. (ed.) (2007) *160 Collins German Dictionary*, 1607th160edition, Glasgow: Harper Collins
- Durrell, Martin et al. (2015) *160 Essential German Grammar*, 2nd edition, 160London: 160Routledge
- Wolski, Werner (2012), *Pons Kompaktwörterbuch Deutsch als Fremdsprache*, Stuttgart: Klett Verlag

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN112

German Language and Society 2 (Intermediate)

This information is for the 2024/25 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses (<https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>).

Pre-requisites: A good pass at GSCE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: The course is designed to be a bridge from intermediate to advanced study of the German language within the framework of social sciences and culture. It will introduce students to the study of the society, economy and culture of German-speaking countries through the medium of German. In a dynamic and communicative way the course develops speaking, listening, reading and writing skills through individual and group work, topical discussions, and by using authentic and multi-media material. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 50 hours of classes in the AT. 50 hours of classes in the WT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. The course has a reading week in week 6 of the AT and the WT.

Formative coursework: Weekly language exercises

Indicative reading: Beattie, S. (ed.) (2007) *Collins German Dictionary*, 7th edition, Glasgow: Harper Collins

Braun, Birgit, Margit Doubek et. al. (2016) *DaF kompakt neu B1, Kursbuch und Arbeitsbuch*. Stuttgart: Ernst Klett. ISBN: 978-3-12-676315-8. (Set course book, purchase is required)

Durrell, Martin et al. (2015) *Essential German Grammar*, London: Routledge

Wolski, Werner (2012), *Pons Kompaktwörterbuch Deutsch als Fremdsprache*, Stuttgart: Klett Verlag

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN115

Intercultural Communication and Management

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang PEL.6.01b and Dr Neil Mclean 20KSW.G.07

Availability: This course is compulsory on the BSc in International Relations and Chinese. This course is available on the BSc in Language, Culture and Society. This course is not available as an outside option nor to General Course students.

This course is capped.

Pre-requisites: No pre-requisite required.

Course content: The course will cover the main theories and concepts involved in inter-cultural communication, such as: face, politeness, (im)politeness, speech acts and pragmatics. It explains and analyses how theories and concepts about the above phenomena apply in real life, in business and in political communications. A range of case studies will be presented in the course. These demonstrate how linguistic and communication strategies can be used effectively in different interactional contexts.

Some important themes and areas include:

- The intercultural challenge, such as the importance of intercultural communication, barriers to intercultural communication, and how to deal with difference
- Understanding of culture and cultural dimensions, such as various theories of culture, socialisation and its role in the acquisition of language, non-verbal communication, communication styles and relativity as explored through concepts such as time, space, distance, as well as role performance and 160 speech acts, such as apologies, giving compliments and showing gratitude
- Pragmatics and how language use should be and/or could be applied in a comparative cultural context
- Case studies of miscommunication across cultures and research on cultural difference

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

Two hours per week, featuring: (a) one hour lectures on a range of concepts and themes; (b) one hour classes; (c) student presentations; (d) tutorials. Structured activities will take place in the Week 6 Reading Week of the Michaelmas Term and the Lent Term.

Formative coursework: Students will be expected to produce 1 essay and 1 case study in the AT and 1 presentation and 1 project in the WT.

Short essay, case study analysis, presentation, and a project analysing a case of language use.

Indicative reading: Bowe, Heather, Martin Kylie and Manns Howards (2014). *Communication across Cultures. Mutual Understanding in a Global World*, 2nd ed. Cambridge University Press.

Mooney, Annabelle et al (2010). *Language, Society and Power. An Introduction*, 3rd ed., London: Routledge

Scollon, Ron and Scollon Suzanne Wong (2001). *Intercultural Communication*, 2nd ed, Blackwell Publishing

van Dijk, Teun A. (2009). *Society and Discourse. How Social Contexts Influence Text and Talk*, Cambridge: Cambridge University Press

Yule, George (2010). *The Study of Language*, 4th ed., Cambridge: Cambridge University Press

Chapters from:

Wodak, Ruth, Barbara Johnstone & Paul Kerswill (eds) (2011). *The Sage Handbook of Sociolinguistics*, London: Sage

Spencer – Oatey, Helen (2008). *Culturally speaking: Culture, communication and politeness theory* (2 nd edition). London & New York, Continuum

Assessment: Coursework (50%) in the AT and WT.

Project (50%) in the WT.

Following DTC Chair's action, this change is to reduce the assessment load and reward the work students put in on their projects.

LN120

Spanish Language and Society 3 (advanced)

This information is for the 2024/25 session.

Teacher responsible: Ms Maria Lourdes Hernandez Martin PEL. 6.01d and Ms Mercedes Coca PEL. 6.01i

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students

and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students.

All students should seek approval from the teacher responsible before completing course selection. Please see information on seeking approval for undergraduate modern language degree courses <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites: Completion of the Spanish Language and Society 2 (Intermediate) course (LN122); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Advanced of the Spanish language through themes related to Spanish speaking societies within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 40 hours of classes in the AT. 40 hours of classes in the WT. 4 hours of classes in the ST.

This course has reading weeks in week 6 of Autumn (AT) and Winter (WT) terms.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

Formative coursework: The students will be required to complete weekly language exercises

Indicative reading:

- USO de la gramática española: avanzado, Francisca Castro, editorial Edelsa (más clave con respuestas);
- E Galeano, *Las Venas Abiertas de América Latina*, Siglo XXI 1988;
- H Graham & J Labanyi (Eds), *Spanish Cultural Studies*, OUP 1995;
- Carlos Fuentes, *El Espejo Enterrado*, Taurus Bolsillo, 1998
- Edwin Williamson, *The Penguin History Of Latin America: New Edition*. 2009
- Giles Tremlett, *España Ante Sus Fantasmás*, Siglo XXI 2006.

Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN121

Spanish Language and Society 1 (beginner)

This information is for the 2024/25 session.

Teacher responsible: Dr Roser Martínez-Sánchez PEL 6.01g
Ms Ms Margarita Rois-Quiroga PEL 6.01i

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see information on

seeking approval for undergraduate modern language degree courses <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites:

- No previous knowledge of Spanish is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.
- Please contact one of the teachers responsible **before** registering for this course.
- If you are thinking of taking this course in your 2nd or 3rd year, it is advisable to contact one of the teachers responsible **before** the summer vacation.

Course content:

- Beginners to intermediate study of the Spanish language through themes related to Spanish-speaking societies **within the framework of social sciences and culture**.
- In a dynamic and communicative way the course develops **all language skills** through individual and group work, authentic and multi-media materials, and research based learning.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural critical awareness.

Teaching: 60 hours of classes in the AT. 60 hours of classes in the WT. 6 hours of classes in the ST.

Six hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in week 6 of Autumn Term (AT) and Winter Term (WT).

Formative coursework: Students will be required to complete weekly tasks.

Indicative reading: Students will be advised on relevant materials at the beginning of the course.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN122

Spanish Language and Society 2 (intermediate)

This information is for the 2024/25 session.

Teacher responsible: Ms Maria Lourdes Hernandez Martin PEL.6.01D and Dr Roser Martinez-Sanchez PEL.6.01G

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism.

This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

All students should seek approval from Lourdes Hernandez-Martin **before** completing course selection. Please see here for **information on seeking approval for undergraduate modern language degree courses**: <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites:

- A good pass at GCSE+ / AS Level or its equivalent is required.
- For undergraduates who have either successfully completed LN121 (the beginner course).
- **All students should seek approval** from Lourdes Hernandez-

Martin **before** completing course selection. Please see here for **information on seeking approval for undergraduate modern language degree courses**: <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

- If you are thinking of taking this course in your **2nd or 3rd year**, it is advisable to contact Lourdes Hernandez-Martin (l.hernandez-martin@lse.ac.uk) **before** the summer vacation.

Course content: This course is designed to help students reach an advanced-level of proficiency in Spanish by developing their interaction, production, reception, and mediation skills. Students will explore a diverse range of topics gaining a deeper understanding of the contexts where Spanish is spoken.

In a dynamic and communicative way the course develops all language skills through individual and group work. Students have also the opportunity to carry out research of their choice.

Teaching: 50 hours of classes in the AT. 50 hours of classes in the WT. 5 hours of classes in the ST.

Five hours per week. This course has reading weeks in week 6 of Autumn (AT) and Winter (WT) terms.

The course is taught via sociocultural units and a research-based project.

Students' initiative and participation are essential.

Formative coursework: Students will be required to complete weekly tasks.

Indicative reading: Students will be advised on relevant materials at the beginning of the course.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN130

French Language and Society 3 (advanced)

This information is for the 2024/25 session.

Teacher responsible: Miss Florence Niclot PEL.6.01.L and Mr Francois Simon PEL.6.01.K

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses: <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites: Completion of the French Language and Society 2 (Intermediate) course (LN132) OR/AND a good pass at A Level or its equivalent is required. An interview with the course Co-ordinator prior to registration is compulsory.

Course content: Advanced study of the French language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 40 hours of classes in the AT. 40 hours of classes in the

WT. 4 hours of classes in the ST.

Four hours per week, which will feature:

- Interactive seminars
- Oral classes
- Writing classes (grammar, writing for academic purposes)
- Workshops
- Tutorials; and
- guided study using IT and Web-based materials including a virtual learning environment supported by Moodle

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: Students will be given the titles of the books when fully registered.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN131

French Language and Society 1 (beginner)

This information is for the 2024/25 session.

Teacher responsible: Miss Sandrine Victor PEL 6.01.L and Mr Francois Simon PEL.6.01.K

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses : <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>.

Pre-requisites:

- No previous knowledge of French is required; students with limited prior knowledge may be considered for the course. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Beginners to intermediate study of the French language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 60 hours of classes in the AT. 60 hours of classes in the WT. 6 hours of classes in the ST.

Six hours per week, which will feature:

- interactive topical work
 - oral practice
 - grammar and vocabulary work
 - tutorials; and (e) guided study using IT and web-based materials.
- This course has a reading week in Week 6 of both MT and LT

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: Students will be given the titles of the books when fully registered.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the

spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN132

French Language and Society 2 (intermediate)

This information is for the 2024/25 session.

Teacher responsible: Miss Sandrine Victor PEL.6.01L and Mr Francois Simon PEL.6.01.K

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses: <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>.

Pre-requisites: Students have completed French Language and Society 1 (beginner) (LN131) AND/OR a good pass at GSCE/AS Level or its equivalent is required.

An interview with the course co-ordinator prior to registration is compulsory.

Course content: A bridge from intermediate to advanced study of the French language within the framework of social sciences and culture, that underpin French contemporary Society. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 50 hours of classes in the AT. 50 hours of classes in the WT. 5 hours of classes in the ST.

Five hours per week, which will feature:

- Interactive topic work
- Oral classes
- Grammar classes
- Seminars
- Tutorials
- Guided study using IT and web-based materials including a virtual learning environment supported by Moodle.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: Students will be given the titles of the books when fully registered.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Continuous assessment (40%) in the AT and WT.

Oral examination (30%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN140

Mandarin Language and Society 3 (Advanced)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses: <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites: Students must have completed Mandarin Language and Society 2 (Intermediate) (LN142).

A good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Advanced study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 2500 Chinese characters.

Teaching: 40 hours of classes in the AT. 40 hours of classes in the WT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Autumn and Winter terms.

Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing essays, in class presentation and online communicative materials.

Indicative reading: X Liu (ed.), 2006, New Practical Chinese Reader, Vol. 4, textbook and workbook, Beijing. Beijing Language and Cultural University Press;

Y Po-Ching & D Rimmington, 2002, Intermediate Chinese - A Grammar and Workbook, Routledge; S Ma (ed.), 2002, Modern Advanced Mandarin Course, Beijing Language and Cultural University Press; Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN142

Mandarin Language and Society 2 (Intermediate)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: This course is available on the BSc in International Relations and Chinese. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses: <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites: Students must have completed Mandarin Language and Society Level 1 (Beginner) (LN104).

This is an intermediate course, and in order to register, completion of Language and Society 1 or GCSE equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: A bridge from intermediate to advanced study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 1500 Chinese characters.

Teaching: 50 hours of classes in the AT. 50 hours of classes in the WT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.

Indicative reading: X Liu (ed.), 2006, New Practical Chinese Reader, Vol. 2, text book and workbook, Beijing. Beijing Language and Cultural University Press.

X Liu (ed.), 2006, New Practical Chinese Reader, Vol. 3, text book and workbook, Beijing. Beijing Language and Cultural University Press.

Y Po-Ching & D Rimmington, 2002, Beginners Chinese - A Grammar and Workbook, Routledge.

Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN200

Russian Language and Society 4 (proficiency)

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

Availability: This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Students can take this course in any year of their studies following approval from the teacher responsible.

Priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism.

Pre-requisites: Completion of the Russian Language and Society 3 (Advanced) course (LN100) or an equivalent command of Russian is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to proficiency) study of the Russian language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 30 hours of classes in the AT. 30 hours of classes in the WT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using multi-media and web-based materials. Structured activities during reading week.

This course has reading weeks in week 6 of the Autumn and Winter terms.

Formative coursework: Students will be required to complete weekly language exercises.

Indicative reading:

• *Colloquial Russian 2*, by Olga Sobolev, Natasha Bershadski et al, Routledge, 2018

Additional:

- Russian media sources on the web
- Terence Wade, *A Comprehensive Russian Grammar* (Blackwell, 2010)
- Richard Sakwa, *Russian Politics and Society* 160 (Routledge, 1602021)
- Jeffrey Brooks, *The Firebird and the Fox: Russian Culture under Tsars and Bolsheviks* (Cambridge University Press, 2019)

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN210

German Language and Society 4 (proficiency)

This information is for the 2024/25 session.

Teacher responsible: Dr Peter Skrandies PEL.6.01f

Availability: This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped)

and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses (<https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>).

Pre-requisites: Completion of the German Language and Society 3 (advanced) (LN110) or equivalent knowledge and skills are required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to proficiency) study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 30 hours of classes in the AT. 30 hours of classes in the WT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. The course has a reading week in week 6 of the AT and the WT.

Formative coursework: Weekly language exercises

Indicative reading:

- Durrell, Martin (2011) *160 Hammer's German Grammar and Usage*, 5th edition, London: 160 Routledge
- Durrell, Martin at al (2011) *Practising German Grammar*, 3rd edition, London: Routledge
- Götz, Dieter et al (2008) *Grosswörterbuch Deutsch als Fremdsprache*, München: Langenscheidt

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN220

Spanish Language and Society 4 (proficiency)

This information is for the 2024/25 session.

Teacher responsible: Ms Mercedes Coca PEL.6.01i and Ms Maria Lourdes Hernandez Martin PEL.6.01d

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students.

All students should seek approval from the teacher responsible before completing course selection. Please see information on seeking approval for undergraduate modern language degree courses <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites: Completion of the Spanish Language and Society

3 (Advanced) course (LN120) or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to proficiency) study of the Spanish language through themes related to Spanish speaking societies within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 10 hours of lectures and 20 hours of classes in the AT. 10 hours of lectures and 20 hours of classes in the WT. 1 hour of lectures and 2 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This course has reading weeks in week 6 of Autumn Term (AT) and Winter Term (WT).

Formative coursework: The students will be required to complete weekly language exercises

Indicative reading:

- F Matte Bon, Gramática comunicativa del español, Tomo 1 y Tomo 2, Edelsa, 1998

The following works are recommended:

- J P Fussi & J Palafox, España: el Desafío a la Modernidad 1808-1996, Espasa 1997;
- P Preston, El Holocausto Español, Debate 2011;
- G García Marquez, Fantasía y creación artística en América Latina y el Caribe 1981;
- N Chomsky, América Latina. de la Colonización a la Globalización, Cátedra, 2003;
- C Fuentes, El Espejo Enterrado, Taurus Bolsillo, 1998.

Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN230

French Language and Society 4 (proficiency)

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL 6.01K

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses : <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites: Students must have completed French Language and Society 3 (advanced) (LN130).

AND / OR attend a compulsory interview with the course coordinator prior to registration.

Course content:

- Further advanced (up to proficiency) study of French language within the framework of social sciences and culture.
- dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

Teaching: 30 hours of classes in the AT. 30 hours of classes in the WT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and web-based material including a virtual learning environment supported by Moodle.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework:

- 40 % Research project (in the MT and LT (including 20% for the oral examination in the main exam period)
- 20% Continuous assessment

See Assessment below

Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the French language resources available on the World Wide Web.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN240

Mandarin Language and Society 4 (Proficiency)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses: <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites: Students must have completed Mandarin Language and Society 3 (Advanced) (LN140).

Students must complete LN140 or reach equivalent language level. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to proficiency) study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as

communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 3500 Chinese characters.

Teaching: 30 hours of classes in the AT. 30 hours of classes in the WT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes newspaper reading, research projects and online communicative materials.

Indicative reading: Hunshan Carolyn Lee, Hsin-Hsin Liang, Liwei Jiao and Julian K Wheatley, 2010, *The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries*. Hong Kong, Routledge.

Authentic materials from newspaper, web and journals.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN241

Mandarin for International Relations (Elementary)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang PEL.6.01B

Availability: This course is compulsory on the BSc in International Relations and Chinese. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Mandarin Language and Society Level 1 (Beginner) (LN104) and Mandarin Language and Society 2 (Intermediate) (LN142).

Course content: A subject specific study of the Mandarin language within the framework of International Relations. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. The focus will be specific vocabulary related to International Relations and reading skills of simple texts in the target language on International Relations topics.

Teaching: 44 hours of classes in the AT. 44 hours of classes in the WT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Reading week in Week 6 of MT and LT.

Formative coursework: Students will be expected to produce 1 essay, 1 exercise, 1 presentation, 1 project and 1 other piece of coursework in the AT and WT.

The students will be required to complete weekly exercises. This includes vocabulary quizzes, grammar activities, writing Chinese characters and use of online communicative materials.

Indicative reading: Newspaper articles, internet sources, other web-based materials dealing with international relationship issues. <http://www.ftchinese.com/story/001065369?full=y>
<https://zht.globalvoices.org/category/topics/international->

relations/

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Coursework (50%) in the AT and WT.

Oral examination (20%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN250

English Literature and Society

This information is for the 2024/25 session.

Teacher responsible: Dr Angus Wrenn PEL.6.01a

Availability: Available as an outside option to students on all undergraduate programmes where regulations permit, and to General Course students. Students can take this course in any year of their studies.

Pre-requisites: An A-level pass or equivalent is recommended but not required (especially for General Course students).

Course content: (a) Study of 20th century British literature (prose, poetry and drama) in its socio-political context; Study of individual authors (in weekly lectures) - these form the basis of the examination assessment (b) Study of major cultural themes running through the century e.g. Imperialism; Feminism; Modernism; Political writing - these form the basis of the student's research project presentation. (c) Several trips to theatre productions during the year; (d) Extensive use of archive recordings of authors, and video; (e) Students encouraged to draw on background in their main discipline, and to read widely.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

Structured activities during the reading week in the AT and WT.

Revision workshops and tutorials in the ST.

This course has reading weeks in Week 6 of Autumn and Winter Terms.

Formative coursework: Two essays per year; topically based research presentations.

Indicative reading: (Primary texts) Conrad *Heart of Darkness*; T S Eliot *The Waste Land*; Virginia Woolf *Mrs Dalloway*; James Joyce *Portrait of the Artist E.M. Forster* *Passage to India* George Orwell *Nineteen Eighty-Four*; Philip Larkin *Collected Poems*; Seamus Heaney *Collected Poems*; Doris Lessing *The Golden Notebook*; Salman Rushdie *Midnight's Children* (Secondary text) *The Cambridge History of Twentieth-Century English Literature* (The New Cambridge History of English Literature) by Laura Marcus and Peter Nicholls Cambridge: CUP, 2012

Assessment: Exam (85%, duration: 3 hours) in the spring exam period.

Presentation (15%) in the WT.

Presentation of assigned research project

LN251

Comparative Literature and 20th Century Political History

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL.6.01a and Dr Angus Wrenn PEL.6.01a

Availability: This course is available on the BA in History, BSc in History and Politics, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside

option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course Students).

Course content: Comparative literature of the twentieth century leading up to and including the Cold War. (a) Study of major authors (prose, poetry and drama, in English translation where relevant) on both sides of the Iron Curtain with a focus on the recurrent cultural themes: social Utopia/Dystopia; art with a social/political function; the East-West dichotomy in the Cold War; ideological scepticism; individual and the state; the value of political protest (b) Use of video-recording related to the texts (c) Several related trips to galleries, film festivals and theatre productions during the year; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

Structured activities during the reading week in the AT and WT. Revision tutorials in the ST.

This course has reading weeks in week 6 of the Autumn and Winter terms.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

Indicative reading: A. Huxley *Brave New World*; G.B. Shaw *Annajanska the Bolshevik Empress*; E. Zamyatin *We*; G. Orwell *Animal Farm* & 1984; M. Bulgakov *The Heart of a Dog*; W. H. Auden poems; V. Mayakovsky poems; A. Solzhenitsyn *A Day in the Life of Ivan Denisovich*; Ian Fleming *From Russia with Love*; John le Carré *Tinker Tailor Soldier Spy*; Peter Schneider *The Wall Jumer*, Ian McEwan *The Innocent*, A. Makine *A Life's Music*; M. Kundera *The Unbearable Lightness of Being*; T. Stoppard *Professional Foul*; S. Dovlatov *The Suitcase*; B. Chatwin *Utz*.

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Project (30%, 2500 words) in the WT.

a presentation (in the form of a topic-specific discussion) constitutes an essential part of the project-work

LN252

Contemporary Literature and Global Society

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

Availability: This course is available as an outside option to students on all undergraduate programmes, and to General Course students. Students can take this course in any year of their studies, subject to their own programme regulations.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

Course content: (a) Study of contemporary (chiefly post 2000) literature and films in the context of modern globalised society, covering prose, poetry, drama and cinematic works; (b) Focus on cultural postmodernism, including such aspects as: decline of national cultural frameworks; 'commodification' of culture; 'media-driven' society; gender issues; the problem of identity; social elites and social fragmentation; (c) study of films and individual authors in English translation (where relevant). (d) several related trips to galleries, film festivals and theatre productions during the year; (e) extensive use of archive recordings of authors, and video; (f) students are encouraged to draw upon their background in their main discipline, and to read widely.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

Structured activities during the reading week in the AT and WT. Revision tutorials in the ST.

This course has reading weeks in week 6 of the Autumn and Winter terms.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

Indicative reading: Literature: Douglas Coupland, *Generation X*; Viktor Pelevin, *Generation P (Babylon)*; Vesna Goldsworthy Gorsky (Scott Fitzgerald *The Great Gatsby*); Branden Jacobs-Jenkins, *Gloria*, Milan Kundera, *Ignorance*; Mohsin Hamid, *The Reluctant Fundamentalist*; Marina Lewicka *A Short History of Tractors in Ukrainian*; Monica Ali, *Brick Lane*; Jonathan S. Foer *Everything Is Illuminated*; Zadie Smith, *White Teeth*, John le Carré *A Most Wanted Man*.

Films: *Good Bye, Lenin!* (2003); *Everything Is Illuminated* (2005); *Borat* (2006); *The Riot Club* (2014); *Loveless* (2018).

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Project (30%, 2500 words) in the WT.

a presentation (in the form of a topic-specific discussion) constitutes an essential part of the project-work

LN253

European Literature and Philosophy

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students can take this course in any year of their studies.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

Course content: (a) Literary treatment of the major philosophical trends of the twentieth century, including the aesthetics of Bergson and Nietzsche, the analytical school of Russell; political philosophy of Isaiah Berlin, the existentialism of Heidegger and Sartre, the paradox of the absurd of Camus, French and East European Phenomenology; Wittgenstein and philosophy of language (b) Related trips to galleries and theatre productions during the year; (c) Use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

Structured activities during the reading week in the AT and WT. Revision tutorials in the ST.

This course has reading weeks in week 6 of the Autumn and Winter terms.

Formative coursework: Two essays per year; topically based research presentations.

Indicative reading: Dostoevsky *Crime and Punishment* & *The Parable of the Grand Inquisitor*; Kafka *Metamorphosis* & *The Trial*; Nabokov *Lolita*, *Speak Memory* & *Strong Opinions*, Celan *Todesfuge* and other poems; St-Exupéry *The Little Prince*; Solzhenitsyn *One Day in the Life of Ivan Denisovich*; Camus *L'Étranger* & *The Myth of Sisyphus*; Kundera *The Unbearable Lightness of Being*; Stoppard *Dogg's Hamlet* Cahoot's *Macbeth*

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Essay (30%, 2500 words) in the WT.

LN254

Literature and Aspects of Ethics

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students can take this course in any year of their studies.

Pre-requisites: Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

Course content: a) Literary treatment/projection of the aspects of ethics, focusing on the classical ideas of Aristotle and Kant, Schopenhauer, and Nietzsche, developed in modern times by Sartre, Lacan, Bernard Williams and Michel Foucault. The course will draw on a range of themes arising from the interface between literary and philosophical studies and will explore such issues as the objectivity of moral reasoning (the question whether the practices that are traditionally and factually legitimated by religion, law or politics are indeed worthy of recognition); the spiritual crisis of the modern world (desire, guilt and innocence); technological omnipotence versus determinism; and the illusion of liberty in a tolerant democracy based on consensus. It will also be concerned with such questions as whether philosophy and literature, when combined, can achieve more than the sum of the two parts. b) The course is based on a carefully chosen range of short stories from world literature (including such authors as Kafka, Murakami, Kundera, Borges, Bessie Head, Isabel Allende etc.) where there is either a direct allusion to or a strong parallel with the key ethical issues. c) Related trips to galleries and theatre productions during the year. d) Use of archive recordings of authors, and video. e) Students encouraged to draw upon background in their main discipline, and to read widely.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

Structured activities during the reading week in the AT and WT. Revision tutorials in the ST.

This course has reading weeks in week 6 of the Autumn and Winter terms.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

Indicative reading: Literary texts: Bashevis Singer *The Spinoza of Market Street*; Franz Kafka *In The Penal Colony*; Isabel Allende *The Schoolteacher's Guest*; Thomas Mann *Death in Venice*; Jorge-Luis Borges *Blue Tigers*; Haruki Murakami *The Ice Man*; Jean-Paul Sartre *The Wall*; Guy de Maupassant *The Model*; Heinrich Böll *To Work or not to Work*; Bessie Head *A Power Struggle*. Additional reading: Peter Singer and Renata Singer (eds), *The Moral of the Story: An Anthology of Ethics Through Literature* (Wiley-Blackwell, 2004); Alex Voorhoeve, *Conversations on Ethics* (Oxford University Press, 2011); Luc Bovens, 'The Ethics of Making Risky Decisions for Others'. in Mark White (ed.), *The Oxford Handbook of Ethics and Economics* (Oxford University Press, 2019); Brian Stock, *Ethics through Literature: Ascetic and Aesthetic Reading in Western Culture* (Brandeis, 2008).

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Project (30%, 2500 words) in the WT.

a presentation (in the form of a topic-specific discussion) constitutes an essential part of the project-work

LN270

Society and Language: Linguistics for Social Scientists

This information is for the 2024/25 session.

Teacher responsible: Dr Peter Skrandies PEL 6.01f

Availability: Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies. All students should seek approval from the teacher responsible before completing course selection.

Course content: The course will introduce students to key (socio) linguistic concepts (semantic and pragmatic meaning, discourse, register, genre, dialect, idiolect, sociolect) employed in the analysis of language use as a social process. Students will explore the reciprocal relationship between language and specific social contexts and structures (class, gender, ethnicity), and study the role that language plays in the creation, maintenance and change of social relations and institutions. Important themes are changing attitudes to language and the prestige afforded to particular languages and language varieties. The use of language for academic purposes will be analysed, as will be situations of language contact, multilingualism and the role of translation in intercultural and international communication. The implications and consequences for less widely used languages of the emergence of English (and other widely spoken languages) as global lingua francas will be outlined and discussed.

Teaching: 10 hours of seminars and 10 hours of classes in the AT. 10 hours of seminars and 10 hours of classes in the WT. 1 hour of seminars and 1 hour of classes in the ST.

Two hours per week, featuring: (a) Presentations on a range of concepts and themes; (b) classes including students' presentations; (c) revision workshops. Students on this course will have a reading week in week 6 of AT and WT.

Formative coursework: Short essays, linguistic analyses, presentations.

Indicative reading:

- Edwards, John (2013). *Sociolinguistics: A Very Short Introduction*. Oxford: Oxford University Press
- Mesthrie, Rajend (ed) (2011). *The Cambridge Handbook of Sociolinguistics*, Cambridge: Cambridge University Press
- McConnell-Ginet, S., (2020). *Words matter: Meaning and power*. Cambridge: Cambridge University Press
- Mooney, Annabelle et al (2015). *Language, Society and Power. An Introduction*, 4th edition, London: Routledge
- Ottenheimer, H. J., & Pine, J. M. (2018). *The anthropology of language: an introduction to linguistic anthropology*. Wadsworth: Cengage Learning.
- Wodak, Ruth et al (2011). *The SAGE Handbook of Sociolinguistics*, London: SAGE
- Yule, George (2016). *The Study of Language*, 6th ed., Cambridge: Cambridge University Press

Assessment: Coursework (50%) in the WT and ST.

Take-home assessment (50%) in the ST.

The coursework consists of a sociolinguistic project which includes an oral presentation of the project (10%, 500 words) in the WT and a project essay (40%, 4000 words).

The take-home assessment set during the spring exam period will have to be completed over a period of seven days.

LN303

Language Studies Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev and Dr Neil Mclean

Availability: This course is available on the BSc in Language, Culture and Society. This course is not available as an outside option nor to General Course students.

Pre-requisites: The dissertation builds on first and second year linguistics or literature options offered by the Language Centre.

These options require students to complete research tasks and projects as part of their coursework. Students' dissertation topics will be expected to reflect their study of appropriate options in intercultural communication, sociolinguistics or literature in their first and second years.

Course content: The dissertation will have two elements. These are the dissertation text of 7,000 words in the target language and a viva in English. Students' research questions will explore an area of linguistic or literary study or theory introduced during students first two years on the BSc in Papers 4 and 8. In addition to these courses, students will have completed SO201 and research projects written in their target language as part of their LS4 coursework. The dissertation will build on these learning experiences.

The dissertation will provide the opportunity to carry out an extended independent research project in the target language, and to present the findings of this study in two formats. The first is the text of 7,000 words written in the target language and following academic conventions in that language. The dissertation will contain the following core elements:

- Literature review demonstrating the student's ability to work with a variety of sources in the target language, and justifying their research interest / niche.
 - Methodological framework, based on their first and second year grounding in systematic analysis within linguistic research or literary theory, and the research methods training offered in the Department of Sociology.
 - Original analysis of primary or secondary data specific to the topic.
- The second format is the viva, during which the student will present and discuss their work with their main language teacher and a second member of the Language Centre who teaches either linguistics or literature.

Teaching: 10 hours of workshops in the AT. 8 hours of workshops in the WT.

Students will attend fortnightly dissertation workshops. In the Autumn term, these will focus on the design of their project, methodology, data collection, and analysis, in the Winter term they will focus on recording and presenting their findings. Students will also have two individual supervision meetings each term.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the AT and 2 essays in the WT.

Indicative reading: This will depend on the dissertation topic. Students will be guided by their supervisor.

Assessment: Dissertation (70%, 7000 words) and presentation (30%) in the ST.

LN320

Spanish Language and Society 5 (mastery)

This information is for the 2024/25 session.

Teacher responsible: Ms Maria Lourdes Hernandez Martin PEL 6.01 d

Availability: This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism.

This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students.

All students should seek approval from the teacher responsible before completing course selection. Please see here for **information on seeking approval for undergraduate modern language degree courses:** <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>.

Pre-requisites: Completion of the Spanish Language and Society 4

(Proficiency) course (LN220) or its equivalent is required.

All students should seek approval from Lourdes Hernández-Martin before completing course selection. Please see here for **information on seeking approval for undergraduate modern language degree courses:** <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>.

Course content: This course is designed to help students reach a mastery-level of proficiency in Spanish by developing their interaction, production, reception, and mediation skills. Through the analysis of the creative outputs of writers, artists, musicians, filmmakers, and others, students will explore a diverse range of topics while gaining a deeper understanding of the contexts where Spanish is spoken.

The course offers students the opportunity to carry out research of their choice.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

Two hours per week.

This course has reading weeks in week 6 of Autumn (AT) and Winter (WT) terms.

The course is based on a seminar approach and collaborative tasks. Students' initiative and participation are essential.

Formative coursework: The students will be required to complete weekly tasks

Indicative reading: Students will be advised on relevant materials at the beginning of the course.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN330

French Language and Society 5 (mastery)

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL 6.01 K

Availability: This course has a limited number of places (it is capped) and priority will be given to Language Centre BSc students and students from other Departments following a Language Specialism. This course is available as an outside option to students on other programmes where regulations permit and on the MA in Modern History. This course is available with permission to General Course students. All students should seek approval from the teacher responsible before completing course selection. Please see here for information on seeking approval for undergraduate modern language degree courses : <https://www.lse.ac.uk/language-centre/undergraduate-degree-courses/degree-courses-as-part-of-an-undergraduate-degree>

Pre-requisites: Students must have completed French Language and Society 4 (proficiency) (LN230).

AND / OR attend a compulsory interview with the course co-ordinator prior to registration.

Course content:

- Further advanced (up to the level of mastery) study of the French language within the framework of social sciences and culture.
- dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic materials.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural

awareness.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

Two hours per week, which will feature: (a) seminars; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language (f) grammar. Showroom, IT and web-based material including a virtual learning environment supported by Moodle. This course has reading weeks in week 6 of Michaelmas and Lent terms.

Formative coursework:

- 40% : Research project (in the MT and LT (including an Oral examination (20%) in the main exam period).
- 20% : Continuous assessment (in the MT and LT).

See Assessment below

Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN340 Not available in 2024/25

Mandarin Language and Society 5 (Mastery)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang PEL, 601B

Availability: This course is available on the MA in Modern History.

This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

Pre-requisites: Students must have completed Mandarin Language and Society 4 (Proficiency) (LN240).

This is a Mastery course, and in order to register, completion of Language and Society 4 or equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

Course content: Further advanced (up to the level of mastery) study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 5000 Chinese characters.

Teaching: 20 hours of classes in the AT. 20 hours of classes in the WT. 2 hours of classes in the ST.

Two hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

Formative coursework: The students will be required to complete weekly exercises. This includes newspaper reading, research projects and online communicative materials.

Indicative reading: Students are encouraged to make full use of the resources of language gateway at LSE and online magazine

subscription. There will be guided authentic materials from newspaper, web and journals.

Assessment: Exam (30%, duration: 1 hour and 30 minutes) in the spring exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the AT and WT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN341

Mandarin in the Global Workplace

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang PEL.6.01B

Availability: This course is compulsory on the BSc in International Relations and Chinese. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

However, requests to take LN341 as an unlisted course will be considered in special circumstances.

Pre-requisites: The students should have completed their third year abroad in China.

Course content: The linguistic focus will continue to advance students' receptive and productive skills, as well as to develop their mediation skills (translation and interpretation skills) in order to expand students' coherent and detailed subject knowledge into vocabulary, syntactic (semantic) structures and pragmatic usages associated with International Relations discourse.

The course will also target improving students' analytical and critical thinking abilities to evaluate one or more aspect of culture, history, geography, politics, social and economic structures in Chinese societies, using and improving intercultural and transferable skills. This will ultimately ensure students' autonomous problem solving ability and key/generic skills within a structured environment. The ultimate aim of this course is to help students to establish the effective communication between English and Chinese in international relations contexts, both orally and in writing, and therefore to improve their professional competence employability.

COMMUNICATIVE CONTENT:

The course is focused on the following communicative functions:

- Providing critical reasoning.
- Giving coherent description and logical comment.
- Participating constructively in discussion or debate.
- Exchanging specific information in international relations contexts: international law (such as human rights), international conventions and international organisations.
- Assessing the relevance and importance of the ideas of others.
- Reading and summarising texts from newspapers, journals, TV news and radio broadcasting.
- Competitive translation and interpretation skills on international relation topics.
- Writing essays to discuss issues with International Relations elements.
- Fostering intercultural awareness and understanding.
- Adopting a non-Eurocentric perspective.

Teaching: 22 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

Two hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

Reading week in Week 6 of AT and WT.

Formative coursework: Students will be expected to produce 2 essays, 2 problem sets, 2 presentations, 2 projects and 2 other pieces of coursework in the AT and WT.

The students will be required to complete weekly exercises. This includes vocabulary quiz, presentation, writing, translation/interpretation and online communicative materials.

Indicative reading: Authentic materials will be used in this class.

Assessment: Coursework (70%) in the AT and WT.

Oral examination (30%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN342

Academic Chinese for International Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang PEL6.01B

Availability: This course is compulsory on the BSc in International Relations and Chinese. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

However, requests to take LN341 as an unlisted course will be considered in special circumstances.

Pre-requisites: Students must have completed Mandarin Language and Society 4 (Proficiency) (LN240).

Course content: This course aims to develop students' linguistic skills at a near mastery level through studying authentic materials relevant to Year 4 international relation students. Possible topics such Sino-UK relation, Sino-USA relation, Modernity and the State in China, China's recent rise, e-Commerce, wealth inequality, gender discrimination, migrant workers, and so on (Four themes – China and the world, China: past and current, China: economic development, China: human rights and equality). The students will be given opportunities to learn the key vocabulary related to China's history and current society, foreign policy, economic development, and human rights. Meanwhile, they will discuss and analyse real cases using methods/tools they have developed from their IR courses. The course is communicative and interactive. The students are required to read authentic materials in the target language and learn to discuss, summarise and debate ideas and issues in China as well as consider the applicability in different social/culture context.

COMMUNICATIVE CONTENT:

- Fluently express one's opinion in mandarin Chinese
- Fluently read and comprehend newspaper articles in mandarin Chinese (1500-2000 words)
- Skillfully summarise newspaper articles
- Understand presentations, talks, lectures in related areas in mandarin Chinese.
- Clearly and convincingly express one's subject analysis and viewpoint in mandarin Chinese

Teaching: 22 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

2 hour classes per week. The teaching will be theme based, communicative and using integrated approaches. The teaching will be focusing on:

- Learn proficiency/mastery level Chinese phrases and expressions (equivalent to HSK 6) specific to IR.
- Chinese proverbs.
- Longer sentences and more complicated sentence structures.
- Introduction of traditional Chinese characters and classical Chinese160

Formative coursework: Students will be expected to produce 2 essays, 2 presentations, 2 exercises and 1 project in the AT and WT.

The students will be required to complete weekly exercises. This includes essays, in class presentation or recording, and project work.

Indicative reading: The students will be working with authentic materials in this unit, such as newspaper, journal articles and chapter selection from Chinese books.

Assessment: Coursework (70%) in the AT and WT.

Oral examination (30%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

LN370

Discourse and Communication

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standing PEL6.01E

Availability: This course will only be open to General Course students hosted by the Language Centre.

Course content: The course will cover key theories and concepts involved in communication with a contrast between written and spoken discourse, and a focus on genre and identity. Students will be English majors and so will apply the theories and concepts to the appropriate and effective usage of English in real-life cases and will analyse how linguistic and communication strategies can be used effectively in English-medium social, professional and academic contexts.

Some important themes and areas include:

- The features of written and spoken discourse
- Methods of analysing discourse
- Genre
- Identity

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

Two hours per week integrating: (a) lecture input on a range of concepts and themes; (b) class discussion building on pre-set reading; (c) student presentations and tasks; (d) tutorials.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: The 2-hour weekly sessions will be task-based and these tasks will help prepare students for their summative assessment. Students will also have 1-2-1 sessions in office hours in order to discuss progress on summatively assessed coursework tasks. This is normal LSE practice for courses using continuous assessment.

Indicative reading:

- Fiske, J. (2010). Introduction to Communication Studies (3rd ed.). Routledge.
- Flowerdew, J., & Wang, S. H. (2015). Identity in academic discourse. Annual Review of Applied Linguistics, 35, 81-99.
- Gee, J. (2014). What is Discourse Analysis. In An Introduction to Discourse Analysis (pp. 22-35). Routledge.
- Have, P.T. (2007). Doing Conversation Analysis (2nd ed.). SAGE.
- Hyland, K (2012) Identity: Interaction and community. In Disciplinary Identities: Individuality and community in academic discourse (pp. 1-20). Cambridge
- Nesi, H. (2016). Corpus studies in EAP. In The Routledge Handbook of English for Academic Purposes (pp. 230-241). Routledge.
- Shaw, P. (2016). Genre analysis. In The Routledge Handbook of English for Academic Purposes (267-279). Routledge.

Additional reading list

- Blommaert, J. (2005). Introduction. In Discourse: A Critical Introduction (Key Topics in Sociolinguistics, pp. 1-20). Cambridge: Cambridge University Press.
- Devitt, A. J. (2015). Genre performances: John Swales' Genre Analysis and rhetorical-linguistic genre studies. Journal of English for Academic Purposes, 19, 44-51.
- Dessen-Hammouda, D. (2008). From novice to disciplinary

expert: Disciplinary identity and genre mastery. English for Specific purposes, 27(2), 233-252.

- Fairclough, N. (2001). Critical discourse analysis as a method in social scientific research. In *Methods of critical discourse analysis* (pp. 121-138). SAGE Publications, Ltd
- Flowerdew, L. (2005). An integration of corpus-based and genre-based approaches to text analysis in EAP/ESP: Countering criticisms against corpus-based methodologies. *English for specific purposes*, 24(3), 321-332.
- Gee, J. (2014). Sample of Discourse Analysis 1. In *An Introduction to Discourse Analysis* (pp. 174-189). Routledge.
- Hyland, K (2012) Investigating Identity. In *Disciplinary Identities: Individuality and community in academic discourse* (pp. 45-69). Cambridge
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL quarterly*, 30(4), 693-722.
- Le Ha, P. (2009). Strategic, passionate, but academic: Am I allowed in my writing?. *Journal of English for Academic Purposes*, 8(2), 134-146.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Tribble, C. (2014). Corpora and corpus analysis: New windows on academic writing. In *Academic discourse* (pp. 141-159). Routledge.
- Wodak, R. (2011) Critical Discourse Analysis. In *Continuum companion to discourse analysis* (pp. 38-53) Continuum International Publishing Group.

Assessment: Essay (25%, 1500 words) in the AT Week 6.

Coursework (25%, 1500 words) in the AT Week 11.

Project (25%, 2000 words) in the WT Week 6.

Presentation (25%) in the WT Week 11.

LSE100A Half Unit

The LSE Course: How can we transform our climate futures?

This information is for the 2024/25 session.

Teacher responsible: Dr Christopher Blunt KSW.4.12 and Dr Jillian Terry KSW.4.11

Availability: All first year undergraduate students take one of LSE100A, LSE100B or LSE100C.

Course content: LSE100 is LSE's flagship interdisciplinary course taken by all first-year undergraduate students as part of your degree programme. The course is designed to build your capacity to tackle multidimensional problems through research-rich education, giving you the opportunity to explore transformative global challenges in collaboration with peers from other departments and leading academics from across the School. Before registering at LSE, you will have the opportunity to select one of three themes to focus on during LSE100, each of which foregrounds a complex and pressing question facing social scientists. In 2024/25, the available themes are:

- How can we transform our climate futures?
- How can we control AI?
- How can we create a fair society?

In the 'How can we transform our climate futures?' theme, you will investigate how social scientific research can underpin our response to climate change. With ambitious vision and decisive action, there is still time to reach the international community's aim of limiting global temperatures to 1.5°C above pre-industrial levels. Amid competing ideas of what a net zero world would entail, we ask: how should we reshape our political, economic, social and legal systems to meet the needs of a sustainable future? In what ways should we act on climate change to create thriving and inclusive communities on both local and global scales?

This module explores questions of agency, responsibility, and solidarity to better understand the complex social, political and economic systems that combine to threaten the future of our environment. What are the planetary limits of economic growth?

Will a circular approach transform our economies for the better, or will it put too much power in the hands of the market? How do systems of waste and consumption reinforce colonial narratives and widen global inequalities?

Throughout LSE100, you will investigate the ways in which systems are being transformed by a changing climate as you consider how we might tackle the challenges that lie ahead. You will learn to use the tools and frameworks of systems thinking in order to analyse the impacts of environmental degradation, broaden your intellectual experience, and deepen your understanding of your own discipline as you test theories, evidence and ideas from different disciplinary perspectives.

Teaching: 7 hours and 30 minutes of seminars in the AT. 7 hours and 30 minutes of seminars in the WT.

90-minute seminars take place in alternate weeks. Students will attend an LSE100 seminar in either weeks 1, 3, 5, 7 and 9 or weeks 2, 4, 6, 8 and 10 of Autumn Term, and weeks 1, 3, 5, 7 and 9 or weeks 2, 4, 6, 8 and 10 of Winter Term.

AT: Seminar – 5 x 90min

WT: Seminar – 5 x 90min

In addition to seminars students will engage with bespoke video lectures featuring academics from across the School (approx. 20 minutes per seminar).

Formative coursework: In seminars throughout both terms, students will practice:

1 analysing quantitative and qualitative data

2 using systems thinking and systems change tools

3 constructing and communicating evidence-based academic arguments

Teachers will provide feedback during seminars and in post-seminar communications to groups and individuals.

During the Winter Term, groups will have the opportunity to submit and receive formative feedback on a project brief, summarising their research project. Students will also try out the tools of systems thinking and systems change that they will use in their summative group research project.

Indicative reading: The following readings are indicative of the texts students will be assigned. The total amount of reading assigned for each seminar will be a maximum of 20 pages.

- Jason Hickel (2021) *Less is More: how degrowth will save the world* (London: Penguin Random House)
- Elinor Ostrom (2008). 'Tragedy of the commons', in Steven N. Durlauf and Lawrence E. Blume (eds.) *The New Palgrave Dictionary of Economics*, 2nd edition.
- Kate Ervine (2012). 'The politics and practice of carbon offsetting: Silencing dissent', *New Political Science*, 34(1), pp.1-20.
- Camila Moreno, Daniel Speich Chasse & Lili Fuhr (2016). *Carbon Metrics: global abstractions and ecological epistemicide* (Heinrich Boll Stiftung: Publication Series Ecology, Vol.42).
- Jessie Kindig (ed.) (2022). *Property Will Cost Us the Earth: Direct Action and the Future of the Global Climate Movement*. (London: Verso)
- Naomi Klein (2014). *This Changes Everything: Capitalism vs the Climate*, (London: Allen Lane)
- Murray, A., Skene, K. & Haynes, K. (2017). 'The Circular Economy: An Interdisciplinary Exploration of the Concept and Application in a Global Context'. *J Bus Ethics*, 140, 369–380.
- Walter R. Stahel (2016). 'The circular economy'. *Nature* 531, 435–438.
- Oran R. Young (2017). 'The age of complexity' in *Governing Complex Systems: Social Capital for the Anthropocene* (MIT Press)

Assessment: Coursework (50%, 1000 words) in the AT.

Project (50%) in the WT.

Summative assessment will include an individual written assessment in the Autumn Term (50%) and a collaborative research project in the Winter Term (50%).

LSE100B Half Unit

The LSE Course: How can we control AI?

This information is for the 2024/25 session.

Teacher responsible: Dr Christopher Blunt KSW.4.12 and Dr Jillian Terry KSW.4.11

Availability: All first year undergraduate students take one of LSE100A, LSE100B or LSE100C.

Course content: LSE100 is LSE's flagship interdisciplinary course taken by all first-year undergraduate students as part of your degree programme. The course is designed to build your capacity to tackle multidimensional problems through research-rich education, giving you the opportunity to explore transformative global challenges in collaboration with peers from other departments and leading academics from across the School. Before registering at LSE, you will have the opportunity to select one of three themes to focus on during LSE100, each of which foregrounds a complex and pressing question facing social scientists. In 2024/25, the available themes are:

- How can we transform our climate futures?
- How can we control AI?
- How can we create a fair society?

In the 'How can we control AI?' theme, you will explore the emergence of artificial intelligence and its implications. Rapid advances in artificial intelligence are augmenting our ability to solve previously intractable problems, changing society in ways that are both thrilling and intimidating.

Generative AI tools, recommendation algorithms, facial recognition, and autonomous vehicles can automate burdensome tasks and optimise systems, but can also be used to threaten the freedom, safety, and livelihoods of people worldwide. Is AI transforming society for the better, or is it reinforcing existing biases, inequalities, and structures of power? Who decides? Can we harness the potential of AI for good?

In this module, we will explore the ways in which social systems are being transformed by technological change. You will learn to use the tools and frameworks of systems thinking in order to analyse the impacts of AI, broaden your intellectual experience, and deepen your understanding of your own discipline as you test theories, evidence and ideas from different disciplinary perspectives.

Teaching: 7 hours and 30 minutes of seminars in the AT. 7 hours and 30 minutes of seminars in the WT.

90-minute seminars take place in alternate weeks. Students will attend an LSE100 seminar in either weeks 1, 3, 5, 7 and 9 or weeks 2, 4, 6, 8 and 10 of Autumn Term, and weeks 1, 3, 5, 7 and 9 or weeks 2, 4, 6, 8 and 10 of Winter Term.

AT: Seminar – 5 x 90min

WT: Seminar – 5 x 90min

In addition to seminars students will engage with bespoke video lectures featuring academics from across the School (approx. 20 minutes per seminar).

Formative coursework: In seminars throughout both terms, students will practice:

- 1 analysing quantitative and qualitative data
- 2 using systems thinking and systems change tools
- 3 constructing and communicating evidence-based academic arguments

Teachers will provide feedback during seminars and in post-seminar communications to groups and individuals.

During the Winter Term, groups will have the opportunity to submit and receive formative feedback on a project brief, summarising their research project. Students will also try out the tools of systems thinking and systems change that they will use in their summative group research project.

Indicative reading: The following readings are indicative of the texts students will be assigned. The total amount of reading assigned for each seminar will be a maximum of 20 pages.

- Kate Crawford & Ryan Calo (2016) 'There is a blind spot in AI research' in *Nature*, 538: 311-3
- Sarah Myers West, Meredith Whittaker & Kate Crawford (2019) *Discriminating Systems: gender, race and power in AI* (AI Now

Institute)

- Emily Bender, et al. (2021). 'On the Dangers of Stochastic Parrots: Can Language Models Be Too Big?', in *FAccT '21: Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency*, pp.610-623.
- Oran R. Young (2017). 'The age of complexity' in *Governing Complex Systems: Social Capital for the Anthropocene* (MIT Press)
- Ruha Benjamin (2019). 'Default Discrimination: Is the Glitch Systemic?' in *Race after Technology: Abolitionist Tools for the New Jim Code* (Polity).
- Frank Levy (2018). 'Computers and populism: artificial intelligence, politics and jobs in the near term' in *Oxford Review of Economic Policy*, Volume 34, Issue 3, Pages 393–417: <https://doi-org.gate3.library.lse.ac.uk/10.1093/oxrep/gry004>
- Mark Coeckelbergh (2020). 'AI for climate: freedom, justice, and other ethical and political challenges' in *AI Ethics* <https://doi-org/10.1007/s43681-020-00007-2>
- Robert Sparrow & Mark Howard (2017) 'When human beings are like drunk robots: driverless vehicles, ethics and the future of transport' in *Transportation Research, Part C: 80: 206-15*

Assessment: Coursework (50%, 1000 words) in the AT.

Project (50%) in the WT.

Summative assessment will include an individual written assessment in the Autumn Term (50%) and a collaborative research project in the Winter Term (50%).

LSE100C Half Unit

The LSE Course: How can we create a fair society?

This information is for the 2024/25 session.

Teacher responsible: Dr Christopher Blunt KSW.4.12 and Dr Jillian Terry KSW.4.11

Availability: All first year undergraduate students take one of LSE100A, LSE100B or LSE100C.

Course content: LSE100 is LSE's flagship interdisciplinary course taken by all first-year undergraduate students as part of your degree programme. The course is designed to build your capacity to tackle multidimensional problems through research-rich education, giving you the opportunity to explore transformative global challenges in collaboration with peers from other departments and leading academics from across the School. Before registering at LSE, you will have the opportunity to select one of three themes to focus on during LSE100, each of which foregrounds a complex and pressing question facing social scientists. In 2024/25, the available themes are:

- How can we transform our climate futures?
- How can we control AI?
- How can we create a fair society?

In the 'How can we create a fair society?' theme, you will explore contrasting understandings of fairness and how these shape our responses to inequality and injustice. While food costs soar and housing prices reach record levels, the combined fortunes of billionaires increase by \$2.7 billion each day – leading to calls for reform to level the playing field.

As wealth and income inequality surge while gender and ethnicity gaps widen, we are urgently asking: is this fair? What would a fairer society look like? How do we conceptualise and measure the fairness of our political, economic and social systems? What do we owe each other, and whose responsibility is it to ensure an equitable approach?

This module explores the tensions between competing understandings of fairness and asks how we can draw on social scientific expertise to create a fair society. From across the boroughs of London to the precarious labour markets of the Global South, we will consider what fairness looks like in the 21st century and how we might achieve it.

Throughout LSE100, you will investigate the ways in which

systems are transforming and being transformed by complex questions of fairness. You will learn to use the tools and frameworks of systems thinking in order to analyse the impacts of inequalities, broaden your intellectual experience, and deepen your understanding of your own discipline as you test theories, evidence and ideas from different disciplinary perspectives.

Teaching: 7 hours and 30 minutes of seminars in the AT. 7 hours and 30 minutes of seminars in the WT.

90-minute seminars take place in alternate weeks. Students will attend an LSE100 seminar in either weeks 1, 3, 5, 7 and 9 or weeks 2, 4, 6, 8 and 10 of Autumn Term, and weeks 1, 3, 5, 7 and 9 or weeks 2, 4, 6, 8 and 10 of Winter Term.

AT: Seminar – 5 x 90min

WT: Seminar – 5 x 90min

In addition to seminars students will engage with bespoke video lectures featuring academics from across the School (approx. 20 minutes per seminar).

Formative coursework: In seminars throughout both terms, students will practice:

- 1 analysing quantitative and qualitative data
- 2 using systems thinking and systems change tools
- 3 constructing and communicating evidence-based academic arguments

Teachers will provide feedback during seminars and in post-seminar communications to groups and individuals.

During the Winter Term, groups will have the opportunity to submit and receive formative feedback on a project brief, summarising their research project. Students will also try out the tools of systems thinking and systems change that they will use in their summative group research project.

Indicative reading: The following readings are indicative of the texts students will be assigned. The total amount of reading assigned for each seminar will be a maximum of 20 pages.

- Abhijit Banerjee & Esther Duflo (2019). *Good economics for hard times: better answers to our biggest problems* (London: Allen Lane)
- Minouche Shafik (2021) *What we owe each other: a new social contract for a better society* (Princeton University Press).
- Janna Thompson (2010), "What is Intergenerational Justice?", *Future Justice*, 2010:5-20
- Paul Lewis, et al. (2011) *Reading the riots: investigating England's summer of disorder*. (London School of Economics and Political Science and The Guardian: London, UK)
- Thomas Piketty (2015). *The economics of inequality*. (Cambridge, MA: The Belknap Press of Harvard University Press)
- Kate Pickett and Richard Wilkinson (2010) *The spirit level: why equality is better for everyone* (London: Penguin)
- Michael Sandel (2010). 'Justice and the common good', in *Justice: what is the right thing to do?* (Penguin).
- Oran R. Young (2017). 'The age of complexity' in *Governing Complex Systems: Social Capital for the Anthropocene* (MIT Press)

Assessment: Coursework (50%, 1000 words) in the AT. Project (50%) in the WT.

Summative assessment will include an individual written assessment in the Autumn Term (50%) and a collaborative research project in the Winter Term (50%).

MA100

Mathematical Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Ioannis Kouletsis

Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Data Science, BSc in Economics with Economic History, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available on the BSc in Econometrics and Mathematical Economics, BSc in

Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics.

Course content: This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses. Topics covered: Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables, derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. Vector-valued functions, derivatives and their manipulation. Inverse functions, local inverses and critical points, use in transformations. Integration, differential and difference equations. Some applications of the above topics.

Teaching: This course is delivered through a combination of classes, lectures, and pre-recorded videos, totalling a minimum of 60 hours across Autumn Term and Winter Term.

Formative coursework: Students will be expected to attempt a number of weekly self-study exercises (and check their answers using solutions provided) in preparation for their classes. Classwork will be submitted weekly to the appropriate class teacher for marking and feedback. In addition, Home Assignments with Exam-Style Questions will be submitted for marking and feedback at regular intervals throughout the year. Success in this paper depends on dealing with the written work as it is assigned, in a regular and systematic manner.

Indicative reading: Ken Binmore & Joan Davies, *Calculus, Concepts and Methods*; Martin Anthony & Michele Harvey, *Linear Algebra, Concepts and Methods*.

Assessment: Exam (75%, duration: 3 hours) in the spring exam period.

Exam (25%, duration: 1 hour) in the January exam period.

MA102 Half Unit

Mathematical Proof and Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Peter Allen

Availability: This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have taken, or be taking concurrently, the course Mathematical Methods (MA100), **or** the course Methods in Calculus and Linear Algebra (MA108), **or** the course Quantitative Methods (Mathematics) (MA107). Students taking MA107 should talk to the convenor before the course begins.

Course content: The course is an introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary logic, set theory and analysis. Specific topics covered are as follows: Logic, sets and functions, relations, real numbers, infimum and supremum, sequences, limits and continuity. This course is intended as preparation for a student interested in the application of mathematical concepts and proof to subjects such as computer science (in particular the analysis of algorithms)

and economics.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term.

Formative coursework: Students will be expected to produce 10 problem sets in the AT.

Written answers to set problems will be expected on a weekly basis.

Indicative reading: Students may wish to have one of the recommended textbooks:

- N L Biggs, *Discrete Mathematics* (2nd edn) **or**
- P J Eccles, *An Introduction to Mathematical Reasoning*, but these are not required.

Further background reading can be found in:

- R Allenby, *Numbers and Proofs*;
- M Liebeck, *A Concise Introduction to Pure Mathematics*;
- V Bryant, *Yet Another Introduction to Analysis*, *and*;
- R Bartle & D Sherbert, *Introduction to Real Analysis*.

Assessment: Exam (90%, duration: 1 hour and 30 minutes) in the spring exam period.

Continuous assessment (10%) in the AT.

MA103

Introduction to Abstract Mathematics

This information is for the 2024/25 session.

Teacher responsible: Prof Peter Allen and Prof Martin Anthony

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science and BSc in Mathematics with Economics. This course is available on the BSc in Actuarial Science, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have taken, or be taking concurrently, the course *Mathematical Methods* (MA100), **or** the course *Methods in Calculus and Linear Algebra* (MA108). In Winter Term students will need basic knowledge of Python. Students who do not have this, and who are not attending MA160P, should contact the course convenor at the beginning of AT.

Course content: The course is an introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary set theory, number theory, linear algebra, algebra and analysis. Specific topics covered are as follows: Logic, sets and functions, relations, real numbers, infimum and supremum, sequences, limits and continuity, integers, prime numbers, greatest common divisor and modular arithmetic, algorithms and running time, complex numbers, groups and vector spaces.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 80 hours across Autumn Term and Winter Term.

Formative coursework: Students will be expected to produce 20 problem sets in the AT and WT.

Written answers to set problems will be expected on a weekly basis.

Indicative reading: Students may wish to have one of the recommended textbooks: N L Biggs, *Discrete Mathematics* (2nd edn) **or** P J Eccles, *An Introduction to Mathematical Reasoning*, but these are not required. Further background reading can be found in R Allenby, *Numbers and Proofs*; M Liebeck, *A Concise Introduction to Pure Mathematics*; V Bryant, *Yet Another Introduction to Analysis*; R Bartle & D Sherbert, *Introduction to Real Analysis* and H Anton, *Elementary Linear Algebra*.

Assessment: Exam (90%, duration: 3 hours) in the spring exam period.

Continuous assessment (10%) in the AT and WT.

MA107 Half Unit

Quantitative Methods (Mathematics)

This information is for the 2024/25 session.

Teacher responsible: Dr James Ward

Availability: This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics and BSc in Management. This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics and Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Pre-requisites: A-level Mathematics (or equivalent).

Students with A-level Mathematics who are confident of their mathematical skills may, regulations permitting, also consider the full unit **MA100 Mathematical Methods** or the Half Unit **MA108 Methods in Calculus and Linear Algebra**.

Course content: The aim of this course is to develop the basic mathematical tools necessary for further study in economics and related disciplines. To this end we focus on: techniques of calculus (differentiation, partial differentiation, optimisation and integration), methods of linear algebra (use of matrices), and the solution of difference and differential equations. The ideas are taught systematically, with emphasis on their application to economic problems. Examples are used throughout the course for motivation and illustration.

Specific topics are as follows: sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions. Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation and convexity. Matrix notation, systems of linear equations, inverse matrices. Integration. Differential equations.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Useful background reading can be found in M Anthony & N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996. There are many other books with titles like *Mathematics for Economists* which may be of some use.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

MA108 Half Unit

Methods in Calculus and Linear Algebra

This information is for the 2024/25 session.

Teacher responsible: Ioannis Kouletsis

Availability: This course is compulsory on the BSc in Finance. This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is not available as an outside option. This course is available to General Course students.

Course content: This is an introductory level course for those who wish to use mathematics seriously in finance or economics. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered

and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses. Topics covered: One-variable calculus including inverse functions, local inverses, critical points, optimisation, integration and differential equations, Functions of several variables including derivatives, gradients, tangent hyperplanes, directional derivatives, classification of critical points, convexity, concavity, unconstrained optimisation and Lagrange's method, Matrices including determinants, reduced row echelon form and rank, Systems of linear equations including Gaussian elimination and analysis of solution sets, Vector spaces including subspaces, linear independence, linear span, basis and dimension, Linear transformations including diagonalisation. Some applications of the above topics.

Teaching: 20 hours of lectures, 10 hours of classes and 10 hours of workshops in the AT.

This course is delivered through a combination of lectures, example sessions (workshops), and classes, totalling a minimum of 40 hours across Autumn Term.

Formative coursework: Students will be expected to attempt a number of weekly self-study exercises (and check their answers using solutions provided) in preparation for their classes. Classwork will be submitted weekly to the appropriate class teacher for marking and feedback. In addition, Home Assignments with Exam-Style Questions will be submitted for marking and feedback at regular intervals throughout the year. Success in this paper depends on dealing with the written work as it is assigned, in a regular and systematic manner.

Indicative reading: Ken Binmore & Joan Davies, *Calculus, Concepts and Methods*; Martin Anthony & Michele Harvey, *Linear Algebra, Concepts and Methods*.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

MA203 Half Unit

Real Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Konrad Swanepoel

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science and BSc in Mathematics with Economics. This course is available on the BSc in Actuarial Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Introduction to Abstract Mathematics (MA103) or Mathematical Proof and Analysis (MA102) are essential.

Course content: This is a course in real analysis for those who have already met the basic concepts of sequences and continuity on the real line. Here we generalize these concepts to Euclidean spaces and to more general metric and normed spaces. These more general spaces are introduced at the start and are emphasized throughout the course.

Topics covered are:

- Metric and normed spaces, open and closed sets.
- Sequences in metric spaces, compactness, completeness.
- Pointwise and uniform convergence of sequences of functions.
- Continuity of real valued functions and of functions between metric spaces, uniform continuity and Lipschitz condition.
- Differentiation of real valued functions, the mean value theorem, differentiation of functions between Euclidean spaces, and partial derivatives.
- Series, including power series and series in normed spaces.
- Riemann integral and the fundamental theorem of calculus.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term, and an hour at the start of Spring Term.

Formative coursework: Written answers to set problems will be

expected on a weekly basis.

Indicative reading: A comprehensive pack of lecture notes will be provided. The following book may prove useful for some aspects of the course:

- Walter Rudin, *Principles of Mathematical Analysis*, Third edition, McGraw-Hill, 1976.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA207 Half Unit

Further Quantitative Methods (Mathematics)

This information is for the 2024/25 session.

Teacher responsible: Dr James Ward

Availability: This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have previously taken **MA107 Quantitative Methods (Mathematics)**. It is not available to students who have taken **MA100 Mathematical Methods** or **MA108 Methods in Calculus and Linear Algebra** or higher level methods courses.

Course content: This is a second course in quantitative methods, following on directly from MA107 Quantitative Methods (Mathematics). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance. Topics covered: Matrix methods in portfolio analysis. Linear independence. Rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear systems of recurrence equations. Markov process. Second-order recurrence equations. Macroeconomic models. Vector geometry. Gradient and directional derivative. Tangent hyperplanes and the optimal bundle. Resource allocation and Pareto efficiency. Orthogonal matrices and quadratic forms. Critical points of quadratic functions. Taylor's approximation. Optimisation of functions of two or more variables.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: M Anthony & N Biggs, *Mathematics for Economics and Finance* (Cambridge, 1996); A Ostaszewski, *Mathematics in Economics* (Blackwell, 1993).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA208 Half Unit

Optimisation Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Giacomo Zambelli COL.2.06

Availability: This course is compulsory on the BSc in Mathematics with Data Science. This course is available on the BSc in Actuarial Science, BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103) are pre-requisites. Real Analysis (MA203) is desirable, and students who have not done MA203 should contact the teacher responsible.

Course content: Based on the relevant mathematical theory, the course describes various techniques of optimisation and shows

how they can be applied. More precisely, the topics covered are: Introduction and review of mathematical background. Introduction to combinatorial optimisation; shortest paths in directed graphs; algorithms and their running time. Classical results on continuous optimisation: Weierstrass's Theorem concerning continuous functions on compact sets; optimisation of differentiable functions on open sets; Lagrange's Theorem on equality constrained optimisation; Karush, Kuhn, and Tucker's Theorem on inequality constrained optimisation. Linear programming and duality theory.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Good sources of literature are R K Sundaram, *A First Course in Optimisation Theory*; N L Biggs, *Discrete Mathematics* (2nd edition). Additional notes will be made available throughout the course.

Assessment: Exam (90%, duration: 2 hours) in the spring exam period.

Continuous assessment (10%).

MA209 Half Unit Differential Equations

This information is for the 2024/25 session.

Teacher responsible: Dr Pavel Gapeev

Availability: This course is available on the BSc in Actuarial Science, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103) (or MA102) are pre-requisites. Real Analysis (MA203) and/or Further Mathematical Methods (MA212) are highly desirable, and students who have done neither MA203 nor MA212 should contact the lecturer.

Course content: The course concentrates on the theory and qualitative analysis of (ordinary) differential equations, although some solution techniques will be considered as well. Special attention will be paid to geometric concepts and the role of differential equations in the theory of dynamical systems. Specific topics covered are: First examples; illustrations of use of the computer package Maple. Existence and uniqueness of solutions. Autonomous 1 and 2 dimensional systems. Linear equations and systems: phase portraits; classification of systems in the plane; higher dimensional systems and higher order equations. Nonlinear systems in the plane: local and global behaviour; linearisation and stability at equilibrium points; Lyapunov functions; limit cycles. Control theory; linear systems; controllability.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Full notes will be handed out throughout the course. A good additional text book is D K Arrowsmith & C M Place, *Dynamical Systems - Differential Equations, Maps and Chaotic Behaviour*. Other books closely related to R Grimshaw, *Nonlinear Ordinary Differential Equations* and W A Brock & A G Malliaris, *Differential Equations, Stability and Chaos in Dynamic Economics*.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA210 Half Unit Discrete Mathematics

This information is for the 2024/25 session.

Teacher responsible: Dr Robert Simon

Availability: This course is available on the BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: MA103 Introduction to Abstract Mathematics, or an equivalent course giving a background in rigorous mathematics.

Course content: This is a course covering a number of concepts and techniques of discrete mathematics. Topics covered: Counting: selections; inclusion-exclusion; generating functions; recurrence relations. Graph Theory: basic concepts; walks, paths, tours and cycles; trees and forests; colourings. Coding theory: basic concepts; linear codes.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: PJ Cameron, *Combinatorics* (CUP 1994)

An alternative book is: NL Biggs, *Discrete Mathematics* (OUP 2004) Extensive notes covering the course content in full will be distributed, so you may well not need either book.

Assessment: Exam (90%, duration: 2 hours) in the spring exam period.

Continuous assessment (10%).

MA211 Half Unit Algebra and Number Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Jozef Skokan

Availability: This course is available on the BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Introduction to Abstract Mathematics (MA103) and Mathematical Methods (MA100).

Course content: The aim of this course is to continue (from MA103) the study of abstract algebraic structures. There are two main strands in the course. First, we develop further the theory of groups, using permutation groups as a key example. We investigate the important concepts of normal subgroups and quotient groups. Secondly, we introduce rings, and study factorisation in rings, where we also look at some connections with number theory. Groups: Review of basic group theory; permutations and permutation groups; homomorphisms; conjugation, normal subgroups and quotient groups; the first isomorphism theorem for groups. Rings: basic properties of rings and examples (including polynomial rings, matrix rings, and number rings); subrings, ideals and ring homomorphisms; divisibility in integral domains; greatest common divisors; Euclidean rings and unique factorisation; applications to number theory; principal ideal domains.

Teaching: This course is delivered through a combination of classes and lectures, totalling a minimum of 30 hours across Michaelmas Term. This year teaching will be delivered face-to-face.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: *A Book of Abstract Algebra*, Charles C Pinter, (Dover, 2nd edition, 2010);

Introduction to Algebra, Peter J Cameron (OUP 1988);
Rings, Fields and Groups: Introduction to Abstract Algebra, Reg Allenby (Butterworth-Heinemann, 2nd edition 1991).

Assessment: Exam (90%, duration: 2 hours) in the spring exam period.

Continuous assessment (10%).

MA212

Further Mathematical Methods

This information is for the 2024/25 session.

Teacher responsible: Prof Adam Ostoja-Ostaszewski and Dr James Ward

Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available on the BSc in Economics, BSc in Management and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent, entailing intermediate-level knowledge of calculus (proficiency in techniques of differentiation and integration) and linear algebra (including linear independence, eigenvalues and diagonalisation).

Course content: This course develops ideas first presented in MA100. It is divided into two halves: calculus and linear algebra. The calculus half explores how integrals may be calculated or transformed by a variety of manipulations, and how they may be applied to the solution of differential equations. This aim is achieved by studying the following topics: Limit calculations. Riemann integral. Multiple integration. Improper integrals. Manipulation of integrals. Laplace transforms. Riemann-Stieltjes integral, to a level of detail dependent on time constraints. The linear algebra half covers the following topics: Vector spaces and dimension. Linear transformations, kernel and image. Real inner products. Orthogonal matrices, and the transformations they represent. Complex matrices, diagonalisation, special types of matrix and their properties. Jordan normal form, with applications to the solutions of differential and difference equations. Singular values, and the singular values decomposition. Direct sums, orthogonal projections, least square approximations, Fourier series. Right and left inverses and generalized inverses.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn and Winter Terms.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Useful background texts:

(i) for the calculus half:

Adam Ostaszewski, *Advanced Mathematical Methods*, (Cambridge University Press 1999)

Ken Binmore and Joan Davies, *Calculus, Concepts and Methods* (Cambridge University Press 2002);

Robert C. Wrede and Murray R. Spiegel, *Advanced Calculus* (McGraw-Hill Education; 3rd edition 2010).

(ii) for the linear algebra half:

Martin Anthony and Michele Harvey, *Linear Algebra: Concepts and Methods* (Cambridge University Press 2012).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

MA213 Half Unit

Operations Research Techniques

This information is for the 2024/25 session.

Teacher responsible: Prof Gregory Sorkin

Availability: This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Mathematics, Statistics and Probability Theory to the level of the courses *Quantitative Methods (Mathematics)* (MA107) and *Quantitative Methods (Statistics)* (ST107) is required. In particular, students should have covered elementary probability theory and the Poisson process, and have an elementary knowledge of linear algebra and calculus.

Course content: An introduction to the main methodologies in Operations Research and their theoretical foundations.

Linear Optimisation: a basic introduction, discovering the solution to small problems by graphical methods, duality, sufficient conditions for optimality, solution by the simplex method, and sensitivity analysis. Various other operational research techniques such as: Shortest Paths, Critical Path Analysis, Markov Chains, Queueing Theory, Inventory Management, and Dynamic Programming.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. This course is delivered through a combination of lectures and classes, totalling a minimum of 30 hours in Autumn Term.

Formative coursework: Students will be expected to produce 10 problem sets in the AT.

Students will be asked to submit weekly homework consisting of problem sets.

Indicative reading: A comprehensive pack of lecture notes will be provided.

The following books may prove useful for some aspects of the course:

- F S Hillier, G J Lieberman, *Introduction to Operations Research*, McGraw-Hill Series in Industrial Engineering and Management Science. 7th edition or later.

- W L Winston, *Operations Research*, Duxbury Press (2004).

- W L Winston, S C Albright: *Practical Management Science*, Cengage Learning. 4th edition or later.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

MA214 Half Unit

Algorithms and Data Structures

This information is for the 2024/25 session.

Teacher responsible: Prof Julia Boettcher

Availability: This course is compulsory on the BSc in Data Science and BSc in Mathematics with Data Science. This course is available on the BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed *Mathematical Proof and Analysis* (MA102) **or** *Introduction to Abstract Mathematics* (MA103).

Basic Knowledge of Python is essential, such as provided by ST101 or a pre-session provided by the Digital Skills Lab.

Course content: Introduction to the fundamental principles of data structures and algorithms and their efficient implementation. Developing algorithmic thinking. Basic toolkit for the design and analysis of algorithms: Running time, recurrence relations,

big-O notation, amortised analysis, correctness, finite induction, loop invariants. Tour of the most important data structures, fundamental algorithms, and algorithm design techniques: lists, stacks, queues, dynamic arrays, hash tables, heaps, priority queues, disjoint set unions, binary search trees, incremental and recursive algorithms, divide-and-conquer, greedy algorithms, randomisation in algorithms, sorting algorithms, algorithmic lower bounds, graph algorithms.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 30 hours across Winter Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading:

• T H Cormen, C E Leiserson, R L Rivest & C Stein, *Introduction to Algorithms*, MIT Press, 3rd edition, 2009.

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Coursework (20%) in the WT.

MA221 Half Unit Not available in 2024/25 Further Mathematical Methods (Calculus)

This information is for the 2024/25 session.

Teacher responsible: Prof Adam Ostoja-Ostaszewski

Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available on the BSc in Economics, BSc in Management and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should ideally have taken the course Mathematical Methods (MA100) or equivalent, entailing intermediate-level knowledge of calculus (proficiency in techniques of differentiation and integration)

Course content: This course develops ideas first presented in MA100. It explores how integrals may be calculated or transformed by a variety of manipulations, and how they may be applied to the solution of differential equations. This aim is achieved by studying the following topics: Limit calculations. Riemann integral. Multiple integration. Improper integrals. Manipulation of integrals. Laplace transforms. Riemann-Stieltjes integral, to a level of detail dependent on time constraints.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Useful background texts:

Adam Ostaszewski, *Advanced Mathematical Methods*, (Cambridge University Press 1999)

Ken Binmore and Joan Davies, *Calculus, Concepts and Methods* (Cambridge University Press 2002);

Robert C. Wrede and Murray R. Spiegel, *Advanced Calculus* (McGraw-Hill Education; 3rd edition 2010).

Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the January exam period.

MA222 Half Unit Further Mathematical Methods (Linear Algebra)

This information is for the 2024/25 session.

Teacher responsible: Dr James Ward

Availability: This course is compulsory on the BSc in Data Science. This course is available as an outside option to students on other

programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should ideally have taken the course Mathematical Methods (MA100) or equivalent, entailing intermediate-level knowledge of linear algebra, linear independence, eigenvalues and diagonalisation.

Course content: This course develops ideas first presented in MA100. It consists of the linear algebra part of MA212, covering the following topics: Vector spaces and dimension. Linear transformations, kernel and image. Real inner products. Orthogonal matrices, and the transformations they represent. Complex matrices, diagonalisation, special types of matrix and their properties. Jordan normal form, with applications to the solutions of differential and difference equations. Singular values, and the singular values decomposition. Direct sums, orthogonal projections, least square approximations, Fourier series. Right and left inverses and generalized inverses.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours in the Winter Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: The following is a useful background text:

• Martin Anthony and Michele Harvey, *Linear Algebra: Concepts and Methods* (Cambridge University Press 2012).

Assessment: Exam (100%, duration: 1 hour and 30 minutes) in the spring exam period.

MA301 Half Unit Mathematical Game Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Galit Ashkenazi-Golan COL 3.08

Availability: This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Familiarity with a rigorous treatment of mathematics (through definitions, theorems and proofs) is expected. Basic knowledge of matrices and continuity as covered in Mathematical Methods (MA100) or Quantitative Methods (MA107) as well as some knowledge of probability is required.

Course content: Concepts and methods of mathematical game theory. Nim and combinatorial games. Congestion games. Games in strategic form, dominated strategies, Nash equilibrium. Cournot quantity competition. Game trees with perfect information, backward induction. Commitment. Expected utility. Mixed equilibrium. Zero-sum games, maxmin strategies. Extensive games with information sets, behaviour strategies, perfect recall. Bargaining. Geometry of equilibria.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Required text: B von Stengel, *Game Theory Basics*. Cambridge University Press, 2022.

Assessment: Exam (90%, duration: 2 hours) in the January exam period.

Continuous assessment (10%).

MA315 Half Unit Not available in 2024/25 Algebra and its Applications

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Anthony

Availability: This course is available on the BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: MA103 Introduction to Abstract Mathematics and MA211 Algebra and Number Theory are essential pre-requisites.

Course content: The aim of the course is to continue the study of abstract algebraic structures and show how these structures can be used to solve concrete problems. There are three strands: Group actions; Rings, polynomials and fields; Applications, including coding and cryptography. Group actions; revision of permutation groups; orbits and stabilizers, the orbit-stabilizer theorem; applications to counting problems. Rings, polynomials and fields: revision of rings; quotient rings; polynomial rings and the Euclidean algorithm for polynomials; irreducible polynomials and factorisation of polynomials. fields; fields as quotients of polynomial rings; construction and properties of finite fields: Applications: Designs and orthogonal latin squares ; Error-correcting codes, including linear codes, cyclic codes and perfect codes; cryptography.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, apart from pre-recorded lecture videos, there will be a weekly live online session of an hour. Depending on circumstances, classes might be online.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Lecture notes will be provided. No additional reading is required, but the following books are recommended for further reading.

Introduction to Algebra, Peter J Cameron (OUP 2007);

Codes, N.L. Biggs (Springer, 2008).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA316 Half Unit Graph Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Konrad Swanepoel

Availability: This course is available on the BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: MA103 or equivalent course giving a background in rigorous mathematics.

Course content: This course examines the basic concepts and techniques of graph theory. The topics to be covered are: fundamental concepts, connectivity and matchings, colourings, extremal problems, Ramsey theory, the probabilistic method.

Teaching: 20 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures in the ST.

This course is taught through a combination of classes and lectures totalling a minimum of 30 hours in Winter Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: D. B. West, *Introduction to Graph Theory*, Prentice Hall 2001

R. Diestel, *Graph Theory*, Springer 2010.

N. L. Biggs, *Discrete Mathematics*, OUP 2004

J.A.Bondy and U.S.R. Murty, *Graph Theory with Applications*, North-Holland, 1976

B. Bollobas, *Modern Graph Theory*, Springer 1998.

Assessment: Exam (90%, duration: 2 hours) in the spring exam period.

Coursework (10%) in the WT.

MA317 Half Unit Complex Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Amol Sasane

Availability: This course is available on the BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Solid grounding in mathematics, especially analysis, in particular MA203 Real Analysis.

Course content: The course will cover the fundamental concepts and methods in complex analysis. The basic objects of study in the course will be complex differentiable functions in domains, and the far-reaching consequences of the notion complex differentiability will be dealt with in the course. The specific topics that will be covered are: the geometry of complex numbers, complex differentiation, Cauchy-Riemann equations, Cauchy's integral theorem and its consequences, Taylor and Laurent series, and harmonic functions. The core results will be illustrated with computational examples and applications.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: (1) S.D. Fisher. *Complex Variables*. Corrected reprint of the second (1990) edition, Dover Publications, Inc., Mineola, NY, 1999.

(2) J.E. Marsden and M.J. Hoffman. *Basic Complex Analysis*. Second edition, W. H. Freeman and Company, New York, 1987.

(3) D.O. Tall. *Functions of a Complex Variable*. Routledge and Kegan Paul, London, 1985

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA318 Half Unit History and Culture of Mathematics

This information is for the 2024/25 session.

Teacher responsible: Prof Jan van den Heuvel

Prof June Barrow-Green

Availability: This course is available on the BSc in Actuarial Science, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Mathematical Methods (MA100).

General Course students may substitute an equivalent course.

Course content: This course surveys the development of mathematics from the beginning of history with an emphasis on its relation with the societies and cultures in which those developments happened. Major themes are the origins of mathematics in different cultures with a special emphasis on the development of money and finance; diversity in mathematics;

mathematics and ethics; and the place of mathematics in modern society.

Teaching: 20 hours of lectures and 11 hours of classes in the WT.

Formative coursework: Students are expected to submit written work on a weekly basis. These will be in the form of short to medium length (500-1000 words) essays.

In addition, students will be expected to contribute to discussion topics in class.

Indicative reading: Jacqueline Stedall, *History of Mathematics: A Very Short Introduction* (Oxford, 2011) is recommended for introductory (background) reading.

Additional reading for each of the sections of the course will be given in the course material. The historical parts of the course is based on source material which will be distributed to students.

Indicative further reading:

- June Barrow-Green, Jeremy Gray, and Robin Wilson, *The History of Mathematics: A Source-Based Approach*, volume 1 (AMS, 2019).
- June Barrow-Green, Jeremy Gray, and Robin Wilson, *The History of Mathematics: A Source-Based Approach*, volume 2 (AMS, 2021).
- Norman Biggs, *Quite Right: The Story of Mathematics, Measurement and Money* (Oxford, 2016).
- Mathilde Gerbelli-Gauthier, Pamela E. Harris, Michael A. Hill, Dagan Karp, and Emily Riehl (eds.), *A Conversation on Professional Norms in Mathematics* (AMS, 2021).
- George Gheverghese Joseph, *The Crest of the Peacock: Non-European Roots of Mathematics* (Princeton, 2010).
- Helaine Selin (ed.), *Mathematics Across Cultures: The History of Non-Western Mathematics* (Springer, 2000).

Assessment: Exam (40%, duration: 2 hours, reading time: 5 minutes) in the spring exam period.

Essay (45%, 2000 words) and presentation (15%) in the ST Week 1. There is a 2-hour Exam in Spring Term counting for 40% of the final mark. The Coursework counting for 60% is in the form of an Essay counting for 45% (due week 1 of Spring Term), plus a related Oral Presentation counting for 15% (which will be scheduled during the first weeks of Spring Term).

MA319 Half Unit

Partial Differential Equations

This information is for the 2024/25 session.

Teacher responsible: Simon, Robert

Availability: This course is available on the BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Further Mathematical Methods (MA212) and Real Analysis (MA203).

Course content: The aim of the course is the study of partial differential equations. The focus will be on first order quasilinear equations, and second order linear equations. The method of characteristics for solving first order quasilinear equations will be discussed. The three main types of linear second order partial differential equations will be considered: parabolic (diffusion equation), elliptic (Laplace equation), and hyperbolic (wave equation) and their relation to the classification of conic sections. Techniques for solving these for various initial and boundary value problems on bounded and unbounded domains, using eigenfunction expansions (separation of variables, and elementary Fourier series), and integral transform methods (Fourier and Laplace transforms) will be treated. How to change between polar and Cartesian coordinates will be presented, especially for the solution of Laplacian and Poisson equations. Elementary distributional calculus and the notion of weak solutions will also be considered. Applications and examples will be discussed throughout the course.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across

Autumn Term.

Formative coursework: Students will be expected to produce 10 problem sets in the AT.

Written answers to set problems will be expected on a weekly basis.

Indicative reading: 1 S.J. Farlow. *Partial Differential Equations for Scientists and Engineers*. Dover, 1993.

2 J.D. Logan. *Applied Partial Differential Equations*. Second Edition. Springer, 2004.

3 W. Strauss. *Partial Differential Equations. An Introduction*. Second Edition. John Wiley, 2008.

Lecture notes will be provided.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA320 Half Unit

Mathematics of Networks

This information is for the 2024/25 session.

Teacher responsible: Prof Andrew Lewis-Pye

Availability: This course is available on the BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Data Science and BSc in Mathematics with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed MA100 or MA108 and also either MA103 or MA102.

Course content: Globalisation and the growth of the internet have meant not only an increasing need to understand the way in which social and communication networks form and operate, but also an unprecedented amount of data available to aid in this analysis. The last decade has seen a coming together of multiple scientific disciplines in an effort to understand how these highly connected systems function. The aim of this course will be to give an introduction to the study of networks, requiring as little background knowledge as possible. The course will begin with an analysis of some of the fundamental properties normally observed in real world networks, such as the small world property, high degrees of clustering and power law degree distributions. After reviewing required notions from game theory, we shall then apply these techniques to an analysis of the spread of behavioural change on networks, together with cascading effects and epidemic models. The final part of the course will be concerned with specific applications to the world wide web and page ranking.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: (1) D. Easley, J. Kleinberg. *Networks, crowds and markets*, Cambridge University Press, 2010.

(2) M. Newman. *Networks: An Introduction*, Oxford University Press, 2010.

(3) *The Rise of the Network Society, The Information Age: Economy, Society and Culture*, 2010 edition, Manuel Castells.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA321 Half Unit

Measure Theoretic Probability

This information is for the 2024/25 session.

Teacher responsible: Prof Graham Brightwell

Availability: This course is available on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science and BSc in Mathematics

with Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Real Analysis (MA203).

Course content: This is a first course in measure-theoretic probability. It covers the following topics. Abstract probability spaces: sample spaces, sigma-algebras, probability measures, examples. Borel sigma-algebra, Lebesgue measure. Random variables: distribution functions, discrete and absolutely continuous distributions, examples. Expectation and the Lebesgue integral: convergence theorems and properties. Different modes of convergence of random variables. Conditional expectation: definition, properties, examples. Changes of probability measure, Bayes' theorem.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Comprehensive lecture notes will be provided. The following books may prove useful:

D Williams, *Probability with Martingales*.

J. Jacod & P. Protter, *Probability Essentials*; A. Klenke *Probability Theory. A Comprehensive Course*

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA322 Half Unit

Mathematics of Finance and Valuation

This information is for the 2024/25 session.

Teacher responsible: Dr Arne Lokka COL.4.08

Availability: This course is available on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Measure Theoretic Probability (MA321).

Course content: This course provides mathematical tools of stochastic calculus and develops the Black-Scholes theory of financial markets. It covers the following topics. Continuous-time stochastic processes, filtrations, stopping times, martingales, examples. Brownian motion and its properties. Construction of the Ito integral: simple integrands, Ito's isometry. Ito processes, Ito's formula, stochastic differential equations, Girsanov's theorem. Black-Scholes model: self-financing portfolios, risk neutral measure, risk neutral valuation of European contingent claims, Black-Scholes formula, Black-Scholes PDE, the Greeks. PDE techniques for derivative pricing. Implied volatility, basic ideas of calibration.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Lecture notes will be provided.

The following books may be useful.

T. Bjork, *Arbitrage Theory in Continuous Time*, Oxford Finance, 2004;

A. Etheridge, *A Course in Financial Calculus*, CUP, 2002;

M Baxter & A Rennie, *Financial Calculus*, CUP, 1996;

P. Wilmott, S. Howison & J. Dewynne, *The Mathematics of Financial Derivatives*, CUP, 1995;

J Hull, *Options, Futures and Other Derivatives*, 6th edition, Prentice-Hall, 2005.

D. Lamberton & B. Lapeyre, *Introduction to stochastic calculus applied to finance*, 2nd edition, Chapman & Hall, 2008.

S. E. Shreve, *Stochastic Calculus for Finance. Volume I: The Binomial Asset Pricing Model*. Springer, New York, 2004.

S. E. Shreve, *Stochastic Calculus for Finance. Volume II: Continuous-Time Models*. Springer, New York, 2004.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA323 Half Unit

Computational Methods in Financial Mathematics

This information is for the 2024/25 session.

Teacher responsible: Dr Christoph Czichowsky

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is not available as an outside option. This course is available with permission to General Course students.

Pre-requisites: Students must have completed Introduction to Pricing, Hedging and Optimization (ST213).

Course content: Random number generation; the fundamentals of Monte Carlo (MC) simulation and applications in financial mathematics; variance reduction techniques for MC simulation and related issues; stochastic differential equations and their numerical solutions by means of MC simulation and their implementation.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term. This year, some of the teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

Formative coursework: Students will be expected to produce 5 problem sets and 5 other pieces of coursework in the WT.

Indicative reading: P. Glasserman, *Monte Carlo Methods in Financial Engineering*, Springer; R.U. Seydel, *Tools for Computational Finance*, Springer; S.M. Ross, *Simulation*, Academic Press (5th edition).

Assessment: Project (100%) in the ST.

The project will be a computational project due to in the week before ST starts.

MA324 Half Unit

Mathematical Modelling and Simulation

This information is for the 2024/25 session.

Teacher responsible: Dr Aled Williams

Availability: This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

General Course Students should check with the course convenor if they satisfy the prerequisites.

This course cannot be taken with MA334 Dissertation in Mathematics.

Pre-requisites: Students should have knowledge of: (1) linear programming, including duality, to the level of *Operations Research Techniques* (MA213) **or** *Optimisation Theory* (MA208); **and** (2) probability theory to the level of *Quantitative Methods (Statistics)* (ST107), in particular elementary distribution theory and the Poisson Process.

Course content: The course covers some of the most prominent tools in modelling and simulation. Both deterministic and stochastic models are covered. These include mathematical optimisation, the application of sophisticated mathematical

methods to make optimal decisions, and simulation, the playing-out of real-life scenarios in a (computer-based) modelling environment.

Topics include: formulation of management problems using linear/nonlinear and network models (including linear, integer, binary and convex programming models) as well as solving these problems and analysing the solutions; modelling tricks (including how to deal with fixed costs, modelling logical conditions and semi-continuous variables); optimisation problems on graphs; quadratic optimisation; second order cone programming problems; generating discrete and continuous random variables using Monte Carlo simulation; discrete event simulation; variance reduction techniques; Markov Chain Monte Carlo methods.

The course will additionally teach students to use modelling and simulation computer packages.

If you have questions in relation to the course content feel free to contact the course convenor.

Teaching: 20 hours of lectures, 10 hours of classes and 5 hours of computer workshops in the WT.

Formative coursework: Formative assessment will be in the form of weekly homework and a mock project. Some of the weekly homework will feature questions that are similar in nature to what is expected for the assessed project. There will additionally be a formative mock project given in the second half of WT. This mock project will not contribute towards your final grade, however, it will give you a good indication of what to expect from the final assessment.

Indicative reading: Detailed lecture slides will be provided. The reading will be a combination of lecture slides and chapters from the following list of books.

Optimisation

- W L Winston, Operations Research: Applications and Algorithms, Brooks/Cole (4th ed., 1998)
- D Bertsimas and J N Tsitsiklis, Introduction to Linear Optimization, Athena Scientific (3rd ed., 1997)
- George B. Dantzig and Mukund N. Thapa, Linear Programming 2: Theory and extensions, Springer (2003)

Simulation

- S Ross, Simulation, Academic Press (5th ed., 2012)
- Joseph K. Blitzstein, Jessica Hwang, Introduction to Probability, Chapman and Hall/CRC Press (2014)

Assessment: Project (100%) in the ST.

The deliverable is a report of 15-20 pages, along with a copy of any computer code used.

MA330 Half Unit

Game Theory for Collective Decisions

This information is for the 2024/25 session.

Teacher responsible: Dr Galit Ashkenazi-Golan

Availability: This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Familiarity with a rigorous treatment of mathematics (through definitions, theorems and proofs) is expected. Basic knowledge of matrices as covered in Mathematical Methods (MA100) or Quantitative Methods (MA107) as well as some knowledge of probability is required. Recommended: MA301 Mathematical Game Theory, otherwise with approval from the MA330 lecturer.

Course content: Coalitional game theory - central solution concepts and applications to economics: games with transferable utility, the Core, Shapley value, market games, social choice, stable

matching.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Lecture notes will be provided, as well as references to selected papers. Further reading: M Maschler, E Solan, S Zamir: Game Theory, Cambridge University Press 2020.

Assessment: Exam (90%, duration: 2 hours) in the spring exam period.

Continuous assessment (10%).

MA333 Half Unit

Optimisation for Machine Learning

This information is for the 2024/25 session.

Teacher responsible: Dr Ahmad Abdi

Availability: This course is available on the BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should be familiar with the fundamentals of continuous optimisation, to the level in Optimisation Theory (MA208) or equivalent.

Course content: Machine learning uses tools from statistics, mathematics, and computer science for a broad range of problems in data analytics. The course introduces a range of optimisation methods and algorithms that play fundamental roles in machine learning. This is primarily a proof-based course that focuses on the underlying mathematical models and concepts. The secondary goal of the course is to demonstrate implementations of the discussed algorithms on problems from machine learning, their limitations on large training sets, and how to overcome such obstacles.

After a review of basic tools from convex analysis, Lagrangian duality, and Karush-Kuhn-Tucker conditions, the course makes a deep dive into first- and second-order optimisation methods and their convergence guarantees. The first-order methods include projected, conditional, and stochastic gradient descent. Newton's method from second-order optimisation is also covered. The course also considers online convex optimisation, and covers online gradient and multiplicative weight methods.

A key component of the course is the application of optimisation methods to machine learning. As such, we will see applications of the methods taught to linear regression, ridge and lasso regularization, logistic regression, binary classification and support vector machines, and online learning algorithms such as Perceptron and Winnow. A key learning outcome is how to solve such problems in the presence of large training sets.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 32 hours across Winter and Spring terms.

During the lectures, the focus will be on the optimisation methods and their convergence guarantees. During the classes, in addition to discussing the exercise sheets, implementations of the methods will be shown and their effectiveness on large training sets will be discussed.

Formative coursework: Students will be expected to produce 10 exercises in the WT.

Written answers to set problems will be expected on a weekly basis.

Indicative reading:

- Vishnoi, N. (2018). Algorithms for Convex Optimization (2021). Cambridge University Press.
- Boyd, S., & Vandenberghe, L. (2004). Convex optimization. Cambridge University Press.

- Nesterov, Y. (2018). Lectures on convex optimization (Vol. 137). Springer.
- B. Gärtner and M. Jaggi. Optimization for machine learning (lecture notes), 2021.
- E. Hazan. Introduction to online convex optimization (lecture notes), 2021.

Assessment: Exam (90%, duration: 2 hours) in the spring exam period.

Coursework (10%) in the WT.

A combination of the weekly exercises (set and marked in Winter Term) count as coursework.

MA334 Half Unit

Dissertation in Mathematics

This information is for the 2024/25 session.

Teacher responsible: Prof Graham Brightwell

Availability: This course is available on the BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is not available as an outside option nor to General Course students.

This course cannot be taken with MA324 Mathematical Modelling and Simulation.

Pre-requisites: Students must have completed Real Analysis (MA203).

This course requires a high degree of independence and commitment from the student, and has to be completed on time by the end of WT. The expected workload is high but also rewarding, and is completed by the end of WT (no exam). Some dissertation topics might require additional pre-requisites which will be specified in the description of the topic provided by the member of staff supervising the dissertation.

Course content: The dissertation in mathematics is an individual project that serves as an introduction to mathematical research. The student will investigate and study an area of mathematical research or apply advanced mathematical techniques to model and solve problems arising in other areas related to the student's degree programme (e.g., in finance or economics). The student will write a report on their findings and present and discuss their findings in an oral examination. The project may include some programming. The dissertation topic will normally be proposed by the Department.

Teaching: 5 hours of seminars in the AT. 4 hours of seminars in the WT.

This course is delivered through: (i) seminars totalling a minimum of 8 hours across Autumn and Winter Term, which give general and practical information, (ii) personal supervision time, which is scheduled independently with a student's academic supervisor. The seminars in AT will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general aspects of writing mathematics, managing a research project and the writing up process. Seminars in AT will also provide guidance on preparing a manuscript using mathematical text processing software (in particular, LaTeX). The seminars in WT will cover how to give a presentation about the findings in the dissertation. Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance throughout the AT and WT. Students will have at least three individual supervision meetings each term.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the WT.

Indicative reading: This will depend on the topic of the dissertation. Students will be guided by their supervisor.

Assessment: Dissertation (75%) in the WT Week 10.

Presentation (25%) in the WT Week 11.

Assessment is based on the dissertation and the presentation, submitted in the form of a video.

The dissertation must be submitted by week 10 of Winter Term. The submission may include some computer code relating to

the project. The dissertation excluding the bibliography must not exceed 20 pages of A4 paper, where the dissertation is required to have 1.5 line spacing at a minimum (at most 33 lines of text/mathematical formulae per page), 11-point font and 1-inch margins all around. If the dissertation contains any computer code this should be placed in the appendix of the dissertation and does not count towards the page limit.

The presentation must be submitted by week 11 of Winter Term, in the form of a 15-minute video, covering the main findings contained in the dissertation. Students will be given support in the seminars on how to prepare, how to present, and what is expected.

MC300 Half Unit

Media, Communication and Power

This information is for the 2024/25 session.

Teacher responsible: Dr Philip Seufferling

The course will also feature guest lectures covering various topics from the field of media and communications, presented by faculty from the Department of Media and Communications.

Availability: This course is available on the BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

The course is open to final-year students from **all** undergraduate programmes, where regulations permit.

Course content: This course will offer an opportunity to develop knowledge and expertise in the media and communications industries, how they operate in contemporary societies, their social, political and cultural impact on the world around us and their role as a powerful mode of public engagement and knowledge creation. Students will be able to reflect on how industries associated with their 'home' discipline (e.g. the policy sector, the international development sector, the climate adaptation industry, the financial industry) are narrated, justified and understood as a result of the way they communicate, and the way media represent them.

Learning outcomes: By the end of this course, students will be able to:

- 1 Critically reflect on the social, political and cultural impact of media and communication industries and practices on the world around us and its role as a powerful mode of public engagement and knowledge creation.
- 2 Describe and analyse the use and impact of a variety of media and communication tools and techniques.
- 3 Synthesise and critically reflect on different aspects of their learning from the different theoretical, methodological and epistemological perspectives introduced in this course and across their studies.
- 4 Demonstrate resilience, creativity and adaptability in their approach to their studies.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

This course includes a reading week in Week 6 of the AT and the WT.

Formative coursework: Annotated bibliography, 5 sources reviewed, total of 1000 words in the WT.

Indicative reading: Hodkinson, P. (2024). Media, Culture and Society. An Introduction. 3rd edition. London: SAGE.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG104 Half Unit**Operations Management**

This information is for the 2024/25 session.

Teacher responsible: Dr Nayat Horozoglu MAR 4.11

Availability: This course is compulsory on the BSc in Management. This course is available on the BSc in Accounting and Finance, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Course content: Operations management is a key function in every organisation. It is concerned with the processes that transform inputs into goods and services. This course introduces students to key concepts and techniques used in operations management, and their practical applications. The course covers a range of topics related to manufacturing and service operations such as operations strategy, sustainability, process design and analysis, supply chains, inventory management, lean operations, and quality control.

Teaching: Teaching hours in the WT will be commensurate with a usual half-unit undergraduate course.

This course includes a reading week in Week 6 of the Winter Term, in line with Departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students are expected to prepare answers to set questions on a weekly basis, and they will receive teacher and peer feedback during the classes. One formative assessment will be set in WT.

Students will also be offered additional support for their summative assessments in preparatory sessions, and they will have the opportunity to ask questions during assessment clinics.

Indicative reading: A selection of essential readings is provided below. For further details, please refer to the full reading list for the course.

- Sadun, R., Bloom, N., and Van Reenen, J. (2017). "Why do we undervalue competent management? Neither great leadership nor brilliant strategy matters without operational excellence". *Harvard Business Review*, 95(5), pp. 120–127.
- Whelan, T. and Fink, C. (2016). "The comprehensive business case for sustainability", *Harvard Business Review*, (21 October).
- Frei, F. (2006). "Breaking the trade-off between efficiency and service". *Harvard Business Review*, 88(11), pp. 93–101.
- Fisher, M. L. (1997). "What is the right supply chain for your product?" *Harvard Business Review*, 75(2), pp. 105–116.
- Lee, H. L., Padmanabhan, V., and Whang, S. (1997). "The bullwhip effect in supply chains". *Sloan Management Review*, 38(3), pp. 93–102.

Assessment: Report (70%) in the ST.

Quiz (15%) and class participation (15%) in the WT.

Students who do not attempt all quizzes will receive a mark of 0 for the missed quiz(zes) and will receive an overall average mark based on their score in the attempted quiz(zes) and a zero for the missed one(s). Students who fail to attempt any of the quizzes will be awarded a 'Zero Incomplete' for the whole course and cannot be awarded the degree until they submit the work at resit.

The participation grade will be based on contribution to weekly class discussions and engagement with lecture material. As such, lecture attendance is strongly encouraged to enable students to fully engage with lecture material.

MG105 Half Unit**Organisational Behaviour and Leadership**

This information is for the 2024/25 session.

Teacher responsible: Professor Connson Locke, MAR.4.14 and Dr Dorottya Sallai, MAR.4.10

Availability: This course is compulsory on the BSc in Management. This course is available on the BSc in Accounting and Finance, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis. The lectures for this course are open for students to audit, though priority for space in the lecture theatre will go to registered students

Course content: This course introduces students to social science theories, research and application related to understanding human behaviour in the workplace. That is, this course is about the people side of business and management. Each week focuses on a different topic investigating individual, group, and organisational issues.

Topics include: personality and performance, managerial decision-making, motivating others, fairness in organisations, the multicultural workplace, power and influence, the adaptive leader, team leadership.

Teaching: Teaching hours in the AT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of AutumnTerm, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will have the opportunity to submit a 1000-word essay during AT and receive formative feedback. Students will also work in groups to answer an essay question through an in-class presentation and will receive structured feedback based on the criteria for marking essays (e.g. structure, evidence).

Indicative reading: Colquitt, J.A., LePine, J.A., & Wesson, M.J. (2009) *Organizational Behavior: Improving Performance and Commitment in the Workplace* (International edition). Yukl, G. (2009). *Leadership in Organizations*. (7th ed.). Englewood Cliffs, NJ: Prentice Hall.

Assessment: Essay (70%, 1500 words).

Class participation (15%) and quiz (15%) in the AT.

Class participation will be based on oral representations of weekly reading summaries, participation in classes, as well as engagement with lecture material. Lecture attendance is strongly encouraged to enable students to fully engage with lecture material.

Essay topics will be available at the end of AT and due before the start of WT.

Quizzes will take place throughout AT. Students who do not attempt all quizzes will receive a mark of 0 for the missed quiz(zes) and will receive an overall average mark based on their score in the attempted quiz(zes) and a zero for the missed one(s). Students who fail to attempt any quizzes will be awarded a Zero Incomplete for the whole course and cannot be awarded the degree until they submit the work at resit.

MG205**Econometrics: Theory and Applications**

This information is for the 2024/25 session.

Teacher responsible: Dr Jordi Blanes I Vidal MAR.6.08

Availability: This course is compulsory on the BSc in Management. This course is available on the BSc in Accounting and Finance. This course is available as an outside option to

students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent

Course content: Simple and Multiple Regression; Hypothesis Testing; Mechanics and Limitations of OLS; Causality; Natural, Field and Laboratory Experiments. Panel Data and Fixed Effect Models. Instrumental Variables Regression.

The main aim of this course is to provide a thorough understanding of the quantitative techniques which guide evidence-based managerial decision-making. It seeks to develop a framework in which students can examine whether the predictions of managerial, social or economic theory are supported by empirical evidence. Particular emphasis is made on (a) illustrating the many ways in which evidence is abused in the academic or managerial debate, and (b) trying to establish causality in the relationship between variables. The approach is both formal, as the course makes extensive use of econometric theorems and techniques, and solidly grounded in intuition, as it provides numerous examples of tests of real-life relations. Many of these examples will be illustrated using the STATA software package, and the students will be expected to learn the basics of data manipulation and regression running. A solid base of introductory statistics and probability (equivalent to that provided by ST107) and introductory algebra and calculus (equivalent to that provided by MA107) will be expected.

Teaching: Teaching hours will be commensurate with a usual full unit undergraduate course.

This course includes a reading week in Week 6 of each term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 problem sets in the AT and 1 problem sets in the WT. There will be two formative assessments, one in the last week of each term. During lecture time, the students will be given a shorter exam and an hour to complete it. The lecturer will then discuss the answers in the second hour of the lecture. The exams will be marked and given back to the students.

Indicative reading: The textbook for the course is:

- James H. Stock and Mark W. Watson, Introduction to Econometrics, Second Edition, Pearson, 2007.
- Two other very useful (complementary) books are:
- Christopher Dougherty, Introduction to Econometrics, Third Edition, Oxford University Press, 2007;
- Jeffrey M. Wooldridge, Introductory Econometrics - A Modern Approach, Third Edition, South-Western, 2006.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

MG206 Half Unit

Firms, Management and Competitive Advantage

This information is for the 2024/25 session.

Teacher responsible: Mr Nilesh Dattani MAR.6.14

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students

who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: Students must have completed EC100 OR EC102 OR EC1A1 AND EC1B1 OR EC1A3 AND EC1B3 OR EC1A5 AND EC1B5 OR equivalent.

Course content: This is not a course on corporate strategy. It focuses on the evolution of thinking about firms and the activity of management and examines firm advantages through conceptual ideas and empirical knowledge. There will be an emphasis on analysing firms as reservoirs of resources and capabilities and topics to be covered will include distinctive capabilities of firms, organisational design, decision making in firms, organisational routines, managerial leadership and the role of ethics. Particular attention will be given to firms in technology-based industries and the management of innovation and contrasts will be made with public sector management.

Please watch the following video to find out more about this course: http://richmedia.lse.ac.uk/management/20160606_UGcourse_MG206.mp4

Teaching: Teaching hours in the WT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Winter Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students are expected to produce one piece of written work and to do the weekly class exercises

Indicative reading: A reading list will be available to students taking the course.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG207

Managerial Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Catherine Thomas MAR.6.29 and Dr Raquel Campos Gallego MAR.6.17

Availability: This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place.

Pre-requisites: Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A3) is a pre-requisite. In addition, Quantitative Methods (Mathematics) (MA107) or equivalent is also a pre-requisite. This course cannot be combined with Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1 and EC2A3).

Course content: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on applying microeconomics ideas to solve problems. Topics covered include consumer theory, production, market structure, monopoly, oligopoly, pricing, game theory, bargaining, auctions, and asymmetric information.

Teaching: Teaching hours will be commensurate with a usual full unit undergraduate course.

This course includes a reading week in Week 6 of each term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students are expected to prepare

answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous preparation for the weekly tutorials is essential to achieve a good exam performance.

Indicative reading: No textbook covers the whole course but Hal R Varian, *Intermediate Microeconomics with Calculus* (International Student Edition) is the best textbook to use for the course. In addition, students are advised to refer to T C Bergstrom & H R Varian, *Workouts in Intermediate Microeconomics* (1990), which contains practice problems.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

MG209 Half Unit

E-business

This information is for the 2024/25 session.

Teacher responsible: Dr Magda Hercheui

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Course content: This course presents an analysis of the management, economics and information systems theories and practices in online business. This is a management information systems course and not a technical course. It is mainly directed at undergraduate students. It focuses on the study of the impact of digital technologies on business strategies and market configurations. Internet-based systems offer new means to operate businesses and to compete in the global marketplace and it is important for future executives and entrepreneurs to understand the economic and managerial implications of these transformations. Students will gain a good understanding of why and how successful companies are taking advantage of e-business, as well as an understanding of the main challenges and risks associated with different e-business models and strategies in a fast changing technological and business environment.

The course is structured into four main sections:

1. Strategic, technological, and economic foundations of e-business
2. E-business and its configurations: B2C and B2B
3. E-business: strategic and organisational challenges
4. Implementation of e-business strategies'

Teaching: Teaching hours in the WT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Winter Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will complete a formative assessment where formative feedback will be provided.

Indicative reading: 1 Chaffey, D., *e-Business and e-Commerce Management*, (Fifth Edition) Harlow, England: Pearson Education, (2011)

2 Cordella, A. "Transaction Costs and Information Systems: Does IT Add Up?" *Journal of Information Technology* (2006) Vol. 21 (3), pp. 195-202

3 Davenport, T.H. (2019). *The state of AI in business* (introduction). Artificial Intelligence. Boston, Mass: Harvard Business Review Press.

4 Garicano, Luis & Kaplan, Steven N, 2001. "The Effects of Business-to-Business E-Commerce on Transaction Costs," *Journal of Industrial Economics*, Wiley Blackwell, vol. 49(4), pages 463-85,

December

5 Hope Koch and Ulrike Schultze. 2011. Stuck in the conflicted middle: a roletheoretic perspective on B2B e-marketplaces. *MIS Q.* 35, 1 (March 2011), 123-146.

6 Kauffman, Robert J.; Li, Ting; van Heck, Eric (2010) *Business Network-Based Value Creation in Electronic Commerce*.

International Journal of Electronic Commerce 15 (1) / Fall

7 Loebbecke, C. & Palmer, J.W. (2006) RFID in the fashion industry:

Kaufhof Department Stores AG and Gerry Weber International AG, fashion manufacturer. *MIS Quarterly Executive*, Vol.5, No.2, 69-79

8 Mahadevan, B. (2003) Making sense of emerging market structures in B2B, *California Management Review*, 46(1) 86-101.

9 Novak, J. & Schwabe, G. (2009). Designing for Reintermediation in the Brick-and-Mortar World: Towards the Travel Agency of the Future. *Electronic Markets*, 19, pp. 15-29

10 Picot, A., C. Bortenlanger, et al. (1997). "Organization of Electronic Markets: Contributions from the New Institutional Economics." *The Information Society: An International Journal* 13(1): 107-123.

11 Pramatar, K., Evgeniou, T. & Doukidis, G. (2009) Implementation of collaborative e-supply chain initiatives: an initial challenging and final success case from grocery retailing. *Journal of Information Technology*, 24, 269-281

12 Rigby, D. (2011) The future of shopping. *Harvard Business Review*, December, 65-76.

13 Shapiro, C. and H. R. Varian (1998). *Networks and Positive Feedback. Information Rules: A Strategic Guide to the Network Economy*. Harvard, MA, Harvard Business School Press.

14 Zott C., Amit R., Massa L. (2011). The business model: Recent developments and future research. *Journal of Management*, 37: 1019-1042

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Group project (30%) and class participation (20%) in the WT.

MG210 Half Unit Not available in 2024/25

Corporate Social Responsibility and International Labour Standards

This information is for the 2024/25 session.

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: Any social science background

Course content: Corporate Social Responsibility (CSR) is becoming an expected element of corporate strategy. This course critically evaluates CSR, focusing on firms' attempts to prevent labour standards violations in their supply chains. We begin by analysing the rise of CSR, setting it in the context of global value chains, international labour standards, and emerging private forms of regulation. We then analyse topics such as: the impact of CSR on corporate financial performance; whether CSR is an effective means of raising labour standards; theories of CSR; how to embed CSR within the firm and comparative CSR. The course includes plenty of examples of how large firms are dealing with the ethical challenges posed by global supply chains. The course is interdisciplinary, and students are encouraged to bring insights from their "home" discipline so that seminars become a mutual learning experience. The course will include one lecture from a CSR professional.

Teaching: Teaching hours in the WT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Winter Term, in

line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Kaplan, S. (2019) *The 360° Corporation: From Stakeholder Trade-offs to Transformation*. Stanford: Stanford University Press;

Kuruvilla, S. (2021) *Private Regulation of Labor Practices in Global Supply Chains: Problems, Progress and Prospects*, Ithaca and London: ILR Press;

Locke, R. (2013) *The Promise and Limits of Private Power: Promoting Labor Standards in a Global Economy*, Cambridge: Cambridge University Press.

Vogel, D. (2005) *The Market For Virtue: The Potential and Limits of Corporate Social Responsibility*, Washington D.C.: Brookings Institution Press.

Assessment: Exam (40%, duration: 1 hour and 15 minutes) in the spring exam period.

Essay (60%, 2000 words) in the ST.

MG212 Half Unit Marketing

This information is for the 2024/25 session.

Teacher responsible: Dr Heather Kappes MAR.6.21

Availability: This course is available on the BSc in Accounting and Finance, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped).

Course content: The course will introduce basic marketing concepts including customer behaviour; segmentation, targeting and positioning; product management and diffusion; pricing, placement and promotion; and marketing relationships.

Teaching: 20 hours of lectures and 10 hours of classes in the WT. Teaching hours in the WT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Winter Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Formative feedback will be provided on group presentations of a project that forms the basis for the individual submissions.

Indicative reading: Indicative readings:

Kotler, P. and Armstrong, G. (2010) *Principles of Marketing*, Pearson, New Jersey.

Kotler and Keller (2009) *Marketing Management*, Pearson PrenticeHall.

Lambin, J-J, Chumpitaz, R. and Schuiling, S. (2007) *Market Driven Management: Strategic and Operational Marketing*, Palgrave Macmillan.

Assessment: Report (85%) and class participation (15%) in the WT. Individual submission of a marketing report, informed by group work completed during the term.

MG213 Half Unit Information Systems

This information is for the 2024/25 session.

Teacher responsible: Prof Edgar Whitley (MAR.4.32)

Availability: This course is available on the BSc in Accounting and Finance, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Course content: The course will cover the role of data, information, knowledge and artificial intelligence within management; the evolution of digital management practices; digital business strategy; information systems development and organisational change; data privacy and security information systems outsourcing; and IT infrastructure including cloud computing, and digital platforms.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. Teaching hours in the AT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Autumn Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will present draft essay plans for peer review in the AT and have an opportunity for formative work on elements of the group project.

Indicative reading: Indicative readings:

Beynon-Davies, P. (2013). *Business Information Systems*, Palgrave, London.

Bharadwaj, A., El Sawy, O. A., Pavlou, P. A., and Venkatraman, N. (2013). *Digital Business Strategy: Toward a Next Generation of Insights*, MIS Quarterly 37(2), 471–482.

Galliers, R. and Leidner, D. (2009) *Strategic Information Management*. Routledge, London.

Laudon, K and Laudon, J (2013) *Management Information Systems*, Pearson, London.

Sarker, S., Chatterjee, S., Xiao, X., and Elbanna, A. (2019). *The Sociotechnical Axis of Cohesion for the IS Discipline: Its Historical Legacy and its Continued Relevance*, MIS Quarterly 43(3), 695–719.

Willcocks, L. P., Venters, W., and Whitley, E. A. (2014). *Moving to the Cloud Corporation: How to face the challenges and harness the potential of cloud computing*, Palgrave Basingstoke.

Assessment: Essay (50%) in the period between AT and WT.

Group project (40%) and reflective learning report (10%) in the AT.

The reflective learning report will be individual reflections on group working.

MG214 Half Unit Human Resource Management

This information is for the 2024/25 session.

Teacher responsible: Dr Jeffrey Thomas MAR.5.14

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: Students must have completed Organisational

Behaviour and Leadership (MG105) or equivalent.

Course content: This course is designed to provide insights into Human Resource Management, especially in a way that appeals to students of management who are quite international in their orientation. After setting the global scene of labour markets, Human Resources and organisational change in the twenty-first century, it then proceeds to look at the management of people in different national contexts. The focus then shifts down to the employment relationship – why firms hire workers and how they strategically manage them. Once workers are hired as employees, we begin to explore how the latter might be motivated and rewarded, and how the design of policies varies across organisations of different types. To help us with this, we usefully draw on key ideas and models from the field of organisational studies that are also a prelude to thinking through the implications for HRM in environments where innovation and technology are prone to rapid change. This then allows us to gain an overview of the potential contribution that HRM can make to the dynamic capabilities of firms generally.

Topic outline

1. Motivation and incentives (theories from Economics and Psychology)
2. The macro-context (enterprise governance, employer networks, skill and training, and employment relations)
3. Stakeholders in firms and employee management (Corporate Social Responsibility and HR)
4. Cross-cultural management of employees: the complexities and opportunities
5. Firm strategy and international HR alignment
6. Identification of talent gap and solutions (expatriation and repatriation)

7. Global Talent Management (selection, training and development, performance appraisal and management, compensation)
- 8.. Managing HR in cross-border alliances, in particular international Mergers and Acquisitions and Joint Ventures
9. Negotiations in relation to human resource management

Teaching: Teaching hours in the AT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Autumn Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: The formative assessment will help students to prepare for the summative assessment.

Indicative reading:

- Caligiuri, P. M. (2006). Chapter 9 Performance management in a cross-national context. In Bennett, W., Jr., Lance, C., & Woehr, D. (Eds.). *Performance measurement: Current perspectives and future challenges*. Mahwah, NJ: Erlbaum.
- Cappelli, P. (2015). Why We Hate HR and What HR Can Do About It. *Harvard Business Review*, July – August.
- Giangreco, A., Sebastiano, A., & Peccei, R. (2009). Trainees' reactions to training: an analysis of the factors affecting overall satisfaction with training. *The International Journal of Human Resource Management*, 20(1), 96-111.
- Randall S Schuler, Ibraiz Tarique, Susan E Jackson (2004), *Managing Human Resources in Cross-Border Alliances*, in (ed.) 3 (Advances in Mergers & Acquisitions, Volume 3), Emerald Group Publishing Limited, pp.103-129.
- Briscoe, D., Schuler, Randall S, & Tarique, Ibraiz. (2016). Chapter 6 International Employment Law, Labor Standards, and Ethics. In (Eds.) *International human resource management: Policies and practices for multinational enterprises* (5th ed.). New York, NY: Routledge.
- Brown, M. P., Sturnam, M. C., & Simmering, M. J. (2003). Compensation Policy and Organizational Performance: The Efficiency, Operational, and Financial Implications of Pay Levels and Pay Structure. *The Academy of Management Journal*, 46, 752-762.
- Lewicki, R.J., Barry, B. and Saunders, D.M.2010. *Negotiation*. New

York: McGraw-Hill.

- Chapter 1 – The Nature of Negotiation, pp. 1-31.

The course also draws on additional articles from a variety of international journals in the field e.g. *The International Journal of Human Resource Management*, *British Journal of Industrial Relations*, *Harvard Business Review*. Students will also analyse multiple cases from Insead and Harvard Business Publishing.

Assessment: Essay (50%) in the period between AT and WT.

Class participation (15%) and group presentation (35%) in the AT.

Participation Grade (15%), The participation grade is based on **presence and quality of participation** in classes and engagement with lecture material. Absence without reason in classes will influence the participation grade and lecture attendance is strongly encouraged as students are expected to demonstrate their engagement with lecture material during classes.

The Group project presentation (35%) will be group work.

Students will have the opportunity to form their own project groups within their allocated class, but the course teaching team will retain the right to make changes to group membership where necessary. Peer review will be conducted and will provide context for the marker of the group projects, while allowing students to develop the skills of peer review.

Individual Final Project: Multi-media Essay (50%) in the period between AT and WT. The essay will be a "multi-media" essay.

It requires a written text essay, complimented by another form of media: either a video, or an audio interview, or a graphic - illustrating the effects of HR theory and research on the practice of each students' target job after graduation.

MG228 Half Unit Not available in 2024/25 Managing the Stone-Age Brain

This information is for the 2024/25 session.

Teacher responsible: Dr Satoshi Kanazawa MAR.6.15

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

Course content: The course will introduce Management students to the new science of evolutionary psychology and explore the biological and evolutionary foundations of human behaviour. In the first few weeks, various critiques of and competing perspectives on evolutionary psychology, with regard especially to the relative importance of biological/evolutionary vs. social/cultural determinants of human behaviour and its sex differences will be discussed and debated. In later weeks, an evolutionary perspective will be applied to various topics in management such as organizational behaviour, occupational choice, productivity, and status hierarchy. The study of business and management is currently dominated by economic perspectives, supplemented by sociological and social psychological perspectives, in American business schools. The course will provide a necessary corrective to the dominance of economics perspectives in the study of business and management by providing biological and evolutionary perspectives and thereby throwing a new light on the old problems (and finding potential solutions for them) in organizations and organizational behaviour. The course will provide evolutionary and biological perspectives on management and organizational behaviour. It will introduce the students to the following topics: Principles of evolution; Principles of evolutionary psychology; Sex differences in preferences, values, cognition, emotions, and behaviour; Physical attractiveness; General intelligence; Evolutionary constraints on human behaviour and their relevance to organizational behaviour.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures in the ST.

Teaching hours in the WT will be commensurate with a usual Half

unit undergraduate course. This course includes a reading week in Week 6 of Winter Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Each student will give a class presentation on the week's readings and their presentation will be evaluated by the course instructor and the feedback will be given to the student within one week.

Indicative reading: Buller, David J. 2005. *Adapting Minds: Evolutionary Psychology and the Persistent Quest for Human Nature*. Cambridge: MIT Press. [The most comprehensive book-length critique of modern evolutionary psychology to date] Saad, Gad. (Editor.) 2011. *Evolutionary Psychology in the Business Sciences*. New York: Springer.

Nicholson, Nigel. 2000. *Managing the Human Animal*. New York: Thompson Texere.

Miller, Geoffrey. 2009. *Spent: Sex, Evolution, and Consumer Behavior*. New York: Viking.

Miller, Alan S. and Satoshi Kanazawa. 2007. *Why Beautiful People Have More Daughters*. New York: Penguin.

Kanazawa, Satoshi. 2012. *The Intelligence Paradox: Why the Intelligent Choice Isn't Always the Smart One*. New York: Wiley.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG301

Strategy

This information is for the 2024/25 session.

Teacher responsible: Prof Ricardo Alonso MAR.6.30

Availability: This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: Students should have completed (i) Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1/EC1A3) in combination with Macroeconomics I (EC1B1/EC1B3), (ii) Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent, and (iii) Economics for Management (MG207) or Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1 and EC2A3).

Course content: The first half of the course studies how firms compete with each other. More specifically, we will study strategic situations (competition and rivalry, competitive advantage (sources and sustainability), entry and entry deterrence, product differentiation, the role of information in markets, etc.) and formulate decision models of these situations. While the modelling and predictions are based on game theory, we will contrast our findings to real life games according to the growing empirical evidence.

The second half of the course studies how firms organize and the challenges they face in doing so. More specifically, we study the way managers interact with the different constituencies inside the firm- workers, board members, and other managers- and how those interactions shape the actual design of organizations. It presents, again with a heavy emphasis on the evidence, how the need to motivate organizational members and to coordinate their actions shape the provision of incentives, the allocation of authority, the ownership structure, acquisition and diffusion of knowledge, and patterns of communication.

Beyond the emphasis on the content of the course, the course also aims to be a course where students learn to think critically

and analytically. Students will learn to identify trade-offs in how firms behave and the way they organize themselves, and critically evaluate the sources of those trade-offs by appealing to simple models of individual behaviors. Students will learn to read the primary literature, discuss papers in class, interpret the evidence etc. Students will learn to ask questions such as: What is the evidence? What evidence would convince me of the opposite hypothesis?

Teaching: Teaching hours will be commensurate with a usual full unit undergraduate course.

This course includes a reading week in Week 6 of each term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Formative work such as mock exam questions and self-assessment will be set.

Indicative reading: The basic readings for the course will be the lecture notes written by Dr. Alonso. These lecture notes can be complemented with the following additional readings:

- Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff
- The Art of Strategy, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff.
- Games of Strategy (WW Norton, 3rd edition, 2009) by Avinash Dixit, Susan Skeath and David Reiley.
- Economics of Strategy (5th Edition) David Besanko, David Dranove, Mark Shanley, Scott Schaefer. (2009)
- An Introduction to Game Theory (Oxford, 2003) by Martin J. Osborne
- Strategic Management, Garth Saloner, Andrea Shepard and Joel Podolny, Wiley, 2000
- The Modern Firm: Organizational Design for Performance and Growth, John Roberts 2007.
- Build, Borrow, or Buy: Solving the Growth Dilemma (Harvard Business Press 2012) Laurence Capron and Will Mitchell

Assessment: Exam (70%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Continuous assessment (30%) in the AT and WT.

Two in-lecture multiple choice quizzes (week 10 of the AT and week 8 of the WT). For the continuous assessment, students are required to attempt both in-lesson assessments.

Students who attempt less than two in-lecture assessments will receive a mark of 0 for the missed assessment and will receive an overall average mark based on their score in the attempted assessment and a zero for the missed assessment. Students who fail to attempt any in-lecture assessments (0 out of 2), will be awarded a Zero Incomplete for the whole course and cannot be awarded the degree until they submit the work at resit.

MG302 Half Unit

Topics in Management Research

This information is for the 2024/25 session.

Teacher responsible: Prof Diane Reyniers MAR.6.07

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: Third year only.

Course content: This course addresses various interesting topics which will be used to encourage creative and logical thinking, structuring of clear arguments and critical assessment of

evidence. The focus is on discussion and interpretation of findings rather than statistical or econometric techniques.

The intellectual backbone of the course is applied and empirical economics (including behavioural economics) and finance but, wherever appropriate contributions from the psychology, sociology and management literature will be discussed. We will mainly deal with issues which are amenable to rigorous empirical investigation. The course is designed around a set of empirical research papers. Examples of questions considered are whether pain killers are more effective when they are expensive, whether creative people cheat more, whether people overvalue their own ideas. The main objective of the course is to enable students to comprehend and critically assess the management literature, to evaluate statements in terms of evidence and to detect false reasoning or logic. Students will gain confidence in expressing their own ideas.

Topics vary each year (based on student feedback), but examples are self-stereotyping, negotiation and gender, grit, wages in finance, optimism and entrepreneurship.

Please watch the following video to find out more about this course:

<https://echo360.org.uk/media/b724a1cb-48eb-4198-abdb-786be177f6fd/public>

Teaching: 10 hours of lectures and 10 hours of classes in the AT. Teaching hours in the AT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Autumn Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: A take-home mock exam paper.

Indicative reading: A reading list will be available on Moodle.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

MG303 Half Unit

International Business Strategy and Emerging Markets

This information is for the 2024/25 session.

Teacher responsible: Dr Christine Cote MAR.5.25

Availability: This course is available on the BSc in Accounting and Finance, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

This course is not available to students with timetable clashes due to Harvard style of teaching.

Pre-requisites: All students, including BSc Management students, must be in their 3rd year and should have taken Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A3) in combination with Macroeconomics I (EC1B3), or equivalent. This course cannot be taken with MG307 International Context of Management.

Course content: This course analyses the emergence of firms which operate on a global scale and their current and likely future interactions with emerging markets. It will combine the development of conceptual frameworks primarily through the lectures with the analysis of key cases in the classes.

Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment.

In the past few decades their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The "new institutional economics" has recently developed as a field to understand the impact of variation in institutions on economies' performance.

This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concepts such as the resource based view. We will provide an analysis of economic performance and growth in emerging markets building on the new institutional economics and working with a large variety of datasets and sources. The course will then turn to key topics. These will include the interaction between international trade and investment in the internationalisation choices of MNEs; the emergence of global supply chains; the determinants of FDI; the effects of FDI on the host economy; entry mode choices; measures of institutional and cultural distance; and the growing importance of multinationals from emerging markets.

Students will work with case material as well as the required reading, and the group project will comprise a case write up, which will be presented prior to submission in class for comment and discussion.

Teaching: 30 hours of lectures in the WT.

This course includes a reading week in Week 6 of Winter Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will undertake a formative essay (1500 words) for which feedback will be provided in preparation for the final summative coursework.

Indicative reading:

- Côté, C., Estrin, S. & Shapiro, D. Expanding the international trade and investment policy agenda: The role of cities and services. *J Int Bus Policy* (2020). <https://doi.org/10.1057/s42214-020-00053-x>
- Zhan, James X. GVC transformation and a new investment landscape in the 2020s: Driving forces, directions, and a forward-looking research and policy agenda. *Journal of International Business Policy* (2021) 4, 206–220
- Dunning, John (1979). "Toward an Eclectic Theory of International Production: Some Empirical Tests". *Journal of International Business Studies*. 11 (1): 9–31.
- R. Caves, *Multinational Enterprise and Economic Analysis*, 2nd Edition, Cambridge University Press 1996;
- P. Ghenawat, *Redefining Global Strategy*, Harvard Business School Press, 2007;
- J. Williamson, *The New Institutional Economics*, *Journal of Economic Literature*, 2000;
- Estrin et. al., *Entry Mode in Emerging Markets*, *Strategic Management Journal*, 2009;
- T. Khanna and K Palepu, *The Future of Business Groups in Emerging Markets*, *Academy of Management Journal* 2004

Assessment: Essay (50%) in the ST.

Project (40%) and class participation (10%) in the WT.

WT group project will be a case based project which will consist of a group presentation.

MG305 Half Unit

Innovation and Technology Management

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Liebenau MAR.5.30

Availability: This course is available on the BSc in Accounting and Finance, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Course content: The focus of this course is on how innovative technologies are managed and their consequences. It includes technological innovation in areas such as telecoms, hi tech industries, pharmaceuticals, biotechnology, space technology, financial technologies. Aspects covered are how new industries are created, how existing industries can be transformed by new technologies, linkages between technological development and the creation of wealth, and implementation success and failure of technological systems. Topics include: technology and entrepreneurship, technology strategy, R&D management, patents and intellectual property, disruptive, radical and incremental innovation, technology policy. Economic, systems, managerial and sociological approaches will be compared using a variety of case studies.

Teaching: Teaching hours in the AT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Autumn Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Classes are based around reading and discussing selected journal articles and case studies from the course study pack on Moodle. Formative feedback is provided on class participation.

In addition, students will present an essay plan in preparation for the final case-based essay, on which formative feedback will be provided.

Indicative reading: J Howells, *The Management of Innovation and Technology*, Sage, 2005;

J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), *The Oxford handbook of innovation* (Series Oxford Handbooks in Business and Management), Oxford University Press, 2006;

D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998;

M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995;

M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999;

H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998;

D Mowery & N Rosenberg, *Paths of Innovation: technological change in 20th century America*, Cambridge University Press, 1998;

J McLaughlin, P Rosen, D Skinner & A Webster, *Valuing Technology: organisations, culture and change*, Routledge, London and New York, 1999;

Assessment: Essay (90%, 5000 words) in January.

In-class assessment (10%) in the AT.

Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with MG303 International Business Strategy and Emerging Markets.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: This course cannot be taken with MG303 International Business Strategy and Emerging Markets.

Course content: The course aims to apply social science theory to the analysis of the conduct and management of transnational activities; to critically appraise concepts such as globalisation, regionalisation, national competitiveness, transnationality of firms, etc. in the context of international management structures and processes; to delineate the international political, economic, social and legal structures and environments within which the activity of management takes place. The topics to be covered will include: the nature of the contemporary global political economy; the globalisation of business, finance and trade in goods and services; Global competition; the transnational corporation in the global economy; the tension between globalisation and regionalisation; the international trading order; the international monetary regime; the impact of culture on global business; the changing position of the state in the global economy; the new diplomacy of states and firms.

Teaching: Teaching hours in the AT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Autumn Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students are expected to produce one piece of written work and do the weekly class exercises.

Indicative reading: M. Peng & K. Meyer, *International Business* (4th edn), Cengage (2023);

R.W. Griffin & M.W. Pustay, *International Business: A Managerial Perspective* (9th edn), Pearson (2019);

O. Shenkar, Y. Luo & T. Chi, *International Business* (4th edn), Routledge (2021)

Assessment: Essay (100%, 3000 words) in the WT.

MG308 Half Unit

Simulations for Managerial Decisions

This information is for the 2024/25 session.

Teacher responsible: Dr Nayat Horozoglu

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Pre-requisites: ST107 Quantitative Methods (Statistics) or equivalent. A core understanding of and practical experience with Microsoft Excel are required.

Course content: This course introduces students to concepts, techniques and applied aspects of the development and analysis of simulation models. Students will not only gain insights into simulation modelling, which is a widely used technique in real-life decision-making, but also develop valuable graduate skills such as communicating complex technical information to expert and non-expert audiences.

The course covers two main approaches for modelling problems bound by uncertainty (stochastic behaviour): Monte Carlo Simulations and Discrete Event Simulations. Topics of the course

MG307 Half Unit

International Context of Management

This information is for the 2024/25 session.

Teacher responsible: Mr Nilesh Dattani MAR.6.14

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full

include structuring managerial problems for simulations, building and running simulation models using specialist software, and decision-making using simulation outputs.

Teaching: Teaching hours in the WT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of the Winter Term, in line with Departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: One formative assessment will be set in WT.

Indicative reading: The extensive lecture notes provided are the essential reading for this course. These lecture notes can be complemented with the following background readings:

- Banks, J., Carson, J., Nelson, B., & Nicol, D. (2013). Discrete-event system simulation. Harlow: Pearson Education.
- Rees, M. (2015). Business risk and simulation modelling in practice: Using Excel, VBA and @RISK. New York: John Wiley & Sons.
- Robinson, S. (2014). Simulation: The practice of model development and use (2nd ed.). London: Bloomsbury Publishing.
- Ross, S. M. (2012). Simulation (5th ed.). San Diego: Elsevier Science & Technology.

Assessment: Project (100%) in the ST.

MG310 Half Unit Not available in 2024/25

Strategic Decision Making

This information is for the 2024/25 session.

Teacher responsible: Dr Valentina Ferretti

Availability: This course is available on the BSc in Management, BSc in Psychological and Behavioural Science, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: Elementary statistical and mathematical concepts, as well as a true curiosity towards the fascinating field of decision making and a strong interest in rebooting your analytical “decision-ware”.

As this course embraces the two key stages of the decision making process, i.e. the initial divergent and creative stage and the subsequent convergent and analytical one, please, note that it is important to feel comfortable with interdisciplinary research, as well as with the use and discussion of both qualitative and quantitative strategies for successful decisions. Group work will also be a key component of the course.

Course content: This course is about making successful strategic decisions and building decision resilience during challenging times, in both the professional domain and the personal one. In this era of unprecedented uncertainty, learning how to make decisions against the backdrop of external factors that we cannot control or predict represents a fundamental skill for any sector of society and business. Knowledge of what it takes to develop a good decision making process is thus an invaluable part of everyone's toolbox, particularly for rising stars who will be in positions of leadership in the future. This course introduces students to the key concept of decision quality and to cutting edge strategies and tools to integrate data and judgments and develop winning strategies. This course's lectures will entail a deep dive into the progressive stages of a strategic decision making process, with interactive experiments and puzzles to develop bias awareness and decision analysis expertise. Seminars will consist of interactive sessions, enabling you to master an actionable decision framework and

become confident decision analysts. The learning outcomes of this course are twofold. First, to discover the key decision traps when framing, structuring and modelling decisions and why they are dangerous. Second, to understand and master cutting edge, replicable and versatile solutions for framing, structuring, modelling and communicating better decisions.

Teaching: Teaching hours will be commensurate with a usual Half Unit undergraduate course but note that teaching may take a different format and/or structure in 2021/22.

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Two formative assignments:

1. Group project plan presentation (i.e. the selected decision context, due in week 7)
2. Group project pitch of the key decision analysis' impacts observed as a result of the strategic decision making process developed as a group across classes 2, 3, 4, and 6. Students will present and discuss the key impacts of their decision making process (e.g. discovery of new objectives that were not in their original mental models, recommendation of a different solution to the decision as a result of the used elicitation protocols, etc.) and receive real time feedback, from both their peers and the lecturer. Feedback will be provided following specific criteria (i.e. the same criteria that will be used to evaluate the individual technical account of the group project's impacts that is summative assignment n.2) and by completing a set of both descriptive and evaluative tasks (e.g. indicating the strongest part of the presentation, as well as parts that need revision, etc.).

The above two formative assignments have been designed to prepare the students for the following two summative works: (i) the group project presentation of the chosen decision making problem/opportunity and (ii) the individual technical account of one key impact observed in the group project.

The topic of the group project (i.e. a decision making problem or opportunity to be modelled and analysed by means of Multicriteria Analysis) can be a personal decision (e.g. which job offer to accept when confronted with multiple ones, which master to apply for, etc.) or a real world case (e.g. how to reduce plastic consumption in the LSE new coffee place). Students will have to collect data, develop and apply a quantitative model, interpret the results and refer to the key scientific literature for the main steps in the development of the model. Students are allowed to work in groups of maximum 4/5 people. This summative assignment will help students develop their strategic problem solving skills by demonstrating their ability to apply both qualitative and quantitative tools to frame, structure and model a decision, interpret its results, and develop sound recommendations.

In the individual technical account of the group project's impacts (max 1500 words), students will have to report on the developed process by focusing on the observed key impacts of the used tools. This second summative assignment will help students develop their critical thinking skills.

Indicative reading: Belton, V. and Stewart, T. (2002) Multiple Criteria Decision Analysis. London, Kluwer.

Keeney, R.L. (1992) Value-Focused Thinking: A Path to Creative Decision-making. Cambridge: Harvard Univ. Press. HD30.23 K21 (Course Collection).

G.S. Parnell et al. (2013) Handbook of Decision Analysis. Hoboken, Wiley.

Spetzler C., Winter H., Meyer J. 2016. Decision quality: value creation from better business decisions. Wiley.

Assessment: Group project (50%) in the WT Week 11.

Technical report (50%) in the ST Week 1.

The individual technical report (1500 words maximum) will provide an explanation and insightful discussion of one key impact observed in the developed group decision making process.

MG311 Half Unit**Foundations of Behavioural Decision Science****This information is for the 2024/25 session.****Teacher responsible:** Dr Luc Schneider**Availability:** This course is available on the BSc in Management, BSc in Psychological and Behavioural Science, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: It is an advantage to have taken an introductory social science course in one of these fields: economics, management, psychology or sociology.

It is important to be comfortable with multi-disciplinary research and group work.

Note that the groupwork in this course will require you to meet with your groupmates for several hours every week, outside of class. You will NOT be able to split the work between groupmates to work on it by yourself, so flexibility of schedule and a strong commitment to the group project is required.

Course content: This course introduces students to the foundations of Behavioural Decision Science: the science that explains and predicts how humans make decisions (the decision 'process') and how well (the decision 'outcome'). The course will explore the different stages of the decision-making process identifying factors important in understanding our decision making. Students will be introduced to the way in which we make judgements, understand the rich and diverse influences of risk, uncertainty and affect (emotions), and investigate strategies for decision making. Throughout the course, students will be introduced to many cognitive biases and aspects of context which influence how/what judgements and decisions we make. In the final portion of the course, students will get the opportunity to see examples of how information/choice designers are seeking to help or influence decision makers or teach skills to help the public or professionals to make better decisions themselves. Many of these concepts and techniques can, and have been applied across personal, professional and policy situations – and the course will provide opportunities to learn about and discuss such applications. Importantly, across both parts of the course, discussion of core concepts and examples will be woven together with new advances and applications in the field, particularly those within the course leader's field of expertise.

The course is entirely seminar-based and will combine within the sessions - traditional lecture-style teaching of concepts with hands-on demonstrations of the concepts in action, and in-depth class discussions of the week's material. Examples used within the sessions will be drawn from across a range of different domains which could include managerial, policy, health, emergency response, law, consumer, and even personal domains. From week 4 onwards, seminars will be dedicated to an intense, immersive group project, in which students will aid one of their peers with a real, high-stakes decision. This group project will provide students with the practical experience to implement the concepts and frameworks from the course in their own personal and professional strategic decisions beyond the course.

By the end of this course, students will have an understanding of the key concepts in Behavioural Decision Science, be able to evaluate the strengths and weaknesses of human decision making, and be able to recognise and adapt different techniques to improve decision making. The summative will provide an opportunity to show the skills and knowledge you have learnt throughout the course and consists of two parts which are described below.

Teaching: Teaching hours in the WT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6, in line with departmental policy.

*In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.***Formative coursework:** 1. Thought piece (Week 4): Students will write a short thought piece (500 words) on a topic of their choice from weeks 1 to 3, placing it in a context that goes beyond the content covered in lectures. This exercise may later be used as the basis for the summative essay.

2. Review of anonymous essays (Week 11): Students will play the role of the "examiner" and using anonymous examples of summative assessments (submitted by students from a previous year) explore the different evaluation criteria which are used in this course. This exercise will help you improve your summative assessment.

Indicative reading:

- Bazerman, M. (2017) Judgment in Managerial Decision Making. New York: Wiley. 8th edition;
- Hastie, R., and Dawes, R.M. (2001). Rational Choice in an Uncertain World. Sage Publications, Thousand Oaks;
- Kahneman, D. (2011) Thinking Fast and Slow. London: Allen Lane;
- Russo, J. E. & Schoemaker, P. J. H. (2002) Winning decisions: How to make the right decision the first time, Piatkus Publ. Limited.

Assessment: Coursework (55%, 2000 words) in the ST.

Group presentation (30%) in the WT Week 10.

Class participation (15%) in the WT.

Presentation: Starting in week 4, as a group, you will be analysing a real decision by one of your group members and apply the practical insights from the course to improve this decision. Each week, you will work on a different step of the Decision-Making process, and you will fill in a Decision Canvas (template will be provided). You will then present your work in week 10. For this part of the summative, you will be marked on the delivery of your presentation, as well as on the content of the slides that you will have submitted on Moodle prior to your presentation. This part of the summative will count for 30% of your grade. For this, you will not need to provide academic references.

Coursework (due beginning of ST): The summative assessment will be an in-depth Scholarly Essay (no more than 2000 words). You will choose a topic from within MG311, which you as a developing scholar has found interesting or important and write your in-depth essay on it. This essay should be done in a scholarly and rigorous manner making reference to behavioural literature, theories, and concepts. The essay will count for 70% of your grade. You will be required to provide full essay-style referencing.

MG312 Half Unit Not available in 2024/25
Science of People in Workplaces**This information is for the 2024/25 session.****Teacher responsible:** Dr Xiaoran Hu**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Course content: Is conflict always detrimental to team and organizational performance? Can subtle changes in resume or job advertisement wording influence hiring outcomes? Does the type of food people consume shape different cultures? Science of People in Organizations aims to help students gain a science-based understanding of some of the most intriguing phenomena in the workplace and society. This course is designed to help students develop analytical skills that are crucial for both academic and industry careers. Students who are interested in

understanding the Asian business environment are especially encouraged to take this course. It will draw upon scientific research from various disciplines, including psychology, sociology, history, and anthropology, to critically examine topics such as creativity and innovation, emotions at work, leadership, cross-cultural differences, and management in an Asian context

Teaching: Teaching hours will be commensurate with a usual Half Unit undergraduate course but note that teaching may take a different format and/or structure in 2023/24

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 2 pieces of coursework (1 mini report and 1 presentation)

Indicative reading: The course relies heavily on journal articles (for example, Academy of Management Journal, Organization Science, Journal of Applied Psychology, and Harvard Business Review). An extensive reading list is provided at the start of the course. Indicative readings include:

- Ashforth, B. E., & Humphrey, R. H. 1993. Emotional Labor in Service Roles: The Influence of Identity. *Academy of Management Review*, 18(1): 88–115.
- Bendersky, C., & Hays, N. A. 2011. Status Conflict in Groups. *Organization Science*, 23(2): 323–340.
- Bitterly, T. B., Brooks, A. W., & Schweitzer, M. E. 2017. Risky business: When humor increases and decreases status. *Journal of Personality and Social Psychology*, 112(3): 431.
- Greer, L. L., & Chu, C. 2020. Power struggles: When and why the benefits of power for individuals paradoxically harm groups. *Current Opinion in Psychology*, 33: 162–166.
- Kakkar, H., & Sivanathan, N. 2017. When the appeal of a dominant leader is greater than a prestige leader. *Proceedings of the National Academy of Sciences*, 201617711.
- Parke, M. R., Seo, M.-G., Hu, X., & Jin, S. 2021. The Creative and Cross-Functional Benefits of Wearing Hearts on Sleeves: Authentic Affect Climate, Information Elaboration, and Team Creativity. *Organization Science*.
- Shin, J., & Grant, A. M. 2021. When Putting Work Off Pays Off: The Curvilinear Relationship between Procrastination and Creativity. *Academy of Management Journal*, 64(3): 772–798.
- Wang, L., Restubog, S. L. D., Shao, B., Lu, V., & van Kleef, G. A. 2017. DOES ANGER EXPRESSION HELP OR HARM LEADER EFFECTIVENESS? THE ROLE OF COMPETENCE-BASED VERSUS INTEGRITY-BASED VIOLATIONS AND ABUSIVE SUPERVISION. *Academy of Management Journal*.

Assessment: Project (100%) in the WT.

Assessment is based on a 3,000 word project which will be due at the beginning of WT and will account for 100% of the final grade in this course.

MG316 Half Unit

Brand Strategy

This information is for the 2024/25 session.

Teacher responsible: Mr Guido Van Garderen

Availability: This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not available for postgraduates.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Course content: Steven Forbes, founder of Forbes magazine, once stated "Your brand is the single most important investment

you can make in your business" as it persuades customers to pay more, purchase more frequently, and retains their loyalty. In short, strong brands influence the behavior of customers, which subsequently drives business results. In this course you will learn how to evaluate a brand strategy and how to use defined models and analytical tools to improve upon it. It covers the complete process, from consumer research, competitor analysis and positioning, to bringing the brand to life through design and activations. The course is based on the latest academic insights and infused with examples from our daily lives. It will help you prepare for a future as a marketeer, brand strategist or entrepreneur.

Teaching: Teaching hours in the WT will be commensurate with a usual Half Unit undergraduate course.

This course includes a reading week in Week 6 of Winter Term, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will work during class in groups, where they will do exercises and receive immediate feedback. The groups will use the same exercises to create their final group project. Detailed guidelines on the group project will be provided in the course syllabus and sample projects will be available.

Indicative reading:

- David A. Aaker (1996) *Building strong brands*. New York: The Free Press.
- Byron Sharp (2010) *How brands grow - what marketers don't know*. Melbourne: Oxford University Press.
- Youngme Moon (2010) *Different, Escaping the Competitive herd*. New York: Crown Business, Random House.
- Kevin Lane Keller, Brian Sternthal and Alice Tybout (2002) Three questions you need to ask about your brand, *Harvard Business Review*, volume 80, issue 9, page 80-86.
- March Chong (2007) The role of internal training and communication in infusing corporate values and delivering brand promise: Singapore Airlines' Experience, *Corporate Reputation Review*, Volume 10, Number 3, page 201-211.
- David A. Aaker and Erich Joachimsthaler (2000) The Brand Relationship Spectrum – The Key to the Brand Architecture Challenge, *California Management Review*, Volume 42, Number 4, pages 8-23.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Project (40%) and class participation (10%) in the WT.

The Group Project will be completed during the course in groups.

MG317 Half Unit

Leading Organisational Change

This information is for the 2024/25 session.

Teacher responsible: Dr Dorottya Sallai MAR.4.10

Availability: This course is available on the BSc in Management.

This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Exceptional permission cannot be granted to take this course where it clashes with another course.

This course has a limited number of places (it is capped). The lectures for this course are not open for students to audit due to space restrictions.

Pre-requisites: Organisational Behaviour and Leadership (MG105) or equivalent.

Course content: Businesses operate in an increasingly complex environment, where change is a constant feature of business life. The impact of not managing change effectively can be devastating for small and large businesses alike. Getting people to change even when it is in their best interest is the most difficult task faced by today's leaders. Yet, successful change can be achieved at

the individual, team and organisational levels through the use of several practical tools and skills. The course gives students an understanding of organisational change as a multifaceted phenomenon and equips them with skills to adopt a reflective, multi-dimensional approach when managing change in their future careers.

Topics addressed in the course will include:

- Identifying the need for change and diagnosing what to change
- Understanding organisational change strategies
- Managing internal power, stakeholders and politics
- Leadership in change
- Culture and mergers in change projects
- Resistance to change
- Fairness and change
- Communication and change
- Sustaining change and learning

Teaching: Teaching hours in the WT will be commensurate with a usual half-unit undergraduate course.

This course includes a reading week in Week 6, in line with Departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to complete one quiz and one mock case analysis (1000 words) in the WT

Indicative reading:

- ISE Managing Organizational Change: A Multiple Perspectives Approach 4th Edition, By Ian Palmer, Richard Dunford, David A. Buchanan, 2022 | Published: January 11, 2021
- The Theory and Practice of Change Management (5th Edition), John Hayes, Publisher: Red Globe Press, 2021
- Amis, J.M. & Greenwood, R., 2021. Organisational Change in a (Post-) Pandemic World: Rediscovering Interests and Values. *Journal of management studies*, 58(2), pp.582–586.
- Amis, J.M. & Janz, B.D., 2020. Leading Change in Response to COVID-19. *The Journal of applied behavioral science*, 56(3), pp.272–278.

Assessment: Exercise (10%), case analysis (80%) and class participation (10%) in the WT. Students will write a 2000-word case analysis of an unseen case. The readings, case studies, lectures, and classes will prepare you for the case analysis. It helps to summarise each reading, highlighting the most important concepts as we progress with the term.

The participation grade is based on **presence and participation** in classes. Absence without reason in classes will influence the participation grade and lecture attendance is strongly encouraged as students are expected to demonstrate their engagement with lecture material during classes.

Exercise: Students are expected to complete the simulation game during the term.

All summative grades are based on individual work, no group grades are given on this course.

MG318 Half Unit

Social Enterprise Design Fundamentals

This information is for the 2024/25 session.

Teacher responsible: Dr Nadia Millington MAR.5.37

Guest lecturers / external team mentors

Availability: This course is available on the BSc in Management. This course is not available as an outside option nor to General Course students.

This course has a limited number of places (it is capped). This course is not available to students with timetable clashes due to Harvard style of teaching

Course content: The lecture weeks (5 weeks)

During the foundational element, students will be provided with a theoretical overview of this young field, including but not limited to:

- (1) Introduction to social enterprise- definitions / taxonomies of social innovation/business models for social innovation
- (2) Solving social problems- human centered vs problem centric vs opportunity centric approaches
- (3) Theory of change
- (4) Designing social business models & social Innovation
- (5) Social impact measurement

Throughout the course, examples are given of real social enterprises in order to give practical insight to complement the theory and cases studies where applicable will be utilised.

The Interactive Lecture weeks (5 weeks)

During the interactive lecture weeks, students will be provided with a short lecture followed by interactive exercises that help them to develop the initial stages of a social enterprise solution based and then will develop a draft business model and conduct some minimum viable product testing to check the validity of their recommendations. An advantage of the course for students will be an opportunity to discover lean and human centred design principles as an approach to problem solving that spans many social disciplines and is being used by social scientists, creative designers and world class entrepreneurs

Ethical limitations:

Students will be encouraged to engage in developing solutions to problems without complex ethical considerations as there is insufficient time for the students to get approval for these projects from the Ethics Committee before the term concludes. More specifically students will be steered away from working with:

- (i) Minors
- (ii) Vulnerable populations such as refugees / homeless without a third party (the logic is that an established third party can provide the structure for students to approach these populations in a safe way)
- (iii) Any domestic violence related initiative
- (iv) Other such initiatives that would mean that the team cannot self-certify its project

Further students will be advised of LSE's ethical standards to ensure that they comply with them fully in the execution of their projects.

Teaching: 20 hours of lectures and 1 hour of help sessions in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading:

- Dees, J.G. (1998a), The Meaning of Social Entrepreneurship, Stanford University: Center for Social Innovation, Graduate School of Business, Kauffman Center for Entrepreneurial Leadership, Ewin Marion Kauffman Foundation, available at https://centers.fuqua.duke.edu/case/wp-content/uploads/sites/7/2015/03/Article_Deas_MeaningofSocialEntrepreneurship_2001.pdf
- Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of Business Venturing*, 24(5), 519–532.
- Battilana, J., & Lee, M. (2014). Advancing Research on Hybrid Organizing - Insights from the Study of Social Enterprises. *Academy of Management Annals*, 8(1), 397–441. <https://doi.org/10.1080/19416520.2014.893615>
- Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building social business models: Lessons from the Grameen experience. *Long Range Planning*, 43(2–3), 308–325
- Guclu, A., Dees, J., and Battle Anderson, B. (2002), 'The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit', Duke Fuqua School Duke University: Center for the Advancement of Social Entrepreneurship https://pdfs.semanticscholar.org/0c2b/ef26f70f2601d32baea6a38be38b19bcb98f.pdf?_ga=2.259436163.860888573.1576600015-242801340.1574790274

- Giacomini Joseph (2014) What is Human Centred Design? The Design Journal. Vol 17(4) pp 606-623

Assessment: Essay (50%, 1400 words) and group presentation (50%) in the WT.

MY360 Half Unit

Quantitative Text Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Friedrich Geiecke

Availability: This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Knowledge of statistics and probability to the level of ST107 or equivalent.

Course content: The course surveys methods for systematically extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, classification methods, and state-of-the-art scaling methods. It continues with probabilistic topic models, word embeddings, and concludes with an outlook on current neural network based models for texts. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. A common focus across methods is that they can be reduced to a three-step process: first, identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts. Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.

Teaching: A combination of classes and lectures totalling a minimum of 30 hours across Winter Term. This course has a Reading Week in Week 6 of WT.

Formative coursework: One problem set in WT.

Indicative reading: quanteda: An R package for quantitative text analysis. <http://kbenoit.github.io/quanteda/>
 Benoit, Kenneth. 2020. "Text as Data: An Overview." In Curini, Luigi and Robert Franzese, eds. Handbook of Research Methods in Political Science and International Relations. Thousand Oaks: Sage. pp461-497.
 Grimmer, Justin and Brandon M. Stewart. 2013. "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts." Political Analysis 21(3):267-297.
 Loughran, Tim and Bill McDonald. 2011. "When Is a Liability Not a Liability? Textual Analysis, Dictionaries, and 10-Ks." The Journal of Finance 66(1, February): 35-65.
 Evans, Michael, Wayne McIntosh, Jimmy Lin and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." Journal of Empirical Legal Studies 4(4, December):1007-1039.
Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY361 Half Unit

Social Network Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Milena Tsvetkova

Availability: This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: None, although prior knowledge of statistics, including logistic regression, and/or some background in social theory, is desirable.

Course content: This course focuses on data about connections, forming structures known as networks. Networks and network data describe an increasingly vast part of the modern world, through connections on social media, communications, financial transactions, and other ties. This course covers the fundamentals of network structures, network data structures, and the analysis and presentation of network data. Students will work directly with network data, and structure and analyse these data using the R statistical programming language.

Social networks have always been at the centre of human interaction, but especially with the explosive growth of the internet, network analysis has become increasingly central to all branches of the social sciences. How do people influence each other, bargain with each other, exchange information (or germs), or interact online? A diverse array of deep questions about human behaviour can only be answered by examining the social networks encompassing and shifting around us. Network analysis has emerged as a cross-disciplinary science in its own right, and has in fact proven to be of even greater generality and broader applicability than just the social, extending to ecology, physics, genetics, computer science, and other domains.

This course will develop the theory and methodological tools needed to model and predict social networks and use them in social sciences as diverse as sociology, political science, economics, health, psychology, history, or business. The core of the course will comprise the essential tools of network analysis, from centrality, homophily, and community detection, to random graphs, network formation, and information flow. The course will also provide an introduction to network modelling, analysis and visualisation using R (a statistical programming language).

Teaching: A combination of classes and lectures totalling 30 hours across Winter Term. This course has a Reading Week in Week 6 of WT.

Formative coursework: Students will be expected to submit one formative problem set that builds on what was covered in the staff-led lab sessions, to be completed by the student outside of class. Example answers and written feedback will be given.

Student groups will give an oral presentation of their plan for their group project in the final seminar of the term, for which they will receive peer feedback and verbal feedback from staff.

Indicative reading:

- Newman, M.E.J. (2010). Networks: An introduction. Oxford, UK: Oxford University Press.
- Scott, J. (2017). Social Network Analysis. Los Angeles: SAGE. 4th edition.
- Easley, D., and Kleinberg, J. (2010). Networks, Crowds, and Markets: Reasoning about a highly connected world. New York: Cambridge University Press.

Assessment: Project (20%) and group project (20%) in the ST. Problem sets (60%) in the WT.

Three summative problem sets will be marked in the WT. These will constitute 60% of the final overall mark. The group project will be a structured, independent exploration of a social network dataset written up as a report. 20% of the final overall mark will be based on the subsection of the group report written by the student, and 20% of the final overall mark will be based on the collectively written sections of the group report.

PB100

Foundations of Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Prof Liam Delaney CON.4.07 and Dr Miriam Tresh CON.3.14

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students following the BSc in Psychological and Behavioural Science will automatically be enrolled onto PB100.

Course content: The aim of this course is to provide an understanding of, and the ability to critically appraise, the fundamental ideas which drive the multidisciplinary field of behavioural science in relation to policymaking. The course gradually moves from the foundational principles of behavioural science to the practical applications based on those principles. The course is organised into three interlinked blocks. The first block introduces dual-processing models of human behaviour to highlight the role of the environment in shaping decisions; this block considers the Dual System approach, heuristics and biases, and the influence of time, risk, and social preferences. The second block delves into the science of happiness by introducing the main accounts of subjective wellbeing, how it is conceptualised and measured and its implications for policy and other contexts. Finally, in the third block, we introduce various techniques from Behavioural Economics (incentives, commitments, defaults), Social Psychology (ego, messenger and social norms), and Cognitive Psychology (priming, affect) can be used to shape behaviour by means of the MINDSPACE checklist. We close by addressing the role of behavioural spillover effects and a discussion on the ethics of nudging. Throughout the course, evidence from observational studies, laboratory experiments and field experiments will be discussed, with a special emphasis on policy-level interventions. By the end of the course you should:

- Have a broad understanding of the fundamental principles of behavioural science, and its relations with foundational principles in Psychology and Economic Theory and policy;
- Be able to critically appraise the evidence base, tools and impact of behavioural science and its relation to policy interventions;
- Be able to explain the approaches that have been developed to change behaviour, based on the MINDSPACE framework;
- Be able to apply the core theories of Behavioural Science in policy and practice-based contexts.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 40 hours across Autumn Term and Winter Term.

There is a reading week in Week 6 of both Autumn Term and Winter Term.

Formative coursework: Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Essay plan (comprising an introduction and then plan for the remaining sections).
- Practice pitch with peer feedback.

Indicative reading:

- Sunstein, C. R., & Thaler, R. (2009). *Nudge: Improving Decisions About Health, Wealth and Happiness*. London: Penguin.
- Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan.
- Dolan, P. (2015). *Happiness by Design: Finding Pleasure and Purpose in Everyday Life*. London: Penguin.
- Halpern, D. (2015). *Inside the Nudge Unit: How small changes can make a big difference*. London: W H Allen.
- Dolan, P. (2019). *Happy Every After: Escaping the myth of a perfect life*. London: Penguin.
- Kahneman, D., Sibony, O., & Sunstein, C. R. (2021). *Noise: a flaw in human judgment*. Hachette UK.

Assessment: Essay (60%, 3000 words) and presentation (40%) in the WT.

Students will be required to write a 3,000 word essay answering

a question. There will be a number of questions provided and students can choose which they'd like to answer.

The presentation will take the form of a 3 minute pitch delivered as part of the annual *PB100 Behavioural Science Foundations to Real-World Applications Forum*.

PB101

Foundations of Psychological Science

This information is for the 2024/25 session.

Teacher responsible: Dr Michael Muthukrishna, CON.4.11

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students following the BSc in Psychological and Behavioural Science will be automatically enrolled onto PB101.

Course content: This course provides an introduction to human cognition and behaviour, addressing foundational topics in psychological science. These foundational topics include key concepts from evolution, genetics, neuroscience, human evolutionary biology and anthropology, and specific topics, such as perception, memory, heuristics and biases, decision-making, child development, psychopathology, personality and individual differences, emotion, attraction and sexuality, cross-cultural differences, social relations, stereotypes and prejudice, norms and attitudes, social learning, social influence and persuasion, and group processes.

The course will offer an integrated perspective on these topics, investigating the evolution and variation in human psychology over time, across cultures, and over the lifespan. The course will introduce the history of the study of humans and human psychology, offering students the historical context to trends in research. By the end of the course, students will have a broad knowledge of key topics in psychology and related disciplines. Students will be prepared for more in-depth investigations of more advanced topics in later courses.

By the end of this course you should:

- Have an introductory understanding of the psychological and behavioural sciences.
- Have an understanding of how the psychological and behavioural sciences connect to other closely related social and biological sciences.
- Have developed "mental models" of human behaviour that you can apply to understanding interactions in your everyday lives and events occurring in the world around you.
- Be able to connect different levels of understanding such that you can zoom into the individual brain, zoom out to the societal-level and contextualize both in the breadth of human history and depth of evolutionary history.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 40 hours across Autumn Term and Winter Term. There is a reading week in Week 6 of both Autumn Term and Winter Term.

Formative coursework: Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- A number of pop-quizzes
- A practice blog-post

Indicative reading:

- Chudek, M., Muthukrishna, M., & Henrich, J. (2015). Cultural Evolution in Buss, D.M. (Ed.) *The Handbook of Evolutionary Psychology* (2nd ed., Vol. 2). Hoboken, NJ: John Wiley and Sons.
- Gray, P. O., & Bjorklund, D. F. (2018). *Psychology* (8th ed.). New York, NY: Worth Publishers.
- Heine, S. J. (2015). *Cultural Psychology*. New York, NY: W. W. Norton.
- Henrich, J. (2016). *The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter*. Princeton, NJ: Princeton University Press.

- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2-3), 61-83.
- Laland, K. N., & Brown, G. (2011). *Sense and nonsense: Evolutionary perspectives on human behaviour*. 160 New York, NY: Oxford University Press.
- Muthukrishna, M., & Henrich, J. (2016). Innovation in the collective brain. *Philosophical Transactions of the Royal Society of London B: Biological Sciences*, 371(1690).
- Muthukrishna, M., & Henrich, J. (2019). A problem in theory. *Nature Human Behaviour*, 3, 221-229.

Assessment: Exam (25%, duration: 1 hour and 30 minutes) in the spring exam period.

Blog post (25%) in the AT.

Wikipedia article (25%) in the WT.

Multiple choice quiz (25%) in the ST.

Blog Post - Students will write a 1000 word blog post that summarises a key finding or findings in psychology. This will result in more engagement, communication and summarizing of research as well as encouraging them to seek out new findings in the psychological and behavioural science, finding ways to connect these to the real world.

Wikipedia Article - Students will create or edit a Wikipedia or Simple Wikipedia entry on a topic in psychology that is either incorrect, badly described, or missing. This will teach students critical thinking skills, not to take information at face value, and how to communicate research to a smart audience looking for both an overview and details.

Multiple Choice Quiz - The quiz will take place online during the Spring Term and will consist of sixty multiple choice questions.

Exam (25%) in ST - The exam will take place in the spring exam period and consist of four questions requiring short written answers.

PB102 Not available in 2024/25

Social Psychology

This information is for the 2024/25 session.

Teacher responsible: Prof Bradley Franks QUE.3.05

Availability: This course is available on the BA in Social Anthropology, BSc in Psychological and Behavioural Science and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course can be taken as an outside option by students on any year of undergraduate degrees, and as an option by students on the General Course. You should check with your department any restrictions they may place on outside options.

Course content: This course aims to provide a thorough introduction to the fundamental topics of social psychology -- a branch of psychological science that seeks to understand and explain human behaviours in actual or assumed presence of others. In this course, we will review and critically evaluate socio-psychological explanations and theories of individual, interpersonal and group processes. Here, we will study a wide range of phenomena, ranging from the way individuals perceive and think about the social world, to the way they conceptualize themselves and participate in social groups, to the way that the broader social context influences our thoughts and behaviour. Other topics will include interpersonal attraction, attitudes and attitude change, pro-social behaviour, and human aggression.

A short video on the course is here: <https://youtu.be/cO6bINGn2jQ>
The course offers an essential complement to any degree programme in the social sciences, and it is particularly relevant to any profession that involves dealing with other people. Over the duration of this course, you will develop the knowledge and analytical skills necessary to apply the insights gained from Social Psychology to real-world social issues and to identify effective ways for achieving behavioural and societal change.

Teaching: 10 hours of lectures and 9 hours of classes in the AT.

10 hours of lectures and 10 hours of classes in the WT. 1 hour of lectures and 1 hour of classes in the ST.

Formative coursework: Students are expected to produce two assignments as coursework, one in MT and one in LT. The first assignment comprises of four separate short answers responding to a choice of eight questions, comprising up to 2,000 words in total (i.e. about 300 to 500 words each).

The second assignment is an essay that students write under exam conditions as a 1-hour mock exam. Students will be given three topics, from which they can choose one to prepare and answer the corresponding mock exam question. All formative assignments will be assessed by the class teachers, who will provide detailed feedback to the students.

Indicative reading: Hogg, M. A. and Vaughan, G. M. (2013). *Social Psychology*, 7th edition. Harlow, Prentice Hall.

Library catalogue number is HM251 H71 and the book is also available electronically through the library website.

Additional references and a synopsis of lectures and class topics will be made available online in early September, and will also be distributed in the first lecture of the series.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

The exam will consist of four short answer out of eight questions, and two essay answers out of six questions.

PB130

Statistics and Research Methods for Psychological and Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Dr Ben Tappin CON.5.05

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: This course equips students with the bedrock knowledge and skills for conducting research in psychology and behavioural science. It integrates core concepts from the process of planning and conducting research with those involved in understanding and analysing data. Its lectures and classes introduce enough research methods and statistics to provide a foundation for Years 2 and 3. Students will be provided with a dataset that they can use to put what they learn into practice, as well as having the opportunity to collect and analyse data of their own. By the end of this course, you should:

- Be able to situate contemporary research in psychology and behavioural science in the historical context of psychological enquiry.
- Understand the processes required in planning, carrying out, summarising, and evaluating research in psychological and behavioural science.
- Understand the principles for designing, conducting, and writing up qualitative and quantitative research projects.
- Understand the statistical methods needed to familiarise oneself with a dataset, summarise its key features, and identify key relationships among variables.
- Have practical experience collecting and analysing psychological and/or behavioural data.
- Be prepared for later courses in statistics and research methods for psychological and behavioural science.

Teaching: This course is delivered through a combination of lectures, workshops, lab sessions and classes totalling a minimum of 84.5 hours across Autumn Term and Winter Term. There is a reading week in Week 6 of both Autumn Term and Winter Term.

Formative coursework: Students will complete several pieces of formative work to cement learning and prepare for summative assessments:

- Several statistics worksheets.
- A160practice piece of writing

Indicative reading:

- American Psychological Association (2020). *Publication manual*. (7th ed.). Washington: APA.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- British Psychological Society (2014). *Code of Human Research Ethics*. BPS.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Danziger, K. (1994). *Constructing the subject: Historical origins of psychological research*. Cambridge: Cambridge University Press.
- Hayes, A. F. (2017). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach. London: Guilford Publications.
- Howitt, D., & Cramer, D. (2011). *Introduction to Research Methods in Psychology*. (3rd ed.). London: Pearson.
- Hunt, M. (2007). *The story of psychology*. (2nd ed.) London: Random House.
- Navarro, D. (2015). *Learning Statistics with R: A Tutorial for Psychology Students and Other Beginners* (Version 0.5). Adelaide: University of Adelaide.
- Phillips, N. D. (2017). *Yarr! The pirate's guide to R*.
- Poldrack R. A. (2019). *Statistical Thinking for the 21st Century*.
- Son, J. Y., & Stigler, J. W. (2019). *Introduction to Statistics: A Modelling Approach*
- Urdan, T. C. (2011). *Statistics in plain English*. London: Routledge.

Assessment: Poster (20%) in the AT.

Exercise (40%) and research project (40%) in the WT.

- **Poster (20%) in AT** - Working as a group you will design a mixed methods research project and present this as a poster.
- **Research Project (40%) in WT** - You will carry out the project that you proposed in your poster. Data collection will be done with your group, the analysis and write up will be completed individually.
- **Exercise (40%) in WT** - You will be required you to write methods and results for two **secondary data analysis** tasks.

PB200 Half Unit

Biological Psychology

This information is for the 2024/25 session.

Teacher responsible: Dr Deema Awad, CON 5.18

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: This course offers an introductory and integrated perspective on the biological bases of behaviour. After a discussion of the philosophical and historical background of biological psychology, the course will consider neurophysiology and how the structure of the brain connects to research methods. The course will then frame biological psychology by reference to theories of concepts such as behavioural genetics, evolutionary psychology and the impact of hormones on behaviour. Following this, the course moves on to consider the biological underpinnings of cognition and behaviour. It appraises the applied application of biological psychology and is concerned with identifying how the biology of psychology can inform our understanding and interpretation of real-world issues.

By the end of the course you should:

- Have a broad understanding of the fundamental principles of Biological Psychology.
- Be able to critically appraise the philosophy and development of Biological Psychology.
- Be able to understand the biological underpinnings of cognition and behaviour.
- Be able to identify how Biological Psychology can inform real-world issues.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Autumn Term. There is a reading week in Week 6 of Autumn Term.

Formative coursework: Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Weekly multiple choice question sets
- Podcast episode plan

Indicative reading:

- Breedlove, S.M., & Watson, N.V. (2010). *Biological psychology: An introduction to behavioural, cognitive, and clinical neuroscience*. Sunderland, MA: Sinauer Associates.
- Cacioppo, J.T, Visser, P.S., & Pickett, C.L. (2006). *Social neuroscience: People thinking about thinking people*. Cambridge, MA: MIT Press
- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2014). *Cognitive neuroscience: The biology of the mind*. New York, NY: W.W. Norton.
- Glimcher, P. W., Camerer, C., Poldrack, R. A., & Fehr, E. (2013). *Neuroeconomics: Decision making and the brain*. Amsterdam: Academic Press.
- Kolb, B., Wishaw, I.Q., & Teskey, C.C., (2016). *An introduction to brain and behaviour* (6th ed.). New York, NY: Worth Publishers.
- Nettle D. (2009). *Evolution and genetics for psychology*. Oxford: Oxford University Press.
- Pinel, J.P.J. & Barnes, S.J. (2013). *Biopsychology* (Global Edition). Harlow: Pearson
- Plomin, R., DeFries, J.C., Knopik, V.S., & Neiderhiser, J.M. (2013). *Behavioral Genetics*. New York, NY: Worth Publishers.

Assessment: Essay (70%, 3000 words) and podcast (20%) in the AT. Essay (10%) in the ST.

Essay (70%) in AT – You will produce a 3000 word essay answering a question. There will be a number of questions provided and students can choose which they'd like to answer.

Podcast (20%) in AT – Working in pairs you will develop a 6 to 8 minute podcast.

Essay (10%) in ST - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word **'Integration Essay'** in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Biological Psychology (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Cognitive Psychology (PB201), Developmental Psychology (PB202), Social Psychology: Individuals, Groups and Culture (PB204) or Individual Differences and Why They Matter (PB205).

PB201 Half Unit

Cognitive Psychology

This information is for the 2024/25 session.

Teacher responsible: Dr Rana Qarooni

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: This course will offer an account of core theories, debates and phenomena in Cognitive Psychology. It will cover essential aspects of cognitive psychology, ranging from phenomena concerned with 'low level' cognition such as attention and perception, through to 'high level' cognition such as reasoning and decision making and consciousness, and will interweave areas that span levels such as knowledge representation, concepts and language processing. It will also relate these areas to core aspects of behavioural science, such as levels of processing, the influence of context, and the roles of heuristics and biases in information processing. The course will also seek to assess the application of these theories and concepts to relevant real world examples and policy issues via the class discussions. Students will become familiar with methods that can be used to explore a myriad of cognitive functions, will be faced with concrete modelling tasks

and see the application of cognitive psychology for interventions such as policy changes, changes in economic boundary conditions, social pressure, political campaigns etc.

By the end of the course you should:

- Be able to critically appraise the philosophy, history and development of Cognitive Psychology.
- Be able to generate and critique computational and dynamic models
- Be able to critically assess methodological and conceptual limitations of interventions in complex systems
- Be able to relate these areas to core aspects of behavioural science.
- Be able to assess the application of these theories and concepts to real world examples.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Autumn Term. There is a reading week in Week 6 of Autumn Term.

Formative coursework: Students will complete a number of pieces of formative course to cement learning and prepare for summative assessments:

- Develop a summary and lead a discussion in one class.
- Develop a plan for the presentation, including details of what will be included in the slides and handout.

Indicative reading:

- Eysenck, M. & Keane, M. (2015). *Cognitive Psychology: A Student's Handbook*. (7th ed). Hove: Psychology Press.
- Gazzaniga, M. S., Ivry, R. B., Mangun, G. R. (2014). *Cognitive Neuroscience: The Biology of the Mind*. (4th ed.) New York, NY: W.W. Norton
- Gilbert, N. (2008) *Agent-Based Models*. Los Angeles, CA: SAGE
- Gluck, M. A., Mercado, E. & Myers, C. E. (2016). *Learning and Memory*. (3rd ed.). New York, NY: Worth
- Goldstein, E. B. (2017). *Sensation and Perception* (10th ed.). Boston, MA: Cengage Learning
- Johnson, N. (2009) *Simply Complex: A clear guide to complexity theory*. One World
- Marr, D. (2010) *Vision*. Cambridge, MA: MIT Press
- Oaksford, M. & Chater, N. (2007) *Bayesian Rationality: The probabilistic approach to human reasoning*. Oxford: Oxford University Press

Assessment: Essay (10%) in the ST.

Group presentation (20%) and other (70%) in the AT.

Group Presentation (20%) in AT – You will work in groups to record a 15 minute presentation and develop a handout. You will be expected to submit the recording, slides and a handout.

Other (70%) in AT160– You will write a 2500 Op-Ed on a topic from the course.

Essay (10%) in ST – Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word 'Integration Essay' in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Cognitive Psychology (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Developmental Psychology (PB202), Social Psychology: Individuals, Groups and Culture (PB204) or Individual Differences and Why They Matter (PB205).

phenomena in developmental psychology. It will begin by framing developmental psychology by reference to core explanatory approaches to development and outlining key theories, perspectives and frameworks. The course then covers a range of central empirical areas of development, illustrating the ways in which the major theories explain, or fail to explain, the phenomena in those areas. The course is also concerned with locating psychological development in a wider cultural and societal context, including the relations between typical and atypical development and considers developmental psychology as a paradigm for understanding and interpreting real-world issues.

By the end of the course you should:

- Be able to critically appraise the philosophy, history and development of Developmental Psychology.
- Have a broad understanding of major classical theoretical approaches.
- Have a broad understanding of core explanatory approaches to development.
- Be able to locate psychological development in wider context.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Winter Term. There is a reading week in Week 6 of Winter.

Formative coursework: Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments.

- Develop a short case study
- Practice visual design

Indicative reading:

- Banaji, M. & Gelman, S.A. (Eds.), (2013) *Navigating the social world: What infants, children, and other species can teach us*. New York, NY: Oxford University Press.
- Coleman, J. & Hagell, A. (Eds.) (2008) *Adolescence, Risk and Resilience: Against the Odds*. Hoboken NJ: Wiley
- Greenfield, P. (2009) *Linking Social Change and Developmental Change: Shifting Pathways of Human Development*. *Developmental Psychology*, 45, 401–418.
- Lamb, M.E. (Ed.) (2015) *Handbook of child psychology and developmental science (7th ed.) Volume 3: Socioemotional Processes* (Editor in Chief: Learner, R.M.) Hoboken NJ: Wiley.
- Lamb, M. E., & Freund, A. M. (Eds.) (2010) *Handbook of life span development, Volume 2: Social and emotional development* (Editor in Chief: Lerner, R.M.). Hoboken, NJ: Wiley.
- Leman, P. Bremner, A. Parke, R. & Gauvain, M. (2019) *Developmental Psychology*. New York, NY: McGraw Hill.
- Liben, L.S. & Muller, U. (Eds.) (2019) *Handbook of child psychology and developmental science (7th ed.) Volume 2: Cognitive Processes* (Editor in Chief: Learner, R.M.) Hoboken NJ: Wiley.
- McLean, K.C & 160Syed, M (Eds.), (2015) *The Oxford handbook of identity development*. Oxford:160Oxford University Press.
- Music, G. (2017). *Nurturing nature: Attachment and children's emotional, sociocultural and brain development*. London: Routledge
- Overton, W.F. & Molenaar, P.C.M.160(Eds.) (2015) *Handbook of child psychology and developmental science (7th ed.) Volume 1: Theory and Method*160(Editor in Chief: Learner, R.M.) Hoboken NJ: Wiley.
- Slater, A. & Bremner, J. G (Eds) (2011) *An Introduction to Developmental Psychology*. 2nd Edition, Chichester: Wiley-Breakwell.

Assessment: Essay (10%) in the ST.

Research proposal (90%) in the WT.

Research Proposal and Visual Media (90%) in WT – You will produce a 3000-word research proposal which identifies a topic or principle from Year 1 and proposes how it can be examined from the perspective of theories, frameworks and methods discussed in the course. In addition you will produce a visual representation of your research proposal on an A5 postcard to be submitted alongside the research proposal.

Essay (10%) in ST – Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word 'Integration Essay' in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204

PB202 Half Unit

Developmental Psychology

This information is for the 2024/25 session.

Teacher responsible: Dr Miriam Tresh CON.3.14

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: This course will cover core approaches and

and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Developmental Psychology (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Cognitive Psychology (PB201), Social Psychology: Individuals, Groups and Culture (PB204) or Individual Differences and Why They Matter (PB205).

PB204 Half Unit

Social Psychology: Individuals, Groups and Culture

This information is for the 2024/25 session.

Teacher responsible: Professor Jeremy Ginges CON.3.04

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: This course builds core knowledge of Social Psychology, studying the way our thinking and behaviour is influenced by the actual, imagined or implied presence of other people. It aims to understand how thinking and behaviour depends on the connections between individuals, the groups of which they are members and the cultural settings of both. These are all understood in evolutionary context. The lectures and classes will discuss a range of social psychology topics, such as social cognition, self and identity, prejudice, group membership, crowds and collective behaviour, and social exclusion. Each topic will highlight the relations between real world problems, social psychological theory and empirical data, and draw connections to behavioural science. This course will foster a critical evaluation of social psychological science and its relation to other areas of psychological and behavioural science.

By the end of the course you should:

- Be able to present core theories and phenomena in social psychology.
- Be able to demonstrate that social psychology should be understood as both a social science and a natural science.
- Be able to draw connections between social psychology and real-world policy.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Autumn Term. There is a reading week in Week 6 of Autumn Term.

Formative coursework: Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Group presentation on the topic of the week and its application to social issues.
- Plan for policy proposal.
- Practice executive summary.

Indicative reading:

- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R.E. (2023) *Social Psychology* 160(6th ed.) New York, NY: Norton
- Hewstone, M., Stroebe, W., Jonas, K. (2020). *160 An Introduction to Social Psychology* (7th ed.). Chichester: BPS Wiley.
- Hogg, M.A., & Vaughan, G.M. (2021). *Social Psychology* (9th ed.). Harlow: Pearson.
- Steg, L., Keizer, K., 160 Buunk, A. & Rottengatter, T. (2017) *Applied Social Psychology: Understanding and managing social problems* (2nd ed.). Cambridge: Cambridge University Press.
- Van Lange, P.A.M., Kruglanski, A. W., & Higgins, E.T., (Eds.) (2012) *Handbook of theories of social psychology: Volume 1*. London: Sage.
- Van Lange, P.A.M., Kruglanski, A. W., & Higgins, E.T., (Eds.) (2012) *Handbook of theories of social psychology: Volume 2*. London: Sage.

Assessment: Essay (10%) in the ST.
Proposal (90%) in the AT.

Proposal and Executive Summary (90%) in AT - Using theories and phenomena from the course you will propose a policy or project for an organisation (e.g. governmental, charity, for profit, non-profit) to address a social issue and produce a short, non-technical, **Executive Summary** of your proposal.

Essay (10%) in ST - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word '**Integration Essay**' in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Social Psychology: Individuals, Groups and Culture (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Cognitive Psychology (PB201), Developmental Psychology (PB202) or Individual Differences and Why They Matter (PB205).

PB205 Half Unit

Individual Differences and Why They Matter

This information is for the 2024/25 session.

Teacher responsible: Dr Sakshi Ghai CON 3.20

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: This course offers insight into the nature of differences in the psychological processes of individuals and the implications of such variation for behaviour and behaviour change. While most policies are designed with the 'average citizen' in mind, we know there is large variety between people's thoughts, choices and behaviour. More recently, these differences are leveraged to personalise behavioural intervention, advertising and political communication to target specific 'segments' of the population with the aim to enhance results. This course digs deeper into the psychological and behavioural assumptions which underlie how individuals behave collectively and individually in the wider societal context. Sample topics include how individual traits affect cognitive performance, how ideological preferences and voting patterns can be traced to individual and group variation, whether there is use in mapping personality, grit, perfectionism or motivation, and the ethical implications of applying these insights in behaviour change contexts. We will consider sources of individual variation from the micro-level (e.g. temporal variation in one person) to the macro-level by aligning content to sustainability goals (e.g. political decision outcomes, global health and climate change communications or resource distribution). Ultimately, the goal is to understand why and how people differ in their enduring patterns of thinking, feeling and behaving across contexts, and what this means for contemporary societies.

By the end of the course you should:

- Understand the biological and social underpinnings of systematic psychological and behavioural variation between and within individuals.
- Understand the theoretical and methodological approaches used to capture such variation in thinking, feeling and behaviour.
- Understand the implications of such variation in thinking, feeling and behaviour in a wider societal context.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Winter Term. There is a reading week in Week 6 of Winter Term.

Formative coursework: Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Complete a weekly peer- and self- reviewed annotated bibliography.
- Develop an outline for a 2-page POSTnote report supported by 1605 samples of annotated bibliography.

Indicative reading:

- Rose, T. (2017) *The End of Average: How to Succeed in a World That Values Sameness* London: Penguin
- Bryan, C.J., Tipton, E. & Yeager D.S. (2021) Behavioural Science is unlikely to change the world with a heterogeneity revolution *Nature* 5(8) 980-989

Assessment: Essay (10%) in the ST.

Report (90%) in the WT.

Report and Annotated Bibliography (90%) in WT – You will produce a POSTnote with a supporting thematically annotated bibliography.

Essay (10%) in ST – Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word 'Integration Essay' in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Individual Differences and Why They Matter (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Cognitive Psychology (PB201), Developmental Psychology (PB202) or Social Psychology: Individuals, Groups and Culture (PB204).

PB230

Intermediate Statistics and Research Methods for Psychological and Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Curran CON 3.16

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Statistics and Research Methods for Psychological and Behavioural Science (PB130).

Course content: This course aims to provide students with integrated core knowledge and skills in contemporary research and analysis methods in psychological and behavioural science. Specific core methodological tools for preregistering and collecting data will be presented in lectures, selected to reflect parallel theoretical issues raised in PB200 Biological Psychology, PB201 Cognitive Psychology, PB202 Developmental Psychology, PB204 Social Psychology: Individuals, Groups and Culture, and PB205 Individual Differences and Why They Matter.

This course presents conceptual and practical knowledge on the range of tools available to the psychological/behavioural scientist. In particular, this course will examine current controversies and new developments in research methods in psychology and behavioural science. The overall goal of the course is to learn to think critically about how psychological and behavioural science is conducted, how conclusions are drawn, and how data are appropriately analysed considering intermediate issues such as measurement error and clustering. We will cover both methodological and statistical issues that affect the validity of research in psychology, with an emphasis on psychological and behavioural sciences. We will also discuss the recent controversy in psychology about the replicability of scientific results and preregistration of both quantitative and qualitative research. The course also instructs students in the use of quantitative data collection methods, including surveys, experiments, assessment tools, and computerised tasks. It also covers principles and issues involved in the analysis of quantitative data, including the importance of transparency in data analysis and reporting. Where statistics are concerned, this course presents students with knowledge of, and practical exposure to, statistical modelling. It covers linear and non-linear models, factor analysis, structural equation modelling, multilevel modelling, and intermediate issues

in data cleaning and imputation. These topics build directly on from the introduction to the linear model students received in PB130. Throughout the course, an understanding of key concepts such as statistical power and effect sizes will be emphasised in line with current controversies regarding replicability and questionable research practice. Practical sessions will equip students with knowledge of how to conduct the taught statistical techniques using the R programming language.

By the end of the course you should:

- Be able to situate recent trends in open science in the context of psychological enquiry.
- Have practical experience of collecting and analysing psychological and/or behavioural data.
- Understand statistical methods needed to conduct intermediate data analyses.
- Understand intermediate methods of qualitative enquiry.

Teaching: This course is delivered through a combination of lectures, workshops, lab sessions and classes totalling a minimum of 62 hours across Autumn Term and Winter Term. There is a reading week in Week 6 of both Autumn Term and Winter Term.

Formative coursework: Students will complete several pieces of formative work to cement learning and prepare for the summative assessments:

- Practice a pre-registration report
- Complete several statistics worksheets

Indicative reading:

- American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7th ed.) Washington DC: APA
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- Camerer, C. F., Dreber, A., Holzmeister, F., Ho, T. H., Huber, J., Johannesson, M., ... & Altmeld, A. (2018). Evaluating the replicability of social science experiments in Nature and Science between 2010 and 2015. *Nature Human Behaviour*, 2(9), 637-644.
- Chambers, C. (2017). *The 7 deadly sins of psychology: A manifesto for reforming the culture of scientific practice*. Princeton, NJ: Princeton University Press.
- Keith, T. (2015). *Multiple regression and beyond*. New York, NY: Routledge.
- L. Haven, T., & Van Grootel, D. L. (2019). Preregistering qualitative research. *Accountability in Research*, 26(3), 229-244.
- Munafo, M. R., Nosek, B. A., Bishop, D. V., Button, K. S., Chambers, C. D., Du Sert, N. P., ... & Ioannidis, J. P. (2017). A manifesto for reproducible science. *Nature human behaviour*, 1(1), 1-9.
- Nosek, B. A., & Lakens, D. (2014). Registered reports: A method to increase the credibility of published results. *Social Psychology*, 45(3), 137-141.
- Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, 349(6251).
- Tabachnick, B., & Fidell, L. (2013). *Using multivariate statistics*. Boston, MA: Pearson Education.

Assessment: Report (50%) in the AT.

Exercise (50%) in the WT.

Report (50%) in AT – You will develop a pre-registered report assignment of around 3500 words.

Exercise (50%) in WT – You will undertake a secondary data analysis comprising three tasks. The combined write up will be 3500 words.

PB300

Advances in Psychological and Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Prof Liam Delaney CON.4.07 and Dr Miriam Tresh CON.3.14

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside

option nor to General Course students.

Course content: This course will offer an advanced-level account of applying psychological and behavioural science to real world issues. The course is delivered as four distinct but interlinked blocks.

We will start by re-examining and developing our understanding of the intellectual foundations behind behavioural and psychological science, this will be an opportunity not only to re-consider what was covered in Year 1 and Year 2 but also to develop your depth of understanding. Topics include schools of thought, ethics and interdisciplinarity. The remaining lectures relate these intellectual foundations to real-world issues. Faculty from the department and professionals working at the cutting edge of applying psychological and behavioural science will join us to present on their areas of expertise. The specific topics will be relevant and timely and thus will change each year; in previous years lectures have covered themes of technology, one health, work and wellbeing, and heterogeneous practices. We'll also consider the key issue of scalability and the importance of culture in understanding the impacts of behavioural interventions.

The goal of the course is to explore and critically reflect on the process of integrating theory into policy, and we do this practically through the lens of NGBS, our fictitious not-for-profit consultancy firm. We'll talk about how such organisations work, the professional roles available and the type and scopes of projects. The assessments see students applying to work for NGBS and then working on a project.

Throughout the course there will be regular opportunities for synthesis, recap, review and reflection.

By the end of the course you should:

- Have an in-depth understanding of recent advances in psychological and behavioural science.
- Be able to critically appraise the evidence base, tools, and impact of select recent studies.
- Have an in-depth understanding of how psychological and behavioural science link to the other social sciences and the real world.
- Understand how to apply and integrate theories in the real world.

Teaching: This course is delivered through a combination of lectures, classes and workshops totalling a minimum of 42 hours across Autumn, Winter and Summer Term. There is a reading week in Week 6 of both Autumn and Winter Terms.

Formative coursework: Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Plan for Showcase Portfolio
- Preparation for the Simulation exercise (either meeting minutes or a summary of your group's research)

Indicative reading:

- Cialdini, R. (2016). *Pre-Suasion: A Revolutionary Way to Influence and Persuade*. New York: Random House.
- Halpern, D. (2015). *Inside the Nudge Unit: How small changes can make a big difference*. London: W H Allen.
- Lewis, A. (Ed.) (2012). *The Cambridge Handbook of Psychology and Economic Behaviour*. Cambridge: CUP.
- Oliver, A. (Ed.) (2013). *Behavioural Public Policy*. Cambridge: CUP.

Assessment: Portfolio (50%) in the WT.

Group exercise (50%) in the ST.

Portfolio (50%) in WT – You will develop a showcase portfolio on CampusPress which will be used to apply for a role at NGBS. The portfolio should have two components; a curated set of artefacts and a 3000 word rationale articulating how the artefacts show your key insights and skills. The artefacts can be chosen from your summative submissions in Year 1, 2 and 3 or formative work from Year 3.

Group Exercise (50%) in ST – As a group, you will prepare for and take part in a simulation day. The simulation will see you work, in your roles as professionals at NGBS, to produce a white paper and presentation that addresses a client's project request. The simulation will take place during summer term, in London.

PB301 Half Unit Not available in 2024/25

Cognition and Culture

This information is for the 2024/25 session.

Teacher responsible: Prof Bradley Franks QUE.3.03

Availability: This course is available on the BSc in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course discusses the relations between cognition and culture using evolutionary perspectives. The course is therefore suitable for students enrolled in other programmes who wish to enrich their understanding by drawing on detailed understanding of the psychological and cultural processes that underpin thought and behaviour, and to locate them in an evolutionary setting.

Pre-requisites: Students should have taken Foundations of Behavioural Science (PB100) **or** Foundations of Psychological Science (PB101).

Course content: This course will offer students an overview of key theoretical approaches and debates concerning the relations between cognition and culture as they are related to evolution.

The course will compare and contrast accounts that emphasise the role of mental adaptations with those that emphasise the role of cultural evolution. It will do so via a consideration of a range of empirical domains, such as categorisation, theory of mind, sense of self and religion. Students will be encouraged to integrate the ideas from the course with their wider learning in psychological and behavioural sciences, and to consider the application of those ideas to real world cases and problems.

The course will include topics such as:

- Relating Cognition and Culture via Evolution
- Thinking about the Natural World
- Thinking about the Social World
- Thinking about (Other) Minds: theory of Mind
- How Thoughts are Expressed: Language and Thought
- How Thoughts Get Around: Cultural Transmission
- Thinking about Ourselves: Self and Identity
- Thinking about Ultimate Things: Religion
- Culture and Special-Purposeness
- Relativity and Universals

Teaching: 10 hours of lectures and 10 hours of classes in the WT.

Formative coursework: 1. Essay in the LT
2. Take-home multiple choice quiz in the LT
3. Group-based presentation in the LT

Indicative reading: Dunbar, R. I. & L. Barrett (Eds.). (2007). *Oxford handbook of evolutionary psychology*. Oxford: Oxford University Press.

Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. Pantheon

Henrich, J. (2016). *The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter*. Princeton, NJ: Princeton University Press.

Kitayama, S., & Cohen, D. (Eds.) (2007). *Handbook of Cultural Psychology*. New York: Guilford Press.

Kurzban, R. (2011). *Why everyone (else) is a hypocrite: Evolution and the modular mind*. Princeton, NJ: Princeton University Press.

Laland, K. N. and Brown, G. R. (2002). *Sense and Nonsense: Evolutionary Perspectives on Human Behaviour*. Oxford University Press

Nisbett, R. L. (2003). *The Geography of Thought*. Free Press.

Pinker, S. (2002). *The Blank Slate: The Modern Denial of Human Nature*. New York: Viking.

Richerson, P. J., & Boyd, R. (2005). *Not by Genes Alone: How culture transformed human evolution*. Chicago: University of Chicago Press.

Students will be expected to read essential readings plus additional reading from the primary literature per class. These readings will be provided in the course outline.

Assessment: Essay (100%, 2500 words) in the WT.

PB302 Half Unit Not available in 2024/25**Creativity and Innovation**

This information is for the 2024/25 session.

Teacher responsible: Prof Alex Gillespie

Availability: This course is available on the BSc in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course examines the social and psychological basis of creativity and innovation. The course is therefore suitable for students enrolled in other programmes who wish to enrich their understanding by drawing on detailed understanding of the psychological and cultural processes that underpin thought and behaviour.

Pre-requisites: Students should have taken Foundations of Psychological Science (PB101) or Foundations of Behavioural Science (PB100).

Course content: The course will cover the social conditions (i.e., face-to-face or online, one-to-one or group, autocratic or democratic, specialisation or integration, etc.) conducive to creativity and innovation, including the social conditions for socialisation creative individuals and the social and institutional factors which enable productive novelty to be recognised and instituted. Specific topics will include: theories of creativity, play & imagination, insight and problem solving, identifying good ideas, materiality, cultural evolution, the resistance to innovation, user innovation, utopias and how people imagine the future.

The course will include topics such as:

- Defining creativity and innovation
- Approaches to creativity
- Social interaction and creativity
- Creative problem solving
- Expansive and double-loop learning
- User innovation and feedback
- Resistance to innovation
- Evaluating ideas
- Play and imagination
- Utopias and imagining the future

Teaching: 10 hours of lectures and 10 hours of classes in the WT.

Formative coursework: 1. Take-home multiple choice quiz in the LT

2. Essay in the LT

3. Group presentation in the LT

Indicative reading: Kaufman, J. C., & Sternberg, R. J. (2010). *The Cambridge handbook of creativity*. Cambridge University Press. (especially history (chapter 1), theories (chapter 2), assessment (chapter 3), organizational creativity (chapter 8), developmental approaches to creativity (chapter 12), and functional creativity (chapter 16) and individual and group creativity (chapter 19))

Bechtoldt, M.N., De Dreu, C.K., Nijstad, B.A., and Choi, H.S. (2010). Motivated information processing, social tuning, and group creativity. *Journal of Personality and Social Psychology*, 99(4), 622.

Maddux, W.W., and Galinsky, A.D. (2009). Cultural borders and mental barriers: The relationship between living abroad and creativity. *Journal of Personality and Social Psychology*, 96(5), 1047-1061.

Mainemelis, C. (2010). Stealing fire: Creative deviance in the evolution of new ideas. *Academy of Management Review*, 35(4), 558-578.

Paulus, P.B. and Yang, H.C. (2000). Idea generation in groups: A basis for creativity in organisations. *Organisational Behaviour and Human Decision Processes*, 82(1), 76-87.

Zittoun, T. & Gillespie, A. (2016). *Imagination in human and cultural development*. London: Routledge.]

Students will be expected to read essential readings plus additional reading from the primary literature each class. These readings will be provided in the course outline.

Assessment: Essay (100%, 2500 words) in the WT.

PB303 Half Unit**Organisations, Groups and Identity**

This information is for the 2024/25 session.

Teacher responsible: Dr Ilka Gleibs CON.4.13 and Dr Miriam Tresh CON.3.14

Availability: This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: In any society and any successful organisation, understanding group dynamics and identity processes and how they are connected to the individual is an essential element.

This understanding often provides a competitive advantage in managing organisations of all types. Thus, the dynamics within and between groups directly informs the ability of individuals to think, learn, and innovate together. This course provides students with a critical understanding of the different theories and practices associated with identity and group dynamics in organisational settings and beyond.

This course aims to highlight how a better understanding of key social and organisational psychological concepts can contribute to understanding and managing the effectiveness of groups.

Examples of topics that will be covered include: Why group dynamics?; influence and power; identity and inclusion; collective behaviour; importance of groups on mental and physical health; performance and decision-making; diversity management; organisational change; group dynamics and the internet.

By the end of the course you should:

- Understand past and present theories of identity and group dynamics by introducing concepts used by social psychologists and behavioural scientists to understand and improve group behaviour.
- Be able to apply and critically evaluate how identity and group dynamics theories help us to explain and predict real-life experiences.
- Be able to demonstrate how understanding key social psychological and behavioural science concepts can contribute to understand the effectiveness of groups in various settings.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Winter Term. There is a reading week in Week 6 of Winter term. Lectures will be delivered jointly with PB425, an MSc level course in the department. Classes will be specific for undergraduate students.

Formative coursework: For each major and minor assessment option there is an equivalent piece of formative coursework. These are designed to help students to prepare for the summative assessments.

Formative coursework to support minor assessment

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

Formative coursework to support major assessment

- Draft proposal for policy case study
- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography
- Draft blog post and Draft Op-ed

Indicative reading:

- Brown, R. & Peherson, S. (2019). *Group processes: Dynamics within and between groups*. Oxford: Blackwell
- Forsyth, D. R. (2019). *Group dynamics*. (7th ed.). Boston, MA: Cengage Learning
- Haslam, S.A., (2004). *Psychology in Organisations. A Social Identity Approach* (2nd ed.). London: Sage
- Levi, D. (2017). *Group dynamics for teams* (5th ed.). Los Angeles: Sage

Assessment: Assignment (30%) in the WT.

Assignment (70%) in the ST.

Students will choose ONE minor and ONE major assessment from the lists below:

Minor Assessment (30%, due at the end of Winter Term)

- 10 minute recorded presentation
- 10 minute podcast
- A1 poster
- A5 visual media

Major Assessment (70%, due at the start of Summer Term)

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated bibliography
- 1500 word blog post AND 1500 word Op-ed

PB304 Half Unit Not available in 2024/25

Organisational and Social Decision-Making

This information is for the 2024/25 session.

Teacher responsible: Miss Atrina Oraee CON.4.05 and Dr Miriam Tresh CON.3.14

Availability: This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: This course teaches theory and engages with research from the field of organisational and social decision-making. It is primarily focused on complex organisational contexts shaped by scarce resources, high uncertainty and high consequences for failure. The course provides a historical introduction to decision-making and introduces the core concepts used by social psychologists to understand (and improve) decision-making processes in organisations. It draws upon the social, cognitive and organisational psychology literatures, and considers the core concepts and tools used to understand, research, and support decision-making in organisations. These theories and tools are contextualized through empirical and case study examples taken from domains such as humanitarian operations, healthcare and finance.

Students will be encouraged to take a critical perspective, and to consider how the principles taught on the course can be applied to (and used to improve) a variety of social or organisational scenarios. The course will cover psychology (or 'Human Factors') concepts such as: intuitive and analytical forms of decision-making; individual traits and cognitive factors that influence decision-makers (e.g. biases and emotions); human error and decision-failures; rule breaking; and group decision-making processes (e.g. teamwork and leadership). It will teach methods for analysing decision errors, identifying decision-making competencies, observing decision-making, and supporting group decision processes.

By the end of the course you should:

- Understand the topic of organisational and social decision-making, and to demonstrate its importance.
- Be informed about the core theories and concepts used by psychologists to understand and explain decision-making in organisational and social settings and to relate them to theories in behavioural science.
- Be able apply this understanding in order to understand how decision-making processes influence outcomes in organisational and social settings.
- Have reviewed methods and approaches used to research real-life decision-making in psychology and behavioural science.
- Have explored the psychological and behavioural science tools and techniques for improving organisational and social decision-making processes.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Winter Term. There is a reading week in Week 6 of Winter term. Lectures will be delivered jointly with PB427, an MSc level course in the department. Classes will be specific for undergraduate students.

Formative coursework: For each major and minor assessment option there is an equivalent piece of formative coursework.

These are designed to help students to prepare for the summative assessments.

Formative coursework to support minor assessment

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

Formative coursework to support major assessment

- Draft proposal for policy case study
- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography
- Draft blog post and Draft Op-ed

Indicative reading:

- Bazerman, M. & Moore, D. (2009) *Judgement in Managerial Decision-Making*. Hoboken, NJ: Wiley
- Brown, R. (2000) *Group Processes: dynamics within and between groups*. Oxford: Blackwell
- Furnham, A. (2005). *The Psychology of Behaviour at Work*. Hove: Psychology Press

Assessment: Assignment (30%) in the WT.

Assignment (70%) in the ST.

Students will choose ONE minor and ONE major assessment from the lists below:

Minor Assessment (30%, due at the end of Winter Term)

- 10 minute recorded presentation
- 10 minute podcast
- A1 poster
- A5 visual media

Major Assessment (70%, due at the start of Summer Term)

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated bibliography
- 1500 word blog post AND 1500 word Op-ed

PB307 Half Unit

Consumer Psychology for Sustainability

This information is for the 2024/25 session.

Teacher responsible: Dr Maxi Heitmayer and Dr Miriam Tresh CON.3.14

Availability: This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: The course will address the psychology of consumption at different levels of analysis: individual, group and societal. It will ground this psychology in the relevant literature, and teach you the field's foundational theories, allowing you to develop a mental model of human behaviour as it relates to consumption. This is not a standard marketing or consumer research course. It is not about brand territories and market shares, but about how understanding various psychological processes in conjunction with these forces can provide us with tools to improve the world. How can we leverage consumer psychology to solve our sustainability problem?

By the end of this course you should:

- Be able to present the social psychology of consumption at different levels of analysis: individual, group and societal level.
- Be able to relate this to core psychology and behavioural science.
- Be able to use the above to explain phenomena classically described in marketing and consumer science.
- Have explored innovative research methods, theories and business models relating to sustainability and consumption.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 30 hours across Winter Term. There is a reading week in Week 6 of Winter term. Lectures will be delivered jointly with PB417, an MSc level course in the department. Classes will be specific for undergraduate students.

Formative coursework: For each major and minor assessment option there is an equivalent piece of formative coursework. These are designed to help students to prepare for the summative assessments.

Formative coursework to support minor assessment

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

Formative coursework to support major assessment

- Draft proposal for policy case study
- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography
- Draft blog post and Draft Op-ed

Indicative reading:

- Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E. A., & Nelson, L. D. (2012). Commitment and behavior change: Evidence from the field. *Journal of Consumer Research*, 39(5), 1070-1084.
- Belk, R.W. (1988). Possessions and the Extended Self. *Journal of Consumer Research*, 15(2), 139-168.
- Belk, R. (2010). Sharing. *Journal of Consumer Research*, 36(5), 715-734.
- Bendapudi, N. & Leone, R.P. (2003). Psychological Implications of Customer Participation in Co-Production. *Journal of Marketing*, 67(1), 14-28.
- Cialdini, R.B., & Goldstein, N.J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-622.
- Griskevicius, V. & Kenrick, D.T. (2013). Fundamental motives: How evolutionary needs influence consumer behaviour. *Journal of Consumer Psychology*, 23(3), 372-386.
- Jensen schau, H., & Gilly, M. (2003). We Are What We Post? Self-Presentation in Personal Web Space. *Journal of Consumer Research*, 30(3), 385-404.
- Lahlou, S. (2017). *Installation theory: the societal construction and regulation of behaviour*. Cambridge: Cambridge University Press.
- Luchs, M. G., Naylor, R. W., Irwin, J. R., & Raghunathan, R. (2010). The sustainability liability: Potential negative effects of ethicality on product preference. *Journal of Marketing*, 74(5), 18-31.
- Muniz, A. M., & O'Guinn, T. C. (2001). Brand community. *Journal of Consumer Research*, 27(4), 412-432.
- Richins, M. L., & Chaplin, L. N. (2015). Material parenting: How the use of goods in parenting fosters materialism in the next generation. *Journal of Consumer Research*, 41(6), 1333- 1357.
- Rysman, M. (2009). The Economics of Two-Sided Markets. *Journal of Economic Perspectives*, 23(3), 125-143.
- Waring, T. M., Goff, S. H., & Smaldino, P. E. (2017). The coevolution of economic institutions and sustainable consumption via cultural group selection. *Ecological Economics*, 131, 524-532.

Assessment: Assignment (30%) in the WT.

Assignment (70%) in the ST.

Students will choose ONE minor **and** ONE major assessment from the lists below:

Minor Assessment (30%, due at the end of Winter Term)

- 10 minute recorded presentation
- 10 minute podcast
- A1 poster
- A5 visual media

Major Assessment (70%, due at the start of Summer Term)

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated bibliography
- 1500 word blog post AND 1500 word Op-ed

PB308 Half Unit

Social Psychology of Economic Life

This information is for the 2024/25 session.

Teacher responsible: Dr Frederic Basso CON 4.10 and Dr Miriam Tresh CON.3.14

Availability: This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: The idea of a social psychology of economic life is not obvious. From the point of view of mainstream economics, economic life – usually understood as the production, distribution, and consumption of goods and services – is under the scope of economics. As a mathematical science, economics is, to some extent, a rejection of social and psychological dimensions in the analysis of economic life. As the “queen of social sciences”, mainstream economics was even considered by some authors as the framework (the so-called “economic imperialism”) for studying social and psychological processes out of the economic life. Yet, some of the most important advances over the last four decades in the understanding of human economic behaviour (and its link to some of the most pressing societal issues nowadays) are derived from concepts and methods of psychology and other social sciences.

This course presents how social psychology (broadly interpreted to include micro-sociology, cultural anthropology and social neuroscience) is the key to understanding real-world economic life by taking into account cognitive, affective and social processes, and also to contributing to better solutions to societal problems. By the end of the course you should:

- Understand economic theories and key relevant phenomena in everyday life.
- Have considered the limitations of economic theories from the perspective of social psychology.
- Be able to relate the above to psychology and behavioural science.
- Have explored solutions to the limitations inspired by social psychology and behavioural science.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Winter Term. There is a reading week in Week 6 of Winter term. Lectures will be delivered jointly with PB431, an MSc level course in the department. Classes will be specific for undergraduate students.

Formative coursework: Students will be expected to produce 1 other piece of coursework and 1 other piece of coursework in the WT.

For each major and minor assessment option there is an equivalent piece of formative coursework. These are designed to help students to prepare for the summative assessments.

Formative coursework to support minor assessment

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

Formative coursework to support major assessment

- Draft proposal for policy case study
- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography
- Draft blog post and Draft OpEd

Indicative reading:

- Lea, S., Tarpy, R.M. & Webley, P. (1987) *The Individual in the Economy: a textbook of economic psychology*, Cambridge: Cambridge University Press
- Lewis, A., Webley, P. & Furnham, A. (1995) *The New Economic Mind: The social psychology of economic behaviour*. Hemel Hempstead: Harvester
- Lewis, A. (ed.) *The Cambridge Handbook of Psychology and Economic Behaviour* Cambridge: Cambridge University Press
- Webley, P., Burgoyne, C., Lea, S. & Young, B. (2001) *The Economic Psychology of Everyday Life*. Hove: Psychology Press

Assessment: Assignment (30%) in the WT.

Assignment (70%) in the ST.

Students will choose ONE minor **and** ONE major assessment from the lists below:

Minor Assessment (30%, due at the end of Winter Term)

- 10 minute recorded presentation
- 10 minute podcast
- A1 poster
- A5 visual media

Major Assessment (70%, due at the start of Summer Term)

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated bibliography
- 1500 word blog post AND 1500 word Op-ed

PB310

Independent Research Project

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Curran CON 3.16

Availability: This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

The BSc in Psychological and Behavioural Science is accredited by the British Psychological Society. Students will be eligible for Graduate Basis for Chartered Membership if they gain a lower second classification (2:2) overall and pass this course.

Pre-requisites: Students should have taken Year 1 and Year 2 of the BSc in Psychological and Behavioural Science, which provide the necessary knowledge and skills to undertake guided independent research.

Course content: The Independent Research Project is an empirical investigation, carried out by students under supervision. Research topics and methodologies vary considerably, but must relate to Psychological and Behavioural Science as broadly understood.

All research topics will need to be approved in advance by a supervisor who is a faculty member of the Department of Psychological and Behavioural Science.

The final lectures in PB230, Intermediate Statistics and Research Methods for Psychological and Behavioural Science, will serve as an introduction to the Independent Research Project. After this, students will be presented with the research interests and skills of supervising faculty. Students will then decide on potential topics during the summer vacation, ready to start work in early Michaelmas Term of Year 3. Faculty can supervise both qualitative and quantitative projects.

Supervisors will meet regularly with students individually and as groups to; guide the formulation of the research question and investigative methods, complete pre-registration, plan a timeline, develop reading lists, obtain ethical approval, and provide feedback on the research as it unfolds.

Students should see the project as much as an exercise in project management as it is an investigation. Throughout the process, attention should be given to replicability and transparency.

Teaching: Supervisors will offer regular sessions and each student will be expected to meet with their supervisor at least twice in Autumn term and twice in Winter term. Supervision sessions will be available both individually and within groups.

After the introduction at the end of PB230, there will be two 2-hour lectures in Year 3 which are designed as check-in points.

There will also be regular support sessions available with staff from the Behavioural Lab for Research and Teaching to assist with the planning and completion of experimental work.

Formative coursework: To ensure continued progress throughout the year students will be expected to:

- 1 Draft a timeline and discuss this with their supervisor in AT
- 2 Write a short summary of progress on the research in WT

Indicative reading:

- American Psychological Association. (2020). *Publication manual*

of the American psychological association (7th Edition).

- Bernard, H. R. (2000) *Social Research Methods: Qualitative and quantitative approaches*. 160 London: Sage. 160
- Dittmann, M. (2005) Starting the dissertation *GradPsych* 2005(1)
- Flick, U. (2015) *Introducing Research Methodology: A Beginner's Guide to doing a research project* (2nd ed.). London: Sage.
- Harrison, E., & Rentzelas, P. (2020). *Your Psychology Dissertation*. London: Sage.
- Holman, A.J. & Jones, T. (2018) Identifying a Topic for a Psychology Dissertation: A Process Map for Students *Psychology Teaching Review* 24(1)
- Levin, P. (2005) *Excellent Dissertations* Maidenhead: Open University Press

Assessment: Project (80%) in the ST.

Report (20%) in the AT.

- **Report (20%) in AT:** Students will be required to submit a research compendium for their research at the end of Autumn Term.
- **Project (80%) in ST:** The final project will be due in early Summer Term. It will consist of two objects your report and your final research compendium. The report should be no more than 25 pages in APA style. The compendium should contain folders for methods, analysis (if you're doing a quantitative study), ethics and any appendices (data of quantitative study, transcripts if qualitative study, and any tools used). Only the report will be marked, but the compendium should be well populated for replicability and transparency.

PB312 Half Unit

Research Apprenticeship

This information is for the 2024/25 session.

Teacher responsible: Dr Deema Awad CON.5.18

Availability: This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

The number and type of apprenticeship places available each year will be governed by the research taking place in the department of Psychological and Behavioural Science

We will do our best to provide apprenticeships to all students that wish to take this course but we may have to limit numbers. Where there are more students wanting to take the course than there are apprenticeships available places will be allocated on an application basis.

Once students have a place on the course, they will be asked to shortlist their three preferred apprenticeships and provide a statement explaining why they would like to work in these labs. As far as possible, we hope to allocate students to one of their three choices. However, this may not always be possible; in these cases we will use the statements provided to inform our decisions.

Pre-requisites: Students must have completed Statistics and Research Methods for Psychological and Behavioural Science (PB130) and Intermediate Statistics and Research Methods for Psychological and Behavioural Science (PB230).

Course content: This course offers students at the advanced stages of the BSc in Psychological and Behavioural Science to gain experience working as a research apprentice in an active research 'lab' within the department. Some labs will host one apprentice, some may host several. Research Apprenticeships offer students a hands-on introduction to research in the department.

A lab can be anything from a qualitative study; to an analysis of real-world data; to the development of a theory or concept; to an experimental investigation taking place in the Behavioural Lab for Teaching and Research. A lab is distinct from a project in that it introduces rigour, standards and will have appropriate checks and balances.

For each lab, an induction session will introduce the student(s) to the research topics and approach of the lab. After this, structured research training sessions will teach the student(s) the key skills and techniques needed to conduct the research. The student(s)

will spend the bulk of their time providing research support; this may take the form of design and preparation of study materials, recruitment of participants, collection of data (e.g. through on-street surveys, running lab experiments, conduct of interviews/focus groups, online media analysis, etc.), and preparation of data for analysis. Where possible, students will also be exposed to training in how the data collected during their time in the lab will be analysed. The student(s) are expected to attend all lab meetings, during which research ongoing in the lab is presented and discussed.

The goal of this course is to help students learn the skills needed to conduct successful research by taking part in the day-to-day tasks of a PBS lab. Students will benefit from structured mentoring and feedback from experienced researchers.

Teaching: The 'teaching' on this course will involve active training and participation in an ongoing lab. The specific activities will vary from one lab to another, but they will typically involve an introductory session, several lab meetings and training sessions. You should expect to spend the equivalent of ten term weeks as an apprentice. Given the nature of this course, the exact start and finish times, and how much time is required each week will vary between labs. As an indication, we expect most apprenticeships to start around the middle of Autumn Term and finish around the middle of Winter Term.

Students will spend the bulk of their time working on structured research tasks.

Formative coursework: During the apprenticeship students will need to complete two pieces of formative work. This is designed to cement the training that the student will receive and prepare them for the summative assessments:

- Write a summary of a key text, discussing its implications for the lab's research.
- Develop a piece of work support the chosen second assessment (draft of the research report; proposal for the poster; draft of the literature review / annotated bibliography; draft of the further research proposal; plan for the presentation).

Indicative reading: Readings appropriate to the research topic of the labs will be provided by the lab lead(s) at the start of the course. Readings are specific to the labs offering this course, and will cover core readings on the theory, findings & research approaches pertinent to the lab in question.

Assessment: Learning log (50%) and assignment (50%) in the WT.

Learning Log (50%) in WT: You will maintain a research diary during your apprenticeship.

Assignment (50%) in WT: For the second assessment, students will choose one assessment from the list below to demonstrate the outcome of the lab and/or the potential for future research. Students should work with the lab lead to ascertain the best type of assessment for their lab.

- Research Report of between 2000 and 3000 words.
- A1 Poster.
- Literature Review and/or annotated bibliography of between 2000 and 3000 words.
- Further research proposal of between 2000 and 3000 words.
- Recorded Presentation of between 10 and 15 minutes.

PB314 Half Unit

Behavioural Science in an Age of New Technology

This information is for the 2024/25 session.

Teacher responsible: Dr Steward Mills and Dr Miriam Tresh
CON.3.14

Availability: This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

Course content: When Psychology and Economics got "married", the product was Behavioural Science. Although this discipline has elevated theoretical and practical understanding of human

behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people's actions that not only supplement traditional tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act.

The course will tackle behavioural science in relation to motion tracking, virtual environments, social robotics, social networks, and other relevant developments in information technology.

By the end of the course you should:

- Understand major technological advancements that are relevant for predicting, influencing, and understanding human psychology and behaviour.
- Be able to outline how the above can supplement and extend commonly used tools of behavioural change.
- Have examined how a wide range of technological developments can be used to propel psychological and behavioural science into the future.
- Have investigated whether new technologies merely allow behavioural scientists to scale up traditional tools of behavioural change, or whether they produce new insights that can result in novel tools of behavioural change previously unknown to behavioural scientists.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Winter Term. There is a reading week in Week 6 of Winter term. Lectures will be delivered jointly with PB434, an MSc level course in the department. Classes will be specific for undergraduate students.

Formative coursework: For each major and minor assessment option there is an equivalent piece of formative coursework. These are designed to help students to prepare for the summative assessments.

Formative coursework to support minor assessment

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

Formative coursework to support major assessment

- Draft proposal for policy case study
- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography
- Draft blog post and Draft OpEd

Indicative reading:

- Krpan, D., & Urbanik, M. (2020). From Libertarian Paternalism to Liberalism: Behavioural Science and Policy in an Age of New Technology. *Behavioural Public Policy* 1-27
- Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 110(15), 5802-5805.
- Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in Human Behavior*, 69, 371-380.
- Broadbent, E. (2017). Interactions with robots: The truths we reveal about ourselves. *Annual Review of Psychology*, 68, 627-652.

Assessment: Assignment (30%) in the WT.

Assignment (70%) in the ST.

Students will choose ONE minor **and** ONE major assessment from the lists below:

Minor Assessment (30%, due at the end of Winter Term)

- 10 minute recorded presentation
- 10 minute podcast
- A1 poster
- A5 visual media

Major Assessment (70%, due at the start of Summer Term)

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated

bibliography

- 1500 word blog post AND 1500 word Op-ed

PH103

The Big Questions: An Introduction to Philosophy

This information is for the 2024/25 session.

Teacher responsible: Dr Paola Romero

Availability: This course is compulsory on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available on the BA in Social Anthropology, BSc in Economic History and Geography, BSc in International Relations, BSc in International Social and Public Policy, BSc in Politics, BSc in Politics and International Relations, BSc in Psychological and Behavioural Science and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: None

Course content: At some point in our lives, we are all gripped by deep and fundamental questions. Questions about life, the universe and everything. Philosophers aim to make progress on these questions with clear and precise arguments. In this course, some of the big questions we may address include:

- (1) Do I know anything?
- (2) What is consciousness?
- (3) Do I have free will?
- (4) How can I tell right from wrong?
- (5) What's the best form of government?

No one has definitive answers to these questions. But understanding the possible answers, and the arguments for and against them, is what philosophy is all about.

By grappling with these questions, you will learn the essential skills of a philosopher. First, you will develop your ability to read philosophical texts, focusing on how to extract and present a philosophical thesis and argument in a clear, logical way. Second, you will develop your thinking skills and analytical abilities by participating in philosophical discussions with your peers. Finally, you will develop your ability to construct philosophical arguments of your own by writing philosophy essays.

The questions of this course are some of the hardest that have ever been asked. We can't promise that you'll feel any closer to knowing the answers at the end of the course than you did at the beginning. But this course will help you understand the big questions, and to think about them in a reflective, philosophical way.

Teaching: 10 hours of lectures and 15 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

In addition to the regular class content, the 90 minutes long AT classes will also provide you with practical advice and exercises to improve your writing style.

This course is delivered through a combination of classes and lectures totalling a minimum of 45 hours across Autumn Term and Winter Term. This course includes a reading week in Week 6 of Autumn and Winter Term.

Formative coursework: Students will be expected to write three pieces of formative coursework during the year.

Indicative reading: The readings will be articles and excerpts from books and will be made available via Moodle.

Assessment: Essay (40%, 1500 words), coursework (40%) and exercise (10%) in the ST.

In-class assessment (10%) in the AT and WT.

You will be assessed in class throughout the year using short-answer questions.

You will produce coursework in the form of a video learning diary. This will consist of short segments on different topics recorded throughout the year, recorded in accordance with your teacher's

instructions.

Your summative essay will be a revision of one of your formative essays, using feedback from your class teacher and other appropriate sources.

This essay will be accompanied by a 750-word reflective commentary explaining how feedback and participation in learning activities enabled you to improve your essay.

PH105 Half Unit

Historical and Global Perspectives on Philosophy

This information is for the 2024/25 session.

Teacher responsible: Dr Marie Milofsky

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This syllabus is conceived as a travel across space and across time, zooming in and out of particular places at particular periods.

We will first go to Ancient China at the time of the Warring States Period. Several schools of thought flourished during these 250 years: Confucianism, Mohism, Daoism or Legalism. We will explore the political responses suggested by Mozi (Mohist doctrine) and Laozi (Daoist school) to this violent period of history. Where Mozi suggested a stronger political structure, Laozi recommended 'non-action'.

Our travel will next take us to south Asia, at the beginning of Buddhism. Buddhist ethics promotes a deep-rooted work on human behaviour through ethical conduct, meditation and perception of the world. Unfortunately, the theory is not always followed in practice, and we will see that justifications for war grew in Buddhism despite a strict interdiction to kill.

After the birth of Islam in the 7th Century, a flourishing medieval Muslim philosophy emerged; Avicenna, Al Ghazali, Averroes, just to name a few, brought the use of reason into faith. Their field of exploration was rather vast, ranging from the cosmological argument to the debate on free will vs determinism and moral responsibility. We will cover one of these themes.

1492, Columbus arrived in South America. Walking in the Spaniards' footsteps, we witness the 'Destruction of the Indies' through war, genocide, enslavement and colonisation. Dominican Friars who came to teach the Gospel opened some of the most interesting legal debates on: who has jurisdiction over these territories? To whom belong the natural resources? Is it permissible to restrict the immigration right? If yes on which grounds? ... You will re-enact these debates as a member of a team.

Our journey ends in Africa where post-colonial philosophers ask fundamental questions about the definition and purpose of philosophy. We will then focus on the work of Nkiru Nzegwu; she argues that the feminist movement is a Western construct that may adequately identify and address the issues of women in the West, but that is not adapted to the status and role of women in a society such as the Igbo one.

Teaching: 10 hours of lectures and 13 hours of classes in the WT. Please note that the classes in weeks 7, 8 and 9 are two hours long and are compulsory. A summative exercise (30% of the final grade) will take place during these sessions. Attendance to the lectures in these weeks is strongly recommended.

No meetings will take place in reading week (Week 6).

Assessment: Coursework (60%, 2250 words) in the ST.

Class participation (10%) and in-class assessment (30%) in the WT. The in-class assessment is a game based on a presentation and debates.

The written assignment is composed of a 1,500 words essay and 750 words reflective commentaries.

PH111 Half Unit

Introduction to Logic

This information is for the 2024/25 session.

Teacher responsible: Dr Wesley Wrigley

Availability: This course is compulsory on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Arguments and inferences play a fundamental role in almost all areas of human life and society. For example, a scientist will test a theory by reasoning that if that theory is true then some other claim, one that can be checked experimentally, must be true as well. Or a politician will defend a policy by putting forward an argument in favour of it and criticising counterarguments. More mundanely, we reason, argue and draw inferences all the time and our actions are guided by the conclusions we draw. We are so used to this that we are often not even aware of it.

Logic is the study of arguments and inferences – it therefore has an enormously broad scope. Its main task is to give an explicit characterisation of those arguments and inferences that are valid (and hence differentiate them from those that are invalid). Logic tells you exactly when some conclusion follows from some premises and when it does not. It turns out that most arguments we encounter in everyday life are far from the ideal of logical validity. However, good philosophers and scientists should be able to devise arguments satisfying that ideal. This skill can also be of great advantage in fields such as law or public policy.

We train this skill based on classical theories of logical consequence. Among other things, the course provides rigorous answers to the following questions.

- 1 What exactly are arguments and inferences and which quality criteria should they satisfy?
- 2 Under what conditions is an argument or inference logically valid?
- 3 How can one demonstrate that an argument or inference is valid?
- 4 How can one demonstrate that an argument or inference is not valid?

The course begins with a simple system called sentential or propositional logic, which despite its simplicity captures a significant range of important arguments. The course then focuses on (first-order) predicate logic, which is much more powerful and provides the logical basis for analysing a great variety of arguments and theories.

Teaching: 15 hours of lectures and 10 hours of classes in the AT. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Formative coursework will take the form of problem sets and online quizzes. Students are required to complete problem sets before the associated class and to be ready to present and discuss their answers in class. Online quizzes serve as continuous formative assessment.

Indicative reading: There will be comprehensive lecture slides and materials covering the entire course content. Indicative background readings include:

- Button, T. and Magnus, P.D. (2017): forall x: *Cambridge*, URL= <<http://www.homepages.ucl.ac.uk/~uctytbu/OERs.html>>
- Copi I.M., Cohen, C. and McMahon K. (2014): *Introduction to Logic*. Pearson.
- Salmon, M.H. (2013): *Introduction to Logic and Critical Thinking*. Wadsworth.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

PH112 Half Unit

Intermediate Logic and Probability

This information is for the 2024/25 session.

Teacher responsible: Dr Xinhe Wu

Availability: This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed, or be in the process of completing PH111 Introduction to Logic.

Course content: This course aims to familiarise students with intermediate topics in logic (building on PH111 Introduction to Logic). It focuses on concepts and theories that are useful for a deeper understanding and critical analysis of claims and arguments in contemporary philosophical research and in the social and natural sciences.

The art of defining

The modern theory of definitions offers a precise definition of 'definition' as well as rigorous criteria for checking whether a definition is formally correct. The skill of defining in a correct way can hardly be overestimated in areas such as philosophy, science, law and public policy. It prevents misunderstandings and can drastically improve the clarity of concepts, claims and arguments. It is particularly important for philosophers because many philosophical questions require definitions as answers (e.g., 'What is knowledge?', 'What is truth?', 'What is a just society?', 'Under which conditions is an act morally wrong?').

Set theory and model theory

Scientists often use mathematical structures to model real-world systems and to predict or explain their behaviour. Model theory is the study of mathematical structures from a logical point of view. It rests on set theory, which can be viewed as the foundation of modern mathematics. Students will be introduced to core concepts of set theory and model theory that help to better understand the formal architecture of scientific theories and models.

Possible world semantics

Classical logic only deals with truth-functional logical connectives (e.g., 'not', 'and', 'or'). However, there are also non-truth-functional connectives which play a central role in philosophical and scientific reasoning. Prime examples are counterfactual conditionals ('if A were the case, then B would be the case') and modal notions (such as 'it is possible that A' and 'it is necessary that A'). But what exactly is the meaning of these notions? In other words: how could a semantics for such non-truth-functional connectives look like? This course introduces students to the basic ideas of possible world semantics.

Probability theory and inductive logic

In the case of a deductively valid inference, it is utterly impossible that the conclusion is false when the premises are true. However, many inferences we draw in practice do not satisfy this ideal of validity. Often, it is only improbable that the conclusion is false given that the premises are true. In such cases, the premises support the conclusion to some degree, but their truth would not guarantee the truth of the conclusion. For example, it does not follow logically from the premise that someone smokes 40 cigarettes a day (together with background medical theories and data) that they will die early from smoking-related illness – but it is much more probable that they will than if they did not smoke. Inductive logic is the systematic study of inferences of that type. Students will be introduced to the fundamentals of inductive logic and probability theory.

Teaching: 15 hours of lectures and 10 hours of classes in the WT. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Formative coursework will take the form of problem sets and online quizzes. Students are required to complete problem sets before the associated class and to be ready to present and discuss their answers in class. Online quizzes serve as continuous formative assessment.

Indicative reading: There will be comprehensive lecture materials covering the entire course content. Indicative background readings include:

- Gupta, A. (2015): "Definitions", *Stanford Encyclopedia of Philosophy*, URL=<<https://plato.stanford.edu/entries/definitions/>>.
- Fitelson, B. (2006): "Inductive Logic", Sarkar, Sahotra and Jessica Pfeifer (eds.), *The Philosophy of Science: An Encyclopedia*, Routledge.
- Hodges, W. and Scanlon, T. (2018): "First-order Model Theory", *Stanford Encyclopedia of Philosophy*, URL=<<https://plato.stanford.edu/entries/modeltheory-fo/>>.
- Papineau, D. (2012): *Philosophical Devices: Proofs, Probabilities, Possibilities and Sets*. OUP.
- Salmon, M.H. (2013): *Introduction to Logic and Critical Thinking*. Wadsworth.
- Sider, T. (2010): *Logic for Philosophy*. OUP.
- Skyrms, B. (2010): *Choice and Chance: An Introduction to Inductive Logic*. Fourth edition. Wadsworth

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

PH201

Philosophy of Science

This information is for the 2024/25 session.

Teacher responsible: Prof Miklos Redei

Availability: This course is compulsory on the BSc in Philosophy, Logic and Scientific Method. This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Science is chock full of miraculous predictions, shocking revolutions, and unexpected results that few science fiction writers could have ever dreamed of. What makes science so special? This course is a tour of the philosophical underpinnings of modern science. No background in any science is needed for this course; everything you need to know will be covered.

Indicative topics include: Emergence and institutionalization of philosophy of science as a sub-field in philosophy, the logical positivist demarcation of science from non-science, Popper's falsificationism, Lakatos' Methodology of Scientific Research Programmes, Kuhn's concept of science. Explanation: the deductive nomological explanation, statistical explanation. The positive instance account of confirmation. Foundations of probability and Bayesian confirmation. Laws of Nature: the regularity view of laws, the best systems account. Intertheory relations: reductionism and pluralism. Realism versus Antirealism: Scientific realism and antirealism, the no miracles argument, inference to the best explanation, the pessimistic meta-induction, constructive empiricism, entity realism, structural realism. Models: scientific modelling and scientific representation. Recent trends in operating modes of science.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

Formative coursework: Students will be expected to write two essays (one in AT and one in WT), and participate in class discussion.

Indicative reading: P Godfrey-Smith: *Theory and Reality: An Introduction to the Philosophy of Science*. C Hitchcock (editor): *Contemporary Debates in Philosophy of Science*.

Assessment: Essay (50%, 1500 words) in the WT.

Essay (50%, 1500 words) in the ST.

Students are expected to produce 1 summative essay in WT and 1 summative essay in ST.

PH214

Philosophy, Morals and Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Daniel Guillery

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course will cover key topics in **moral and political philosophy**.

The course addresses questions such as the following (indicative examples only; precise content varies from year to year): What sacrifices are we required to make for the sake of others? Does it make a moral difference that a person is less well off than she could have been? Is it permissible to cause harm to others in order to prevent greater harm? Can it benefit or harm people to bring them into existence? Do individual actions make a difference to large-scale problems such as climate change and global inequality? What moral obligations do we have to obey the law? When, and how, can we be justified in resisting injustice? When we tax the rich to give to the poor are we restricting freedom, enhancing it or redistributing it? Can the cultural circumstances in which we grow up absolve us of blame for bad beliefs? Is private property in land justified? Do moral questions have objectively correct answers? Can the members of one culture legitimately criticise the moral norms of another culture? Do states act morally permissibly in excluding would-be immigrants from their territory? What kind of rights, if any, are grounded in the value of culture? How should we rectify historical wrongs?

Topics in other areas of moral and political philosophy may also be covered.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

Indicative reading: Thomson, J.J. 'Self-Defense', *Philosophy and Public Affairs* 20 (1991)

Otsuka, M. 'Killing the Innocent in Self-Defense', *Philosophy and Public Affairs* 23 (1994)

Quinn, W. 'Actions, Intentions and Consequences: The Doctrine of Doing and Allowing', *The Philosophical Review* 98 (1989)

Øverland, G. 'Moral Obstacles: An Alternative to the Doctrine of Double Effect', *Ethics* 124 (2014)

Parry, J. 'Defensive Harm, Consent, and Intervention', *Philosophy and Public Affairs* 43 (2017)

Geoff Sayre-McCord, 'Metaethics', *The Stanford Encyclopedia of Philosophy* <<http://plato.stanford.edu/archives/sum2014/entries/metaethics/>>

Matthew Chrisman, What is this thing called Metaethics?

Michael Smith, The Moral Problem;

J.L. Mackie, Ethics: Inventing Right and Wrong

Nozick, R. Anarchy, State and Utopia

Locke, J. Second Treatise of Government

Cohen, G. A., 'Nozick on Appropriation', *New Left Review*, no. 150 (1985)

Jefferson, T., Letter to James Madison (1789)

Boxill, B., 'Black Reparations', *Stanford Encyclopedia of Philosophy* (2015)

Assessment: Exam (45%, duration: 2 hours) in the spring exam period.

Essay (45%, 2000 words) in the WT.

Class participation (10%).

PH222

Philosophy and Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Kieran Oberman

Availability: This course is compulsory on the BSc in Politics and Philosophy. This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and political philosophy. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as the following.

- What is a correct public measure of well-being?
- Should people be left to bear the consequences of their free choices?
- May the government force you to buy health insurance?
- Is torture ever justified?
- Do prosperous countries have a right to close their borders to immigrants from poor countries?
- Should hate speech be protected by freedom of speech?
- Should the development of new drugs be left to private companies rewarded by patent protection?
- What is the optimal population size and what policies may the state pursue in order to achieve it?
- Should higher education be financed by student loans or general taxation?
- Should we be free to act as we choose so long as we do not harm others?
- How should we distribute the burdens of military service?
- Should children be given the vote?

Teaching: 10 hours of lectures and 10 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT.

This course has a reading week in Week 6 of both AT and WT.

Formative coursework: Students will be expected to produce 1 essay in the AT and 2 essays in the WT.

Indicative reading: A detailed list of readings will be available on moodle. The following is an indicative sample of readings that may be discussed in the course.

- Greg Bogner and Iwao Hirose (2014). *The Ethics of Health Care Rationing*. Routledge.
- A. Voorhoeve (2018) 'May a Government Mandate More Comprehensive Insurance than People Want for Themselves?' *Oxford Studies in Political Philosophy*.
- Michael Rustin (2016), 'The neoliberal university and its alternatives', *Soundings*
- Ronald Dworkin et al (1997) 'Assisted Suicide: The Philosophers' Brief'
- Carol Kates (2004). 'Reproductive Liberty and Overpopulation' *Environmental Ethics*.
- Jonathan Wolff (2011), *Ethics and Public Policy: A Philosophical Inquiry*
- Joseph Carens (1987), 'Aliens and Citizens: The Case for Open Borders', *The Review of Politics*
- Jeff McMahan (2008), 'Torture in Theory and Practice', *Public Affairs Quarterly*
- Michael J. Robillard and Bradley J. Strawser (2016), 'The Moral Exploitation of Soldiers', *Public Affairs Quarterly*
- Annabelle Lever (2014), 'When the Philosopher Enters the Room', *Philosophy and Public Issues*

Assessment: Exam (45%, duration: 2 hours) in the spring exam period.

Essay (45%, 2000 words) in the WT.

Class participation (10%) in the AT and WT.

PH223 Half Unit

Mind and Metaphysics

This information is for the 2024/25 session.

Teacher responsible: Dr Harriet Fagerberg

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: You, me, and many other living creatures have a special set of properties in common: we have *mental properties*, like having thoughts, emotions and feelings. Not everything that exists has properties like this. Rocks don't feel joy. Tables don't make plans or promises. Chairs do not care about being sat on. How should we understand and explain this difference between things with minds and things without? This is the central question of the metaphysics of mind. Increasingly, philosophers who engage with this question aim to give a *naturalist* account of the mind: one that fits into the picture of the world offered to us by the sciences. But many features of the mind – including, in particular, conscious experience – fit uneasily into this naturalistic world view. In this course, we'll discuss some central questions in the metaphysics of mind, such as:

- Is consciousness physical? Can it be explained scientifically?
 - Does the mind extend beyond the brain and into the world?
 - Could we share mental properties with very different sorts of beings, like animals, aliens or artificial intelligences?
 - Do our mental state concepts pick out anything real?
- Along the way, we'll also keep our eyes on the methodological questions that face philosophers working in this area, such as:
- What makes a philosophical theory of the mind a good one?
 - What is involved in giving a naturalist account of the mind? Can it be done?
 - Should we treat the mind primarily as a biological phenomenon?
 - Do philosophers have anything to contribute to our understanding of the mind, or should we leave these questions to the scientists?

Teaching: 10 hours of lectures and 10 hours of classes in the AT.

Formative coursework: Students will be expected to write one short formative essay. This will be an extended outline of the summative essay assignment.

Students will be expected to participate actively in their classes.

They may be asked to give group presentations on assigned texts, or conduct small pieces of independent research, such as finding news articles relevant to the course material, to be discussed in class.

Indicative reading:

- E. Diaz-León (2008). We are living in a material world (and I am a material girl). *Teorema* 27 (3) 85-101
- Kathleen V. Wilkes (1984). Is consciousness important? *British Journal for the Philosophy of Science* 35 (3) 223-243
- Jennifer Corns (2016). Pain eliminativism: scientific and traditional. *Synthese* 193 (9) 2949-2971
- Isaac Wiegman (2016). Angry rats and scaredy cats: Lessons from competing cognitive homologies. *Biological Theory* 11 (4) 224-240

Assessment: Essay (65%, 2000 words) and reflective learning report (10%) in the WT.

Continuous assessment (15%) and class participation (10%) in the AT.

1. A 2000-word summative essay, submitted at the beginning of WT. (65%)
2. A 500 word reflective commentary explaining how you revised your essay in response to formative feedback and other learning activities, submitted at the same time as the summative essay. (10%)
3. Short answer questions on the course material, submitted throughout AT. (15%).
4. Class participation. (10%).

PH224 Half Unit

Epistemology

This information is for the 2024/25 session.

Teacher responsible: Dr Wesley Wrigley

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed, or be in the process of completing PH111 Introduction to Logic (or PH101/PH104).

Course content: Each of us represent the world as being a certain way. Perhaps we have knowledge about the world, or at any rate beliefs, or probabilities in certain possibilities. But how do we arrive at these representations? Do these representations reflect reality? And which conditions should they satisfy in order to be rational? Are perception, memory, testimony and intuitions reliable sources of information? The way that we represent the world affects the choices that we make, but how exactly do or should we arrive at decisions? These are some of the questions that we cover in this course on epistemology.

The first half of the course is an exploration of classic epistemology. We begin with the argument for skepticism about the external world, and in seeking to solve this problem we consider a range of positions and arguments in epistemology, including: the JTB account; the causal theory of knowing; reliabilism; internalism and externalism; contextualism and semantic externalism.

The second half of the course focuses on modern formal epistemology. Moving from a qualitative to a quantitative concept of belief, we explore Bayesian epistemology – a powerful account of rational degrees of belief or credence. We consider a series of puzzles for Bayesian epistemologists: the sleeping beauty problem; imprecise probabilities; awareness growth; and the surprise exam paradox.

Throughout, the aim will be to give a sharp understanding of key concepts, arguments, and the logical relationships between different ideas. We aim to give students a conceptual toolbox for rigorous analysis that can be applied to a range of areas.

Teaching: 10 hours of lectures, 10 hours of classes and 2 hours of workshops in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Bertrand Russell, *The Problems of Philosophy*;
- Barry Stroud, *The Significance of Philosophical Scepticism*;
- Laurence Bonjour, *Epistemology: Classic Problems and Contemporary Responses*, 2nd Edition;
- Brian Skyrms, *Choice and Chance*

Assessment: Exam (80%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the January exam period.

Exercise (10%) and class participation (10%) in the AT.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: This course is about the ethical issues arising in the conduct of business and public administration. The first few weeks of the course will introduce you to some fundamental ideas in moral and political philosophy. Then, we will apply these ideas to a variety of problems that you may face during a career in business or government.

What responsibility do businesses have to society? Is it okay to lie, bribe, or exploit others if it's good for your business? How should civil servants weigh the interests of different citizens? Is there anything that should never be sold?

This course will not present you with a code of conduct, ready-made solutions or dogmatic answers. Instead, you will practice logical reasoning, careful analysis and critical thinking to enable you to develop your own understanding of ethical problems, with the help of philosophy. Through discussions and essays you will also develop skills in argument and writing that will help you express your thoughts in a rigorous and convincing way.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. This course has a reading week in Week 6.

Formative coursework:

Students will be expected to produce one formative essay (word limit: 1500 words), which will then be revised, following feedback, into a summative essay (2000 words).

Indicative reading:

- Milton Friedman (1970) "The Social Responsibility of Business is to Increase its Profits", *The New York Times Magazine*.
- Joseph Heath (2014) *Morality, Competition, and the Firm: The Market Failures Approach to Business Ethics*, Oxford: Oxford University Press.
- Sissela Bok (1999) *Lying: Moral Choice in Public and Private Life*. New York: Vintage Books.
- Janet Radcliffe Richards (1996) "Nephrological Goings On: Kidney Sales and Moral Arguments", *Journal of Medicine and Philosophy*, 21:375-416.
- Joseph Heath (2020) *The Machinery of Government: Public Administration and the Liberal State*, Oxford: Oxford University Press.
- Julia Driver (2009) "Normative Ethics", in *The Oxford Handbook of Contemporary Philosophy*, Oxford: Oxford University Press.
- Christopher McMahon (1981) "Morality and the Invisible Hand", *Philosophy & Public Affairs*, 10(3):247-277.
- Benjamin Powell & Matt Zwolinski (2012) "The Ethical and Economic Case Against Sweatshop Labor: A Critical Assessment", *Journal of Business Ethics*, 107(4):449-472.
- Fared Zakaria & Lee Kuan Yew (1994) "Culture Is Destiny: A Conversation with Lee Kuan Yew", *Foreign Affairs*, 73(2):109-126.
- Charles Sherwood (2022) "A Lie Is a Lie: The Ethics of Lying in Business Negotiations", *Business Ethics Quarterly*, 32(4):604-634.
- Nikhil Venkatesh (2021) "Surveillance Capitalism: a Marx-inspired Account", *Philosophy* 96(3):359-385.

Required readings amount to about two papers per week.

Assessment: Essay (80%, 2000 words) in the WT.

Class participation (20%) in the AT.

The summative essay will be a revised version of the formative essay, submitted with a commentary on how it has been changed in the light of feedback.

The class participation grade will be based on teacher assessment of student contributions to class each week. Where students have missed classes with good reason, this will not adversely affect their grade.

PH225 Half Unit

Business and Organisational Ethics

This information is for the 2024/25 session.

Teacher responsible: Dr Charles Sherwood

Availability: This course is available on the BSc in Management, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics and Philosophy, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

PH226 Half Unit

Philosophy of Society

This information is for the 2024/25 session.

Teacher responsible: Prof. J. McKenzie Alexander

Availability: This course is available on the BSc in Economic History and Geography, BSc in International Relations, BSc in

Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: No formal pre-requisites, but PH103 *The Big Questions: An Introduction to Philosophy* or equivalent is recommended.

Course content: This course examines how a number of traditional philosophical questions take on an interesting new character when we consider our existence as socially embedded entities. The course will investigate the nature of personal identity, the possibility of understanding others, social structures, the philosophical theory of action, the situationist critique of virtue ethics, the nature of social norms, and other topics. The kinds of questions considered will span epistemology, moral and political philosophy, scientific modelling, and metaphysics. The primary aim will not be to reach an agreed view on any of the issues discussed, but to develop an understanding of the concepts and theoretical frameworks which can be used to construct arguments for a particular position.

Teaching: 10 hours of lectures and 10 hours of classes in the AT.

Formative coursework: Students will be expected to write one formative essay in the Autumn Term which they will develop into a summative essay based on the feedback received. Class presentations or weekly activities may also be required, depending on the pedagogical approach of the class teacher.

Indicative reading: A detailed reading list will be provided at the beginning of the course. Indicative readings include:

- Nancy Cartwright and Elinora Montuschi (eds.), *Philosophy of the Social Sciences: a new introduction*;
- Harold Kincaid, John Dupré, and Alison Wylie (eds.), *Value-Free Science: Ideals and Illusions*;
- Jon Elster, *Explaining Social Behaviour*; 160
- John H. Miller and Scott Page, *Complex Adaptive Systems*;
- Dawn Langan Teele, *Field Experiments and Their Critics: Essays on the Uses and Abuses of Experimentation in the Social Sciences*;
- J. McKenzie Alexander, *The Open Society as an Enemy*
- Alex Rosenberg, *Philosophy of Social Science (Fifth edition)*;
- Harold Kincaid, *Philosophical Foundations of the Social Sciences*;
- Daniel Steel and Francesco Guala (eds.), *The Philosophy of Social Science Reader*;
- Michael Martin and Lee McIntyre (eds.), *Readings in the Philosophy of Social Science*.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Essay (50%, 2000 words) in the WT.

The summative assessment for this course will consist of one essay and one exam. The summative essay can be a revised and expanded version of the formative essay, taking into account the feedback received. If this is done, an additional 500-word supplementary response needs to be submitted, explaining how the essay was revised in light of the feedback received, detailing the changes made along with the reasons why.

PH227 Half Unit Not available in 2024/25 Genes, Brains and Society

This information is for the 2024/25 session.

Teacher responsible: Dr Harriet Fagerberg

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines, from a philosophical perspective, the interplay between social, biological, and genetic

causal factors in science and society.

Topics covered include:

Human nature: Does the concept of 'human nature' have any biological basis? Can we distinguish between those traits which are part of 'human nature' and those which are not? Should we attempt to improve human nature by means of technologies such as gene editing?

Natural Kinds and Social Kinds: Are some categories more 'natural' than others? How do we distinguish social kinds from natural kinds? In what ways do biological and social scientific kinds change in response to changes in the social world? Does this threaten the objectivity of science?

Biological Functions: In virtue of what do our bodies have functions? Are biological norms part of the natural world, or a human invention? What does it mean for a trait to fail to perform its function? How does biological function relate disease and disability?

Mental Disorders and Brain Disorders: What are psychiatric disorders? Are psychiatric disorders biological or social phenomena? Are mental disorders better understood as physical brain diseases, or are some psychiatric illnesses 'purely mental'? What does all this imply for treatment?

Sex and Gender: Are 'sex' and 'gender' the same thing? Are gender categories natural or social? Are there robust psychological differences between men and women? If so, are these 'hardwired' into the brain or the product of socialisation?

Teaching: 10 hours of lectures and 10 hours of classes in the AT. Lectures: Weeks 1-5 and 7-11

Classes: Weeks 1-5 and 7-11

Formative coursework: Essay (1,500 words) in the AT.

Indicative reading: Suggested introductory readings:

- Garson, J. (2019). What biological functions are and why they matter. Cambridge University Press.
- Hannon, E., & Lewens, T. (Eds.). (2018). Why we disagree about human nature. Oxford University Press.
- Hacking, I. (2000). The social construction of what?. Harvard university press.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

PH230 Half Unit

Einstein for Everyone: From time travel to the edge of the universe

This information is for the 2024/25 session.

Teacher responsible: Dr Nadia Blackshaw

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.

Course content: Does the universe have an edge? Is time travel possible? What is a black hole, and in what sense are space, time and gravity a matter of "geometry"? The modern theory of spacetime introduced by Einstein provides a precise framework in which to ask these questions. This course makes their analysis accessible to everyone.

Students will have the opportunity to engage with Einstein's theories of relativity, to use them to analyse philosophical problems, and to examine their philosophical and practical implications. Students will learn to apply these conceptual tools to the analysis of space, time and gravity, as well as to formulate and argue for their own perspectives on the philosophical implications of relativity theory.

One is often faced with unsubstantiated declarations about the

implications of Einstein's theories, by both scientists and non-scientists. This course will equip non-scientists with the conceptual tools needed to critically analyse these claims for themselves. It will also provide students with the tools needed to discuss the philosophy of space and time from a modern perspective. Einstein for Everyone requires absolutely no background in physics or maths.

Teaching: 10 hours of lectures and 10 hours of classes in the AT. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

Formative coursework: Students will be expected to produce 1 problem sets and 1 other piece of coursework in the AT.

Indicative reading:

- Norton, John D. (2015) *Einstein for Everyone*.
- Hugget, Nick. (2010) *Everywhere and Everywhen: 160 Adventures in Physics and Philosophy*.
- Einstein, Albert (1920) *Relativity: The special and general theory*.
- Euclid (1908) *The Thirteen Books of Euclid's Elements*, Vol I.
- Poincaré, Henri (1905) *Science and Hypothesis*.

Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles.

Assessment: Exam (45%, duration: 1 hour and 30 minutes, reading time: 5 minutes) in the spring exam period.

Essay (45%, 2000 words) in the AT.

Class participation (10%).

The exam for this course is an e-Exam, an invigilated in-person exam on the LSE campus in which, instead of completing your answers on a paper script, you use your own personal laptop to type your answers and submit electronically.

e-Exam duration: 1 hour and 30 minutes with 5 minutes reading time in the Spring exam period.

PH232 Half Unit

Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes

This information is for the 2024/25 session.

Teacher responsible: Dr Nadia Blackshaw

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: One of the most surprising discoveries of 20th century physics is that enormous progress can be made by embracing our uncertainty, and modelling it using probabilistic techniques. This powerful thinking led to discoveries like the first evidence of the atomic hypothesis, that the matter is made of tiny atoms moving randomly about. It also paved the way for the discovery of quantum mechanics, our best theory of matter and energy. These techniques even spilled outside of physics, into places like the social and financial world, where similar techniques were applied.

This course is about some of the philosophical issues underlying the physics of uncertainty, and the kinds of issues they raise for the natural and social sciences.

Students in this course will explore some of the important conceptual and philosophical questions underlying physics and finance, like: How are assumptions about randomness compatible with observed forms of determinism? How is it possible to seek truth using statistical theories? What does it mean to be an atom? How does the quantum world differ from the everyday world? What explains why physical models have unexpected applications in finance? To what extent do such applications help to underpin how the prices of financial instruments are set?

This course will proceed at a conceptual level that is suitable for

students of all backgrounds: no background in physics is needed, and there is no advantage to having one.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. This year, some or all of this teaching will take place online.

Formative coursework: Students will be expected to produce 1 problem sets and 1 other piece of coursework in the WT.

Indicative reading: Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles. Some indicative readings include:

- MacKenzie, Donald. *An Engine Not a Camera*, excerpts.
- Malkin, Burton G. *A random walk down Wallstreet*, excerpts.
- Norton, John D. *Einstein for Everyone*, Chapters 34-37 on Brownian motion and the origins of quantum theory.
- Weatherall, James O. *The Physics of Wallstreet* (optional further reading)

Assessment: Exam (45%, duration: 1 hour and 30 minutes, reading time: 5 minutes) in the spring exam period.

Essay (45%, 2000 words) in the WT.

Class participation (10%).

The exam for this course is an e-Exam, an invigilated in-person exam on the LSE campus in which, instead of completing your answers on a paper script, you use your own personal laptop to type your answers and submit electronically.

PH236 Half Unit Not available in 2024/25

Set Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Miklos Redei (LAK.4.03) and Dr Wesley Wrigley (KGS.2.06)

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have taken *Introduction to Logic* (PH111) and obtained a grade of at least 65. Students who have not taken PH111 should instead have taken *Mathematical Proof and Analysis* (MA102) or *Introduction to Abstract Mathematics* (MA103).

Course content: The aim of the course is to make students of philosophy familiar with the elements of naive set theory.

Two types of concepts and theorems are covered:

- 1 the ones needed to understand the basic notions, constructions and mode of thinking in modern mathematical logic
- 2 those that have philosophical-conceptual significance in themselves (elementary theory of ordinals and cardinals, transfinite induction, Axiom of Choice, its equivalents and their non-constructive character, Continuum Hypothesis, set theoretical paradoxes /such as Russell paradox/).

The emphasis is on the conceptual-structural elements rather than on technical-computational details. Not all theorems that are stated and discussed are proven and not all proofs are complete. Students taking this course should tolerate abstract mathematics well but it is not assumed that they know higher mathematics (such as linear algebra or calculus).

Teaching: 10 x 1.5 hours of lectures and 10 x 1 hours of classes during Autumn Term.

Formative coursework: Students are required to submit solutions to two problem-sets, and write one essay (word limit 1,500 words) on a topic selected from a list or proposed by the student and approved by the instructor in the Autumn Term.

Indicative reading:

- Cameron, Peter: *Sets, Logic and Categories* (Springer, 1999);160
- Halmos, Paul: *Naive Set Theory* (Springer reprint 2011)

Specific sections of this text that are relevant to weekly topics will be indicated in the detailed course description and in the Moodle page of the course.

Assessment: Exam (100%, duration: 2 hours) in the January exam

period.

The exam questions are chosen from a list of questions that are made available at the beginning of the academic year ("seen exam").

PH237 Half Unit

Advanced Logic

This information is for the 2024/25 session.

Teacher responsible: Dr Wesley Wrigley

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students should have taken *Introduction to Logic* (PH111) and obtained a grade of at least 65.

Students who have not taken PH111 should instead have taken *Mathematical Proof and Analysis* (MA102) or *Introduction to Abstract Mathematics* (MA103).

Course content: The course begins with taking a look at the big picture: the main problems and milestones of modern logic. Then, after a quick review of classical propositional and first-order predicate logic, the course delves into the central meta-theorems about classical logic (such as the soundness and completeness theorems). This will lead the way to an outline of the famous limitative results that have philosophical ramifications: Godel's incompleteness theorems and Tarski's undefinability theorem. The course ends with exploring extensions of and alternatives to classical logic, namely modal logic, provability logic, and intuitionistic logic.

Teaching: 10 x 1.5 hours of lectures and 10 x 1 hours of classes in the WT.

Formative coursework: Students are required to hand in solutions for problem sets and to write an essay (word limit: 1500 words) on a topic that is selected from a list or proposed by the student with approval of the instructor in the Winter Term.

Indicative reading:

- Sider, Theodore (2010): *Logic for Philosophy* (Oxford University Press).
- Cameron, Peter J. (1999): *Sets, Logic and Categories* (Springer).
- Curry, H.B. (1963): *Foundations of Mathematical Logic* (McGraw-Hill).
- Smith, P. (2016): *Godel without (too many) tears* (available online).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The exam questions are chosen from a list of questions that are made available at the beginning of the academic year ("seen exam").

PH238 Half Unit

Philosophy of Language

This information is for the 2024/25 session.

Teacher responsible: Xinhe Wu

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students taking this course should have taken a course in introductory logic such as PH111 (or PH101/PH104)

Course content: We use language all the time to express our thoughts and understand others. But how does language work?

What is it that makes squiggles on a page, or strings of noises meaningful? What are these meanings, and where do they come from? This is the starting point for an investigation into the Philosophy of Language.

Philosophers have been interested in language for centuries, and in the 20th and 21st century with the development of modern logic and the dawn of analytic philosophy, philosophy of language has taken a central role. Key questions covered in this course include: how do names refer to an object? Do words mean whatever we intend or use them to mean? What role does convention play in fixing meanings? Are our terms vague, or precise? Can a person have a private language? How do we communicate beyond the literal? What are speech acts and are they available to everyone in our society? All of these questions are of interest in their own right, and also have applications to further issues in philosophy and beyond.

Teaching: 10 hours of lectures, 10 hours of classes and 3 hours of workshops in the WT.

No meetings take place in reading week (week 6).

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading:

- Lycan, William G. (1999). *Philosophy of Language: A Contemporary Introduction*. Routledge.
- Kripke, Saul A. (1980). *Naming and Necessity*. Harvard University Press.
- Keefe, Rosanna (2000). *Theories of Vagueness*. Cambridge University Press.
- Wittgenstein, Ludwig (1953). *Philosophical Investigations*. Wiley-Blackwell.
- Grice, H. Paul (1975). *Logic and Conversation*. In Maite Ezcurdia & Robert J. Stainton (eds.), *The Semantics-Pragmatics Boundary in Philosophy*. Broadview Press. pp. 47.
- Langton, Rae & Hornsby, Jennifer (1998). *Free speech and illocution*. *Legal Theory* 4 (1):21-37.

Assessment: Exam (80%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the spring exam period.

Exercise (10%) and class participation (10%) in the WT.

PH239 Half Unit

Anarchy, Authority and Evidence: Topics in Philosophy of Law

This information is for the 2024/25 session.

Teacher responsible: Dr Lewis Ross LAK 401

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This half-unit course tackles philosophical issues raised by the law and criminal justice. No prior legal knowledge is required. The first half of the course discusses big picture questions about the purpose and defensibility of law—for example, scrutinising the obligation to obey the law, the justification of punishment, and the circumstances in which we can engage in civil disobedience. The second half of the course will examine a variety of philosophically interesting legal questions. An indicative list includes: When should a court consider something proven? How should the law use algorithms? Should we defer to juries or professional judges? Does it make sense to treat a corporation as morally responsible? Throughout the course, we explore the connection between legal philosophy and other areas of philosophy—especially moral philosophy, political philosophy, and epistemology.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT.

Formative coursework: Formative feedback will be given on a

student-led presentation to equip those taking the course with the ability to present their philosophical ideas in a clear, interesting, and rigorous way.

Indicative reading: Delmas, Candice (2018). *A Duty to Resist: When Disobedience Should Be Uncivil*. New York, USA: Oxford University Press.

Kropotkin, Petr (2015). *The Conquest of Bread*. Penguin.

Huemer, Michael (2012). *The Problem of Political Authority: An Examination of the Right to Coerce and the Duty to Obey*. Basingstoke: Palgrave Macmillan.

Nagel, Thomas (1976) *Moral Luck*. *Proceedings of the Aristotelian Society, Supplementary Volumes*. Vol. 50

Jorgensen, Renée (2020). The rational impermissibility of accepting (some) racial generalizations. *Synthese* 197 (6):2415-2431.

Hoskins, Zachary (2017). Punishment. *Analysis* 77 (3): 619–632.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

The course will be assessed by examination in Spring.

PH240 Half Unit

The Ethics of Data and AI

This information is for the 2024/25 session.

Teacher responsible: Dr Alessandra Basso

Availability: This course is compulsory on the BSc in Politics and Data Science. This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course introduces you to the core philosophy of science, philosophy of mind, and ethics concepts needed to build better technology and reason about its impact on the economy, civil society, and government.

Some questions that the course might consider include:

- What is intelligence, and how does it vary between types of agents (human, animal, artificial)? What are the normative assumptions behind research in intelligence?
- What is data, and how can we design more ethical data governance regimes?
- Can technology be racist? If so, what are promising strategies for promoting fairness mitigating algorithmic bias?
- Can we understand black box AI and explain its outputs? Why is it morally important that we do so?
- How can we embed human values into AI systems?

Teaching: 10 hours of lectures and 10 hours of classes in the WT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Students will write a formative outline of how they would answer an essay question for the summative. Students will then respond to feedback on the outline in writing the summative. Students may also be asked to do class presentations or other activities in class, depending on the class teacher.

Indicative reading:

- Gabriel, "Towards a Theory of Justice for Artificial Intelligence", *Daedalus*
- Friedman, Kahn, and Borning, "Value Sensitive Design and Information Systems"
- Serpico "What kind of kind is intelligence?"
- Henry Shevlin, Karina Vold, Matthew Crosby & Marta Halina, "The limits of machine intelligence"
- Halina, "Insightful artificial intelligence"
- Alexandrova and Fabian, "Democratizing Measurement: Or Why Thick Concepts Call for Coproduction"
- Northcott, "Big Data and Prediction: Four Case Studies"
- Simons and Alvarado, "Can we trust Big Data? Applying philosophy of science to software"

- Viljoen, "A Relational Theory of Data Governance"
- Johnson, "Are Algorithms Value Free?"
- Munton, "Beyond accuracy: Epistemic flaws with statistical generalizations."
- Barocas, Hardt, and Narayanan, *Fairness and Machine Learning: Limitations and Opportunities* [selections]

Assessment: Essay (50%, 2000 words) in the ST.

Project (50%, 1000 words) in the WT.

For the group project, students will be assessed individually on their presentation (20%) and on an individual write-up of the group activity (30%). For students who are not able to do a class presentation on Disability and Wellbeing grounds, their entire group project mark will be determined by the individual write-up (50%). The essay is a re-write of a shorter formative outline on the basis of feedback from the class or seminar teacher and peers.

PH241 Half Unit

Animal Minds and Animal Ethics

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan Birch and Dr Alexandria Boyle

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: This course examines, from a philosophical perspective, what we know about the minds of other animals - and what this means for the ethics of how we treat them.

Topics covered are likely to include:

Understanding other animals: We will explore theoretical and methodological challenges affecting the science of animal minds, including how biases affect our interpretation of animal behaviour, and which methods can tell us most about animals' minds.

Thought and reasoning: Humans are sometimes described as the only 'rational animal'; some philosophers have even argued that animals don't think. We will examine arguments and evidence for and against ascribing thought and rationality to animals.

Sentience and consciousness: Different theories of consciousness yield different verdicts about which other animals are sentient. How should we evaluate the case for animal sentience in the face of this uncertainty? Will we ever know which animals are sentient?

Memory, planning and time: Some psychologists argue that animals are 'cognitively stuck in time', with no awareness of the past or future. We will critically examine the case for this claim, and the ethical questions it raises.

Thought in a social world: Many animals must navigate complex social dynamics. We will consider how animals understand their social worlds. Do they recognise others as agents with minds? Do they have normative concepts, like fairness or harm? Do they understand death?

Excluding other animals: Western philosophy has a long tradition of ethical theories that give either zero or very little moral consideration to other animals. We will examine (with a critical eye) how people ended up with such views, zooming in on key figures such as Aristotle, Aquinas, Descartes and Kant.

Including other animals: We will compare different ways of bringing other animals within the scope of our ethical thinking, including utilitarianism, the animal rights tradition, and the idea of ahimsa in Indian animal ethics.

Animals as food: We will consider specific ethical issues raised by the use of animals as food. What are our obligations as consumers? Do we have an ethical obligation to be vegan or vegetarian?

Animals in science: Animals, especially mice and rats, are routinely used for research purposes around the world. What are the ethical limits on animal experimentation? What does it mean to

"replace, reduce and refine"?

Teaching: 10 hours of lectures and 10 hours of classes in the AT.
Lectures: Weeks 1-5 and 7-11

Classes: Weeks 1-5 and 7-11

Formative coursework: Students will be expected to produce 1 essay in the AT.

An initial draft of the essay or essay plan (up to 1000 words) in the AT.

Indicative reading: Indicative reading:

Andrews, Kristin (2020) *The Animal Mind: An Introduction to the Philosophy of Animal Minds*. Routledge.

Andrews, Kristin (2020) *How to Study Animal Minds*. Cambridge University Press.

Beauchamp, Tom and Frey, R. G. (eds.) (2011) *The Oxford Handbook of Animal Ethics*. Oxford University Press.

Birch, Jonathan (2024) *The Edge of Sentience: Risk and Precaution in Humans, Other Animals, and AI*. Oxford University Press.

Boyle, Alexandria (2023) *Disagreement & classification in comparative cognitive science*. *Nous*.

Assessment: Essay (50%, 1500 words) in the WT.

Project (50%) in the AT.

Summative assessment will be by a collaborative project (50%) and by a 1500-word essay (50%).

The precise collaborative project is likely to vary from one year to the next. It will most likely involve writing a report for a non-specialist audience (e.g. a policy/legal brief or encyclopedia entry) about a practice involving humans' use or treatment of animals. In the essay, students will be expected to engage in an in-depth reflection on their personal contributions to the collaborative project and on the project's successes and failures more broadly.

PH311

Philosophy of Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Remco Heesen

Availability: This course is compulsory on the BSc in Philosophy and Economics. This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed a university-level introductory course in economics, such as the combination of EC1A3 and EC1B3.

Although it is a third-year course, second-year students can take it with permission.

Course content: This course provides a philosophical discussion of (1) the methods and (2) the normative commitments of contemporary economics.

(1) Here the course will focus on economic methodology and the foundations of utility theory, with an eye to important current debates in economics. We will discuss questions such as: What is utility, and how do economists measure it? Does evidence of widespread 'irrationality' from behavioural economics undermine standard microeconomic theory? Can idealised models teach us anything about real-world phenomena? If yes, how? How should we measure important economic variables, such as inflation? How do we best find out what interventions work in development? Does macroeconomics need microfoundations? Is the economics profession to blame for its failure to predict the financial crisis? (2) The second area of focus is on welfare economics, and the ethical assumptions and implications of economics. We will cover questions such as: Is getting what you want always good for you? Can you be harmed by something if you never know about it? Does it make sense to say that eating pizza gives me more happiness than going to the movies gives you? Is it possible to combine

the preferences of individuals into an overall 'social' preference? Does it matter if the well-being of some people is less than that of others? When and why are markets desirable? Is paternalism always bad, and does welfare economics really avoid it? How should we resolve collective action problems? What is a fair way to distribute the tax burden?

Teaching: 15 hours of lectures and 10 hours of classes in the AT. 15 hours of lectures and 10 hours of classes in the WT.

This course is delivered through a combination of seminars and lectures totalling a minimum of 50 hours across Autumn Term and Winter Term. This course includes a reading week in Week 6 of both Autumn Term and Winter Term.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

Students will be expected to produce two formative essays of 1,200 words, one each on the AT and WT material respectively. Note that both of these must be submitted since a reworked version is an essential part of the summative work for the course.

Indicative reading: D. Hausman, *The Philosophy of Economics: An Anthology*; J. L. Bermudez, *Decision Theory and Rationality*; J. Cohen and W. Easterly, *What Works in Development: Thinking Big and Thinking Small*; D. Hausman and M. McPherson, *Economic Analysis, Moral Philosophy, and Public Policy*; M. D. Adler, *Measuring Social Welfare: An Introduction*; D. Satz, *Why Some Things Should Not Be for Sale*.

Assessment: Essay (35%, 1500 words) in the WT.

Essay (35%, 1500 words) in the ST.

Multiple choice quiz (20%) in the AT and WT.

Class participation (10%).

Summative Essay 1 (1,200 words, +300 words reflective commentary, 35%, due in WT) is a rewritten version of the formative essay on the AT material.

Summative Essay 2 (1,200 words, +300 words reflective commentary, 35%, due in ST) is a rewritten version of the formative essay on the WT material.

Weekly multiple-choice quizzes testing reading comprehension count for 20% of the course grade.

Class participation counts for 10% of the course grade.

PH333 Half Unit

Philosophy of Gender and Race

This information is for the 2024/25 session.

Teacher responsible: Dr Jingyi Wu

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Course content: Gender, race, class, sexualities, etc. are messy and difficult concepts. They are part of the fabric against which we come to form beliefs, attitudes, dispositions, and feelings about the world. They matter in our lives, even when we do not want or expect them to be. In this half-unit, we will utilize philosophical tools to analyze how gender, race, and other social categories have shaped our lives, and how they can shape our future. We will also think about how gender and race have shaped philosophy as a discipline, and how they can shape the future of philosophy. Topics covered may include:

Gender and Biology: How does "gender" relate to "sex"? Is our concept of biological "sex" objective, and free from gender stereotypes and norms? Is our sex fixed or changeable?

Gender and Society: Is gender a matter of internal identity, or is it an externally-imposed social class? How does sexism intersect with other oppressions, like racism and transphobia?

Race and Society: How does the social meaning of "race" vary around the world? Should we try to reconcile "ordinary" conceptions of "race" with technical conceptions of "race"?

How should we understand the directionality and limits of racial classification?

The Future of Gender and Race: Will race and gender still exist in the future? Should we try to work for a race-free and gender-free world, or should these ways of classifying people be preserved? We will focus on approaches to these questions from "analytic" philosophy, including feminist and race-critical approaches and approaches from the philosophy of science. The aim is to confront the big questions of gender and race by analysing and constructing careful and precise philosophical arguments.

Teaching: 10 hours of lectures and 10 hours of classes in the WT. Students on this course will have a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 2 pieces of coursework in the WT.

Students will have the opportunity to receive feedback on their summative essay plan.

Other formative activities may be introduced.

Indicative reading: Suggested introductory reading:

- Fausto-Sterling, 2000 [2020 New Edition]. *Sexing the Body: Gender Politics and the Construction of Sexuality*.
- Crenshaw, K., 1989. Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.
- Haslanger [2000] 160 "Gender and Race, (What) Are They? (What) Do We Want Them To Be."
- Appiah, Kwame Anthony, 2005. *The Ethics of Identity*.
- Mills, Charles, 2007. "White ignorance"
- Glasgow, J., Haslanger, S., Jeffers, C. and Spencer, Q., 2019. What is Race?
- Zack, Naomi, 1993. Race and Mixed-Race. *Morality of Race*.

Assessment: Project (85%, 1500 words) in the ST.

Class participation (10%) and other (5%) in the WT.

Details of Summative Assessment:

Essay (1500 words), or instructor-approved final project of comparable length and effort (85%) in the Spring Term.

Self-evaluated participation (10%) in the Winter Term.

Weekly discussion forum postings (5%) in the Winter Term.

There is no exam for this half-unit.

PH341

Philosophy, Politics and Economics: Applications

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Rowe

Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is not available as an outside option nor to General Course students.

Available only to fourth-year PPE students.

Pre-requisites: The course will be available only to 4th-year PPE students.

Course content: This course will draw on concepts, theories and findings from Philosophy, Politics and Economics to tackle questions faced by decision-makers in public and private institutions. Each week will focus on a case study. Students will be expected to have had some prior exposure to the issues in previous courses—this course will stand out by being more interdisciplinary, in-depth and practical. Questions covered may include:

1 Risky public decisions: Decision theorists speak of risky situations when the decision-maker can assign probabilities to all relevant outcomes of their choices. How should we assess policies such as cancer screening that expose everyone to both a large chance of a small or moderate cost (such as inconvenience or false positive tests) while also saving them from a small chance of a very large harm (such as early death)?

2 Severely uncertain public decisions: Decision theorists speak

of severely uncertain situations when the decision-maker cannot assign probabilities to all relevant outcomes of their choices. How should we assess policies, such as measures to combat a novel, highly infectious disease, or climate change, in such severely uncertain situations?

3 Privacy and consent in online environments: Are current regulations involving the transfer of personal data online adequate? If not, how should they be revised?

4 The Resource Curse: In unstable or grossly undemocratic states, the presence of natural resources often leads to oppression and/or civil war. Should democracies therefore ban the purchase of natural resources from such states?

5 International reparations: What, if anything, do the formal imperial powers owe their former colonies?

6 A market for refugee quotas: Should countries who do not wish to host refugees be able to pay other countries to take them in, in a "free market" for hosting refugees?

7 Discrimination and the market: Some have argued that free markets are good because they will, over time, eliminate discrimination, both because, in markets, people will mix with people of all backgrounds and because they will be judged on the quality of their goods or services alone. How powerful is this case?

8 Concentration of wealth and economic power: In many societies, economic power is becoming increasingly concentrated, in two ways: many sectors are dominated by a handful of large firms; and wealth is becoming increasingly unequal. In which ways, if any, is this problematic? What are the implications of this concentration for democracy? Should dominant firms be forcibly broken up? Should inheritance be highly taxed?

9 Behavioural science and policy: Do the irrationalities documented by behavioural science legitimate paternalistic nudges, taxation, and subsidies? Does sensitivity of people's answers to how questions are framed make surveys about people's opinions on matters of policy untrustworthy?

10 Science and society: Can natural and social scientific expertise be deferred to in a democracy, or is such deference inimical to democratic rule? Which social institutions can ensure that scientists have the right incentives to produce reliable work, rather than fraudulent or unreliable findings? How should we decide which research gets funded?

Teaching: 15 hours of seminars and 15 hours of classes in the AT. 15 hours of seminars and 15 hours of classes in the WT. 2 hours of workshops in the ST.

The shared, large seminar will set out key ideas in a format that allows plenty of Q&A with students and for occasional short supplementary guest lectures. It will present theories and findings from the three disciplines relevant to the policy issue being studied in that week. The smaller-group classes will involve further in depth discussion of the material.

Formative coursework: Students will be expected to produce 1 exercise in the AT and 2 essays in the AT and WT.

Students will write two 1,500-word formative essays

Students will give feedback on other students' essays.

Indicative reading:

- D. Hausman, M. McPherson and D. Satz, *Economic Analysis, Moral Philosophy and Public Policy*. Cambridge University Press, revised edition, 2016.
- A. Oliver (ed.) *Behavioural Public Policy*. Cambridge University Press, 2013.
- L. Bovens, "The Ethics of Nudge." In *Preference Change*. 160Theory and Decision Library 16042 (2009): 207-219.
- L. Wenar. *Blood Oil*. Oxford University Press, 2015.
- J. Fernández-Huertas Moraga & H. Rapoport. "Tradable immigration quotas." *Journal of Public Economics* 115 (2014) 94-108.
- D. Halliday. *Inheritance of Wealth: Justice, Equality, and the Right to Bequeath*. Oxford University Press, 2018.
- L. Kofi Bright. "On Fraud." in *Philosophical Studies* Vol. 174 (2017); 291-310.
- M. Fleurbaey and A. Voorhoeve "Decide as You Would with Full Information! An Argument against ex ante Pareto." In Nir Eyal, Samia Hurst, Ole Norheim, and Dan Wikler (eds.), *Inequalities in*

Health: Concepts, Measures, and Ethics. Oxford University Press (2013), pp. 113-128.

An extensive list of required and further readings will be available on Moodle.

Assessment: Essay (35%, 2000 words) and oral examination (35%) in the ST.

Exercise (15%) in the WT.

Class participation (15%).

PH344 Half Unit

PPE Research Seminar

This information is for the 2024/25 session.

Teacher responsible: Dr Vincent Harting

Availability: This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

Course content: In this course, PPE students are placed in reading groups to discuss books by scholars working at the intersection of Philosophy, Politics and Economics. Philosophy faculty guide their selection of books and subsequent reading and research on the book. Each group organizes a research seminar on their book or a related topic open to the wider LSE PPE community.

Teaching: 2 hours of lectures, 6 hours of seminars and 10 hours of classes in the AT.

Two 1-hour lectures, four 1.5-hour seminars and ten 1-hour classes. No meetings take place in reading week (Week 6).

Formative coursework: Each student will lead the reading group discussion once, in the term in which their reading group takes place.

In addition, each student will be asked to write a 250 word abstract of the book review they would like to write. Students will be placed in small groups to write their book reviews on the basis of these abstracts.

Indicative reading: Examples of recent books appropriate for PPE reading groups:

- Elizabeth Anderson, *Private Government: How Employers Rule Our Lives (and Why We Don't Talk about It)* (2017)
- Kwame Anthony Appiah, *The Lies That Bind: Rethinking Identity* (2018)
- Anthony Atkinson, *Measuring Poverty Around the World* (2019)
- David Colander and Craig Freedman, *Where Economics Went Wrong: Chicago's Abandonment of Classical Liberalism* (2018)
- Robert Goodin and Kai Spiekermann, *An Epistemic Theory of Democracy* (2018)
- Kate Manne, *Down Girl: The Logic of Misogyny* (2017)
- Cailin O'Connor, *The Origins of Unfairness* (2019)
- Eric Posner and Glen Weyl, *Radical Markets: Uprooting Capitalism and Democracy for a Just Society* (2018)
- Robert Sugden, *The Community of Advantage* (2018)
- Paul Tucker, *Unelected Power: The Quest for Legitimacy in Central Banking and the Regulatory State* (2018)
- Philippe Van Parijs and Yannick Vanderborght, *Basic Income: A Radical Proposal for a Free Society and a Sane Economy* (2017)

The students will also get the chance to make their own proposals of books to read, which we will vet.

Assessment: Class participation (30%), group exercise (20%), group essay (40%) and assignment (10%) in the AT.

Participation (of which attendance is a crucial part) counts for 30% of the grade. This includes assessment of a presentation to the class of one's assigned part of a selected book. 20% is for doing one's fair share in helping to organize one of the research seminars, assessed by a short written reflection on one's contribution. Students will be asked to produce a 3,000 word book review in small groups, which counts for 40% of the grade. A first draft will be peer reviewed and discussed at a feedback workshop. The student contribution to the peer review assignment (listed as 'assignment' in the list of assessments above) will count for the final 10% of the grade (note that the book review is not peer assessed, that is, other students' feedback will not directly affect a

group's grade for the book review).

PH399

Dissertation in Philosophy

This information is for the 2024/25 session.

Teacher responsible: Dr Remco Heesen

Availability: This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad) and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

Course content: The dissertation may be on any topic for which a suitable supervisor in the Philosophy department can be found.

Selection of topic

Candidates should have the subject of their dissertation approved by their supervising member of department.

Arrangements for supervision

The dissertation is an opportunity to do extended independent research and writing and to present this work to one's peers. It should reflect the candidate's own views but must develop out of some established part of the philosophical literature. Students should carefully discuss their topic and approach with their supervisor who will also advise on reading and give feedback on written work. Students must have regular meetings with their supervisor, submit written work regularly, and keep a formal record of their work and progress. Students must also present an early version of their argument to fellow students and will be given feedback on the quality of their presentation as well as on the content of their arguments. Finally, students must give a poster presentation on their dissertation at the end-of-degree showcase event in week 1 of ST.

Teaching: 2 hours of seminars in the AT. 15 hours of seminars in the WT.

1 hour of seminar(s) in the ST (for students to do poster presentations on their dissertation).

Formative coursework: The formative coursework sets out several steps towards the dissertation:

- a literature review (due in AT);
- a first 2,000 words (due in week 1 of WT),
- a subsequent 3,000 words (which may be in part a revision of the first 2,000 words), due in week 6 of WT;
- a full draft of the dissertation, due in week 11 of WT;
- a presentation of the student's arguments in WT;
- and a poster presentation in the ST.

All written coursework must be submitted by email to both the student's supervisor and the teacher responsible. Students who fail to submit this coursework on time may be barred from submitting the dissertation. Participation in the weekly seminar and the quality of the presentation will determine 10% of the final mark for the course.

Assessment: Dissertation (85%, 7000 words) in the ST. Class participation (10%) and presentation (5%).

Dissertations must be submitted in the ST, exact date to be confirmed. They should be 5,000-7,000 words, and should be typewritten.

SO100

Key Concepts: Introduction to Social Theory

This information is for the 2024/25 session.

Teacher responsible: Dr David Pinzur

Availability: This course is compulsory on the BSc in Language, Culture and Society and BSc in Sociology. This course is available on the BSc in International Relations, BSc in International Social and Public Policy, BSc in Politics, BSc in Politics and International

Relations and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Course content: The course aims to introduce students to sociological theory by examining the work and ideas of normally eight key thinkers in social thought. For each thinker, the course will provide an overview of their contribution to the discipline of sociology, examine in detail one or more of their important texts, and also consider how their analysis could be applied to contemporary social issues.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across AT and WT, with revision sessions in ST.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: Four formative essays or their equivalent (two in AT; two in WT), for feedback from class teachers.

Indicative reading: A detailed reading list will be available at the first lecture, but for general preparatory reading, students might wish to consult the following: D Lee & H Newby, *The Problem of Sociology*; Z Bauman, *Thinking Sociologically*; S Bruce, *Sociology: A Very Short Introduction*.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

Attendance at all classes and submission of all set coursework is required.

S0102

Data in Society: Researching Social Life

This information is for the 2024/25 session.

Teacher responsible: Dr Qilyu Hong (Autumn Term) and Dr Anastasia Kakou (Winter Term)

Availability: This course is compulsory on the BSc in Sociology. This course is not available as an outside option nor to General Course students.

Course content: This course explores how numbers are deployed in social settings, and how they are used in sociology to construct and challenge our understanding of the social world. The first part of the course introduces students to the importance of quantification in modern societies, familiarizes them with the main instruments for the collection of quantitative data, and provides them with an overview of the methods used to treat such data in contemporary sociology. We cover both descriptive and explanatory methods, and we reflect on the vision of the social world implicitly associated with each of the methods we encounter. In the second part students start learning basic descriptive skills of quantitative data analysis, notably how to download large data sets, how to manipulate variables and carry out descriptive statistical analyses with statistical software Stata, and how to present statistical information in tabular and graphical form. The quantitative analysis is done in the context of a sociological observation or hypothesis, and emphasis is given on the interpretation of the results and their comparison to the findings of key readings.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across Autumn Term (AT) and Winter Term (WT). Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: One 2000-word essay (AT).

One 1500-word report including a review of key readings, data processing and descriptive statistical analysis using Stata, interpretation of results, and conclusion (WT).

Indicative reading: Desrosières, Alain. 2002. *The Politics of Large*

Numbers: A History of Statistical Reasoning. Cambridge: Harvard University Press.

Savage, Mike, and Roger Burrows. 2007. "The Coming Crisis of Empirical Sociology", *Sociology* 41: 885-898.

Rowntree, D. (2018). *Statistics without tears: an introduction for non-mathematicians* (Updated edition). Penguin Books.

Field, A. P. (Ed.). (2018). Introduction. In *Discovering statistics using IBM SPSS statistics* (Fifth edition). Sage Publications. Wheelan, C. (2013). Chapter 11: Regression Analysis- The miracle elixir. In *Naked Statistics: Stripping the dread from the data*. (p. 29).

Jackson, M., & Cox, D. R. (2013). The Principles of Experimental Design and Their Application in Sociology. *Annual Review of Sociology*, 39(1), 27–49. <https://doi.org/10.1146/annurev-soc-071811-145443>

Osborne, T., & Rose, N. (1999). Do the social sciences create phenomena?: The example of public opinion research. *The British Journal of Sociology*, 50(3), 367–396. <https://doi.org/10.1111/j.1468-4446.1999.00367.x>

Catherine Marsh and Jane Elliot (2008): *Exploring Data* (2nd ed.)

Assessment: Project (50%, 3000 words) in the ST.

Take-home assessment (50%) in January.

Take home exam to be completed in the January exam period.

Attendance at all classes and submission of all set coursework is required.

S0110

Power, Inequality, and Difference: Contemporary Themes in Sociology

This information is for the 2024/25 session.

Teacher responsible: Prof Suki Ali

Availability: This course is compulsory on the BSc in Language, Culture and Society and BSc in Sociology. This course is available on the BA in Geography, BA in Social Anthropology, BSc in Politics, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Course content: The course provides an introduction to key areas of theory and analysis in contemporary sociology. Students will gain an understanding of critical research and debates within the discipline, and of how sociology engages with topical real-world issues. The course centres on the ways in which power relations, social and economic inequalities, forms of identity and difference are shaped in contemporary societies – focusing on both formal political and socio-economic structures and everyday experiences and identities. These issues include: class, capitals and social mobility; race, ethnicity and multi-culturalism; gender and sexual identities; politics, social movements and the nation-state.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across AT and WT, with revision sessions in ST.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: Two formative essays in AT, one formative essay in WT.

Indicative reading: M. Savage (2015) *Social Class in the 21st Century*; B. Skeggs (1997) *Formations of Class and Gender*; L. Back and J. Solomos (Eds) (2000) *Theories of Race and Racism: A Reader*; A. Gutmann (Ed) (1994) *Multiculturalism: Examining the Politics of Recognition*; K. Woodward (Ed) (2004) *Questioning Identity: Gender, Class and Ethnicity*; Hill-Collins, P. (1986), 'Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought' in S. Jackson & S. Scott (Eds) (2002) *Gender: A Sociological Reader*; G. Bhattacharyya (2002) *Sexuality and Society*;

West, Candace, and Don H. Zimmerman (1987) 'Doing Gender' Gender & Society 1 (2): 125-51; B Anderson (1983) Imagined Communities; E Gellner (1983) Nations and Nationalism; M. Flinders (2012) Defending Politics: Why Democracy Matters in the Twenty-First Century.

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Essay (30%, 3000 words) in the ST.

Attendance at all classes is required and submission of all set coursework is compulsory.

S0201

Key Concepts: Advanced Social Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Olivia U. Rutazibwa

Availability: This course is compulsory on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option nor to General Course students.

Course content: This course engages key sociological issues through the critical reading of theoretical and analytical texts. Students will engage with advanced concepts in sociological thought, and will explore the connections between theoretical arguments and the practice of social enquiry and analysis. Students will read a combination of social theory texts in a range of traditions as well as contemporary research studies.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across AT and WT, with a revision session in ST.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: One formative essay each term.

Indicative reading: There is no set textbook for this course - each week's teaching is based on the critical reading of key texts.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 3500 words) in the WT.

Attendance at all classes and submission of all set coursework is required.

S0203 Not available in 2024/25

Political Sociology

This information is for the 2024/25 session.

Teacher responsible: Dr Robin Archer STC.S114a and Dr Kristin Surak STC.S105

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: Political Sociology concerns the way in which political and social factors interact to produce the societies in which we live. This course aims to discuss some central empirical and theoretical questions in the field. The course begins by examining classic comparative debates about the relationship between the development of states and nations on the one hand, and the rise of capitalism and democracy on the other. We will then examine the impact that social cleavages have on parties, elections and other political institutions in a number of different countries. We will examine the strength and political impact of both labour movements and other important social movements. And we will examine why similar countries can develop very different social and economic policies. In addition we will examine some of the founding writings of Marx and Weber and critically assess the use of political concepts. Throughout the course we will

consider some of the main theoretical approaches that are used in the study of political sociology.

Teaching: This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across AT and WT.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: A class presentation and a termly paper in both AT and WT.

Indicative reading: R Dalton, Citizen Politics, 5th edn; G Esping-Andersen, The Three Worlds of Welfare Capitalism; E. Gellner, Nations and Nationalism; A Giddens, Capitalism and Modern Social Theory; R Inglehart, Culture Shift in Advanced Industrial Society; J Manza & C Brooks, Social Cleavages and Political Change; F. Piven and R. Cloward, Poor People's Movements; D. Rueschmeyer et al, Capitalist Development and Democracy; T Skocpol, States and Social Revolutions; S Tarrow, Power in Movement.

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Essay (30%, 2500 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Spring Term. Attendance at all classes and submission of all set coursework is required.

S0221

Researching London: Advanced Social Research Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Jana Melkumova-Reynolds and Dr Haley McAvay

Availability: This course is compulsory on the BSc in Sociology. This course is not available as an outside option nor to General Course students.

Course content: This course will provide students with a first understanding of social research design and analysis of social research data. It involves a dynamic introduction to a range of research methods, both qualitative and quantitative, through practical exercises in the context of London's social life. By the end of the course students will:

- Understand the key role of research design for conducting original empirical social research. In particular, taking into account relevant extant literature, they will develop a research question of their own interest and identify appropriate research method(s) to address it.
- Have engaged with practical research strategies and methods including the design of interview guides and survey questionnaires, conducting qualitative interviews, ethnographic observation, and a survey in the context of London.
- Have a sense of the urban sociology of London and a first-hand experience of its potential for exploring contemporary social issues.
- Be able to analyse different types of data, using a range of methods, such as thematic analysis in the case of qualitative data and regression analysis in the case of quantitative data.
- Be able to assess the quality of employed methodologies on the basis of formal criteria, such as reliability, validity and generalizability.
- Understand the ethical issues involved in social research.
- Have developed a research proposal which will strengthen their dissertation design, and might inform their dissertation topic.

Teaching: This course is delivered through a combination of lectures, online materials and workshops totalling a minimum of 50 hours across AT and WT.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: There is one piece of formative assessment which will be marked and on which you will get

feedback in the Autumn Term (AT).

Indicative reading: A. Agresti & B. Finlay (2008) *Statistical Methods for the Social Sciences*. 4th edition. Pearson.
Bryman, A. (2014). *Social research methods*, 4th edition. Oxford University Press.

Converse, J. M., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire* (No. 63). Sage.
Coffey, A. (1999) *The Ethnographic Self: Fieldwork and the Representation of Identity*. London: Sage.
Davidson, O'Connell, J., (2008). "If no means no, does yes mean yes? Consenting to research intimacies.", *History of the Human Sciences*, 21(4), 49-67.

Duneier, M. (2006). "Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave." *American Sociological Review*, 71(4), 679-88.

Groves, R. M., Fowler Jr, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2011). *Survey methodology*. John Wiley & Sons.

Hammersley, M. & Atkinson, P. (1994) *Ethnography: Principles in Practice*. London: Tavistock

O'Reilly, K. (2004). *Ethnographic methods*. London, New York: Routledge.

Savage, M., & Burrows, R. (2007). The Coming Crisis of Empirical Sociology. *Sociology: The Journal of the British Sociological Association*, 41(5), 885-899.

Tourangeau, R., Rips, Lance J, & Rasinski, Kenneth A. (2000). *The psychology of survey response*. New York: Cambridge University Press.

Assessment: Essay (20%, 2000 words) and project (30%) in the WT.

Research proposal (50%) in the ST.

The first assessment, a qualitative interview transcript or ethnographic fieldnotes and 2000 word essay (20%).

The second assessment, a survey design group project (30%), will be carried out in Winter Term.

The third assessment, a 2,000 word research proposal (50%).

Attendance at all workshops and submission of all set coursework is required.

S0232 Half Unit

Sociology of Health and Illness

This information is for the 2024/25 session.

Teacher responsible: Dr Carrie Friese

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is not available as a first year option.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: Sociology of Health and Illness explores the ways in which experiences of health and illness are socially patterned. We will also ask how the management of health and illness organizes social life. To explore experiences of health and illness, we will look at how specific 'medical disorders' (e.g., ageing, cancer, mental health, disabilities, reproductive and sexual health, obesity etc.) are 'embodied' in socially patterned ways. Empirical studies of specific disorders will be read, in conjunction with analysis of other kinds of texts (e.g., popular writing, film, performance art, museum exhibits, etc.). To address how the management of health and illness organizes social life and vice versa, key theories in the sociology of health and illness will be explored. This will include Parsons's sick role; Weberian and feminist understandings of professional dominance; medicalization, demedicalization and biomedicalization; stigma and stigmatization; health inequalities and the social determinants of health; and Foucaultian notions of surveillance, biopolitics and governmentality. The goal of the course is to introduce students to the historical development of, and the contemporary debates

within, the Sociology of Health and Illness as a subfield of Sociology.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: One post on Moodle of no more than 300 words, and one response to another student's Moodle post, also of no more than 300 words.

Indicative reading:

- B Prainsack. *Personalized Medicine: Empowered Patients in the 21st Century?* (2017)
- A Nelson *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination* (2011)
- Mason, KA *Infectious Change: Reinventing Chinese Public Health After and Epidemic* (2016)
- A Frank, *The Wounded Storyteller: Body, Illness and Ethics* (1997)
- E Martin *Bipolar Expeditions: Mania and Depression in American Culture* (2007)
- J Latimer *The Gene, The Clinic and the Family* (2013)
- S Kaufman *Ordinary Medicine* (2015)
- Eugene Raikhel and William Garriott *Addiction Trajectories* (2013)
- G Davis. *Contesting Intersex: The Dubious Diagnosis* (2015)
- N Tounsi. *Edges of Exposure: Toxicology and the Problem of Capacity in Postcolonial Senegal* (2018)

Assessment: Exam (60%, duration: 2 hours) in the January exam period.

Portfolio (40%) in the AT.

Attendance at all classes and submission of all set coursework is required.

S0235 Half Unit

The Sociology of Homicide

This information is for the 2024/25 session.

Teacher responsible: Dr Janet Foster

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: This half-unit course examines patterns of homicide in different contemporary societies with different social and political contexts (for example, Russia, Jamaica, USA, Colombia, South Africa, and Britain) and the explanations for their contrasting homicide incidence. We explore the differences between fictional representations of murder and its actualities both in terms of type/prevalence, as well as investigative practices. The importance of class, gender and race in patterns of homicide victimisation are explored, as well as the experiences of victims' families and the significance of murder in contemporary society.

Teaching: 30 hours of workshops in the WT.

Course Outline

Week 1 Introduction: Myth busting - we explore perceptions of homicide, what these are based on, and how these images might differ from available evidence on patterns of victimisation

Week 2 Researching Homicide: patterns, issues and problems - we explore how homicide is defined, what problems exist with these definitions and why these matter. We also discuss key theoretical explanations of homicide.

Week 3 Sherlock Holmes & CSI: the impact of crime fiction and media portrayals

Week 4 Patterns of homicide: Using case studies from different parts of the globe, with differing social and political contexts we explore patterns of homicide and the sociological explanations for these varying patterns

Week 5 Intersectionalities: gender, race, and sexuality – the risk of homicide is not equal and in this session we explore how race,

gender and sexuality feature in homicide victimisation.

Week 6 Reading week

Week 7 Presentations

Week 8 Investigating homicide – how do homicide investigations work and what factors affect the likelihood of perpetrators being caught?

Week 9 Living a life sentence: victims' families experiences

Week 10 Homicide perpetrators: why do people kill?

Week 11 Synthesis: The sociological significance of homicide

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Students are expected to read, and prepare in advance, for each of the workshops. Students must complete either a 1,500 word essay, or a poster, to be submitted in week 8, on one of the topics covered in weeks 2-5 of the course.

Indicative reading: Allsop, C. (2018) *Cold Case Reviews: DNA, Detective Work and Unsolved Major Crimes* Oxford: Oxford University Press

Allsop C & Pike S (eds.) (2024) *The Routledge International Handbook of Homicide Investigation* Abingdon

Brookman, F et al (2017) *The Handbook of Homicide* Chichester: Wiley

Brookman, F (2022, second addition) *Understanding Homicide* London: Sage

Innes, M (2003) *Investigating Homicide* Oxford: Oxford University Press

Leovy, J (2015) *Ghettoside: investigating a homicide epidemic* London: Random House

Pridemore, W (2005) 'Social structure and homicide in post-Soviet Russia' *Social Science Research* Vol. 34 (4) pp732-756

Morris, P and Graycar, A (2011) 'Homicide through a different lens' *British Journal of Criminology* Vol. 51 (5) pp823-838

Policing and Society (2013) Vol. 23, No. 3 Special Issue on homicide

UNODC (2019) *Global Study on Homicide: Trends/Context/Data* United Nations Office on Drugs and Crime

Wilson, D (2009) *A History of British Serial Killing* London: Sphere

Assessment: Essay (80%) in the ST.

Presentation (20%) in the WT.

The essay length is between 2,500-3000 words.

SO236 Half Unit

Urban Society

This information is for the 2024/25 session.

Teacher responsible: Dr David Madden

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is not available as a first year option.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: This course is an introduction to urban sociology and urban studies. The course is organised around a set of key concepts for developing a critical understanding of urban space today. These key concepts may include terms such as community, public space, infrastructure, displacement, segregation, multicultural, informality or social movements. The course will draw on a variety of texts that illuminate and interrogate city life from a variety of sociological perspectives, so in addition to academic studies, students will analyse planning reports, historical documents, first-person literary essays, and other representations of the urban experience.

Teaching: This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in AT, with a revision session in ST.

Reading Weeks: Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1

essay in the AT.

Formative coursework will be due by the start of week 7. It will consist of writing a short 500 word essay asking students to take an original photograph and use it as the basis for a reflection on one of the key concepts explored in class. This reflection will serve to prepare students for their summative essay.

Indicative reading:

• Wirth, Louis. 1938. "Urbanism as a Way of Life." *American Journal of Sociology* 44 (1): 1-24.

• Gans, Herbert J. 1962. "The Community." Pp 104-119 in *The Urban Villagers: Group and class in the life of Italian-Americans*. Free Press.

• Atkinson, Rowland. 2003. "Domestication by Cappuccino or a Revenge on Urban Space? Control and empowerment in the management of public spaces." *Urban studies* 40.9 (2003): 1829-1843.

• Anderson, Elijah. 2004 "The Cosmopolitan Canopy." *The Annals of the American Academy of Political and Social Science* 595 (1): 14-31.

• Back, Les, and Shamser Sinha. 2016. "Multicultural Conviviality in the Midst of Racism's Ruins." *Journal of Intercultural Studies* 37.5 (2016): 517-532.

• Caldeira, Teresa P. R. 1996. "Fortified Enclaves: The new urban segregation." *Public Culture* 8 (2): 303-328.

• Simone, AbdouMaliq. 2004. "People as Infrastructure: Intersecting fragments in Johannesburg." *Public Culture* 16 (3): 407-429.

• Garbin, David, and Gareth Millington. 2012. "Territorial Stigma and the Politics of Resistance in a Parisian Banlieue: La Courneuve and beyond." *Urban Studies* 49 (10): 2067-2083.

• Mattern, Shannon. 2018. "Community Plumbing: How the hardware store orders things, neighborhoods, and material worlds." *Places Journal*, July.

• Nicholls, Walter J. 2008. "The Urban Question Revisited: The importance of cities for social movements." *International Journal of Urban and Regional Research* 32 (4): 841-859

• Appadurai, Arjun. 2001. "Deep Democracy: Urban governmentality and the horizon of politics." *Environment and Urbanization* 13 (2): 23-43.

These texts are examples of the articles and books from sociology and urban studies that the course will examine. The course will also analyse texts from various other urban-oriented fields and genres.

Assessment: Exam (75%, duration: 2 hours) in the spring exam period.

Essay (25%, 1500 words) in the AT.

There will be two summative assessments: a final exam and a short essay.

Final exam: 75%

Short illustrated essay (1500 words) on one of the concepts explored in class: 25%

SO237 Half Unit

Racial Borderscapes

This information is for the 2024/25 session.

Teacher responsible: Prof Suzanne Hall

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is not available as a first year option.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis

Course content: This course explores the relationship between the racialised migration systems and the everyday life of borders. By working with the frame of 'borderscapes' this course provides opportunities to explore the spatial production of racialised borders across national, urban and intimate scales. The course critically examines border regimes by engaging in sociological and spatial perspectives. We will analyse how concepts such as 'sovereignty',

'citizenship', 'race' and 'illegality' are spatialised, bringing these into dialogue with formations such as camps, domestic interiors and workplaces. Through these spaces we will also explore practices of cultural debordering and political resistance that occur through the everyday and the commonplace. Our learning process is enlivened through student presentations and writing workshops.

Teaching: This course is delivered through a combination of lectures, classes, workshops and online materials totalling a minimum of 20 hours in WT. Students are required to attend lectures, classes and workshops.

There will be student group presentations in seminars across most weeks and a writing workshop to help prepare for the summative essay.

Students on this course will have a Reading Week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce an essay plan in the WT.

300-500 word essay plan to be submitted in Week 7 of Winter Term in preparation for the writing workshop.

The formative classwork ranges from brief in-class writing exercises, to a short essay plan on which feedback is given in a writing workshop where essay plans are further developed.

Attendance at the writing workshop is required.

Indicative reading: Bhattacharyya, Gargi. Rethinking racial capitalism: Questions of reproduction and survival. Rowman & Littlefield International, 2018.

Çaglar, Ayse, and Nina Glick Schiller. Migrants and city-making: Dispossession, displacement, and urban regeneration. Duke University Press, 2018.

De Genova, Nicholas P. "Migrant "illegality" and deportability in everyday life." Annual review of anthropology 31, no. 1 (2002): 419-447.

Gupta, Monisha Das. Unruly immigrants: Rights, activism, and transnational South Asian politics in the United States. Duke University Press, 2006.

Hall, Suzanne. The migrant's paradox: Street livelihoods and marginal citizenship in Britain. University of Minnesota Press, 2021.

Jones, Hannah, Yasmin Gunaratnam, Gargi Bhattacharyya, and William Davies. Go home?: The politics of immigration controversies. Manchester University Press, 2017.

Khalaf, Abdulhadi, Omar AlShehabi, and Adam Hanieh. Transit states: Labour, migration and citizenship in the Gulf. Pluto Press, 2015.

Landau, Loren Brett, Kaajal Ramjathan-Keogh, and Gayatri Singh. Xenophobia in South Africa and problems related to it. Johannesburg: Forced Migration Studies Programme, University of the Witwatersrand, 2005.

Mezzadra, Sandro, and Brett Neilson. Border as Method, or, the Multiplication of Labor. Duke University Press, 2013.

Valluvan, Sivamohan. The clamour of nationalism: Race and nation in twenty-first-century Britain. Manchester University Press, 2019.

Yuval-Davis, Nira, Georgie Wemyss, and Kathryn Cassidy. Bordering. John Wiley & Sons, 2019.

Walia, Harsha. Border and rule: global migration, capitalism, and the rise of Racist nationalism. Haymarket Books, 2021.

Assessment: Essay (80%, 3000 words) in the ST.

Group presentation (20%) in the WT.

Attendance at all classes and submission of all set coursework is required.

are allocated on a first come first served basis.

This course cannot be taken with SP271 Psychology of Crime and Criminal Justice or SO210 Crime, Deviance and Control.

Course content: This course encourages students to think about and debate some of the major issues in the sociology of crime and crime control. We explore the social construction of crime and deviance; key factors that shape patterns, perspectives and experiences of crime and crime control, including gender, race and ethnicity, and the media. The main objective is to develop a holistic perspective on some of the key topics of criminological scholarship.

Teaching: 12 hours of lectures and 9 hours of classes in the WT. 1 hour of lectures in the ST.

Formative coursework: Students are required to complete one piece of formative assessment.

Indicative reading: There is no set text for this course. The following is useful introductory reading that includes topics covered on the course:

- Carrabine E et al (2016) Criminology: A Sociological Perspective
- Downes, D & Rock, P (2011, 4th Edition) Understanding Deviance
- Liebling, A et al, (2017, 5th Edition) The Oxford Handbook of Criminology
- Tierney, J (2018, 4th Edition) Criminology: Theory and Context
- Walklate, S (2016) Criminology: The Basics

Assessment: Essay (70%, 3000 words) in the ST.

Group presentation (30%) in the WT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the third Tuesday of Spring Term. Attendance at all classes and submission of all set coursework is required.

SO243 Half Unit

Political Sociology: Nation-States Unravelling

This information is for the 2024/25 session.

Teacher responsible: Dr Kristin Surak

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course cannot be taken in conjunction with SO203 Political Sociology. This course has a limited number of places (it is capped).

Course content: Political sociology has traditionally focused on the nation-state and how it works as a power source and power container as both a membership unit (the nation) and a territorial unit (the state). Political sociology has also often taken the limits of the nation-state for granted. This course addresses a number of key topics around nation-states while also considering key challenges to them, both epistemological (e.g. how fruitful is it to study the world by taking the nation-state as the natural unit of analysis) and substantive (e.g. in what ways is state sovereignty or state membership always partial or challenged). The focus, as we move across this terrain of "unravelling" nation-states, is broadly macropolitical.

In the first section, we set up the field of debate by breaking down what nation-states are and looking at how they operate as a key unit of analysis in much of traditional sociology. The second section moves to empire and colonial legacies to examine the very recentness of the rise of nation-states and their past and present intertwinings with empire, imperialism, and hegemony. In the third section, we look at issues around membership and exclusion, focusing on citizenship and migration. The fourth section turns to social movements and political participation to examine engagements against, with, and beyond the state. We wrap up by examining a series of contemporary challenges to nation-states that have appeared in many parts of the world. If SO203 is not offered, this course may be available in its place.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

SO240 Half Unit Not available in 2024/25

Crime, Deviance and Control

This information is for the 2024/25 session.

Teacher responsible: Dr Ioanna Gouseti STC S105a

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places

This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 20 hours in WT. Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Formative Presentation

Each week from Week 2 will feature a student presentation (alone or in pairs, depending on enrolment) of no more than 15 minutes that engages the readings and applies them to one or more real-world cases. This offers the opportunity for in-depth engagement of class materials by the presenter(s), which helps prepare for the final exam and helps other students "recharge" the readings in their minds before small-group discussion. It's also an opportunity to creatively work with the materials, push arguments further, and incorporate different perspectives. See the "Presentation Guidelines" on Moodle for more details on "how-to."

Formative Mock Exam

In preparation for the summative exam, there will be a formative mock exam in which students will be given three questions and chose one to answer in a 45-minute period.

Indicative reading: Brubaker, Rogers. 1996. *Nationalism Reframed*. Cambridge University Press.

Hall, Stuart. 2011. "March of the Neoliberals" *The Guardian*. Sept. 12, 2011.

Harvey, David. 2002. *A Brief History of Neoliberalism*. Oxford University Press

McAdam, Doug et al. 1996. *Comparative Perspectives on Social Movements*. Cambridge University Press.

Kochenov, Dimitry. 2019. *Citizenship*. Cambridge: MIT Press.

Rodney, Walter. 1972. *How Europe Underdeveloped Africa*. Verso Press

Surak, Kristin. 2023. *The Golden Passport: Global Mobility for Millionaires*. Harvard University Press

Tufekci, Zeynep. 2017. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale University Press.

Wimmer, Andreas and Glick Schiller, Nina. 2002. "Methodological nationalism and beyond: nation-state building, migration and the social sciences." *Global Networks* 2, 4: 301-334.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

Attendance at all classes and submission of all set coursework is required.

S0244 Half Unit

The Sociology of Race and Empire

This information is for the 2024/25 session.

Teacher responsible: Dr Sara Salem

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: The course provides an introduction to theoretical, historical and contemporary debates around race, racism and empire. It covers the following thematic areas: **history; theory; experience; futurism.**

We begin by exploring the historical events and contemporary afterlives that have created a world structured by racism and colonialism. From the Enlightenment to nationalism; from science to secularism, we look at how this world came to be, and why these often-hidden histories matter. We then look at different ways people have tried to understand this world. Theoretical paradigms include anticolonial theory, the Black Radical Tradition, Queer theory, Trans* theory, and postcolonial theory, decoloniality and settler colonialism, among others. The third block looks at the everyday experiences of race and empire. From the food we eat to the way we travel, we will see that race and empire are never far from the scene. We look at the politics around tourism, climate change, technology, intimacy, movement and food to unpack the

very minute and not-so-minute ways race and empire seep into and structure our daily lives. We end the course by thinking about abolition as a means of imagining a future free of racism.

Teaching: This course is delivered through a combination of lectures/seminars and online materials totalling a minimum of 20 hours in WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: One formative essay (1500 words) due in Week 7 of WT.

Indicative reading: Cesaire, A. 1955. *Discourse on Colonialism*. Grove Press.

Said, E., 1978. *Orientalism: Western representations of the Orient*. Pantheon.

Steinmetz, G., 2013. *Sociology and empire*. Duke University Press.

Fanon, F., 1963. *The wretched of the earth*. Grove Press.

Mills, C.W., 2014. *The racial contract*. Cornell University Press.

Davis, A.Y., 2011. *Women, race, & class*. Vintage.

Mohanty, C.T., 1988. Under Western eyes: Feminist scholarship and colonial discourses. *Feminist review*, (30), 61-88.

Sharpe, C., 2016. *In the wake: On blackness and being*. Duke University Press.

Wekker, G., 2016. *White innocence: Paradoxes of colonialism and race*. Duke University Press.

Collins, P.H., 2002. *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge.

Assessment: Essay (80%, 3000 words) in the ST.

Presentation (20%) in the WT.

Attendance at all classes and submission of all set coursework is required.

S0248 Half Unit

Gender and Society

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: The course will explore the meaning of gender in contemporary society. It considers gendered relations of power and the articulation of gender with other kinds of social difference such as race, class and sexuality. A variety of theoretical perspectives will be applied to a number of substantive issues of contemporary concern.

Indicative topics are: gender and sexuality; masculinities; violence; gender and literature; representation; queer theory.

Teaching: 10 hours of lectures and 10 hours of classes in the WT, with a minimum of 1 hour in the ST.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to prepare one piece of formative assessment.

Indicative reading: S Benhabib et al, *Feminist Contentions: A Philosophical Exchange*, Routledge, 1995

S Ahmed, *Living a Feminist Life*, Durham and London: Duke University Press, 2017

C Mohanty, *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, Durham Duke University Press, 2003

A Clarke and D Haraway (Eds.), *Making Kin not Population*, Chicago: Prickly Paradigm Press, 2018

A Davis, *Are Prisons Obsolete?* New York: Seven Stories Press, 2003

J Halberstam, *Trans: A Quick and Quirky Account of Gender Variability*, Berkeley, CA: University of California Press, 2018

A Kafer, *Feminist, Queer, Crip*, Bloomington, IN: Indiana University Press, 2013

C Thompson, *Making Parents*, Cambridge, MA: MIT Press, 2005
 R Ray, J Carlson, A Andrews (Eds.), *The Social Life of Gender*,
 Thousand Oaks, CA: Sage, 2017

A more detailed reading list will be provided at the beginning of the course.

Assessment: Take-home assessment (80%) in the ST.
 Presentation (20%) in the WT.

Attendance at all classes and submission of all set coursework is required

S0302

The Sociological Dissertation

This information is for the 2024/25 session.

Teacher responsible: Prof Suki Ali

Availability: This course is compulsory on the BSc in Sociology. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students undertaking this course need to have completed the first two years of the BSc in Sociology.

Course content: The dissertation takes the form of an independent research project of 10,000 words on a sociological topic of the students' choosing, developed in consultation with their Academic Mentor. The dissertation process includes reviewing relevant literature on the topic of study, formulating a viable and sociologically-relevant research problem, collecting and analysing primary and/or secondary data (such as a case study, data set, fieldwork observations, corpus of texts, survey results or interviews), and writing up an independent analysis based on this research.

Students' work on the dissertation is supervised in small-group and individual tutorials with their Academic Mentor over AT and WT.

The Dissertation process is supported by a series of compulsory group workshops in the AT and WT which focus on research project design. The workshops cover topics such as identifying a sociological problem for investigation, constructing a bibliography, research ethics, research access, data collection, data analysis and writing up.

Teaching: 7 hours and 30 minutes of seminars in the AT. 6 hours of seminars in the WT.

Seminars will be structured as follows: 5 x 1.5 hour seminars in the AT. 4 x 1.5-hour seminars in the WT.

5 x 1.5-hour small-group tutorials with Academic Mentors in AT.
 2 x individual supervisions with Academic Mentors plus drop-in sessions in WT.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: One piece of formative coursework in the AT.

Assessment: Dissertation (90%, 10000 words) in the ST.
 Research proposal (10%) in the AT.

S0309 Half Unit

Atrocity and Justice

This information is for the 2024/25 session.

Teacher responsible: Dr Claire Moon

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

- This course is not available as a first-year option.
- This course has a limited number of places (it is capped). Places are allocated on a first come first served basis with priority given to students on the the BSc in Language, Culture and Society and BSc in Sociology.

• This course cannot be taken in conjunction with IR312 Genocide.

Course content: This course introduces undergraduate students to a range of issues relevant to the study of mass atrocity and justice for atrocity. It introduces students to a range of perspectives, from sociological to historical, to social psychological and philosophical. More concretely, it investigates topics covering definitions of state crime and atrocity, the social construction of atrocities, genocide and the Genocide Convention, structural approaches to understanding genocide (modernity, democracy, and colonial rule), the perpetrators, victims and witnesses of atrocity, denial of state crimes, reporting and documenting atrocity, forensic investigations of mass graves, retributive and restorative approaches to justice (including truth commissions and war crimes tribunals), historic atrocities in settler states (Australia, Canada and the US), and the use of political apologies for atrocity.

Teaching: This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the WT, and 2 hours of revision classes in the ST.

Reading Week: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: 1 x formative essay of 1500 words.

Indicative reading:

- Arendt, Hannah (1994) *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books)
- Bauman, Zygmunt (1989) *Modernity and the Holocaust* (Cambridge: Polity)
- Browning, Christopher (1992) *Ordinary Men: Reserve Police Battalion 101* (New York: HarperCollins)
- Cohen, Stan (2001) *States of Denial* (Cambridge: Polity Press)
- Coulthard, Glen Sean (2014) *Red Skin White Masks* (University of Minnesota Press).
- Hacking, Ian (1999) *The Social Construction of What?* (Cambridge: Harvard University Press)
- Jones, Adam (2011) *Genocide: A Comprehensive Introduction*, 2nd edition (London: Routledge)
- Keenan, Thomas and Eyal Weizman (2012) *Mengele's Skull: The Advent of Forensic Aesthetics* (Frankfurt: Sternberg Press).
- Wilson, Richard (2001) *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State* (Cambridge: Cambridge University Press).

Assessment: Class participation (10%) in the WT.

Take-home assessment (90%) in the ST.

Assessment is by two components:

1. Class participation (10%) in the WT. Class participation is assessed on the basis of contributions to class discussions that evidence reading and understanding, ability to present arguments derived from the readings and lecture material, and a demonstration of the ability to develop a position in relation to issues presented in the lecture and readings.
2. Take-home assessment (90%) in the ST. The take-home assessment takes the form of an exam (from which two questions must be answered) in the spring exam period, to be completed within a specified five-day time period. A copy will be uploaded to Moodle.

Attendance at all classes and submission of all set coursework is required.

S0310 Half Unit Not available in 2024/25

The Sociology of Elites

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Savage STC S210

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is not available as a first year option.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: In the early 21st century, there is a new

fascination with the super-rich, the 1%, the 'elites'. This course therefore aims to expose students to the challenges and excitements of studying this small but very significant social class, using cutting edge research on recent trends as well as important older studies.

Teaching: This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the WT.

Reading Weeks: Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Formative assessment will be through a 2000 word essay to be handed in on the Monday of Week 7, directly after Reading Week. Students will also be asked to give presentations in seminars, and informal feedback will be given on these.

Indicative reading:

- Piketty, T., (2014), *Capital in the 21st Century*, Boston, Harvard UP.
- Khan, S., (2010), *Privilege*, Princeton, Princeton UP.
- Korsnes, O., Heilbron, J., Hjellbrekke, J., Bühlmann, F. and Savage, M. eds., 2018. *New directions in elite studies*. Londres: Routledge.
- Savage, M., and Williams, K., (eds) (2008), *Remembering Elites*, Oxford, Blackwells.
- Mears, A., 2020. *Very important people: Status and beauty in the global party circuit*. Princeton University Press.

Assessment: Essay (100%, 3000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Spring Term.

Attendance at all classes and submission of all set coursework is required.

S0311 Half Unit Law and Violence

This information is for the 2024/25 session.

Teacher responsible: Dr Ayça Çubukçu

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is not available to first and second year students. This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: *Law and Violence* is an intensive introduction to key theoretical texts that can inform a nuanced understanding of the controversial yet crucial nexus between law and violence. What is the relationship between law and violence? Are they mutually exclusive forms of human action? Is it a paradox that law employs violence in claiming to prevent or circumscribe the latter? Is it a contradiction that violence is often the means to establish or change the law? We will consider these questions within historical contexts of the nation-state and the global legal order.

Teaching: This course is delivered through seminars totalling 25 hours in WT.

This course requires the practice of close reading. We will not read in large quantities. However, students are expected to engage with the assigned texts deeply, paying special attention to the presuppositions of the authors and the structures of their argumentation, identifying the weaknesses and the strengths of their theoretical constructions. By the end of the course, students are expected to make the assigned texts speak with and against each other. Students in this course will have a reading week in week 6.

Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the WT. Essay abstract (max 800 words) to be submitted in class in week 7. Students will get detailed feedback on their abstracts.

Indicative reading: Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life*. Stanford Uni. Press. 1995.

Antony Anghie, *Imperialism, Sovereignty and the Making of International Law*. Cambridge University Press. 2005.

Talal Asad, "Thinking About Just War and Terrorism," in *Cambridge Journal of Foreign Affairs*.

Talal Asad, *On Suicide Bombing*, Columbia University Press. 2007.

Hannah Arendt, *Eichmann in Jerusalem*. Penguin Press. 1963.

Walter Benjamin, "Critique of Violence" in *Reflections*, Schocken Books. 2002 [1929].

Jacques Derrida, "Force of Law: The 'Mystical Foundations of Authority'" in *Deconstruction and the Possibility of Justice*. Drucilla Cornell, Michel Rosenfeld, David Gray Carlson, eds. Routledge. 1992.

Michel Foucault, *Society Must Be Defended*. Picador. 2003 [1976].

Georges Sorel, *Reflections on Violence*. Dover. 2004 [1908]

Carl Schmitt, *Political Theology*. The MIT Press. 1985 [1922].

Recommended:

Carl Schmitt, *The Nomos of the Earth*. Telos Press. 2003 [1950].

Assessment: Essay (90%, 3000 words) in the ST.

Class participation (10%) in the WT.

Attendance at all classes and submission of all set coursework is required.

S0312 Half Unit Not available in 2024/25 Work, Inequality and Society

This information is for the 2024/25 session.

Teacher responsible: Dr Patrick McGovern STC.S110

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is not available as a first year option.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: Sociological perspectives on cross-national differences in employment and social inequality.

Theoretical perspectives on inequality; gender in the labour market; occupational segregation; the 'glass ceiling'; immigrant employment; race, ethnicity and discrimination; social class at work; class reproduction in elite firms; the rise of wage inequality; and income inequality in the mass media.

Teaching: This course is delivered through a combination of lectures/seminars, online materials and classes totalling a minimum of 20 hours in WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: 1,500 word essay due in Week 8 of WT.

Indicative reading: W. Bottero, W. (2018) *A Sense of Inequality*; Friedman, S. and Laurison, D. (2020) *The Class Ceiling*; Tilly, C. & C. Tilly (1998) *Work Under Capitalism*; Grusky, D. (2014) (4th ed) *Social Stratification*; McGovern, P. et al. (2007) *Market, Class, and Employment*; Padavic, I. & Reskin, B. (2002) *Women and Men at Work*; Payne, G. (ed.) (2013) *Social Divisions*; L. Platt, L. (2011) *Understanding Inequalities*; D. Tomaskovic-Devy, D. and D. Avent-Holt (2018) *Relational Inequalities*.

Further reading will be detailed in the course syllabus.

Assessment: Essay (90%, 3000 words) in the ST.

Class participation (10%) in the WT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day. Assessed essay due Tuesday of Week 1 in ST.

Attendance at all classes and submission of all set coursework is required.

S0313 Half Unit

Material Culture and Everyday Life

This information is for the 2024/25 session.

Teacher responsible: Dr Leili Sreberny-Mohammadi

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is not available as a first year option.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: The course focuses on how 'things' enter into and mediate everyday social relations and practices. Students will consider all aspects of the social life of things, from design and production through use, consumption and everyday practices. This will allow them to address a range of long-standing theoretical and political concerns within sociology such as the role of objects and materiality in social life; social organizations of objects and exchange, such as consumer culture; the life cycle of objects; and the socio-political status of 'everyday life' itself. At the same time, there will be a strong methodological emphasis: not just how do we study objects in everyday life, but how might such studies impact on social research more generally.

The course will rely heavily on case studies and cross-cultural differences will be raised throughout. Museums, as a site of collection and preservation of material culture will also be scrutinized.

Teaching: This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to work in pairs to present a proposal for the inclusion of an object in the imagined "Museum of the Future". They will create a wall text and apply one theoretical lens to their object.

Indicative reading:

- Drazin, A. & Küchler, S. (eds.) (2015) *The social life of materials: Studies in materials and society*. Bloomsbury Academic, London.
- Latour, B. (2005) *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press.
- Lury, C. (2011) *Consumer culture*, 2nd ed. Polity, Cambridge.
- Miller, D. (2008) *The comfort of things*. Polity, Cambridge.
- Molotch, H. (2003) *Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be as They Are*. New York and London: Routledge.
- Shove, E., M. Hand, J. Ingram and M. Watson (eds.) (2007) *The Design of Everyday Life*. Oxford: Berg.

Assessment: Group presentation (30%) in the WT.

Research report (70%) in the ST.

A group presentation based on the presentation for the Museum of the Future.

A 3,000 word research report on an object of the student's choosing in which they are asked to address a clear list of considerations such as design, material properties, social practices and uses, methodological questions and so on. Potential objects and practices for the final research report will be workshopped in class.

Attendance at all classes and submission of all set coursework is required.

permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: Class, Culture and Meritocracy is an optional undergraduate module run by LSE Sociology. The course investigates the intersections between these three key concepts and is organised into three parts: class, class and culture, and class-culture-meritocracy. We will begin by introducing traditional and contemporary theories of social class and stratification. We then turn to the interrelation of class and culture (and gender and ethnicity) in Britain, the US, and other countries throughout the world. We will engage especially with the seminal work of French sociologist Pierre Bourdieu and his supposition that class boundaries are most clearly discernible from examining people's cultural taste, with dominant classes using their preferences for legitimate culture as a means of signalling their superior social position. We will also look specifically at elites, and how they are implicated in how some forms of culture are assigned higher value in society. We will also examine the role of culture in staging forms of class resistance, particularly through the lens of politicised subcultures. And finally, the module will engage with the question of how class and classed cultures are implicated in contemporary debates about meritocracy. Here we will look at how the cultural dimensions of a person's class background affects their ability to get ahead, and how this intersects with inequalities of gender and ethnicity. We will then look at how meritocracy is deployed to understand the burgeoning middle class in a number of Global South countries, particularly China, South African and India and how this is problematised by the lived experience of those experiencing this upward mobility. We will end by interrogating the ways in which 'social mobility' is increasingly used by politicians as a means of providing meritocratic legitimacy for the maintenance of inequality.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

The formative assessment for this course will be an essay plan for the summative essay that will allow students to get feedback on their ideas before submitting the summative assessment.

Indicative reading: Shamus Khan, *Privilege*, Princeton UP, 2010
Sam Friedman and Daniel Laurison, *The Class Ceiling*, Bristol University Press, 2019

Lauren Rivera, *Pedigree*. Princeton UP, 2015

Lee Eliot Major and Stephen Machin, *Social Mobility and its Enemies*, Penguin, 2019

Will Atkinson, *Class*. Polity. London, 2015

Savage, Mike, Fiona Devine, Niall Cunningham, Sam Friedman, Daniel Laurison, Andrew Miles, Helene Snee, and Paul Wakeling.

2015. *Social Class in the 21st Century*. London: Penguin.

Meghji, A. 2019. *Black Middle Class Britannia*. Routledge. London (Introduction)

Jack, A. 2019. *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students*. Harvard University Press. Boston
Breen, R. eds., 2004. *Social mobility in Europe*. Oxford University Press

Bukodi, E. and Goldthorpe, J.H., 2018. *Social mobility and education in Britain: Research, politics and policy*. Cambridge University Press.

Wilson, W.J., 2012. *The truly disadvantaged: The inner city, the underclass, and public policy*. University of Chicago Press.

Reay, Diane, 2018. *Miseducation: Inequality, Education and the Working Classes*, Polity

Assessment: Essay (100%, 3000 words) in the WT.

Attendance at all classes and submission of all set coursework is required.

S0314 Half Unit

Class, Culture and Meritocracy

This information is for the 2024/25 session.

Teacher responsible: Prof Sam Friedman

Availability: This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with

S0348 Half Unit**Family Diversity and Change****This information is for the 2024/25 session.****Teacher responsible:** Dr Ursula Henz**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

Course content: The course introduces students to the area of family sociology, focusing on contemporary families and intimate relationships in Britain and other Western societies. It provides theoretical and empirical perspectives on a range of topics, including single parent families and post-divorce families; non-heterosexual families; intimate partnerships; parenting; transnational families.**Teaching:** 20 contact hours in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: Students are required to complete one formative essay.**Indicative reading:**

- Treas, Judith, Scott, Jacqueline & Richards, Martin (eds.) (2014) *The Wiley Blackwell Companion to The Sociology of Families*, Chichester, West Sussex: Wiley Blackwell - covers many aspects of the course.

Other recommended readings include:

- Chambers, Deborah & Gracia, Pablo (2022): *A Sociology of Family Life*. 2nd Edition. Cambridge: Polity Press.
- Lareau, Annette (2011): *Unequal Childhoods. Class, Race and Family Life*. University of California Press: Berkeley, Los Angeles, London.
- Smart, Carol & Neale, Bren (1999): *Family Fragments?* Cambridge: Polity Press.
- Smart, Carol, Neale, Bren & Wade, Amanda (2001): *The Changing Experience of Childhood: Families and Divorce*. Cambridge: Polity Press.
- Allan, Graham; Crow, Graham & Sheila Hawker (2011) *Stepfamilies*. New York: Palgrave Macmillan.

Assessment: Coursework (10%) in the AT.

Online assessment (90%) in January.

The first assessment, a reading diary (10%)

The online assessment will be a take home exam to be taken in an 8-hour window in the January exam period.

Attendance at all classes and submission of all set coursework is required.

SP100**Understanding International Social and Public Policy****This information is for the 2024/25 session.****Teacher responsible:** Dr Zahid Mumtaz**Availability:** This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.**Course content:** The course introduces students to the study and practice of international social and public policy. It considers how societies organise to address social needs, with reference to academic and policy debates across the so-called global North and South.

In the first half of the course (Autumn Term), you will develop your understanding of how welfare systems have developed and of the institutions and actors involved in different contexts across the world, including the state, market, civil society and families.

In the second half (Winter Term), you will consider the challenge of inequality and how different approaches in social policy, involving those institutions and actors, can redress or reinforce inequalities.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in both AT & WT**Formative coursework:** Students are expected to participate actively in course learning activities and to complete two formative essays (one of which constitutes the coursework component of the assessment).**Indicative reading:** Artaraz, K. and Hill, M. (2016) *Global Social Policy: Themes, Issues and Actors*. Basingstoke: Palgrave Macmillan.Daly, M. (2011) *Welfare*. Cambridge: Polity.Garland, D. (2016) *The Welfare State: A Very Short Introduction*. Oxford: Oxford University Press.Kabeer, N., Cook, S. (2000) 'Revisioning social policy in the South: challenges and concepts', *IDS Bulletin*, 31: 4, 1-18.Lewis, D. (2017) 'Should we pay more attention to South-North learning?', *Human Service Organisations: Management, Leadership and Governance*, 41: 4, 327-331.Ikemura Amaral, A., Jones, G., Nogueira, M. (2020) 'Brazil's so-called 'invisibles' will need more than resilience to redress the unequal impacts of COVID-19 | LSE Latin America and Caribbean', LSE blogs <https://blogs.lse.ac.uk/latamcaribbean/2020/05/14/brazils-so-called-invisibles-will-need-more-than-resilience-to-redress-the-unequal-impacts-of-covid-19/>**Assessment:** Exam (100%, duration: 3 hours) in the spring exam period.

Students submit two formative essays as part of their coursework (one in AT, one in WT).

SP101**Foundations of Social Policy Research****This information is for the 2024/25 session.****Teacher responsible:** Dr Kitty Stewart**Availability:** This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.**Course content:** SP101 is concerned with a fundamental question for social and public policymaking. *How do we know* what policies are needed, how they are experienced and whether they are effective? We also consider a second question: *How is this knowledge used* - how (if at all) does it feed into the policy process and improve policies and outcomes?

The course aims to equip students to become informed consumers of research, able to read and evaluate research outputs that use a range of different approaches and methods to address policy questions. Students will be encouraged to think critically about the way that knowledge is constructed, about the nature of expertise, and about the influence of values and positionality on knowledge production. They will learn to assess the validity of claims made on the basis of research studies that use a range of different methods. The course provides the foundations for students to become active researchers themselves in later stages of the BSc ISPP degrees, preparing them for the second year research methods course and for their third year dissertation.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn

Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in both AT & WT.

Formative coursework: Students will write two essays, one in AT and one in WT, and will receive feedback designed to help them build towards their summative essay in ST.

Students will also make and receive feedback on a group presentation in AT.

Multiple choice quizzes and class activities will provide further opportunities for students to check their learning.

Indicative reading: Becker, S., Bryman, A. and Ferguson (2012) *Understanding Research for Social Policy and Social Work: Themes, Methods and Approaches*. 2nd Edition. London: Policy Press. Bryman, A. (2012) *Social Research Methods*, 4th edition. Oxford University Press.

Della Porta, D. and Keating, M. (2008) *Approaches and Methodologies in the Social Sciences*. Cambridge: CUP.

Gilbert, N. (2008) *Researching Social Life* 3rd ed. London: Sage.

Hill Collins, P. and Bilge, S. (2016) *Intersectionality (Key Concepts)*. London: Polity Press.

Howard, C. (2017) *Thinking Like a Political Scientist*. Chicago, IL: University of Chicago Press.

Parkhurst, J. (2017) *The Politics of Evidence: From evidence based policy to the good governance of evidence*. Abingdon, Oxon: Routledge.

Assessment: Essay (70%, 2000 words) in the ST.

Quiz (30%) in the WT.

Two forms of assessment will make up the overall grade for the course.

There will be two in-class quizzes on key terms and concepts during Winter Term (30%)

Students will submit a 2,000 essay in Spring Term (70%).

SP111

Social Economics and Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Maria Almudena Sevilla Sanz

Availability: This course is compulsory on the BSc in International Social and Public Policy. This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy with Politics, BSc in Politics, BSc in Politics and International Relations and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Places on this course are limited and priority is given to Social Policy students in the first instance. If places remain available once Social Policy students have been accommodated, they will be offered on a first come first served basis to students from outside the Department.

This course is not available to third year students.

Pre-requisites: No prior knowledge of economics is required.

Course content: This course provides an introduction to the economics of social and public policy. The course begins by introducing basic economic concepts and principles and discussing their application to different social policy areas, including childcare, education, health care, social care, housing and the environment. Key concepts include supply, demand and elasticities, externalities and market failure, asymmetric information, private and social insurance.

The course goes on to analyse the distribution of household income, poverty and inequality, labour market earnings, and unemployment. It covers concepts such as human capital and productivity, and labour market discrimination, and looks at a range of policies, including minimum wage legislation, taxation, and the social security system.

Throughout, the course emphasises the importance of

understanding political goals in assessing the effectiveness or justice of economic and social policies, and seeks to encourage students to draw on both theory and empirical evidence in addressing its core questions.

SP111 provides an introduction to the economics of social and public policy. We focus on real-world applications relevant to social and public policy. It is a full-year course. The course uses charts and graphical tools, but is taught without mathematics or equations, and is designed to be suitable both for students with no prior knowledge of economics and for those who have taken A level economics. The course is designed to be accessible and stimulating for students of all backgrounds.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in both AT & WT.

Formative coursework: Students will be expected to complete exercises as required for classes, and write three formative essays during the course of the year.

Indicative reading: J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*, 4th Edition, Palgrave, 2008
G Mankiw and M Taylor, *Economics*, 6th Edition, Cengage, 2023
R Lipsey and A Crystal, *Economics*, 14th edition, OUP, 2020 (or earlier edition)

N Barr, *Economics of the Welfare State*, 6th Edition, OUP 2020 (or earlier edition)

H Glennerster, *Understanding the Cost of Welfare*, 3rd edition. The Policy Press, 2017

A B Atkinson, *Inequality: What Can Be Done?* Harvard University Press, 2015.

Assessment: Online assessment (100%) in the ST.

SP112

Politics of Social Policy Making

This information is for the 2024/25 session.

Teacher responsible: Mr Liam Beiser-Mcgrath

Availability: This course is compulsory on the BSc in International Social and Public Policy. This course is available on the BSc in International Social and Public Policy and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is not available to third year students.

Course content: Understanding the political dynamics behind policy decisions is crucial, as the most effective solutions are often sidelined in favor of politically expedient ones. Fostering the ability to identify and navigate these political realities is therefore essential for those aiming to drive meaningful change in an imperfect world.

The course introduces students to the way in which social and public policies are developed. It aims to provide tools to understand how policies are produced through political disagreement and negotiations and how policies reflect different needs and problems voiced by groups in societies. It focuses on the ways in which policy processes and decision making can be analysed. The course focuses on different models that are used in the analyses of policy processes in different international contexts. Furthermore, it links different analytical approaches to policy processes with political considerations of how political problems are framed and how policy goals are established. The course looks at these issues from the perspective of different actors and the ways in which different actors interact with each other within policy processes. The course brings together analytical frameworks for

policy processes with empirical problems (cases). The course enables students to understand that policy processes are both about understanding society and shaping it. Finally, it introduces students to the various policy actors, including international actors and how these actors work together within socio-political and economic constraints. It also highlights the importance of identifying and understanding the different value positions and the associated negotiations that underwrite policy processes.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in both AT & WT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Students will have a 400 word formative assignment due in Autumn Term, where students will outline how they would apply one of the theoretical approaches discussed in the course to a specific policy issue. This serves as practice for the subsequent summative assessments.

Indicative reading: Cairney, Paul (2019) *Understanding Public Policy: Theories and Issues* 2nd Edition. London: Bloomsbury
Bacchi, Carol (2009) *Analysing Policy: What's the problem represented to be?* Frenchs Forest: Pearson Education
Stone, Deborah (2012) *Policy Paradox: The Art of Political Decision Making*. NY: Norton.

Bueno de Mesquita, Ethan (2017) *Political Economy for Public Policy*. Princeton: Princeton University Press.
Ostrom, Elinor (2015) *Governing the Commons: the Evolution of Institutions for Collective Action*. London: CUP.

Assessment: Essay (30%, 1000 words) in the WT.

Project (70%, 2000 words) in the ST.

There are two summative assessments for the course:

Students will write a 1000-word policy commentary, applying one of the theoretical models covered in the class to an issue of their choice.

For the final assignment students will write 2000 word policy report where students identify and explain the key factors that helps us to understand a particular policy using theoretical frameworks discussed in the course.

SP200

Comparative and International Social Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Timo Fleckenstein

Availability: This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.

Pre-requisites: This course is only available to students who have completed Understanding International Social and Public Policy (SP100).

Course content: The course introduces the comparative method in social policy research as well as the main analytical approaches to understanding social policy developments in high income countries. By examining the interaction between social policy, employment and families, it explores how and why different countries pursue different paths and how this may be changing.

The course also examines social policy in middle- and low-income countries and explores the forces shaping both how policy problems are perceived and the impact of key international and supranational institutions on social policymaking in different areas of the world.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person

academic-code) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in both AT & WT.

Formative coursework: Students are expected to submit two pieces of formative written work throughout the academic year and are expected to read for and prepare contributions to class discussion each week.

Indicative reading: P Beramendi, S Häusermann, H Kitschelt & H Kriesi (eds) (2015) *The Politics of Advanced Capitalism*
D Béland, S Leibfried, KJ Morgan, H Obinger & C Pierson (eds) (2022) *The Oxford Handbook of the Welfare State*, 2nd edition
B Deacon (2007) *Global Social Policy and Governance*
I Gough & G Wood (eds) (2004) *Insecurity and Welfare Regimes in Asia, Africa and Latin America*
A Hemerijck (ed) (2017) *The Uses of Social Investment*
J Lewis (2009) *Work-Family Balance, Gender and Policy*
N Yeates & C Holden (eds) (2022) *Understanding Global Social Policy*, 3rd edition

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

SP201

Research Methods for Social Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Shuang Chen

Availability: This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students must have completed Foundations of Social Policy Research (SP101).

Course content: This course introduces students to tools used by scholars and practitioners in the study of social policy, focusing on their application to addressing research questions and policy issues in various disciplines and contexts. The course is aimed at helping students transform from a consumer to a producer of research. Through various hands-on activities, students will gain first-hand experience of a research process from start to finish, and, subsequently, build confidence and competence for conducting independent dissertation research in the third year. In the process, students will develop life-long problem-solving and analytical skills not only essential for working in the field of social policy but also highly valued by and transferable to other sectors.

This course is divided into two parts. SP201.2 in AT focuses on research design and qualitative methods. SP201.1 in WT focuses on quantitative methods, including statistical programming using STATA.

By the end of the course, you will be able to:

- 1 Formulate your own research question
- 2 Propose appropriate data and methods to answer the question
- 3 Recognise ethical issues in social research and address them in research design and conduct
- 4 Conduct qualitative research, including collecting data from in-depth interviews, analysing the data, and writing up the results
- 5 Analyse quantitative data using STATA and interpret the results

Teaching: The course combines two elements:

SA201.2 Research Methods for Social Policy

SA201.1 Data Analysis for Social Policy

All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person

classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both AT & WT.

Formative coursework: Students will be expected to produce 1 project in the AT and 1 presentation and 1 problem sets in the WT. 1 A plan for qualitative research project. 160160

2 Poster presentation of qualitative research project, including preliminary findings.

3 A quantitative problem set. The problem set will follow a similar format as the summative quantitative take-home test.

Indicative reading: Weiss, Robert S. *Learning from strangers: The art and method of qualitative interview studies*. Simon and Schuster, 1995.

Imai, Kosuke, and Lori D. Bougher. *Quantitative Social Science: An Introduction in Stata*. Princeton University Press, 2021.

Assessment: Project (50%) and take-home assessment (50%).

The summative assessments for this course consist of two components, each worth 50% of the final mark.

1 A qualitative research project. For this assessment, you will design 160an independent qualitative research project, 160collect qualitative data, analyse the data, write up and discuss the findings. 160

2 A quantitative take-home test. The test will resemble a problem set and require students to analyse a given dataset. 160

SP210

Development and Social Change

This information is for the 2024/25 session.

Teacher responsible: Dr Robtel Neajai Bailey

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Course content: SP210 introduces students to the interrelationship between social and public policies with a particular emphasis on the so-called 'Global South'. It focuses on the ways in which different countries organise their policy processes and institutions to achieve their objectives in relation to inequality and poverty. The course invites students to think about how 'development' might be considered a taken-for-granted process of 'amelioration' or a constantly negotiated process of 'transformation' in both the so-called 'Global South' and 'Global North'; how socio-economic needs are identified, focused, and addressed or ignored in different settings; who can and cannot participate in policy processes and why; and what are the historical, political and social determinants of these processes in different places.

The course is designed to link research/theory to policy and practice. In addition, it introduces students to various policy actors and the ways in which they work together within specific socio-political and economic constraints. The course rigorously links theoretical analysis with empirical enquiry and highlights the importance of identifying and understanding different value positions that underwrite policy thinking.

SP210 is taught from a Critical Development Studies (CDS) lens of analysis, primarily because CDS is concerned with analysing systemic changes needed to achieve economic, social and environmental justice (ie, non-mainstream, alternative development) in the same way that social policy interventions are intended to enhance well-being, particularly of the most marginalised in societies across the globe.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. Further information will be

provided by the Course Convenor in the first lecture of the course. This course is taught in both AT & WT.

Formative coursework: Students will be expected to produce two pieces of formative coursework.

Indicative reading:

• Long, N. (2001) *Development Sociology: Actor Perspectives*. New York: Routledge.

• Midgely, J., Surender, R. and Alfes, L. (eds) *Handbook of Social Policy and Development*. Cheltenham and Northampton: Edward Elgar Publishing.

• Mkandawire, T. (ed) (2004) *Social Policy in a Development Context*. Geneva: UNRISD.

• Sen, A. (1999) *Development as Freedom*. Oxford: Oxford University Press.

• Veltmeyer, H. and Bowles, P. (eds) (2021) *The Essential Guide to Critical Development Studies* (2nd edition). Abingdon, Oxon: Routledge.

Assessment: Essay (40%, 2000 words) in the WT.

Online assessment (30%) in the ST.

Class participation (30%) in the AT and WT.

Please note that 'class participation' means 'class engagement'

SP230

Education Policy

This information is for the 2024/25 session.

Teacher responsible: Ms Fiona-Teodora Gogescu

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Course content: This course provides an introduction to the main issues in educational policy. It draws on interdisciplinary research literature and has a comparative and international focus. The course aims to show how major concepts used in social policy can be applied to the study of education, for example, equality of opportunity, equity and the distribution of resources.

Issues to be addressed include: policy goals of education; historical development of education and the role of the state in provision and funding; the impact of social characteristics on educational outcomes (class, gender, ethnicity and 'race'); education of children with special educational needs and disabilities; financing education; private schooling; privatisation and the changing role of the state; early years education; school-based education; post-compulsory education including higher education; education systems in comparative perspective and education regimes, decentralisation and devolution. Not all of these issues are covered as separate weekly topics.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in both AT & WT.

Formative coursework: There will be three pieces of formative work for students to complete:

One formative essay in AT

One formative essay in WT

Indicative reading: Some introductory texts are recommended: Arthur, J., Peterson, A. (eds) (2011) *The Routledge Companion to Education*. London: Routledge.

Lauder, H., Brown, P., Dillabough, J., Halsey, A.H. (eds) (2006) *Education, Globalization and Social Change*. Oxford: Oxford University Press.

Specialist reading lists for each topic will be provided.

Assessment: Online assessment (100%) in the ST.

SP231

Poverty, Inequality, and Social Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Iva Tasseva and Prof Kitty Stewart

Availability: This course is available on the BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environment and Sustainable Development, BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is capped.

Course content: This course has two main goals. The first one is to understand the different ways poverty and inequality are conceptualised and measured, and to assess the progress nationally and globally in reducing poverty and inequality. The second goal is to examine the role of social policy in mitigating poverty and inequality. We will examine key policy areas such as taxation, social security, and policies related to early childhood education, education, labour markets, migration, climate change, and global trade. We will evaluate the characteristics of 'good' social policy, analyse how existing policies in various countries measure up to these ideals, and explore potential reforms. We will also assess the impact of factors like gender, age, disability, and citizenship on poverty and inequality across different locations and times. Throughout the course, we will draw on examples and evidence from a wide range of country settings – high-, middle- and low-income countries.

By the end of this course, students will have developed essential skills that will benefit them during their studies and beyond. These include the ability to critically engage with theories and evidence, communicate complex arguments clearly, interpret tables and figures critically, and work effectively both independently and collaboratively.

This course is essential for anyone interested in measuring poverty and inequality, as well as designing and evaluating social policies to address some of the most pressing challenges facing societies today.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

Formative coursework: Students will be expected to complete one formative essay during the course of the year. Class activities will also provide valuable opportunities for students to test and advance their learning.

Indicative reading: A detailed list will be provided at the start of the course.

- Atkinson, Anthony B. (2015). *Inequality: What Can Be Done?* Harvard University Press
- Atkinson, Anthony B. (2016). *Measuring poverty around the world*. Edited by John Micklewright and Andrea Brandolini. Princeton University Press
- Dean, Hartley & Lucinda Platt (2016). *Social Advantage and Disadvantage*. Oxford University Press
- Hills, John (2014). *Good Times, Bad Times: The Welfare Myth of Them and Us*. Policy Press
- IFS Deaton Review of Inequalities: <https://ifs.org.uk/inequality/>
- Latin America and Caribbean Inequality Review: <https://lacir.lse.ac.uk/en-GB>
- Ruane, Sally, Micheál L. Collins, and Adrian Sinfield (2020). *State of the Art. The Centrality of Taxation to Social Policy*. Social Policy

& Society 19(3), 437–453

- Shafik, Minouche (2021). *What We Owe Each Other: A New Social Contract for a Better Society*. Princeton University Press
- Stuart Adam, Tim Besley, Richard Blundell, Stephen Bond, Robert Chote, Malcolm Gammie, Paul Johnson, James Mirrlees, Gareth Myles, and James M. Poterba (2011). *Tax by design*. Oxford University Press

Assessment: Quiz (30%) in the WT.

Online assessment (70%) in the ST.

The quiz in WT is an in-person multiple choice test.

The online assessment in ST is a 'take-home' exam. Students will be asked to answer two essay questions, each 1,200 words.

SP232

Health and Social Care Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Tania Burchardt SAL 3.30

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Course content: The course equips students with the concepts, tools and knowledge to understand the challenges of health and social care policy in the 21st century, in the differing contexts of the UK and other rich countries, and in low- and middle-income countries. In the wake of the coronavirus pandemic, this feels more important than ever.

In the first term, we consider the fundamental aims of health and social care policy, including for example health and well-being, health inequalities by ethnicity and social class, public health and health promotion, and health as a human right. We then examine policy approaches and healthcare regimes across different country contexts, including the strengths and weaknesses of different models of healthcare financing, public and private.

In the second term, we move on to think about how to bring about change - both change in people's behaviour through regulation, 'nudge' and incentives, and change in health and social care systems, including an examination of the role played by global pharmaceutical and healthcare companies, and the potential for reform. We investigate the role that evaluations of health and social care play in shaping policy change. Finally, we turn to specific groups and needs, including for example the challenges of mental health policy, child protection, and healthcare needs of sexual minorities.

Teaching: Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both AT and WT.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

One essay following a class task or presentation. This is compulsory.

One essay and two essay plans using the same format as the summative assessment. This is encouraged, but optional.

Indicative reading: There is no course textbook. A list of selected texts and readings will be included in the reading lists for each week.

Yaya S, Yeboah H, Charles CH, et al (2020), Ethnic and racial disparities in COVID-19-related deaths: counting the trees, hiding

the forest, BMJ Global Health; 5:e002913

Wouters O, Shadlen K, Salcher-Konrad, M et al (2021), Challenges in ensuring global access to COVID-19 vaccines: production, affordability, allocation, and deployment, The Lancet, Volume 397, Issue 10278, Pages 1023-1034

World Health Organization (2017) Tracking universal health coverage: 2017 Global Monitoring Report

Valéry Ridde, Ludovic Queuille & Maramé Ndour (2014) Nine misconceptions about free healthcare in sub-Saharan Africa, Development Studies Research, 1:1, 54-63

Assessment: Online assessment (100%) in the ST.

Students will be asked to write essays from a selection of questions addressing a range of topics covered in the course. This will be a take-home, open-book, online assessment.

SP314 Half Unit

Ethnicity, Race and Social Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Coretta Phillips

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to 3rd Year undergraduates.

Course content: The overarching theme of the course is to examine and explain the distribution of resources, opportunities and life chances of different social groups categorised by their ethnicity and race, while also considering how individual experience is mediated through other dimensions of identity such as social class, gender, and faith/religion. The course proceeds through conceptualising core notions of race, ethnicity, racism, discrimination, before examining questions around migration, citizenship, and belonging, integration, multiculturalism, and interculturalism. It then moves to examining inequalities in key social policy domains (settlement and housing, education, employment, and criminal justice) and assesses different policy approaches to ameliorate racialised inequalities, including positive action, affirmative action, diversity approaches, cultural competence/sensitivity/intelligence, and minority-only service provision. It uses an array of case studies in lectures and in classes/readings from all regions of the world with a mix of high, middle, and low-income contexts.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: While there is no set text for this course, those listed below are general textbooks and edited collections which are strongly recommended for background reading, although many have a primary British focus:

- Williams, F. (2021) *Social Policy: A Critical and Intersectional Analysis*. Oxford: Polity.
- Rattansi, A. (2020) *Racism: A Very Short Introduction*. Second Edition. Oxford: Oxford University Press.
- Tajmazinani, A. A. (2021) *Social Policy in the Islamic World*. Basingstoke: Palgrave Macmillan.
- Murji, K. (2017) *Racism, Policy and Politics*. Bristol: Policy Press.
- Jivraj, S. and Simpson, L. (eds) (2015) *Ethnic Identity and Inequalities in Britain: the Dynamics of Diversity*. London: Policy Press.

- Sangeeta, C., Atkin, K., Craig, G. and Flynn, R. (2019) *Understanding 'Race' and Ethnicity: Theory, History, Policy, Practice*. Second Edition. Bristol: Policy Press.
- Bhattacharyya, G, et al. (2021) *Empire's Endgame: Racism and the British State*. London: Pluto Press.
- Bulmer, M. and Solomos, J. (ed.) (1999) *Racism*. Oxford: Oxford University Press.
- Back, L. and Solomos, J. (eds.) (2022) *Theories of Race and Racism: A Reader*. 3rd Edition. London: Routledge.

Assessment: Essay (100%, 2500 words) in the ST.

SP315 Half Unit

Urbanisation and Social Policy in the Global Souths

This information is for the 2024/25 session.

Teacher responsible: Dr Sunil Kumar

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to third year undergraduate students from the Department of Social Policy. This course is capped at 15 students.

Course content: The course critically explores the challenges and opportunities that urbanisation and urbanism (urban transformations) pose in the social, spatial, cultural, economic, institutional and political realms in the urban Global Souths.

A plurality of theoretical and conceptual perspectives underpinning each topic area, including policies and planning practices, are explored each week.

Some of the themes explored in the course are, urbanisation, urbanism and social change, theories of urbanisation and urban change, internal migration, gender and age - the rural-urban interface, urban poverty, livelihoods and capabilities, urban labour markets and challenges for social protection, urban housing and tenure, urban basic services, urban governance, and urban social movements and collective action. Cross-cutting themes such as gender and the role of civil society are integrated across the course. Prospective students must commit themselves to full participation in all aspects of the course, namely attend all lectures and classes. Students are required to read before the lecture, as well as read and discuss the essential readings for the classes. Emphasis is also placed on students connecting given topics and related readings to empirical realities and current events.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. Students are required to attend all lectures and seminars. This course is taught in WT.

Formative coursework: Students will submit a 750-1,000-word outline on their **Just Urban Essay-Project (JUep)** towards the latter half of the WT. Students will not receive a grade for the formative but will receive constructive feedback by the end of term. The pedagogical practice here to link the formative to the summative; the former being work that can be improved by feedback and office hour discussions.

Indicative reading: Note: This indicative reading list is arranged by the topics covered by the course and is hence not in alphabetical order.

- Parnell, S., & Oldfield, S. (Eds.). (2014). *The Routledge Handbook on Cities of the Global South*. London: Routledge.

- Holston, J. (1999). *Cities and Citizenship*. Durham, NC: Duke University Press.
 - Samara, T. R., He, S., & Chen, G. (Eds.). (2013). *Locating Right to the City in the Global South* (Vol. 43). London: Routledge.
 - Mitlin, D., & Satterthwaite, D. (2012). *Urban Poverty in the Global South: Scale and Nature*. London: Routledge.
 - Chant, S. H. (2007). *Gender, Generation and Poverty: Exploring the Feminisation of Poverty in Africa, Asia and Latin America*. London: Edward Elgar Publishing.
 - AlSayyad, N., & Roy, A. (Eds.). (2003). *Urban Informality: Transnational Perspectives from the Middle East, Latin America, and South Asia*. Washington DC: Lexington Books.
 - Kumar, S. (1996). "Landlordism in Third World urban low-income settlements: A case for further research." *Urban Studies*, 33(4-5), 753-782.
 - Kumar, S and M. Fernandez (2016) *The Urbanisation-Construction-Migration Nexus in Five Cities in South Asia: Kabul, Dhaka, Chennai, Kathmandu and Lahore* (Research commissioned by the UK Department for International Development's South Asia Research Hub (SARH), New Delhi, India. Six-page briefing Note - <http://eprints.lse.ac.uk/64169/> - Full report available at <http://eprints.lse.ac.uk/65861/>
 - Miraftab, F. (2009). "Insurgent planning: Situating radical planning in the global south." *Planning Theory*, 8(1), 32-50.
 - Yiftachel, O. (1998). Planning and social control: Exploring the dark side. *Journal of Planning Literature*, 12(4), 395-406.
- Note: This additional reading list is arranged by the topics covered by the course and is hence not in alphabetical order.
- Miraftab, F., & Kudva, N. (2014). *Cities of the Global South Reader*. London: Routledge
 - Fox, S., & Goodfellow, T. (2016). *Cities and development*. London: Routledge.
 - Parnell, S., & Robinson, J. (2012). (Re) theorizing cities from the Global South: Looking beyond neoliberalism. *Urban Geography*, 33(4), 593-617.
 - Chant, S. (2013). "Cities through a "gender lens": a golden "urban age" for women in the global South?." *Environment and Urbanization*, 25(1), 9-29.
 - Kumar, S. (1996). Subsistence and petty capitalist landlords: A theoretical framework for the analysis of landlordism in Third World urban low income settlements. *International Journal of Urban and Regional Research*, 20(2), 317-329.
 - Caldeira, T. P. (2017). Peripheral urbanization: Autoconstruction, transversal logics, and politics in cities of the global south. *Environment and Planning D: Society and Space*, 35(1), 3-20.
 - Schuurman, F., & Van Naerssen, T. (2012). *Urban Social Movements in the Third World*. London: Routledge.
 - Bayat, A. (2000). "From Dangerous Classes' to Quiet Rebels' - Politics of the Urban Subaltern in the Global South." *International Sociology*, 15(3), 533-557.
 - Watson, V. (2009). "Seeing from the South: Refocusing urban planning on the globe's central urban issues." *Urban Studies*, 46(11), 2259-2275.

Assessment: Essay-Project (100%, 3500 words) in the ST. A 3500-word (100%) essay-project entitled the "**Just Urban Essay-Project**" (**JUep**) to be submitted in the Summer Term together with a piece of art and a short 150-word narrative accompanying the artwork. Students will be free to choose the subject matter of their **JUep** including an urbanisation/urbanism issue in the Global South not covered by the course. Detailed guidelines on the content of the **JUep**, including the word-count distribution, will be provided.

SP331 Half Unit

Sexuality, Everyday Lives and Social Policy in Developing Countries

This information is for the 2024/25 session.

Teacher responsible: Dr Muzafferettin Seckinelgin

Availability: This course is available on the BSc in International

Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to third year undergraduate students.

Course content: This course aims to analyse and understand the way social policies deploy sexuality categories in regulating everyday life in developing countries, both in its public and private manifestations.

Sexuality is a central part of human experience. Institutions created to deal with human life/wellbeing have considered sexuality as one of the reference points from which to regulate social relations. Perceptions on sexuality are formed in the intersection of socio-political, historical processes and everyday practises in particular societies. Particular perceptions of sexuality in turn influence the way people negotiate access to resources to address their wellbeing.

In some central areas of social policy sexuality is used as one of the sorting mechanisms (in addition to gender, race among various other categories) to establish entitlements for resources (social, political and economic). In this regard social policy is both informed by perceptions on sexuality and in turn social policy acts as a mechanism of social reproduction of these perspectives impacting people's lives. And while globally high profile cases and rights abuses related to sexuality are important, a narrow global policy focus on these overlooks how more embedded and diverse social policy practices related to sexuality are impacting people's lives in many developing countries.

This course aims to explore sexuality and its importance for social policy for developing countries. It aims to consider social policy and particular interventions in their historical contexts, as a way of unpacking the construction of sexuality in the intersection of colonialism, gender, race, class and international policy frameworks in developing countries.

The course also aims to interrogate the relationship between particular social policy prescriptions developed in most industrialized welfare societies and the way some of these are transferred to developing countries. The major concern of the analysis is to bring out the perceptions of sexuality that underwrite these policies and how these interact with existing perceptions of sexualities and their performances (identities, desires and bodily practices) in multiple developing country contexts. These policy areas include, among others, discussions of rights, entitlements, citizenship, same-sex marriage, sexually transmitted disease, HIV/AIDS, family policies, migration/border controls, criminality and employment-related policies.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will be required to apply their understanding of both theoretical frameworks and issues related to sexualities and social policies in a formative essay.

Indicative reading:

- Aggleton, P., Boyce, P. and Moore, H. (2012) *Understanding Global Sexualities: New Frontiers*. London: Routledge;
- Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge;
- Canaday, M. (2009) *The Straight State: Sexuality and Citizenship*. Princeton university Press; Cornwall, A., Corrêa, S. and Jolly, S. (2008)
- *Development with a Body: Sexuality, Human Rights and Development*. London: Zed Book;
- Correa, S., Petchesky, R. and Parker, R. (2008) *Sexuality, Health*

and Human Rights. London: Routledge;

- De La Dehesa, R. (2012) *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies*. Duke University Press;
- Reid, G. and Walker, L. (2005) *Men Behaving Differently: South African Men since 1994*. Doubleday books;
- Richey, L. A. (2008) *Population Politics and Development: From the policies to the Clinics*. London: Palgrave;
- Stoler, A. L. (2002) *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. University of California Press;
- Tamale, S. (2011) *African Sexualities: A Reader*. Pambazuka Press.

Additional readings for each week are available on Moodle.

Assessment: Policy memo (100%) in the ST.

SP332 Half Unit

Social Security Policies

This information is for the 2024/25 session.

Teacher responsible: Dr Kitty Stewart

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to third year undergraduate students.

Course content: The course analyses the purpose, design and impact of social security policies, meaning policies that protect and support household income at times when income from the labour market does not suffice. The need for social security arises both from demographic factors that affect nearly everyone during their life course - childhood, parenthood, old age - and from risk factors that end up affecting only some - e.g. job loss, low pay and sickness or disability.

The course takes a comparative approach, examining differences in the design of social security policies across welfare regimes and drawing on examples from different countries. Students will develop an understanding of the challenges and trade-offs that arise in designing social security policies to meet multiple goals, will further their knowledge about the ways systems function in practice, and will develop the tools for assessing the structure and effectiveness of social security in any given country. The course will consider how successfully social security systems are adapting to meet the challenges of the twenty-first century, including an ageing population, migration, and the changing nature of employment brought about by rapid technological change. The course will also look at the role of social security in protecting household incomes in times of crisis, such as the Covid-19 pandemic.

Students will be encouraged to further their understanding of social security in their country of origin, or another country of their choice, and to draw on this knowledge in classes.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in WT.

Formative coursework: Students will write one essay during WT, and will receive feedback in preparation for the summative assessment.

Indicative reading:

- R Walker (2005) *Social Security and Welfare: Concepts and Comparisons*. Open University Press.
- J Hills (2015) *Good Times, Bad Times: The Welfare Myth of Them and Us*. The Policy Press.

- J Millar and R Sainsbury (2018) (eds) *Understanding Social Security*, Third Edition. The Policy Press.
- P Spicker (2011) *How Social Security Works: An introduction to benefits in Britain*. The Policy Press
- J Kvist et al (2012) *Changing Social Equality: The Nordic Welfare Model in the 21st Century*. The Policy Press.
- N Barr and P Diamond (2009) *Pension Reform: A Short Guide*. Oxford University Press.
- M Frolich et al (2015) *Social Insurance, Informality and Labor Markets: How to Protect Workers While Creating Good Jobs*. Oxford University Press.

An extended reading list will be provided, with specific readings for each week's topic.

Assessment: Essay (100%, 2500 words) in the WT.

The essay will require students to demonstrate their ability to apply the knowledge and understanding they have gained on the course to evaluate the design and impact of policies in different countries.

SP333 Half Unit

NGOs, Social Policy and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Timothy Hildebrandt

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to third year undergraduate students.

Course content: While the study of social and public policy has traditionally been concerned with actions taken by governments, the wider non-governmental sector is increasingly recognised as playing a key role. This course focuses on both international and local 'non-governmental organizations' (NGOs) that have emerged around the world to address a wide range of social, political and environmental concerns. It offers a critical perspective on NGOs in the context of development and social policy, covering both theoretical and policy issues. The focus is on two main inter-related themes: how NGOs serve as vehicles through which citizens organise, and how NGOs are instruments through which states, businesses and funding agencies pursue their interests. Most of the examples in the lectures and the readings will relate to the Global South, but many of the issues covered are also relevant in rich industrialised countries. Topics covered include definitions and history of NGOs; the changing policy contexts in which development NGOs operate; conceptual debates around 'civil society' and third sector; competing theoretical perspectives on NGOs; the domestic, international and global dimensions of non-governmental action; shifting relationships with other policy actors; service delivery and advocacy roles; international humanitarianism; challenges of NGO legitimacy and accountability; resource dilemmas; voluntarism and volunteering; and NGO organisational growth and change.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in WT.

Formative coursework: Students will write one essay (1500 words) during WT, and will receive written feedback in preparation for the summative assessment.

Indicative reading: Banks, Nicola, David Hulme, Michael Edwards (2015) 'NGOs, states, and donors revisited: still too close for comfort?' *World Development*, Volume 66, pp.707–718.
Keck, M. E. & Sikkink, K. (1998) *Activists Beyond Borders: Advocacy*

Networks in International Politics. Cornell University Press.
 Lewis, David (2014) Non-Governmental Organisations, Management and Development. Routledge.
 Schuller, M. (2012) Killing with Kindness: Haiti, International Aid, and NGOs. Rutgers University Press.
 Swidler, Ann and Susan Cotts Watkins (2016) A Fraught Embrace: The Romance and Reality of AIDS Altruism in Africa. Princeton University Press.
 Wallace, Tina, Fenella Porter and Mark Ralph-Bowman (eds. 2013) Aid, NGOs and the Realities of Women's Lives: A Perfect Storm. Practical Action Publishing.
Assessment: Essay (100%, 3000 words) in the ST.

SP335 Half Unit

Migration: Current Research, Critical Approaches

This information is for the 2024/25 session.

Teacher responsible: Dr Isabel Shutes

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to third year undergraduate students.

Course content: This interdisciplinary course addresses contemporary global migration issues with reference to both developing and developed country contexts and to different patterns and forms of migration. The course examines the relationship between migration and social and public policies, including the implications for how migrants and migration are conceptualised, for inequalities in the movement of people, for welfare systems, and for the impacts of migration in countries of origin and destination. It draws on current approaches to researching migration, and considers the implications of those approaches.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Goldin, I., Cameron, G.160 & Balarajan, M. (2012) Exceptional People: How Migration Shaped Our World and Will Define Our Future, Princeton University Press. CHAPTER 1
- Shachar, A. (2009) The Birthright Lottery: Citizenship and Global Inequality, Cambridge MA: Harvard University Press. INTRODUCTION.
- Migali, S. and Scipioni, M. (2019) "Who's About to Leave? A Global Survey of Aspirations and Intentions to Migrate." International Migration, 57: 181-200.
- Laczko, F. and Aghazarm, C. (2009) Migration, Environment and Climate Change: Assessing the Evidence. Geneva: International Organization for Migration (IOM).
- Donato, K. et al. (2006) "A Glass Half Full? Gender in Migration Studies", International Migration Review, 40: 1, 3-26.
- Lee, J. et al. (2014) "The International Migration Review at 50: Reflecting on Half a Century of International Migration Research and Looking Ahead", International Migration Review, 48: Anniversary Issue, S3-S36.
- Ambrosini, M. and Van der Leun, J. (2015) "Implementing Human Rights: Civil Society and Migration Policies", Journal of Immigrant

& Refugee Studies, 13:2, 103-115.

- Czaika, M. and De Haas, H. (2013) "The Effectiveness of Migration Policies", Population and Development Review, 39: 3, 487-508.

The reading list includes required and supplementary readings that demonstrate current debates and approaches. Readings will be complemented by podcasts, videos and interactive materials relating to the readings. A film showing will also provide an early point of reference and discussion.

Assessment: Essay (100%, 2000 words) in the WT.

The course is assessed by one summative assignment (100% weighting). This is a written essay that should address one question from a set provided.

SP336 Half Unit

Behavioural Public Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Adam Oliver

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to third year undergraduate students.

Course content: The application of behavioural economics and behavioural science to public policy issues has been, and continues to be, a major theme in the policy discourse internationally. This course offers students a thorough grounding in the theory and findings that define behavioural economics, from the major violations of standard economic theory to prospect theory and the theories of human motivation. The course goes on to consider the conceptual policy frameworks that have been informed by behavioural economics, with examples – so called nudge, shove and budge policies – illustrated so as to highlight how these frameworks are applied in practice. Students will also be exposed to the different behavioural-informed schools of thought that have prescribed divergent paths for public sector governance.

The course should interest anyone who is concerned with issues pertaining to social and public policy across any sector in any country. The literature consulted in this area is necessarily multidisciplinary, principally encompassing economics, psychology, political science, policy and ethics.

Teaching: Lectures will cover numerous topics in behavioural public policy. Classes will then include a range of activities on each topic, including short answer quizzes, the students' own ideas on how to develop behavioural public policies, discussion on close reading of some key texts, and small group discussions of key questions on each topic.

All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in WT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading: The course text is: Oliver, A. 2017. The Origins of Behavioural Public Policy. Cambridge: Cambridge University Press.

The above book consists of ten chapters. One chapter each week is essential reading. Additional readings will be given on the reading list, and via advice from the class teacher.

Assessment: Essay (100%, 2500 words) in the ST.

SP372 Half Unit**Punishment and Penal Policy****This information is for the 2024/25 session.****Teacher responsible:** Dr Leonidas Cheliotis

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to third year undergraduate students.

Course content: This third-year course is a half-unit option, and explores punishment and penal policy from a range of comparative perspectives. Focusing on Anglophone jurisdictions and the rest of the world in equal measure, the course considers in depth a wide variety of historical and international comparative studies of punishment and penal policy, both from the field of criminology and beyond. In so doing, the course critically examines theoretical frameworks and empirical research on such issues as:

- the forms state punishment has assumed over time and in different national and regional contexts;
- the array and relative significance of the reasons why punishment and penal policy may develop, qualitatively as well as quantitatively, in particular ways at given historical junctures and in different jurisdictions;
- the relationship between political systems and punishment, with particular reference to processes of democratisation;
- the links between penal policy and different forms of economic organisation, from preindustrial capitalism to welfare capitalism and neoliberalism; and
- the role of punishment in society as explained through psychosocial theories and research

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and in-person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in WT

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Alexander, M. (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York and London: The New Press.

Brown, M. (2009) *The Culture of Punishment: Prison, Society, and Spectacle*. New York and London: New York University Press.

Dumm, T. L. (1987) *Democracy and Punishment: Disciplinary Origins of the United States*. Madison, WI: The University of Wisconsin Press.

Garland, D. (1985) *Punishment and Welfare: A History of Penal Strategies*. Aldershot, UK: Gower.

Gottschalk, M. (2014) *Caught: The Prison State and the Lockdown of American Politics*. Princeton, NJ: Princeton University Press.

Karstedt, S. (ed.) (2009) *Legal Institutions and Collective Memories*. Oxford: Hart.

Lacey, N. (2008) *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies*. Cambridge: Cambridge University Press.

McBride, K. (2007) *Punishment and Political Order*. Ann Arbor, MI: The University of Michigan Press.

Reiner, R. (2007) *Law and Order: An Honest Citizen's Guide to Crime and Control*. Cambridge: Polity.

Salvatore, R. D., Aguirre, C. and G. M. Joseph (eds) (2001) *Crime and Punishment in Latin America: Law and Society since Colonial Times*. Durham, NC: Duke University Press.

Assessment: Essay (100%, 3000 words) in the ST.

Student will be expected to produce an essay in the Spring Term based on one of the topics covered by the teaching across the Term, chosen from a pre-defined list of topics.

SP374 Half Unit Not available in 2024/25**Riots, Disorder and Urban Violence****This information is for the 2024/25 session.****Teacher responsible:** Tim Newburn (OLD 2.40a)

Availability: This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to third year undergraduate students

Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition. An easier, quicker overview can be found in: Newburn, T. (2019) *Criminology: A very short introduction*, Oxford: OUP

Course content: This course focuses on urban or collective violence, or what more colloquially tend to be referred to as 'riots'. From Hong Kong and Santiago to the Gilets Jaunes in Paris and the uprisings in America after the death of George Floyd and during the Presidential election, this is a subject of great contemporary relevance.

The course will consider the various approaches that have been taken to this subject - via history, psychology and sociology - and, focusing on particular examples, the course will examine some of the core issues in the field including: the causes and consequences of riots; psychological versus sociological explanations; the role of race/ethnicity; the impact of traditional and new social media on the nature and organisation of rioting; the role and changing nature of the policing of urban disorder; and how riots might be understood both historically and comparatively.

Teaching: Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in LT

Formative coursework: Students will be required to write and submit one piece of formative coursework for assessment and feedback.

This will be an essay outline - in effect the outline of their summative essay, including a full introductory paragraph.

Indicative reading:

- Katz, J. (2016) Culture within and culture about crime: The case of the 'Rodney King riots', *Crime, Media, Culture*
- Moran, M. and Waddington, D. (2015) Recent riots in the UK and France: Causes and commonalities, *Contention*, 2, 2, 57-73
- Newburn, T. (2015) The 2011 English riots in recent historical perspective, *British Journal of Criminology*, 55, 1, 375-392
- Newburn, T. (2021) The causes and consequences of urban riot and unrest, *Annual Review of Criminology*, 4, 53-71
- Reicher, S. D. (1984) The St Pauls' riot: An explanation of the limits of crowd action in terms of a social identity model, *European Journal of Social Psychology*, 14, 1-21
- Waddington, D. (1998) Waddington Versus Waddington: Public Order Theory on Trial, *Theoretical Criminology*, 2: 373-394

Additional reading:

- Castells, M. (2015) *The Egyptian Revolution*, in Goodwin, J. and Jasper, J.M. (eds) *The Social Movements Reader*, Oxford: Blackwell
- King, M. and Waddington, D. (2006) Flashpoints revisited: a critical application to the policing of anti-globalization protest, *Policing and Society*, 15, 3, 255-282
- Marx, G. (1972) *Issueless riots*, in Short, J. and Wolfgang, M. (eds)

Collective Violence, Chicago: Aldine

- Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) 'Shopping for Free? Looting, consumerism and the 2011 riots, British Journal of Criminology, 55 (5): 987-1004
- Proctor, R., Crump, J., Karstedt, S., Voss, A. and Cantijoch, M. (2013) Reading the riots: what were the police doing on Twitter?, Policing and Society, 23, 4, 413-36
- Stott, C. and Drury, C. (2017) Contemporary understanding of riots: Classical crowd psychology, ideology and the social identity approach, Public Understanding of Science, 21, 1, 2-14

Assessment: Coursework (100%, 3000 words) in the WT.

The coursework (100%) will comprise a single summative essay. Students will have considerable input in deciding the precise focus of their individual summative work.

SP399

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Fabio Battaglia

Availability: This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.

Course content: The course aims to equip students with the skills and knowledge needed to produce a dissertation which demonstrates their ability to conduct independent research and develop their own arguments in an academic, impartial way. Students will be required to submit a dissertation of 8,000 words on a topic to be approved by the candidate's Academic Mentor. The dissertation is designed to allow a detailed and thorough exploration of a social policy topic that is of interest to the student and within the field of the degree programme. It may involve original fieldwork, or the critical analysis and appraisal of existing literature.

Teaching: Students will be allocated an Academic Mentor who will supervise their dissertation. In addition to individual supervision meetings, there will be compulsory lectures in both the Autumn and Winter Term to help students plan and structure their work on the dissertation, as well as additional optional advice/troubleshooting sessions. In the Winter Term, there will also be compulsory presentation sessions: all students will be expected to make a brief presentation on their topic and will receive feedback from attending faculty and peers.

All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both AT and WT.

Formative coursework: Students are required to agree their dissertation title with their Academic Mentor and submit it to the Department at a date which will be set by the Department.

Indicative reading: Students will be expected to draw extensively from the reading they have undertaken throughout their programme of study.

Suggested reading on conducting research projects in Social Policy:

- Alcock, P. et al, 2016. *The Student's Companion to Social Policy*. Chichester: John Wiley & Sons Ltd. (5th edition).
- Brinkmann, S. and Kvale, S., 2018. *Doing Interviews*. London: SAGE Publications Ltd. (2nd edition).
- Bryman, A., 2016. *Social Research Methods*. Oxford: Oxford University Press (5th edition).
- Robson, C. and McCartan, K., 2016. *Real World Research*. Hoboken: Wiley-Blackwell (4th edition).
- Seale, C., 2017. *Researching Society and Culture*. Thousand Oaks: SAGE Publications Ltd. (4th edition).

Thomas, G., 2017. *How To Do Your Research Project*.

London: SAGE Publications Ltd. (3rd edition).

Yin, R. K., 2003. *Case Study Research*. Design and Methods.

London: SAGE Publications Ltd. (3rd edition).

Assessment: Dissertation (100%, 8000 words) in the ST.

Submission is due in ST. Precise details on date of submission, format and presentation will be issued by the Department.

ST101 Half Unit

Programming for Data Science

This information is for the 2024/25 session.

Teacher responsible: Dr Christine Yuen

Availability: This course is compulsory on the BSc in Data Science, BSc in Mathematics with Data Science and BSc in Politics and Data Science. This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Actuarial Science (with a Placement Year), BSc in Finance and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place.

Pre-requisites: Although not a formal requirement, it is preferable that students have some familiarity with the basic concepts of probability and statistics, to the level of ST102/ST107 first 2 chapters (Data visualisation and descriptive statistics and probability theory).

Course content: The primary focus of the course is to cover principles of computer programming with a focus on data science applications.

The topic covered will include variables, basic data types, data structures and sequences, control flow structures, modularisation, functions, variable and function scoping, testing and debugging, errors and exception handling, and data input-output operations using file systems and operating system standard input-output; principles of object-oriented programming including objects, classes, methods, encapsulation, inheritance, and polymorphism; principles of functional programming languages such as use of immutable data, flow control using functional calls and recursions; practical aspects of algorithmic concepts such as searching. The course will primarily use Python programming language, but may also discuss and provide references to how the fundamental programming concepts are implemented in other programming languages, in particular, R.

Teaching: 20 hours of lectures and 20 hours of seminars in the AT. This course does not include reading weeks.

Students are required to install Python on their own laptops and use their own laptops in the classes and lectures.

Formative coursework: Students will be expected to produce 5 problem sets in the AT.

The problem sets will consist of computer programming exercises in Python programming language.

Indicative reading:

- J. V. Guttag, Introduction to Computation and Programming using Python, Second Edition, The MIT Press, 2017
- A. B. Downey, Think Python: How to Think like a Computer Scientist, 2nd Edition, O'Reilly Media, 2015
- P. Gries, J. Campbell, and J. Montojo, Practical programming: an introduction to computer science using Python 3.6, Pragmatic Bookshelf, 2017

Additional reading

- W. McKinney, Python for Data Analysis, 2nd Edition, O'Reilly, 2017
- J. Zelle, Python Programming: An Introduction to Computer Science, 3rd edition, Franklin, Beedle & Associates, 2016
- M. Lutz, Learning Python, 5th Edition, O'Reilly Media, 2013
- M. Dawson, Python Programming for the Absolute Beginner, 3rd Edition, Course Technology, 2010

Assessment: Exam (70%, duration: 2 hours, reading time: 15

minutes) in the January exam period.
 Continuous assessment (30%) in the AT.
 The exam will be an invigilated on-campus 'e-exam'.

ST101A Half Unit Not available in 2024/25

Programming for Data Science

This information is for the 2024/25 session.

Teacher responsible: Dr Christine Yuen

Availability: This course is compulsory on the BSc in Data Science and BSc in Mathematics with Data Science. This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Finance, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped) and demand is typically very high. Students who have this course as a compulsory course are guaranteed a place.

Pre-requisites: Although not a formal requirement, it is preferable that students have some familiarity with the basic concepts of probability and statistics, to the level of ST102/ST107 first 2 chapters (Data visualisation and descriptive statistics and probability theory).

Course content: The primary focus of the course is to cover principles of computer programming with a focus on data science applications.

The topic covered will include variables, basic data types, data structures and sequences, control flow structures, modularisation, functions, variable and function scoping, testing and debugging, errors and exception handling, and data input-output operations using file systems and operating system standard input-output; principles of object-oriented programming including objects, classes, methods, encapsulation, inheritance, and polymorphism; principles of functional programming languages such as use of immutable data, flow control using functional calls and recursions; practical aspects of algorithmic concepts such as searching. The course will primarily use Python programming language, but may also discuss and provide references to how the fundamental programming concepts are implemented in other programming languages, in particular, R.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours in Autumn Term.

Students are required to install Python on their own laptops and use their own laptops in the classes and lectures.

Formative coursework: Students will be expected to produce 7 problem sets in the AT.

The problem sets will consist of computer programming exercises in Python programming language.

Indicative reading: Essential Reading:

- J. V. Guttag, Introduction to Computation and Programming using Python, Second Edition, The MIT Press, 2017
- A. B. Downey, Think Python: How to Think like a Computer Scientist, 2nd Edition, O'Reilly Media, 2015

Additional Reading:

- W. McKinney, Python for Data Analysis, 2nd Edition, O'Reilly, 2017
- J. Zelle, Python Programming: An Introduction to Computer Science, 3rd edition, Franklin, Beedle & Associates, 2016
- M. Lutz, Learning Python, 5th Edition, O'Reilly Media, 2013
- M. Dawson, Python Programming for the Absolute Beginner, 3rd Edition, Course Technology, 2010

Assessment: Exam (70%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.
 Coursework (30%) in the AT.

Students are required to hand in solutions to 3 problem sets using Python, each accounting for 10% of the final assessment.

ST101W Half Unit Not available in 2024/25

Programming for Data Science

This information is for the 2024/25 session.

Teacher responsible: Dr Christine Yuen

Availability: This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Finance, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped) and demand is typically very high. Students who have this course as a compulsory course are guaranteed a place.

Pre-requisites: Although not a formal requirement, it is preferable that students have some familiarity with the basic concepts of probability and statistics, to the level of ST102/ST107 first 2 chapters (Data visualisation and descriptive statistics and probability theory).

Course content: The primary focus of the course is to cover principles of computer programming with a focus on data science applications.

The topic covered will include variables, basic data types, data structures and sequences, control flow structures, modularisation, functions, variable and function scoping, testing and debugging, errors and exception handling, and data input-output operations using file systems and operating system standard input-output; principles of object-oriented programming including objects, classes, methods, encapsulation, inheritance, and polymorphism; principles of functional programming languages such as use of immutable data, flow control using functional calls and recursions; practical aspects of algorithmic concepts such as searching. The course will primarily use Python programming language, but may also discuss and provide references to how the fundamental programming concepts are implemented in other programming languages, in particular, R.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours in Winter Term.

Students are required to install Python on their own laptops and use their own laptops in the classes and lectures.

Formative coursework: Students will be expected to produce 7 problem sets in the WT.

The problem sets will consist of computer programming exercises in Python programming language.

Essential Reading:

- J. V. Guttag, Introduction to Computation and Programming using Python, Second Edition, The MIT Press, 2017
- A. B. Downey, Think Python: How to Think like a Computer Scientist, 2nd Edition, O'Reilly Media, 2015

Additional Reading:

- W. McKinney, Python for Data Analysis, 2nd Edition, O'Reilly, 2017
- J. Zelle, Python Programming: An Introduction to Computer Science, 3rd edition, Franklin, Beedle & Associates, 2016
- M. Lutz, Learning Python, 5th Edition, O'Reilly Media, 2013
- M. Dawson, Python Programming for the Absolute Beginner, 3rd Edition, Course Technology, 2010

Assessment: Exam (70%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.

Coursework (30%) in the WT.

Students are required to hand in solutions to 3 problem sets using Python, each accounting for 10% of the final assessment.

ST102

Elementary Statistical Theory

This information is for the 2024/25 session.

Teacher responsible: Dr James Abdey COL.8.07

Availability: This course is compulsory on the BSc in Actuarial Science, BSc in Data Science, BSc in Econometrics and

Mathematical Economics, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Philosophy, Politics and Economics (with a Year Abroad). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST107 Quantitative Methods (Statistics), ST109 Elementary Statistical Theory I or ST110 Elementary Statistical Theory II.

Pre-requisites: A-level Mathematics.

No previous knowledge of statistics is assumed.

Course content: The course provides a precise and accurate treatment of introductory probability and distribution theory, statistical ideas, methods and techniques. Topics covered are data visualisation and descriptive statistics, probability theory, random variables, common distributions of random variables, multivariate random variables, sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, analysis of variance (ANOVA) and linear regression.

Teaching: 22 hours of lectures, 15 hours of classes and 10 hours of workshops in the AT. 20 hours of lectures, 15 hours of classes and 10 hours of workshops in the WT. 2 hours of lectures in the ST. This course will be delivered through a combination of lectures, workshops and classes, totalling a minimum of 90 hours across Autumn Term and Winter Term. This course does not include reading weeks.

Formative coursework: Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

Indicative reading: All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Larsen R.J. and M.L. Marx (2017) *Introduction to Mathematical Statistics and Its Applications* (sixth edition), Pearson (earlier editions are also fine).

Assessment: Exam (50%, duration: 2 hours, reading time: 10 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.

ST107 Half Unit

Quantitative Methods (Statistics)

This information is for the 2024/25 session.

Teacher responsible: Dr James Abdey COL.8.07

Availability: This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Environment and Sustainable Development with Economics, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics and BSc in Management. This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Philosophy, Politics and Economics (with a Year Abroad), BSc in Politics and Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST102 Elementary Statistical Theory (nor its respective half-units ST109 and ST110).

Pre-requisites: A-level Mathematics.

Course content: The elementary statistical tools necessary for further study in management and economics with an emphasis on the applicability of the methods to management and economic problems. Topics covered are data visualisation and descriptive statistics, probability theory, discrete probability distributions,

continuous probability distributions, sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, contingency tables and the chi-squared test, correlation and linear regression.

Teaching: 20 hours of lectures, 15 hours of classes and 10 hours of workshops in the WT. 2 hours of lectures in the ST.

This course will be delivered through a combination of classes, lectures and workshops totalling a minimum of 45 hours across Winter Term. This course does not include a reading week in Week 6 of Winter Term.

Formative coursework: Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

Indicative reading: All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Newbold, P., W.L. Carlson and B.M. Thorne (2019) *Statistics for Business and Economics*. (9th edition), Pearson (earlier editions are also fine).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

ST109 Half Unit

Elementary Statistical Theory I

This information is for the 2024/25 session.

Teacher responsible: Dr James Abdey COL.8.07

Availability: This course is compulsory on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST102 Elementary Statistical Theory or ST107 Quantitative Methods (Statistics).

Pre-requisites: A-level Mathematics.

No previous knowledge of statistics is assumed.

Course content: The course provides a precise and accurate treatment of introductory probability and distribution theory. Topics covered are data visualisation and descriptive statistics, probability theory, random variables, common distributions of random variables and multivariate random variables.

Teaching: 22 hours of lectures, 15 hours of classes and 10 hours of workshops in the AT.

This course will be delivered through a combination of classes, lectures and workshops totalling a minimum of 45 hours in Autumn Term. This course does not include a reading week.

Formative coursework: Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

Indicative reading: All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Larsen R.J. and M.L. Marx (2017) *Introduction to Mathematical Statistics and Its Applications* (sixth edition), Pearson (earlier editions are also fine).

Assessment: Exam (100%, duration: 2 hours, reading time: 10 minutes) in the January exam period.

ST110 Half Unit

Elementary Statistical Theory II

This information is for the 2024/25 session.

Teacher responsible: Dr James Abdey COL.8.07

Availability: This course cannot be taken with ST102 Elementary Statistical Theory or ST107 Quantitative Methods (Statistics).

Pre-requisites: Students must have completed Elementary

Statistical Theory I (ST109).

A-level Mathematics.

Course content: The course provides a precise and accurate treatment of statistical ideas, methods and techniques. Topics covered are sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, analysis of variance (ANOVA) and linear regression.

Teaching: 20 hours of lectures, 15 hours of classes and 10 hours of workshops in the WT. 2 hours of lectures in the ST.

This course will be delivered through a combination of classes, lectures and workshops totalling a minimum of 45 hours in Winter Term. This course does not include a reading week.

Formative coursework: Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

Indicative reading: All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Larsen R.J. and M.L. Marx (2017) *Introduction to Mathematical Statistics and Its Applications* (sixth edition), Pearson (earlier editions are also fine).

Assessment: Exam (100%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.

ST111 Half Unit Business Analytics

This information is for the 2024/25 session.

Teacher responsible: Dr Pik Kun Liew COL.7.15

Availability: This course is available on the BSc in Actuarial Science, BSc in Actuarial Science (with a Placement Year) and BSc in Mathematics, Statistics and Business. This course is not available as an outside option nor to General Course students.

Pre-requisites: Students should have taken, or be taking concurrently, Elementary Statistical Theory (ST102).

Course content: Business analytics is the process of using quantitative methods to learn from data to make informed business decisions. This half-unit course aims to provide students with an understanding of the context in which business analytics operates. Understanding the business environment and contemporary issues, such as the risks and impact of climate change, the fast-paced development of information technology and artificial intelligence, helps students to apply analytics concepts and incorporate these issues in decision-making effectively. Students will learn how business analytics assists organisations to make informed, confident decisions using statistical methods to create key metrics and to gain insights, reducing guesswork from decision-making. The course also aims to foster critical thinking regarding the complexities and intricacies inherent in data and statistical analysis. Students will learn about moral, data, and statistical literacy, along with the fundamentals of good statistical science. Students will be equipped with essential competencies to navigate ethical dilemmas, to obtain and handle data responsibly, and apply sound statistical principles in decision-making. It empowers them to be informed, ethical, responsible, and effective data practitioners.

The course takes an investigative and problem-driven approach and adopts the Problem, Plan, Data, Analysis and Conclusion (PPDAC) problem-solving cycle. Students will participate in project-based investigations, which serve as ideal platforms for student engagement, contextual problem-solving, and the integration of various learning components. These projects also provide a natural setting for developing statistical and critical thinking by guiding students through the entire process of conducting real statistical data inquiries—from initial conception and planning to data collection, exploration, and reporting. Additionally, collaborative group projects foster a dynamic learning environment, allowing students of all abilities to mutually enhance their knowledge and skills through interaction and shared experiences.

The course also aims to equip students with the ability to collect and utilise publicly available data, apply analytical tools to problem-solving, and make evidence-based decisions. It emphasises the practical application of analytical tools to real-world business challenges using relevant case studies. Students will develop proficiency in using tools such as Excel and R within the PPDAC cycle of investigation. They will work with data sets, identify patterns, and extract meaningful insights through statistical and scenario analysis. Furthermore, students will critically analyse and synthesise the context and background information presented in relevant cases. They will also learn effective communication by presenting their insights to diverse audiences, including investors, managers, government officials, and other stakeholders. This involves creating clear data visualisations, presentations, and reports.

Teaching: 15 hours of lectures and 20 hours of seminars in the WT.

The course will be delivered through:

- Ten 1.5-hour lectures in WT (weeks 1-10)
- Ten 2-hour classes in WT (weeks 2-11)

This course does not include a reading week.

Formative coursework: Students are expected to come to each class prepared where the assigned works have been read and attempted. There will also be several online quizzes to assess student's knowledge and progress during the term on a formative basis for feedback. Feedback on performance and progress will be provided during classes, on selected written homework assignments, and during academic support and feedback hours.

Indicative reading: Detailed course programme and reading lists will be made available via Moodle and Reading List - LSE before the first lecture. A range of textbooks, academic papers, professional reports, and news articles will be used in the course. Two key textbooks that will be used are:

- Abdey, J. (2024) *Business Analytics: Applied Modelling & Prediction*. London, UK: Sage.
- Spiegelhalter, D. (2021) *The Art of Statistics: How to Learn from Data*. New York, USA: Basic Books.

Assessment: Project (60%, 1250 words) in the period between WT and ST.

Group presentation (30%) in the WT Week 9.

Continuous assessment (10%) in the WT.

Further details of all aspects of assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

ST115 Half Unit Managing and Visualising Data

This information is for the 2024/25 session.

Teacher responsible: Dr Christine Yuen

Availability: This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: Students who have no previous experience in Python are required to take an online pre-sessional Python course from the Digital Skills Lab.

Students should have taken, or be taking concurrently, a first course in statistics such as Elementary Statistical Theory (ST102), Elementary Statistical Theory I (ST109) or Quantitative Methods (Statistics) (ST107)

Course content: The course focuses on the fundamental principles of effective manipulation and visualisation of data.

This will cover the key steps of a data analytics pipeline, starting with the formulation of a data science problem, going through collection, manipulation and visualisation of data, and, finally, creating actionable insights. The topics covered include methods for data cleaning and transformation, manipulation of data using tabular data structures, relational database models, structured query languages (e.g. SQL), processing of various human-readable data formats (e.g. JSON and XML), data visualisation methods for explanatory data analysis, using various statistical plots such as histograms and boxplots, data visualisation plots for time series data, multivariate data, graph data visualisation methods.

The course will cover basic concepts and principles and will enable students to gain hands-on experience in using Python programming for the manipulation and visualisation of data. This will include the use of standard modules and libraries such as NumPy, Pandas, Matplotlib and Seaborn, and programming environments such as Jupyter Notebook.

The course will use examples drawn from a wide range of applications such as those that arise in online services, social media, social networks, finance, and machine learning. The principles and methods learned will enable students to effectively derive insights from data and communicate results to end users.

Teaching: 20 hours of lectures and 15 hours of seminars in the WT.

This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours in Winter Term. This course does not include reading weeks.

Students are required to install Python and other required software on their own laptops and use their own laptops in the lectures and classes.

Formative coursework: Students will be expected to produce 7 exercises in the WT.

Weekly exercises will be given, using Python, various libraries and tools introduced in the course to apply various data manipulation and visualisation methods to data.

Essential Reading: 1 W. McKinney, Python for Data Analysis, 2nd Edition, O'Reilly 2017

2 A. C. Muller and S. Guido, Introduction to Machine Learning with Python, O'Reilly, 2016

3 Easley, David, and Jon Kleinberg. Networks, crowds, and markets: Reasoning about a highly connected world. Cambridge university press, 2010

4 R. Ramakrishnan and J. Gehrke, Database Management Systems, 3rd Edition, McGraw Hill, 2002

Additional Reading: 1 NumPy, <https://numpy.org/>

2 Python Data Analysis Library, <https://pandas.pydata.org/>

3 Matplotlib, <https://matplotlib.org>

4 Seaborn: statistical data visualization <https://seaborn.pydata.org>

5 NetworkX: Software for complex networks, <https://networkx.org>

Assessment: Coursework (30%) in the WT.

Project (70%) in the WT and ST.

Students are required to submit the solutions to 2 sets of exercises using mainly Python (accounting for 30% of the final assessment) during WT, and submit a group project at the beginning of ST. The project consists of applying data manipulation and visualisation methods to some dataset(s).

ST201 Half Unit

Statistical Models and Data Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Yunxiao Chen COL 5.16

Availability: This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Also available to students who have studied statistics and mathematics to the level of ST107 Quantitative Methods or equivalent.

This course cannot be taken with ST211 Applied Regression

or DS202 Data Science for Social Scientists.

This course is not controlled access. If you request a place and meet the criteria you are likely to be given a place.

Pre-requisites: Quantitative Methods (ST107) or equivalent.

"Previous programming experience is not required but students who have no previous experience in R must complete an online pre-session R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)"

Course content: A second course in statistics with an emphasis on data analysis with applications in the social sciences. Students will gain hands on experience using R-- a programming language and software environment for data analysis and visualisation. The course contains five topics, including (1) principles of statistical analysis, including data preparation, statistical models, regression and classification, inference, prediction, and bias-variance tradeoff, (2) multiple linear regression, including its assumptions, inference, data transformations, diagnostics, model selection, (3) regression tree method, (4) logistic regression, including odds ratios, likelihood, classification, and ROC curve, and (5) Bayes rule for classification and linear discriminant analysis.

Teaching: This course will be delivered through a combination of classes and lectures, totalling a minimum of 36 hours across Winter Term and 2 hours of lecture in the Spring Term. Students will be given their assessed project in week 9 which is due in Week 1 of Spring Term.

Formative coursework: Exercise questions in computer workshops and a quantitative research project.

Indicative reading: James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). An introduction to statistical learning. New York, NY: Springer.

Fox, J. (2015). Applied regression analysis and generalized linear models. Thousand Oaks, CA: Sage Publications.

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Coursework (20%) in the WT.

ST202

Probability, Distribution Theory and Inference

This information is for the 2024/25 session.

Teacher responsible: Dr Miltiadis Mavrakakis

Availability: This course is compulsory on the BSc in Actuarial Science and BSc in Financial Mathematics and Statistics.

This course is available on the BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102) and Mathematical Methods (MA100). Students who have not taken these courses should contact Dr Mavrakakis.

Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion."

Course content: The course covers the probability, distribution theory and statistical inference needed for advanced courses in statistics and econometrics.

Michaelmas term: Probability. Conditional probability and independence. Random variables and their distributions. Moments and generating functions. Transformations. Sequences of random variables and convergence. Multivariate distributions. Joint and marginal distributions. Expectation and joint moments. Independence. Multivariate transformations. Sums of random variables. Conditional distributions. Conditional moments. Hierarchies and mixtures. Random sums.

Lent term: Random samples. Sample mean. Sampling from

the Normal distribution. Order statistics. Sample statistics. Sampling distributions. Parameter estimation. Interval estimation. Hypothesis testing. Maximum-likelihood estimation. Likelihood-ratio test. Sufficiency and minimal sufficiency. Rao-Blackwell theorem. Cramér-Rao lower bound. Most powerful tests. Neyman-Pearson lemma. Linear regression. Least-squares estimation. Generalised linear models. Bayesian inference.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. In addition to these, there will be (optional) weekly workshops to help with homework assignments. This course includes reading weeks in Week 6 of Michaelmas Term and Lent Term.

Formative coursework: Students will be expected to produce 4 pieces of coursework in the AT and WT. These are exam-style class tests.

Indicative reading: M C Mavrakakis & J Penzer, Probability and Statistical Inference: From Basic Principles to Advanced Models (primary reading)

G C Casella & R L Berger, Statistical Inference (very useful as a reference)

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Exam (50%, duration: 2 hours) in the spring exam period.

ST205 Half Unit

Sample Surveys and Experiments

This information is for the 2024/25 session.

Teacher responsible: Professor Irini Moustaki

Availability: This course is compulsory on the BSc in Politics and Data Science. This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Management, BSc in Mathematics, Statistics and Business, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course cannot be taken with ST307 Aspects of Market Research.

Pre-requisites: Statistics to the level of ST107 Quantitative Methods or SP201 Research Methods for Social Policy.

Course content: Sampling methods for social surveys. Survey design and estimation. Nonresponse and measurement error. Design of experiments and observational studies.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours in Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Weekly exercises and group presentations. Students are expected to work on exercises weekly and submit them for marking and feedback. Feedback is provided on the weekly exercises by the beginning of the next class. Students will gain hands-on experience using R to solve problems.

Indicative reading:

- S. Lohr, Sampling: Design and Analysis (2021)
- V. Barnett, Sample Survey Principles and Methods (2009)
- F.J. Fowler Jr, Survey Research Methods (2008).
- R.L. Scheaffer et al, Elementary Survey Sampling (2005)

Assessment: Exam (80%, duration: 2 hours) in the January exam period.

Coursework (20%) in the AT.

Note: The coursework is a group project.

ST206 Half Unit

Probability and Distribution Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Miltiadis Mavrakakis

Availability: This course is available on the BSc in Data Science, BSc in Mathematics with Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102) and Mathematical Methods (MA100). Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion.

Course content: The course covers the probability and distribution theory needed for advanced courses in statistics and econometrics.

Topics covered: Probability. Conditional probability and independence. Random variables and their distributions. Moments and generating functions. Transformations. Sequences of random variables and convergence. Multivariate distributions. Joint and marginal distributions. Expectation and joint moments. Independence. Multivariate transformations. Sums of random variables. Conditional distributions. Conditional moments. Hierarchies and mixtures. Random sums.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term. In addition to these, there will be (optional) weekly workshops to help with homework assignments. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce 2 pieces of coursework in the AT.

These are exam-style class tests.

Indicative reading: M C Mavrakakis & J Penzer, Probability and Statistical Inference: From Basic Principles to Advanced Models (primary reading)

G C Casella & R L Berger, Statistical Inference (very useful as a reference)

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

ST207 Half Unit

Databases

This information is for the 2024/25 session.

Teacher responsible: Dr Marcos Barreto

Availability: This course is compulsory on the BSc in Data Science and BSc in Politics and Data Science. This course is available on the BSc in Actuarial Science, BSc in Mathematics with Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

Pre-requisites: A computer programming course using Python, e.g. a pre-session course **or** Programming for Data Science (ST101).

Course content: The goal of this course is to cover concepts of database management systems, including relational and non-relational databases.

The topics covered will include: Relational database design; Structured Query Language (SQL) for database implementation and manipulation; Integrity constraints, triggers and database views; Concurrency control and recovery mechanisms; Multimedia and spatiotemporal databases; NoSQL databases (key-value

stores, document, and graph databases; Vector databases and large language models (LLMs) applied to databases. The course will demonstrate how various theoretical principles are implemented in practice in a database management system, such as MySQL or SQLite, and also in NoSQL, multimedia, spatiotemporal and vector database software.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. This course includes a reading week in Week 6 of Autumn Term. Students are required to use their own laptops and install Python and other tools (under guidance of the teaching staff) on their laptops.

Formative coursework: Students will be expected to produce 10 exercises in the AT.

A set of exercises will be given in each teaching week.

Indicative reading: Essential Reading:

- R. Elmasri and S. B. Navathe. Fundamentals of Database Systems, 7th edition (Global Edition). 160 Pearson, 2016.
- G. Powell. Database Modeling Step-by-Step, 160 CRC Press, 160 Taylor & Francis, 2019.
- A. Beaulieu. Learning SQL: generate, manipulate, and retrieve data, 3rd edition. O'Reilly, 2020.
- E. Foster and S. Godbole. Database Systems: a pragmatic approach, 3rd edition. CRC Press, 2023.
- E. Sciore. Database Design and Implementation. 2nd edition. Springer, 2020.
- S. Bradshaw, E. Brazil, K. Chodorow. MongoDB: the definitive guide, 3rd edition. O'Reilly, 2019.
- I. Robinson and J. Webber and E. Eifrem. Graph Databases. 2nd edition. O'Reilly, 2015.

Additional Reading:

- P. Zhang. Practical Guide to Oracle SQL, T-SQL and MySQL, CRC Press. Taylor & Francis, 2018.
- A. Meier and M. Kaufmann. SQL & NoSQL Databases: models, languages, consistency options and architectures for big data management. Springer Vieweg, 2019.
- S. Bagui and R. Earp. Database Design using Entity-Relationship Diagrams, 3rd edition. CRC Press, 2023.
- C. Garrard. Geoprocessing with Python. Manning Publications, 2016.
- B. McClain. Python for Geospatial Data Analysis. O'Reilly, 2022.
- B. Prabhakaran. Multimedia Database Management Systems. Springer. 2012.
- J. Pan, J. Wang, and G. Li. Survey of Vector Database Management Systems. 2023. <https://doi.org/10.48550/arXiv.2310.14021>

Assessment: Coursework (40%) in the AT.

Project (60%) in the period between AT and WT.

Students are required to hand in solutions to 2 individual sets of exercises, each accounting for 20% of the final assessment. The group project will require solving a practical task involving data modeling, database creation (including views and triggers when pertinent), data loading and utilisation (querying). The students will be encouraged to work with a mixture of relational and non-relational real and/or synthetic data and design a database application that approximates a real scenario.

ST211 Half Unit Applied Regression

This information is for the 2024/25 session.

Teacher responsible: Dr Sara Geneletti

Availability: This course is compulsory on the BSc in Data Science, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students. Specifically the course is available to Accounting and Finance students who have taken ST102. This course cannot be taken with ST201 Statistical Models and Data Analysis.

Pre-requisites: Students who have no previous experience in R are required to complete an online pre-session R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

Students must have completed one of the following two combinations of courses: (a) ST102, or (b) ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion.

Course content: Statistical data analysis in R covering the following topics: Simple and multiple linear regression, Model diagnostics, Detection of outliers, Multicollinearity, Introduction to GLMs.

Teaching: This course will be delivered through a combination of classes and lectures (both or either of which maybe held online) totalling a minimum of 30 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term in which the students work independently on a mini-project (no lectures).

Formative coursework: Regular Moodle quizzes.

Indicative reading: 1 Gelman and Hill, Data analysis Using Regression and Multilevel/Hierarchical models (CUP, 2007) First part.

2 Neter, J., Kutner, M., Nachtsheim, C. and Wasserman, W. Applied Linear Statistical Models, McGraw-Hill, Fourth Edition. (2004).

3 Abraham, B. Ledolter, J. Introduction to Regression Modelling, Thomson Brooks Cole. (2006).

4 S. Weisberg Applied Linear Regression, Wiley, 3rd edition. (2005) (intermediate).

5 Fox (2016) Applied Regression Analysis and Generalized Linear Models.

Assessment: Project (55%) and project (35%) in the ST Week 2. Coursework (10%) in the WT Week 6.

10%: A group work mini-project to be handed in at the end of reading week (LT week 8)

55%: A group work multiple linear regression project to be handed in by the second week of the ST

35%: An individual logistic regression project to be handed in at the same time as the group project in the second week of the ST.

ST213 Half Unit

Introduction to Pricing, Hedging and Optimization

This information is for the 2024/25 session.

Teacher responsible: Dr David Itkin

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: MA203 Real Analysis. Must be taken with ST202 Probability, Distribution Theory and Inference.

Course content: This course introduces the concepts of valuation, hedging and portfolio selection in a discrete-time environment. Towards the end, it introduces continuous-time markets in a heuristic fashion. It covers the following topics:

- The binomial model; pricing and replication.
- Trinomial model and incompleteness, arbitrage-free price intervals.
- General discrete-time models and the fundamental theorems.
- Portfolio optimization and hedging.
- Multi-period models and backwards induction methods.
- Passage to continuous time Black & Scholes model.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 9 problem sets in the WT.

Certain problem sets will be returned with feedback.

Indicative reading: Lecture notes will be provided.

Assessment: Exam (80%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.
Coursework (20%).

ST226 Half Unit

Actuarial Investigations: Financial

This information is for the 2024/25 session.

Teacher responsible: Mr Georgios Zourou

Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course has a limited number of places. It is capped, the maximum number of students will be 130. Priority will be given to students on BSc Mathematics, Statistics and Business and BSc Data Science. Whilst there are places available to students from outside these programmes, they are very limited and are allocated on a first come first served basis.

Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102). Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion."

Course content:

- Introduction to actuarial modelling
- The application of compound interest techniques to financial transactions
- Generalised cash-models to describe financial transactions such as zero-coupon bonds, fixed interest securities, cash on deposit, equities, interest only loans, repayment loans, annuities certain and others
- Introduction to R programming for Actuarial Science
- Introduction to life insurance

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. This course will be delivered through a combination of lectures and seminars across the Autumn Term.

This course includes a reading week in Week 6.

Formative coursework: Students will be expected to work in groups and give written answers to a number of problem sets throughout the term.

Indicative reading: J. J. McCutcheon & W. J. Scott, An Introduction to the Mathematics of Finance, Heinemann; Institute and Faculty of Actuaries, Formulae and Tables for Actuarial Examinations; Core reading notes obtainable from the Institute and Faculty of Actuaries; D. Dickson, M. Hardy & H. Waters, Actuarial Mathematics for Life Contingent Risks, International Series on Actuarial Science, pp. I-Vi. Cambridge University Press. 2009

Assessment: Exam (90%, duration: 3 hours) in the January exam period.

Online assessment (10%) in the AT Week 11.

ST227 Half Unit

Survival Models

This information is for the 2024/25 session.

Teacher responsible: Mr Georgios Zourou

Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102).

"Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion."

Course content: An introduction to stochastic processes with emphasis on life history analysis and actuarial applications. Principles of modelling; model selection, calibration, and testing; Stochastic processes and their classification into different types by time space, state space, and distributional properties; construction of stochastic processes from finite-dimensional distributions, processes with independent increments, Poisson processes and renewal processes and their applications in general insurance and risk theory, Markov processes, Markov chains and their applications in life insurance and general insurance, extensions to more general intensity-driven processes, counting processes, semi-Markov processes, stationary distributions. Determining transition probabilities and other conditional probabilities and expected values; Integral expressions, Kolmogorov differential equations, numerical solutions, simulation techniques. Survival models - the random life length approach and the Markov chain approach; survival function, conditional survival function, mortality intensity, some commonly used mortality laws. Statistical inference for life history data; Maximum likelihood estimation for parametric models, non-parametric methods (Kaplan-Meier and Nelson-Aalen), regression models for intensities including the semi-parametric Cox model and partial likelihood estimation; Various forms of censoring; The technique of occurrence-exposure rates and analytic graduation; Impact of the censoring scheme on the distribution of the estimators; Confidence regions and hypothesis testing.

Teaching: This course will be delivered through a combination of lectures and classes totalling a minimum of 30 hours across the Winter/Spring Terms, some of this teaching may be delivered as short online videos. This course includes a reading week in Week 6.

Formative coursework: Compulsory written answers to two sets of problems.

Indicative reading: S Ross, Stochastic Processes; R Norberg, Risk and Stochastics in Life Insurance; The Institute of Actuaries, CS2: Risk Modelling and Survival Analysis. For full details of the syllabus of CS2, see <https://actuaries.org.uk/qualify/curriculum/actuarial-statistics/>

Assessment: Exam (90%, duration: 3 hours) in the spring exam period.

Coursework (10%) in the period between WT and ST.

ST300 Half Unit

Regression and Generalised Linear Models

This information is for the 2024/25 session.

Teacher responsible: Dr Mona Azadkia

Availability: This course is available on the BSc in Actuarial Science, BSc in Data Science, BSc in Financial Mathematics and Statistics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one

Pre-requisites: Students must have completed: Probability, Distribution Theory and Inference (ST202) AND Mathematical Methods (MA100) or equivalent.

It is assumed students have taken at least a first course in linear algebra.

Previous programming experience is not required but students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=8714>)

Course content: A solid coverage of the most important parts of the theory and application of regression models, and generalised linear models. Multiple regression and regression

diagnostics. Generalised linear models; the exponential family, the linear predictor, link functions, analysis of deviance, parameter estimation, deviance residuals. Model choice, fitting and validation. The use of the statistics package RStudio will be an integral part of the course. The computer workshops revise the theory and show how it can be applied to real datasets.

Teaching: This course will be delivered through a combination of lectures and classes totalling a minimum of 30 hours in Autumn Term.

This course includes a reading week in Week 6.

Indicative reading:

- Dobson, A.J. (2008). *An Introduction to Generalized Linear Models*.
- Fox, J. (2015). *Applied Regression Analysis and Generalized Linear Models*
- Frees, E.W. (2010). *Regression Modeling with Actuarial and Financial Applications*

Assessment: Exam (70%, duration: 2 hours) in the January exam period.

Coursework (30%) in the AT.

ST301 Half Unit

Actuarial Mathematics (Life)

This information is for the 2024/25 session.

Teacher responsible: Prof Angelos Dassios COL.7.14

Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed:

EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206)
AND both Actuarial Investigations: Financial (ST226) AS WELL AS Survival Models (ST227).

Course content: Single life mortality models, assurance and annuity contracts and their actuarial notation, computation of their present values and variances; relations among the present values of the various contracts.

The equivalence principle: computation of net premiums for the main assurance policies.

Prospective and retrospective reserves, Thiele's differential equation as the main tool for the computation of reserves.

Expenses: gross premium and gross reserves. Selection effect and how it affects mortality tables.

Multi-life assurance contracts: joint life and last survival life, computation of premiums and reserves for the main two-lives contracts.

Multi-states mortality models: basic notions of continuous-time Markov chains, Kolmogorov backward and forward equations, application to multiple decrements and disability models, computation of transition intensities.

Thiele differential equation for multi-states models, computation and analysis of reserves for main multi-state policies.

With-profit policies, unit-linked assurance policies, pensions.

Interplay between assurance and finance: embedded options, market consistent actuarial valuation.

Teaching: This course will be delivered through a combination of lectures, classes and Q&A help sessions in the Autumn Term:

- Ten 2-hour lectures in AT (weeks 1-10)
- Nine 1-hour classes in AT (weeks 2-10)
- Five 1-hour help sessions in AT (weeks 6-10)

This course does not include a reading week. There will be no teaching in week 11 to allow time for students to concentrate on the project.

Formative coursework: Compulsory written answers to one set of problems.

Indicative reading: R Norberg, *Basic Life Insurance Mathematics*; The Institute of Actuaries, *Core reading Subject CT5*

Dickson, Hardy, Waters, *'Actuarial Mathematics for Life Contingent Risks'*

Wutrich, Buhlmann, Furrer, *'Market Consistent Actuarial Valuation'*

Assessment: Exam (70%, duration: 2 hours) in the January exam period.

Project (30%) in the period between AT and WT.

Students will work on the project during the last few weeks of AT and submit after the end of term.

ST302 Half Unit

Stochastic Processes

This information is for the 2024/25 session.

Teacher responsible: Prof Angelos Dassios COL.7.14

Availability: This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Data Science, BSc in Financial Mathematics and Statistics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed either Probability, Distribution Theory and Inference (ST202) or Probability and Distribution Theory (ST206).

Course content: A second course in stochastic processes and applications to insurance. Markov chains (discrete and continuous time), processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and finance. Content: Stochastic processes in discrete and continuous time; Markov chains: Markov property, Chapman-Kolmogorov equation, classification of states, stationary distribution, examples of infinite state space; filtrations and conditional expectation; discrete time martingales: martingale property, basic examples, exponential martingales, stopping theorem, applications to random walks; Poisson processes: counting processes, definition as counting process with independent and stationary increments, compensated Poisson process as martingale, distribution of number of events in a given time interval as well as inter-event times, compound Poisson process, application to ruin problem for the classical risk process via Gerber's martingale approach; Markov processes: Kolmogorov equations, solution of those in simple cases, stochastic semigroups, birth and death chains, health/sickness models, stationary distribution; Brownian motion: definition and basic properties, martingales related to Brownian motion, reflection principle, Ito-integral, Ito's formula with simple applications, linear stochastic differential equations for geometric Brownian motion and the Ornstein-Uhlenbeck process, first approach to change of measure techniques, application to Black-Scholes model. The items in the course content that also appear in the content of ST227 are covered here at greater depth. However, ST227 is not a pre-requisite for this course.

Teaching: This course will be delivered through a combination of classes, lectures, and Q&A sessions totalling a minimum of 29 hours across Autumn Term.

Formative coursework: Compulsory written answers to two sets of problems.

Indicative reading: Lecture notes will be provided. Relevant books include R Durrett, *Essentials of Stochastic Processes*; T Mikosch, *Elementary Stochastic Calculus with Finance in View*; Institute of Actuaries core reading notes.

Assessment: Exam (100%, duration: 3 hours) in the January exam period.

ST303 Half Unit

Stochastic Simulation

This information is for the 2024/25 session.

Teacher responsible: Dr Xiaolin Zhu

Availability: This course is available on the BSc in Actuarial Science, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students. Course capped at 60.

Pre-requisites: Students must have completed: EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206) AND Stochastic Processes (ST302).

While the course ST306 is not a formal pre-requisite some examples from this course will be used. Students that have not taken ST306 might have to do a bit of extra reading to familiarise themselves with them.

Course content: An introduction to using R for stochastic simulation as well as methods of simulating random variables, complicated quantities involving several random variables and paths of stochastic processes. Applications will focus on examples from insurance and finance.

Teaching: This course will be delivered through a combination of lectures and classes totalling a minimum of 30 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Weekly exercises usually involving computing.

Indicative reading:

- Introducing Monte Carlo methods with R (main reference), by G. Robert and G. Casella.

Useful reading:

- Stochastic Simulation, Algorithms and Analysis by S. Asmussen.
- Monte Carlo Methods in Financial Engineering by P. Glasserman.

Assessment: Project (40%) in the WT.

Project (60%) in the ST.

ST304 Half Unit

Time Series and Forecasting

This information is for the 2024/25 session.

Teacher responsible: Dr Yining Chen COL 7.06

Availability: This course is available on the BSc in Actuarial Science, BSc in Data Science, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place and meet the criteria will be given one.

Pre-requisites: 2nd year statistics and probability. Students who have no previous experience in R are required to complete an online pre-sessional R course from the Digital Skills Lab before the start of the course.

Course content: The course introduces the student to the statistical analysis of time series data and simple time series models, and showcase what time series analysis can be useful for. Topics include: autocorrelation; stationarity, trend removal and seasonal adjustment; AR, MA, ARMA, ARIMA; estimation; forecasting; model diagnostics; unit root test; introduction to financial time series and the ARCH/GARCH models; and if time permits, basic spectral analysis. The use of R for time series analysis will also be covered.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Written answers to set problems will be

expected on a weekly basis.

Indicative reading: Peter J. Brockwell and Richard A. Davis, Introduction to Time Series and Forecasting
Robert H. Shumway and David S. Stoffer, Time Series Analysis and Its Applications: With R Examples

Christopher Chatfield, The Analysis of Time Series
Ruey S. Tsay, An Introduction to Analysis of Financial Data with R
Peter J. Brockwell and Richard A. Davis, Time Series: Theory and Methods

Christian Francq and Jean-Michel Zakoian, GARCH Models: Structure, Statistical Inference and Financial Applications

Assessment: Exam (90%, duration: 2 hours) in the spring exam period.

Coursework (10%).

ST306 Half Unit

Actuarial Mathematics (General)

This information is for the 2024/25 session.

Teacher responsible: Dr Xiaolin Zhu

Availability: This course is available on the BSc in Actuarial Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Probability, Distribution Theory and Inference (ST202) and Stochastic Processes (ST302).

Course content: This course is an introduction to actuarial work in non-life insurance. The course covers a general overview of the industry, history of general insurance and risk-sharing arrangements. Loss distributions suitable for modelling individual and aggregate losses; statistical inference. Moment generating functions of the distributions: gamma, exponential, Pareto, generalized Pareto, normal, lognormal, Weibull, and others. The collective model: risk models involving frequency and severity distributions. Moments and moment generating functions of Compound distributions. Stochastic risk models: Compound Poisson processes. Reinsurance treaties: proportional, excess of loss, stop-loss, deriving the distribution, moment generating functions and other properties of the losses to the insurer and reinsurer under all the models above. Ruin theory, Lundberg theorem and an integral approach for the ruin probability. Fundamental concepts of Bayesian statistics, prior distributions, posterior distributions, loss functions, Bayesian estimators. Credibility theory; Bayesian models. Experience rating models and applications. Claims reserving: run-off triangles. Programming applications using R

Teaching: This course will be delivered through a combination of lectures and classes totalling a minimum of 30 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: A set of exercises which are similar to problems appearing in the exam will be assigned.

Indicative reading: Notes are given out in the lectures.

Assessment: Exam (90%, duration: 3 hours) in the spring exam period.

Online assessment (10%) in the WT Week 11.

ST307 Half Unit

Aspects of Market Research

This information is for the 2024/25 session.

Teacher responsible: Dr James Abdey COL.8.07

Availability: This course is available on the BSc in Data Science, BSc in Mathematics, Statistics and Business, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST327 Market Research: An Integrated Approach or ST205 Sample Surveys and Experiments. This is a capped course.

Pre-requisites: Probability and statistics to the level of ST107.

Course content: The main ideas and applications of market research techniques. Topics covered are introduction to market research, defining the market research problem, research design, internal secondary data and the use of databases, qualitative research: focus group discussions, projective techniques, survey and quantitative observation techniques, measurement and scaling: fundamentals, comparative and non-comparative scaling, questionnaire design, sampling: design and procedures, final and initial sample size determination, cross-tabulation and hypothesis testing, analysis of variance and covariance, correlation and regression, and discriminant analysis.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. 1 hour of classes in the ST.

This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term. This course does not include a reading week in Week 6 of Autumn Term.

Formative coursework: Students are given weekly exercises to work on for discussion in class.

Indicative reading: Abdey, J.S. (2023) *Business Analytics: Applied Modelling and Prediction* (1st edition), Sage Publications.

Malhotra, N.K. (2019) *Marketing Research: An Applied Orientation* (7th edition), Pearson (earlier editions are also fine).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

ST308 Half Unit

Bayesian Inference

This information is for the 2024/25 session.

Teacher responsible: Dr Konstantinos Kalogeropoulos COL.610

Availability: This course is available on the BSc in Actuarial Science, BSc in Data Science, BSc in Mathematics with Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion. ST202 is also recommended.

Previous programming experience is not required but students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

Course content: **Statistical decision theory:** risk, decision rules, loss and utility functions, Bayesian expected loss, Frequentist risk.

Bayesian Inference: Bayes theorem, prior, posterior and predictive distributions, conjugate models (Normal-Normal, Poisson-Gamma, Beta-Binomial), Bayesian point estimation, credible intervals and hypothesis testing, Bayes factors and model selection. Comparison with Frequentist approaches.

Implementation: Asymptotic approximations (Laplace approximation, Monte Carlo methods), Markov Chain Monte Carlo (MCMC) simulation (Gibbs sampler, Metropolis-Hastings algorithm). Computer tools (R).

Applications: Linear models in Regression and Classification (Bayesian Linear Regression, Generalized Linear Models, Logistic Regression), Hierarchical/ Multilevel Models, Bayesian Nonparametrics.

Teaching: This course will be delivered through a combination of classes, lectures, and Q&A sessions, totalling a minimum of 29 hours across the Winter Term.

Formative coursework: Optional problem sets and computer exercises.

Indicative reading: J.K. Kruschke, *Doing Bayesian Data Analysis*.

An tutorial with R, JAGS and Stan. 2nd edition.

J.O. Berger, *Statistical Decision Theory and Bayesian Analysis*.

D. Gamerman, H. F. Lopes, *Markov Chain Monte Carlo: Stochastic Simulation for Bayesian Inference*

A. Gelman, *Bayesian data analysis*.

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Project (20%) in the ST.

ST309 Half Unit

Elementary Data Analytics

This information is for the 2024/25 session.

Teacher responsible: Prof Qiwei Yao Col.7.16

Availability: This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is available as an outside option to the students who are interested in data analytics and who have statistical background at least equivalent to ST107. No prior knowledge in programming is required. However students who have no previous experience in R are required to take on an online pre-sessional R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

This course is capped at 70 for the 2023/24 session.

This course cannot be taken with ST310 Machine Learning.

Pre-requisites: Students must have completed a statistical course at least equivalent to Quantitative Methods (Statistics) (ST107).

Students who have no previous experience in R are required to take on an online pre-sessional R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

Course content: The primary focus of this course is to help students view various problems from business, economy/finance, and social domains from a data perspective and understand the principles of extracting useful information and knowledge from data. Students will also gain the hands-on experience using R – a programming language and software environment for data analysis and visualisation. Learning basic data analytic methods and techniques is combined with real-life examples.

The core contents of the course include data cleansing, data transformation, data visualisation, R-programming, classification, regression, clustering, over-fitting avoidance and model evaluation. The course also covers a subset of the following topics: illustration of R-access of databases and big data platforms, illustration of parallel computing in R, similarity matching, market-basket analysis, link prediction, text mining, network analysis, causal modelling.

This is not a course on algorithms and IT technologies required for handling massive data, which deserve separate courses. The focus is on the fundamental principles and concepts of data analytics or data science. It becomes ever-increasingly important in this information age to gain adequate understanding of data science even if one never intends to apply it oneself.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours in Autumn Term.

Students are encouraged to install R in their own laptops, and to use their own laptops in the workshops.

Formative coursework: Students will be expected to produce 6 exercises in the AT.

Students are expected to complete six sets of exercises involving substantial data analysis using R.

Indicative reading: Wickham, H. and Golemund, G. (2017). *R for Data Science*. O'Reilly. Available online at <http://r4ds.had.co.nz>
James, G., Witten, D., Hastie, T. and Tibshirani, R. (2013). *An Introduction to Statistical Learning with Applications in R*. Springer. Available online at <http://www-bcf.usc.edu/~gareth/ISL>
Provost, F. and Fawcett, T. (2013). *Data Science for Business*. O'Reilly.

Zuur, A., Ieno, E. and Meesters, E. (2009). A Beginner's Guide to R. Springer. Available online from LSE Library.

Hastie, T., Tibshirani, R and Friedman, R. (2009). The Elements of Statistical Learning: Data Mining, Inference, and Prediction. 2nd Edition. Springer. Available online at <https://web.stanford.edu/~hastie/Papers/ESLII.pdf>

Silge, J. and Robinson, D. (2017). Text Mining with R: a tidy approach. O'Reilly. Available online at <https://www.tidytextmining.com>

Wickham, H. (2016). ggplot2: Elegant Graphics for Data Analysis. Springer. Available online at <http://moderngraphics11.pbworks.com/f/ggplot2-Book09hWickham.pdf>

Assessment: Coursework (30%) in the AT.

Project (70%) in the WT.

The project will be a group project with maximum 3 members per group. The detailed instruction will be handed out in Week 5 of Autumn term, and students need to submit a written report by Week 5 of Winter term.

Students are required to hand in the solutions for 3 sets of exercises which account for the total 30% of the final grade.

ST310 Half Unit Machine Learning

This information is for the 2024/25 session.

Teacher responsible: Dr Joshua Loftus

Availability: This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science, BSc in Finance, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course cannot be taken with ST309 Elementary Data Analytics.

Pre-requisites: Students must have completed either ST102, or ST109 and EC1C1, as well as a second-year course covering regression analysis.

Previous programming experience is not required but students who have no previous experience in R must complete an online pre-session R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

Course content: The primary focus of this course is on the core machine learning techniques in the context of high-dimensional or large datasets (i.e. big data). The first part of the course covers elementary and important statistical methods including nearest neighbours, linear regression, logistic regression, regularisation, cross-validation, and variable selection. The second part of the course deals with more advanced machine learning methods including regression and classification trees, random forests, bagging, boosting, and deep neural networks. The course will also introduce causal inference motivated by analogy between double machine learning and two-stage least squares. All the topics will be delivered using a combination of illustrative real data examples and simulations. Students will also gain hands-on experience using R or Python (programming languages and software environments for data analysis, computing and visualisation).

Teaching: 13 hours and 20 minutes of lectures and 16 hours and 40 minutes of seminars in the AT.

This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours in Autumn Term.

[This course includes a reading week in Week 6 of Autumn Term]. Students are required to install R/RStudio in their own laptops. Student not having a laptop of their own will be offered to use personal computers available in seminar rooms.

Formative coursework: Students will be expected to produce 3 problem sets in the AT.

The first two problem sets will be formative and allow students to

practice for the third, summative problem set.

Indicative reading:

- James, G., Witten, D., Hastie, T. and Tibshirani, R. An Introduction to Statistical Learning with Applications in R. Springer, 2021.

- Hardt, M. and Recht, B. Patterns, Predictions, and Actions: Foundations of Machine Learning. Princeton University Press, 2022.

- Chernozhukov, V., Hansen, C., Kallus, N., Spindler, M., and Syrgkanis, V. Applied Causal Inference Powered by ML and AI. Online, 2024.

- Wickham, H., Çetinkaya-Rundel M., and Grolemund, G. R for Data Science. O'Reilly, 2023.

Assessment: Coursework (20%) in the AT.

Project (50%) in the period between AT and WT.

Group project (30%) in the ST.

Students are required to submit a group project by applying machine learning methods covered in this course on some real data using R (which accounts for 30% of the final assessment), and an individual project that includes a prediction competition component (which accounts for 50% of the final assessment). In addition to some real data examples, the focus of this course is to introduce some theoretical and methodological concepts in machine learning. These components will be tested by coursework as problem sets (which account for 20% of the final assessment).

ST311 Half Unit Artificial Intelligence

This information is for the 2024/25 session.

Teacher responsible: Dr Philip Chan

Availability: This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science, BSc in Finance, BSc in Mathematics with Data Science, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Pre-requisites: Students must have completed either ST102, or ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion.

A computer programming course using Python, e.g. ST101 Programming for Data Science.

Students who have no previous experience in Python are required to complete an online pre-session Python course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7696>).

Students should be comfortable with basic matrix algebra.

Course content: The objective of this course is to introduce students to basic principles of artificial intelligence (AI) systems. By AI, we refer to machines (or computers) that mimic cognitive functions that humans associate with the human mind, such as learning and problem solving. The course will take a practical approach, explaining the main principles and methods used in the design of AI systems.

The course will provide an introduction to main principles of deep learning, covering topics of neural nets as universal approximators, design of neural network architectures, backpropagation and optimisation methods for training neural networks, and some special deep neural network architectures commonly used for solving AI tasks such as image classification, sequence modelling, natural language processing and generative models. Students will gain practical knowledge to learn and evaluate deep learning algorithms using PyTorch.

Teaching: The lectures cover fundamental methodological and theoretical principles while computer workshops provide students with an opportunity to gain hands-on-experience by solving exercises using PyTorch.

This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours across Winter Term.

Students are required to use a Python programming environment,

e.g. by installing Anaconda / Jupyter notebooks on their own laptops or using Google Colab, and to use their own laptops in the workshops.

Indicative reading: 1. A. Zhang, Z. Lipton, M. Li and A. Smola, Dive into Deep Learning, 2022, <http://d2l.ai>

2. I. Goodfellow, Y. Bengio and A. Courville, Deep Learning, MIT Press, 2017, <http://www.deeplearningbook.org>

3. R. Sutton and A. C. Barto, Reinforcement Learning: An Introduction, 2nd Edition, MIT Press, 2018

4. M. Nielsen, Neural Networks and Deep Learning, 2016, online book.

5. S. Russell and P. Norvig, Artificial Intelligence: A Modern Approach, 3rd Edition, Pearson, 2016

Assessment: Coursework (30%) in the WT.

Project (70%) in the ST.

Students are required to hand in the solutions to 2 sets of exercises (each accounting for 10% of the final grade), and complete an in-class quiz in Week 11.

There is one group project, which is due in the Spring Term.

ST312 Half Unit

Applied Statistics Project

This information is for the 2024/25 session.

Teacher responsible: Prof Jouni Kuha

Availability: This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science and BSc in Mathematics, Statistics and Business. This course is not available as an outside option nor to General Course students.

This course is not controlled access. If you request a place and meet the criteria you are likely to be given a place.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102).

This course is suitable for third-year students.

Course content: Students will produce a project involving a critical investigation and collation of statistical data on a topic of their own interest.

Teaching: This course will be delivered through a combination of workshops and seminars totalling a minimum of 9 hours across Autumn term, 2 hours of workshop in the Winter term and 2 hours of workshop in the Spring term. Students on this course will have a research week in week 6 of Autumn term where they can look up data sources for their assessed project.

Formative coursework: Oral presentations at the end of Autumn term and Week 6 of Winter term.

Indicative reading: Bryman (2008) 'Social Research Methods' Saunders (2009) 'Research Methods for Business Students' Johnson (2009) 'Writing a Quantitative Research Thesis' Verzani (2002) 'Using R for Introductory Statistics'

Assessment: Project (90%) and presentation (10%) in the ST.

ST313 Half Unit

Ethics for Data Science

This information is for the 2024/25 session.

Teacher responsible: Dr Joshua Loftus

Availability: This course is available on the BSc in Actuarial Science, BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102) or equivalent, Mathematical Methods (MA100) or equivalent, and at least one of MA212, EC220, EC221, ST206, ST202, or equivalent.

Familiarity with basic computer programming in R or Python.

Students who have no previous experience in R are strongly encouraged to take on an online pre-session R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7022>)

Course content: This course covers a selection of topics central to the ethical practice of data science. Students will learn key concepts and methods to analyze a variety of case studies, from the historical and philosophical background of data technologies and ethics to the frontiers of research in machine learning, artificial intelligence, and socio-technical systems. These concepts will include some basic philosophical and legal ideas related to data ethics, frameworks for ethical practice developed by professional societies, formal statistical definitions and quantitative methods for objectives such as fairness and privacy, and an emphasis on the use of causal reasoning to evaluate data-driven systems and policies. Topics may include:

- Replication crisis, unfair algorithms, basics of normative ethics and causality
 - Historical examples, professional ethical guidelines
 - Transparency, reproducibility, open science
 - Discrimination, statistical fairness, impossibility results
 - Causal reasoning for fairness, pathway analysis, intersectionality
 - Interventions, policy optimization, distributive justice
 - Data provenance, privacy, differential privacy
 - Strategic behavior, surveillance, democratic data
 - Automation and AI, responsibility, complicity
- Causal statistical models will be used as a formal framework throughout to understand and stress test these ideas.

Teaching: 10 hours of lectures and 20 hours of classes in the AT.

Formative coursework: Students will be expected to produce 3 problem sets in the AT.

The first two problem sets will be formative, and feedback from these will help students prepare for the third, summative problem set.

Indicative reading: Lecture notes will be provided. These will be supplemented with a variety of short readings, some of which will be taken from the following background references

- <https://www.bitbybitbook.com/en/1st-ed/ethics/>
- <https://fairmlbook.org/>
- <https://data-feminism.mitpress.mit.edu/>
- <https://aiethics.princeton.edu/case-studies/>
- <https://www.acm.org/code-of-ethics>
- <https://rss.org.uk/RSS/media/News-and-publications/Publications/Reports%20and%20guides/A-Guide-for-Ethical-Data-Science-Final-Oct-2019.pdf>
- <https://www.amstat.org/ASA/Your-Career/Ethical-Guidelines-for-Statistical-Practice.aspx>
- <https://hastie.su.domains/CASI/>
- <https://www.statlearning.com/>

Assessment: Group project (50%) in the ST.

Group presentation (20%) in the AT Week 11.

Problem sets (30%) in the AT.

The final problem set during the AT will be summative and count for 30% marks. Group work consists of a presentation during the AT describing a project proposal, and the project itself will then be due in the ST.

ST314 Half Unit

Multilevel and Longitudinal Models

This information is for the 2024/25 session.

Teacher responsible: Prof Fiona Steele COL.7.12

Availability: This course is available on the BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: A first course in statistics such as *Elementary Statistical Theory* (ST102), *Elementary Statistical Theory I* (ST109)

or *Quantitative Methods (Statistics)* (ST107) and familiarity with multiple regression to the level of *Applied Regression* (ST211) or *Statistical Models and Data Analysis* (ST201).

Students who have no previous experience in R are required to take an online pre-session R course from the Digital Skills Lab before the start of the course. Please log into moodle.lse.ac.uk and self-enrol in the 'R for Statistics Pre-session Course'.

Course content: This course considers statistical methods for the analysis of data with a multilevel (clustered) structure with applications in social research. Examples of multilevel structures include students nested within schools or universities, and individuals nested within households or geographical areas. Multilevel structures also arise in longitudinal or panel studies where repeated measurements over time are taken on subjects (e.g. individuals or countries). The course has an applied emphasis, and will consider practical issues such as the choice of an appropriate method of analysis for a given dataset and research question, descriptive analysis and modelling, model selection, and visualisation and interpretation of results. Students will gain hands-on experience of data analysis using R and datasets drawn from a range of social science disciplines.

The course will include the following topics:

- Introduction to multilevel data structures and research questions
- Simple model for a two-level structure; comparison of fixed effects and random effects approaches
- Random intercept models
- Handling level 2 endogeneity in random effects models
- Random slope models
- Higher-level explanatory variables: contextual, between-group and cross-level interaction effects
- Longitudinal data analysis
- Model selection
- Special topics, e.g. models for three-level structures and for non-hierarchical structures

Teaching: 20 hours of lectures and 10 hours of computer workshops in the WT.

Students are required to install R on their own laptops for use in the computer workshops.

Week 6 will be a reading week.

Formative coursework: Students will be expected to produce 4 problem sets in the WT.

Students will work on weekly, structured problems in the computer classes. Students will be expected to submit their answers to four problem sets as homework. Individual feedback will be given on homework and solutions will be provided at the end of each week for each problem set.

Indicative reading: T A B Snijders and R J Bosker, *Multilevel Analysis: An Introduction to Basic and Advanced Multilevel Modeling*, 2nd edition, Sage (2011).
S W Raudenbush and A S Bryk, *Hierarchical Linear Models: Applications and Data Analysis Methods*, 2nd edition, Sage (2002).
J Hox *Multilevel Analysis: Techniques and Applications*. Quantitative Methodology Series, 2nd edition. Taylor & Francis (2010).
D M Bates, *lme4: Mixed-Effects Modeling with R* <https://stat.ethz.ch/~maechler/MEMO-pages/IMMwR.pdf>

Assessment: Project (30%) in the WT Week 7. Project (70%) in the ST.

The course will be assessed 100% by coursework which will comprise two projects. The first project (30%) will be carried out in groups and will be due at the end of week 7 in WT. The second project (70%) will be carried out individually and will be due at the end of week 1 in ST.

ST326 Half Unit Financial Statistics

This information is for the 2024/25 session.

Teacher responsible: Prof Clifford Lam (COL 6.09)

Availability: This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available on the BSc in

Actuarial Science, BSc in Data Science, BSc in Mathematics with Data Science and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Either ST202, or ST206 and ST211.

Previous programming experience is not required but students who have no previous experience in R must complete an online R pre-session course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

Course content: The course covers key statistical methods and data analytic techniques most relevant to finance. Hands-on experience in analysing financial data in the "R" environment is an essential part of the course. Basic time series analysis will be introduced at the start. The course includes a selection of the following topics: obtaining financial data, low- and high-frequency financial time series, ARCH-type models for low-frequency volatilities and their simple alternatives, Markowitz portfolio theory and the Capital Asset Pricing Model, concepts and practices in machine learning as applied in financial forecasting, Value at Risk. Will cover classification techniques using random forests and simple trading strategies if time permits.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce 9 problem sets in the AT.

Indicative reading: Lecture notes will be provided
Lai, T.L. And Xing H. (2008) *Statistical Models and Methods for Financial Markets*. Springer.

Tsay, R. S. (2005) *Analysis of Financial Time Series*. Wiley.

Ruppert, D. (2004) *Statistics and Finance – an introduction*. Springer.

Fan, Yao (2003) *Nonlinear Time Series*.

Hastie, Tibshirani, Friedman (2009) *The Elements of Statistical Learning*.

Haerdle, Simar (2007) *Applied Multivariate Statistical Analysis*.

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Coursework (20%) in the AT.

The course will be assessed by an examination (80%) and a coursework (20%) involving case studies which will be submitted in AT.

ST327

Market Research: An Integrated Approach

This information is for the 2024/25 session.

Teacher responsible: Dr James Abdey COL.8.07 and Mr Karsten Shaw

Availability: This course is available on the BSc in Data Science, BSc in Management and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Not to be taken with ST307.

Pre-requisites: Students must have completed one of the following: Elementary Statistical Theory (ST102), Quantitative Methods (Statistics) (ST107), Statistics for Management Sciences (ST203), Econometrics: Theory and Applications (MG205), Analytical Methods for Management (MG202), or equivalent. The combination of Elementary Statistical Theory I (ST109) and Econometrics I (EC1C1) is also acceptable.

Course content: The main ideas and applications of market research techniques. ST327.1 Topics covered are introduction to market research, defining the market research problem, research design, internal secondary data and the use of databases, qualitative research: focus group discussions, projective techniques, survey and quantitative observation techniques,

measurement and scaling: fundamentals, comparative and non-comparative scaling, questionnaire design, sampling: design and procedures, final and initial sample size determination, cross-tabulation and hypothesis testing, analysis of variance and covariance, correlation and regression, discriminant analysis, factor analysis, cluster analysis and conjoint analysis. ST327.2 Case Studies: Students use the information and techniques gained from ST327.1 to carry out a co-operative Market Research Case Study. Individual write up of the Case Study forms part of the assessment.

Teaching: 20 hours of lectures and 10 hours of classes in the AT. 6 hours of lectures in the WT. 1 hour of classes in the ST.

This course will be delivered through a combination of classes and lectures totalling a minimum of 36 hours across Autumn Term and Winter Term.

This course does not include a reading week in Week 6 of Autumn Term.

Formative coursework: Students are given weekly exercises to work on for discussion in class.

Indicative reading: Abdey, J.S. (2023) *Business Analytics: Applied Modelling and Prediction* (1st edition), Sage Publications.

Malhotra, N.K. (2019) *Marketing Research: An Applied Orientation* (7th edition), Pearson (earlier editions are also fine).

Assessment: Exam (60%, duration: 2 hours) in the spring exam period.

Coursework (25%) in the ST.

Presentation (15%) in the WT.

The assessed Case Study work is split into two parts; a group presentation and an individual piece of coursework.

ST330

Stochastic and Actuarial Methods in Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Erik Baurdoux COL.6.04

Availability: This course is available on the BSc in Actuarial Science, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Pre-requisites: Students must have completed: EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206) AND Stochastic Processes (ST302).

Course content: Theories of financial market behaviour. Applications of stochastic processes and actuarial models in finance. Utility theory. Stochastic dominance and portfolio selection. Measures of investment risk. Mean-variance portfolio theory. Single and multifactor models. The Capital Asset Pricing Model. The efficient market hypothesis. Introduction to financial markets. Model-free relationships. Stochastic models for security prices and interest rates and estimating their parameters. Option pricing: general framework in discrete and continuous time, the Black-Scholes analysis and numerical procedures (binomial models and Cox-Ross-Rubinstein models). The term structure of interest rates: the Vasicek, the Cox-Ingersoll-Ross and other models. Introduction to credit risk.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum of 60 hours across Autumn Term and Winter Term.

This course does not include a reading week in the Autumn Term but includes a reading week in Week 6 of Winter Term.

Students will work on and submit formative coursework towards the end of Autumn term and a second set of formative coursework towards the end of Winter term. Feedback and solutions will be provided.

Formative coursework: Two sets of hand-in exercises will also be given during the year.

Indicative reading: N H Bingham & R Kiesel, *Risk Neutral Valuation*; A Cerny, *Mathematical Techniques in Finance: Tools for Incomplete*

Markets; J Hull, *Options, Futures & Other Derivatives*; R Jarrow & S Turnbull, *Derivative Securities*; D Luenberger, *Investment Science*; Institute of Actuaries core reading notes, Subject CT8.

Assessment: Exam (90%, duration: 3 hours) in the spring exam period.

Coursework (10%) in the period between WT and ST.

ST360 Not available in 2024/25

Placement Year

This information is for the 2024/25 session.

Teacher responsible: Dr Pik Kun Liew COL.7.15

Availability: This course is compulsory on the BSc in Actuarial Science (with a Placement Year). This course is not available as an outside option nor to General Course students.

Pre-requisites: None

Course content: The BSc Actuarial Science with a Placement Year programme offers students the opportunity to complete a 9-month (minimum) to 12-month (maximum) full-time placement working in an organisation of their choice for them to acquire essential work-based skills with which to enrich their academic learning. In addition to the completion of the work placement, students are required to complete the assessment of this course to be eligible for graduation from the BSc in Actuarial Science with a Placement Year.

This is a non-credit bearing course. There are no classes for this course. Students instead undertake a work placement during which they will be employed by an external organisation. The work placement should be relevant or related to the field of actuary and/or statistics.

Students must hold a formal offer, in writing, of an appropriate work placement before the start of the Spring Term in Year 2 for approval to progress to Year 3 (i.e., placement year) of the BSc in Actuarial Science with a Placement Year. Students will be responsible for securing a placement role as well as its administration, with support and advice from the LSE Careers, a placement officer, and the Department. Students will organise and undertake their placement at a host organisation. The Placement Officer will support students with documentation checking and to ensure that the placement roles are suitable and acceptable by LSE.

During the placement, students will continue to be registered as LSE students and, therefore will have access to all the normal services such as the library, student support, and the LSE Students' Union. Students will also be supported with regular check-ins by the Placement Officer and the Department. Students will complete coursework at three points during the placement year: 1) mid-Autumn term, 2) during the Winter term, and 3) at the start of the Spring term. The three coursework build upon one another, with the final coursework being the culmination of the knowledge, skills, and professional development during the placement.

Assessment for this course will consist of students' reflections on the feedback received from the workplace manager and colleagues, in terms of what they have learned and achieved, how the theories and concepts learned during the first and second year of the BSc Actuarial Science with a Placement Year were applied in practice, and how their skills and goals have developed as a result of the placement experiences.

Teaching: There is no taught component on this course, although students will be offered preparatory sessions during their first and second year organised by the Department in conjunction with the LSE Careers and Placement Officer.

These will consist of a series of workshops focusing on CV preparation, making placement applications, interview technique, assessment centre preparation, appraisal and development, as well as a session on expectations in a professional environment and a briefing on the assessment of the placement.

In addition to placement support by the Placement Officer, students will also be offered an online de-brief session with the Department and the Placement Officer to provide guidance on the

preparation of the final coursework of the placement assessment.

Formative coursework: There is no formative coursework for this course. Students are expected to seek formative feedback from the workplace manager and colleagues on their performance of tasks assigned to them during the placement year and reflect and discuss the feedback with the workplace manager and colleagues. Students are encouraged to contact the Placement Officer and the Department for support and advice on a regular basis.

Indicative reading: A detailed reading list will be made available on Moodle for each part of the course nearer the time of its scheduled start.

Assessment: Reflective learning report (20%) in the AT Week 6. Presentation (50%) in the WT Week 8.

Reflective learning report (30%) in the ST Week 1.

The first and last coursework will be a reflective statement based on the feedback from the workplace manager and colleague.

Reflective Statement AT will include students' reflections on their placement experience up to Week 5 of the Autumn term. Reflective Statement ST will be students' reflections on the culmination of the knowledge, skills, and professional development during the placement. The word limit for each reflective statement is 500 words. Evidence of feedback from the workplace manager and colleague should be included as appendices in the submissions and will not count towards the word limit.

The second coursework is an individual oral presentation on campus. **Students should inform their employing organisation and workplace manager about this assessment at the start of their employment so that students will be allowed a day off to be back on campus for this assessment.**

All coursework will be marked on a Pass/Fail basis. Students enrolled on the BSc Actuarial Science with a Placement Year programme must satisfactorily complete the work placement and pass this course to be eligible for graduation from the BSc Actuarial Science with a Placement Year programme. If they fail this course, they will be reverted to progress to the three-year BSc Actuarial Science programme and will **not** be eligible to graduate from the BSc Actuarial Science with a Placement Year programme. More details of the assessment will be made available on Moodle nearer the scheduled start time of the course.

Diploma Programme Regulations

Key to Regulations

(H) means a half-unit course

(AT) means Autumn Term

(WT) means Winter Term

(ST) means Spring Term

Diploma in Accounting and Finance

Programme Code: TDAF

Department: Accounting

For students starting this programme of study in 2024/25

Students must take four units as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1 FM210 Principles of Finance I (0.5) # **and** FM211 Principles of Finance II (0.5) #

Or

By special permission of the Course Leaders, students may substitute "FM210 and FM211" with one of the following:

FM310 Corporate Finance, Investments and Financial Markets I (0.5) # **and** FM311 Corporate Finance, Investments and Financial Markets II (0.5) # **or**

FM321 Risk Management and Modelling (0.5) # **and** FM322 Derivatives (0.5) #*

Or

one from:

FM473A Financial Markets (0.5) #*

FM473W Financial Markets (0.5) #*

and one from:

FM474A Managerial Finance (0.5) *

FM474W Managerial Finance (0.5) *

Paper 2 Courses to the value of 1.0 unit(s) from the following:

AC205 Intermediate Financial Accounting (0.5) # **and** AC206 Intermediate Management Accounting (0.5) #

Or

AC490 Management Accounting, Decisions and Control (0.5) **and** AC491 Financial Accounting, Reporting and Disclosure (0.5)

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following (if not already taken under Paper 2):

AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #

AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #

AC331 Contemporary Issues in Financial Accounting (0.5) #

AC332 Financial Statement Analysis and Valuation (0.5) #

AC341 Corporate Governance, Risk Management and Financial Audit (0.5)

AC342 Accounting, Corporate Responsibility and Sustainability (0.5)

AC470 Accounting in the Global Economy (0.5) #

EC2A3 Microeconomics II (0.5) #

EC2B3 Macroeconomics II (0.5) #

EC2C3 Econometrics I (0.5) #

EC2C4 Econometrics II (0.5) #1

EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

MA107 Quantitative Methods (Mathematics) (0.5) #

MG4G4 Topics in Management Research (0.5)

ST107 Quantitative Methods (Statistics) (0.5) #

Any other course with the approval of the Programme Director, by special permission only.

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking EC2C4 you must take EC2C3

This programme is externally accredited by the

ACCA. Further information is available on the

Department of Accounting website lse.ac.uk/collections/accounting/.

Taught Master's Programme Regulations

Key to Regulations

(H) means a half-unit course

(AT) means Autumn Term

(WT) means Winter Term

(ST) means Spring Term

MSc in Accounting, Organisations and Institutions

Programme Code: TMACORIN

Department: Accounting

For students starting this programme of study in 2024/25 Academic-year programme. Students take courses to the value of four units. There is also a pre-sessional course held in the week before MT: AC425 MSc Accounting, Organisations and Institutions: Pre-sessional course.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements. Some optional subjects may not be available in any specific academic year.

Paper	Course number, title (unit value)
Pre-sessional Course	AC425 MSc Accounting, Organisations and Institutions: Pre-sessional course (0.0)
Prerequisite Course	Students who wish to take AC416 in Paper 3 or Paper 4 are required to take the following course which runs over a 9-day period before the start of MT:
	AC480 Quantitative Methods in Accounting and Finance (0.0)
Paper 1	AC424 Accounting, Organisations and Institutions (1.0)
Paper 2	AC411 Accounting, Strategy and Control (0.5) and AC412 Accountability, Organisations and Risk Management (0.5)
Paper 3	AC490 Management Accounting, Decisions and Control (0.5) and AC491 Financial Accounting, Reporting and Disclosure (0.5)
	Or
	Students with a substantive and verifiable background in accounting must do as Paper 3 either:
	AC415 Management Accounting for Decision Making (0.5) and AC416 Topics in Financial Reporting (0.5) #1 or
	AC416 Topics in Financial Reporting (0.5) # and AC417 Corporate Financial Disclosure and Investor Relations (0.5) 2
	Or
	Students with prior background in management accounting only must do as Paper 3:
	AC415 Management Accounting for Decision Making (0.5) and AC491 Financial Accounting, Reporting and Disclosure (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	AC415 Management Accounting for Decision Making (0.5)
	AC416 Topics in Financial Reporting (0.5) #3
	AC417 Corporate Financial Disclosure and Investor Relations (0.5)
	AC444 Valuation and Security Analysis (0.5) #
	AC494 Dissertation in Accounting, Organisations and Institutions (0.5)

DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5) (not available 2024/25)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
FM474A	Managerial Finance (0.5)
FM474W	Managerial Finance (0.5)
LL4BF	International Financial Regulation (0.5)
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #

Any other course with the approval of the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: Before taking AC416 you must take AC480

3: Before taking AC416 you must take AC480

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Accounting and Finance

Programme Code: TMAF

Department: Accounting

For students starting this programme of study in 2024/25 Academic-year programme. Students must take courses to the value of four units as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Prerequisite Course	Students who wish to take AC416 in Papers 2, 3 or 4 are required to take the following course which runs over a 9-day period before the start of AT:
	AC480 Quantitative Methods in Accounting and Finance (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:
	FM429 Asset Markets A (0.5) #

And

FM431A Corporate Finance A (0.5) # or
FM431W Corporate Finance A (0.5) # (not
available 2024/25)

Or another approved paper by special permission
only.

Paper 2

Courses to the value of 1.0 unit(s) from the
following:

- AC411 Accounting, Strategy and Control (0.5)
and AC415 Management Accounting for
Decision Making (0.5) or
AC415 Management Accounting for Decision
Making (0.5) and AC416 Topics in
Financial Reporting (0.5) #1 or
AC416 Topics in Financial Reporting (0.5) # and
AC417 Corporate Financial Disclosure
and Investor Relations (0.5) 2 or
AC411 Accounting, Strategy and Control (0.5)
and AC416 Topics in Financial Reporting
(0.5) #

Papers 3 & 4

Courses to the value of 2.0 unit(s) from the
following:

- AC411 Accounting, Strategy and Control (0.5)
AC412 Accountability, Organisations and Risk
Management (0.5)
AC415 Management Accounting for Decision
Making (0.5)
AC416 Topics in Financial Reporting (0.5) #3
AC417 Corporate Financial Disclosure and
Investor Relations (0.5)
AC444 Valuation and Security Analysis (0.5) #
AC470 Accounting in the Global Economy (0.5)

FM402 Financial Risk Analysis (0.5) #
FM413 Fixed Income Markets (0.5) #
FM421 Finance for Mergers, Buyouts and
Corporate Restructurings (0.5) #
FM441 Derivatives (0.5) #
FM442 Quantitative Methods for Finance and
Risk Analysis (0.5) #
FM445 Portfolio Management (0.5)
FM447 Global Financial Systems (0.5) #
FM471 Sustainable Finance and Impact
Investing (0.5) #
FM472 International Finance (0.5) #
FM476 Entrepreneurial Finance (0.5) #
GY462 Real Estate Finance (0.5)
LL4BK Corporate Crime (0.5)
LL4BL Financial Crime (0.5)
MG4D5 Leadership in Organisations: Theory and
Practice (0.5)

Any other course by special permission only.

Students can also take a dissertation in accounting:

AC495 Dissertation in Economics of Accounting
(0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.
Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: Before taking AC416 you must take AC480

3: Before taking AC416 you must take AC480

Notes

Students may elect to have their degree
specialisation indicated on their degree certificate.
Students who take both AC470 and FM472 as
Paper 3 may choose to have *MSc Accounting and
Finance: International Accounting and Finance* on
their certificate. Students who take two half units
of AC411 or AC415 or AC416 or AC417 as Paper 3
may choose to have *MSc Accounting and Finance:
Accounting and Financial Management* on their

certificate. Students taking finance courses to
the equivalent of two full units as Papers 3 and 4
may choose to have *MSc Accounting and Finance:
Finance* on their certificate.

The Bologna Process [lse.ac.uk/resources/
calendar/programmeRegulations/taughtMasters/
Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability
and compatibility between higher education
systems across the European Higher Education
Area. Some of the School's taught master's
programmes are nine or ten months in duration.
If you wish to proceed from these programmes
to higher study in EHEA countries other than the
UK, you should be aware that their recognition for
such purposes is not guaranteed, due to the way in
which ECTS credits are calculated.

Accreditation: MSc Accounting and Finance is an
Association of Chartered Certified Accountants
(ACCA) Accredited Programme from 1 January
2024 to 31 December 2028.

MSc in Anthropology and Development

Programme Code: TMANDV

Department: Anthropology

For students starting this programme of study in 2024/25
Full-year programme. Students must take two compulsory
courses, a dissertation and optional courses to the value of one
unit. Written papers will be taken in the summer term and the
dissertation must be submitted in September. Attendance at
seminars and at non-assessed tutorials is compulsory.

Please note that places are limited on some optional courses.

**Admission onto any particular course is not guaranteed and may
be subject to timetabling constraints and /or students meeting
specific prerequisite requirements.**

Paper	Course number, title (unit value)	
Paper 1	AN436	The Anthropology of Development (0.5)
	And either	
	AN456	Anthropology of Economy (1): Production and Exchange (0.5) or
Paper 2	AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)
	DV400	Development: History, Theory and Policy (1.0) #
	Or	
Paper 3	DV442	Key Issues in Development Studies (0.5) and 0.5 units from the following: <i>Paper 3 DV courses options list</i>
	Courses to the value of 1.0 unit(s) from the following:	
	AN402	The Anthropology of Religion (1.0)
	AN404	Anthropology: Theory and Ethnography (1.0)
	AN405	The Anthropology of Kinship, Sex and Gender (1.0)
	AN419	The Anthropology of Christianity (0.5) (not available 2024/25)
	AN420	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
	AN424	The Anthropology of Melanesia (0.5)
	AN447	China in Comparative Perspective (1.0)
	AN451	Anthropology of Politics (0.5)
	AN456	Anthropology of Economy (1): Production and Exchange (0.5) A
	AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5) B
	AN458	Children and Youth in Contemporary Ethnography (0.5) (not available 2024/25)
	AN467	The Anthropology of South Asia (0.5) #

AN469	The Anthropology of Amazonia (0.5)
AN475	The Anthropology of Revolution (0.5) (not available 2024/25)
AN476	Anthropology and the Anthropocene (0.5)
AN477	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25)
AN479	Anthropology of Law (0.5)
AN480	Public Anthropology (0.5) (not available 2024/25)
AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
AN483	Anthropology, Art, and Poetics (0.5) (not available 2024/25)
AN484	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN485	Mind and Society (0.5)
AN486	Research Methods in Anthropology (0.5)
AN492	Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)
AN493	Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) (not available 2024/25)
AN495	Digital Anthropology (0.5)
DV407	Poverty (0.5)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5) (not available 2024/25)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV464	Democracy and Development (0.5)
DV480	Transforming Society: Revolutions, Evolutions and Colonialism (0.5) #
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
DV494	Foundations of Applied Econometrics for Economic Development Policy (0.5) #

Any other courses offered by Anthropology or International Development, as approved.

AN499 Dissertation (1.0)

Paper 3 DV courses options list

DV407	Poverty (0.5)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5) (not available 2024/25)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV464	Democracy and Development (0.5)
DV480	Transforming Society: Revolutions, Evolutions and Colonialism (0.5) #
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic

	Development (0.5) #
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
DV494	Foundations of Applied Econometrics for Economic Development Policy (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: AN456 can only be taken under Paper 3 if it was not taken under Paper 1.

B: AN457 can only be taken under Paper 3 if it was not taken under Paper 1.

MSc in Applicable Mathematics

Programme Code: TMAPMA

Department: Mathematics

For students starting this programme of study in 2024/25

Full year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 0.5 unit(s) from the following: MA407 Algorithms and Computation (0.5) # MA421 Topics in Algorithms (0.5) #
Papers 2, 3 & 4	Courses to the value of 1.5 unit(s) from the following: MA402 Mathematical Game Theory (0.5) #A MA408 Topics in Discrete Mathematics (0.5) # MA409 Continuous Time Optimisation (0.5) # MA411 Probability and Measure (0.5) # MA414 Stochastic Analysis (0.5) # (not available 2024/25) MA421 Topics in Algorithms (0.5) # MA427 Mathematical Optimisation (0.5) # MA428 Combinatorial Optimisation (0.5) # MA429 Algorithmic Techniques in Machine Learning (0.5) # MA431 Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2024/25) MA433 Mathematics of Networks (0.5) #B MA434 Algorithmic Game Theory (0.5) # (not available 2024/25) MA435 Machine Learning in Financial Mathematics (0.5) #
Papers 5 & 6	Courses to the value of 1.0 unit(s) from the following: EC484 Econometric Analysis (1.0) # EC487 Advanced Microeconomics (1.0) # FM402 Financial Risk Analysis (0.5) # FM429 Asset Markets A (0.5) # FM441 Derivatives (0.5) # FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #C ST409 Stochastic Processes (0.5) # ST418 Advanced Time Series Analysis (0.5) # ST455 Reinforcement Learning (0.5) # ST456 Deep Learning (0.5) # ST459 Quantum Computation and Information (0.5) # ST463 Stochastic Simulation, Training, and

	Calibration (0.5) #
	Any other paper with the approval of the Programme Director and the teacher responsible for the course, excluding MA415, MA416, MA417 and MA424.
	<i>Papers 2, 3 & 4 options list</i>
Paper 7	MA498 Dissertation in Mathematics (1.0)
	Papers 2, 3 & 4 options list
	MA402 Mathematical Game Theory (0.5) #
	MA408 Topics in Discrete Mathematics (0.5) #
	MA409 Continuous Time Optimisation (0.5) #
	MA411 Probability and Measure (0.5) #
	MA414 Stochastic Analysis (0.5) # (not available 2024/25)
	MA421 Topics in Algorithms (0.5) #
	MA427 Mathematical Optimisation (0.5) #
	MA428 Combinatorial Optimisation (0.5) #
	MA429 Algorithmic Techniques in Machine Learning (0.5) #
	MA431 Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2024/25)
	MA433 Mathematics of Networks (0.5) #
	MA434 Algorithmic Game Theory (0.5) # (not available 2024/25)
	MA435 Machine Learning in Financial Mathematics (0.5) #
	Prerequisite Requirements and Mutually Exclusive Options
	# means there may be prerequisites for this course. Please view the course guide for more information.
	Footnotes
	A: This option will not be available to those who have already studied MA300 and MA301, or who have studied this subject as part of an undergraduate degree.
	B: This option will not be available to those who have already studied MA320.
	C: Students taking this course can apply for a place on FM457 Applied Computational Finance, a non-assessed computer course.

MSc in Applied Social Data Science

Programme Code: TMASDS

Department: Methodology

For students starting this programme of study in 2024/25 Students must take two compulsory half-unit MY courses, a dissertation and optional courses (MY and/or non-MY) to the value of two units. The total value of all non-MY courses should not exceed one unit.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MY470 Computer Programming (0.5)
	Exceptionally, students who can demonstrate sufficient prior training in or professional experience with computer programming commensurate with that covered in MY470 can substitute a 0.5-unit course from Paper 3 for MY470. This would be subject to the approval of the MSc Programme Director.
	And courses to the value of 0.5 units from the following:
	MY472 Data for Data Scientists (0.5)
	ST445 Managing and Visualising Data (0.5) #
Paper 2	MY400 Fundamentals of Social Science Research Design (0.5)

And courses to the value of 0.5 units from the following:

MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY474	Applied Machine Learning for Social Science (0.5) #
ST443	Machine Learning and Data Mining (0.5) #
Paper 3	Courses to the value of 0.5 units from the following:
MY405	Research Design for Policy and Programme Evaluation (0.5)
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)
ST446	Distributed Computing for Big Data (0.5) #
ST449	Artificial Intelligence (0.5) #
ST451	Bayesian Machine Learning (0.5) #
ST455	Reinforcement Learning (0.5) #
ST456	Deep Learning (0.5) #

Or

Courses to the value of 0.5 unit(s) from the following:

Methodology Options List

Paper 4 Choice of any other 0.5 unit LSE course (including MY) with approval of the Academic Mentor.

Paper 5 MY498 Capstone Project (1.0)

Methodology Options List

MY405	Research Design for Policy and Programme Evaluation (0.5)
MY421A	Qualitative Research Methods (0.5)
MY421W	Qualitative Research Methods (0.5)
MY426	Doing Ethnography (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)
MY472	Data for Data Scientists (0.5)
MY475	Applied Deep Learning for Social Science (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Behavioural Science

Programme Code: TMBS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2024/25

Wellbeing Specialism: students who choose to concentrate their electives and dissertation on wellbeing may elect to have a specialism in "Wellbeing" attached to their degree certificate and transcript, i.e. "Behavioural Science (Wellbeing)". To obtain this specialism, students must take PB421 Happiness and PB441 Wellbeing for Policy, and their dissertation topic must be approved by their supervisor as being appropriate for this specialism. If no

such election is made, the degree certificate will state "Behavioural Science" without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB405 Foundations in Behavioural Science (1.0)
Paper 2	PB413 Experimental Design and Methods for Behavioural Science (0.5) and PB4A7 Quantitative Applications for Behavioural Science (0.5)
Paper 3	Courses to the value of 0.5 unit(s) from the following: PB421 Happiness (0.5) PB434 Behavioural Science in an Age of AI and New Technology (0.5) PB435 Behavioural Science for Planetary Wellbeing (0.5) (not available 2024/25) PB436 The Science of Time at Work (0.5) PB441 Wellbeing for Policy (0.5) PB452 Behavioural Science for Health and Pandemic Responses (0.5) # (not available 2024/25) PB453 Corporate Behaviour and Decision Making (0.5) (not available 2024/25)
Paper 4	Students select a further 0.5 units from paper 3, or from the list below: MY457 Causal Inference for Observational and Experimental Studies (0.5) # PB417 Consumer Psychology for Sustainability (0.5) PB418 Corporate Communications (0.5) PB419 Creativity and Innovation (0.5) # (withdrawn 2024/25) PB424 Organisational Life (0.5) (not available 2024/25) PB425 Organisations, Groups and Identity (0.5) # PB427 Organisational and Social Decision Making (0.5) PB428 Political Psychology: Inequality & Intergroup Relations (0.5) PB429 Science, Innovations and the Human Future (0.5) (not available 2024/25) PB430 Social Influence Modes and Modalities (0.5) # (not available 2024/25) PB431 Social Psychology of Economic Life: Advanced Topics (0.5) PB432 Social Representations: Social Knowledge and Contemporary Issues (0.5) PB433 Theory and Practice of Organisational Development (0.5) PB437 Conversation Analysis and the Science of Social Interaction (0.5) (not available 2024/25) PB438 Crossing Borders: The Moral Psychology of Intergroup Cooperation and Conflict (0.5) PB458 Dialogue: Conflict & Negotiation (0.5) A course from another department (subject to the approval of the Candidate's Programme Director) <i>Paper 3 option list</i> PB410 Dissertation (1.0)
Paper 5	Paper 3 option list PB421 Happiness (0.5) PB434 Behavioural Science in an Age of AI and New Technology (0.5) PB435 Behavioural Science for Planetary Wellbeing (0.5) (not available 2024/25) PB436 The Science of Time at Work (0.5)

PB441	Wellbeing for Policy (0.5)
PB452	Behavioural Science for Health and Pandemic Responses (0.5) # (not available 2024/25)
PB453	Corporate Behaviour and Decision Making (0.5) (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in China in Comparative Perspective

Programme Code: TMCHCP

Department: Anthropology

For students starting this programme of study in 2024/25

Full-year programme. Students must take one compulsory course, select optional courses to the value of two units, and write a dissertation, as shown below. Attendance at seminars and at non-assessed tutorials is compulsory.

Students intending to use this degree to convert to a discipline in which they hope to qualify to do a research degree, should choose their options in consultation with the Programme Director to ensure eligibility for the research programme in question.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	AN447 China in Comparative Perspective (1.0)
Papers 2 & 3 A	Courses to the value of 2.0 unit(s) from the following: AN402 The Anthropology of Religion (1.0) AN404 Anthropology: Theory and Ethnography (1.0) AN405 The Anthropology of Kinship, Sex and Gender (1.0) AN436 The Anthropology of Development (0.5) AN451 Anthropology of Politics (0.5) AN456 Anthropology of Economy (1): Production and Exchange (0.5) AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) AN479 Anthropology of Law (0.5) AN480 Public Anthropology (0.5) (not available 2024/25) AN481 Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25) AN483 Anthropology, Art, and Poetics (0.5) (not available 2024/25) AN484 Anthropological Approaches to Race, Racism, and Decolonisation (0.5) AN486 Research Methods in Anthropology (0.5) AN495 Digital Anthropology (0.5) Other Anthropology courses (to the value of 1.0 unit) may be taken, subject to the approval of the Programme Director. DV411 Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25) DV413 Environmental Problems and Development Interventions (0.5) # DV415 Global Environmental Governance (0.5) (not available 2024/25) DV432 China in Developmental Perspective (0.5) # (not available 2024/25) DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #

Paper 4	EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	EU443	European Models of Capitalism (0.5)
	GV4H1	Chinese Political Thought (0.5) # (not available 2024/25)
	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
	HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
	HY489	China and the External World, 1644-1839 (0.5)
	HY4B7	Asian Borderlands (1.0)
	SP412	Non-Governmental Organisations, Social Policy and Development (0.5) #
	SP418	Global Social Policy and International Organizations (0.5)
	SP419	Social Movements, Activism, and Social Policy (0.5)
	Courses to the value of one full-unit from MSc International Relations (Papers 2 & 3), subject to availability and the approval of the relevant course convenor. The following courses would be particularly appropriate:	
	IR445	Global Politics of China (1.0) (not available 2024/25)
	IR464	The Politics of International Human Rights (0.5) (not available 2024/25)
	IR473	China and the Global South (0.5)
	AN498	Dissertation- MSc China in Comparative Perspective (1.0)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	Footnotes	
	A: Some option courses, particularly those outside of Anthropology, may have limited spaces.	

MSc in City Design and Social Science

Programme Code: TMCIDSS		
Department: Sociology		
For students starting this programme of study in 2024/25		
Full-year programme. Students must take courses to the value of four full units.		
Please note that places are limited on some optional courses.		
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.		
Paper	Course number, title (unit value)	
Paper 1	SO448 City Design: Research Studio (1.0)	
Papers 2 & 3	Courses to the value of 1.0 unit(s) from the following:	
	PP465	City-Making: the Politics of Urban Form (0.5)
	SO451	Cities by Design (0.5)
	SO477	Urban Social Theory (0.5)
	SO480	Urban Inequalities (0.5) (not available 2024/25)
Paper 4	Courses to the value of 1.0 unit(s) from the following:	
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)

Paper 5	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
	GY441	The Politics of Housing (0.5)
	GY448	Social and Political Aspects of Planning (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY477	Race and Capitalism in North America (0.5) (not available 2024/25)
	GY479	Urban Transformations (0.5)
	PP465	City-Making: the Politics of Urban Form (0.5)
	SO451	Cities by Design (0.5)
	SO473	Crime, Control and the City (0.5) (not available 2024/25)
	SO475	Material Culture and Design (0.5) (not available 2024/25)
	SO477	Urban Social Theory (0.5)
	SO480	Urban Inequalities (0.5) (not available 2024/25)
	SO492	Qualitative Social Research Methods (0.5)
	SO4C5	The Social Life of Infrastructure (0.5)
	Any other course in the Department of Sociology, or other departments (special permission only), by agreement with the course tutor.	
	SO449	Independent Project (1.0)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Criminal Justice Policy

Programme Code: TMCJP		
Department: Social Policy		
For students starting this programme of study in 2024/25		
Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation.		
Please note that places are limited on some optional courses.		
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.		
Paper	Course number, title (unit value)	
Paper 1	SP477	Crime, Justice & Social Policy (0.5) and SP478 Special Issues in Criminology & Criminal Justice (0.5)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:	
	SO473	Crime, Control and the City (0.5) (not available 2024/25)
	SP403	Academic & Professional Skills Development for Social Policy (0.0) #
	SP414	Ethnicity, Race and Social Policy (0.5)
	SP419	Social Movements, Activism, and Social Policy (0.5)
	SP471	Issues in Contemporary Policing (0.5) # (not available 2024/25)
	SP473	Policing, Security and Globalisation (0.5)
	SP475	Riots, Disorder and Urban Violence (0.5) # (not available 2024/25)
	SP476	Punishment and Penal Policy (0.5) #
Paper 4	SP498	Criminal Justice Policy - Long Essay (1.0)
Prerequisite Requirements and Mutually Exclusive Options		
# means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a		

place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (i.e. not prefixed with 'SP').

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Culture and Conflict in a Global Europe

Programme Code: TMCCGLEU

Department: European Institute

For students starting this programme of study in 2024/25
(Formerly MSc in Global Europe: Culture and Conflict)

Full-year programme. Students must take two semi-compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific requirements.

Paper	Course number, title (unit value)
Professional development course	EU450 Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:
	EU447 Democracy, Ideology and the European State (0.5)
	EU457 Culture and Security in Global Politics (0.5)
	EU478 The Culture of European Politics (0.5)
	EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	Culture and Society
	EU432 The Philosophy of Europe (0.5)
	EU437 Europe Beyond Modernity (0.5)
	EU457 Culture and Security in Global Politics (0.5)
	EU458 Narrating Migration in a Global Europe (0.5)
	EU478 The Culture of European Politics (0.5)
	EU481 The Future: Political Responses to a Challenge (0.5)
	EU4A3 The Americas and Europe (0.5)
	Conflict studies
	EU475 Europe and the Politics of Secularism (0.5)
	EU476 Emotions and Memory in European Politics (0.5)
	EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
	EU486 Muslims in Europe (0.5)
	EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	Politics and Policy

EU430	Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU447	Democracy, Ideology and the European State (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
EU4A7	Political Economy of the Green Transition in Europe (0.5)
EU4B1	Political Elites, Leadership, and Decision-Making (0.5)

International Migration

EU464	International Migration: EU Policies and Politics (0.5) #
EU484	Europe's Role in Global Migration Governance (0.5)
EU494	International Migration and Immigration Management (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)

Paper 3

Courses to the value of 1.0 unit(s) from the following:

Identity and Culture

GI421	Sexuality, Gender and Culture (0.5) #
GI422	Transnational Sexual Politics (1.0)
GV498	Multiculturalism (0.5)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2024/25)
IR4B1	Islam in World Politics (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)

Conflict in World Politics

GV4B8	Civil Wars: Concepts and Cases (0.5) (not available 2024/25)
GV4B9	The Second Europe (0.5)
GV4K7	Conflict and Cooperation: Key Debates (0.5)
IR452	Empire and Conflict in World Politics (0.5)

Methodology

MY423	Interview Methods for Social Science Research (0.5) #
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

EU410	Interdisciplinary Research Methods and
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Paper 4

Optional	Design (0.0) and EU499 Dissertation (1.0)
	Students on this programme are invited to participate in the LSE-Columbia double degree seminars as part of their studies:
EU4A9	European Politics, Conflict and Culture: LSE-Columbia European Seminar (0.0)
Paper 2 options list	
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
EU432	The Philosophy of Europe (0.5)
EU437	Europe Beyond Modernity (0.5)
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU447	Democracy, Ideology and the European State (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU458	Narrating Migration in a Global Europe (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU475	Europe and the Politics of Secularism (0.5)
EU476	Emotions and Memory in European Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Muslims in Europe (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU494	International Migration and Immigration Management (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
EU4A7	Political Economy of the Green Transition in Europe (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
EU4B1	Political Elites, Leadership, and Decision-Making (0.5)
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Culture and Society

Programme Code: TMCUSO

Department: Sociology

For students starting this programme of study in 2024/25
Full-year programme. Students take two compulsory courses, optional courses to the value of 1.5 full units plus the dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO434 Cultural Theory and Cultural Forms (1.0)
Paper 2	SO492 Qualitative Social Research Methods (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: EU4A3 The Americas and Europe (0.5) GI402 Gender, Knowledge and Research Practice (0.5) GI403 Gender and Media Representation (0.5) GI410 Screening the 21st Century: Cinema and Cultural Critique (0.5) # GI421 Sexuality, Gender and Culture (0.5) # GY439 Cities, Politics and Citizenship (0.5) (not available 2024/25) GY479 Urban Transformations (0.5) MC402 The Audience in Media and Communications (0.5) # MC408 Theories and Concepts in Media and Communications (0.5) # MC420 Identity, Transnationalism and the Media (0.5) # (not available 2024/25) MY428 Qualitative Text and Discourse Analysis (0.5) # PB432 Social Representations: Social Knowledge and Contemporary Issues (0.5) SO426 Classical Social Thought (0.5) SO427 Modern Social Thought (0.5) SO458 Gendering, Identities, Difference (0.5) SO471 Technology, Power and Culture (0.5) (not available 2024/25) SO475 Material Culture and Design (0.5) (not available 2024/25) SO477 Urban Social Theory (0.5) SO479 Human Rights and Postcolonial Theory (0.5) SO481 Class, Politics and Culture (0.5) SO490 Contemporary Social Thought (0.5) SO4B6 Nature and Technology: More than Human Sociology (0.5) (not available 2024/25) SO4B9 The Sociology of Consumption (0.5) SO4C5 The Social Life of Infrastructure (0.5) Or any other MSc level course offered in the School, subject to the consent of the candidate's teachers.
Paper 4	SO493 MSc in Culture and Society Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Data Science

Programme Code: TMDS

Department: Statistics

For students starting this programme of study in 2024/25
Full-year programme. This programme is also available on a part-

time basis (2-year duration) to Home students only. Students must take three compulsory courses, options to the value of 1.5 unit(s) and a Capstone Project as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST445 Managing and Visualising Data (0.5) #
Paper 2	ST447 Data Analysis and Statistical Methods (0.5) #
Paper 3	ST443 Machine Learning and Data Mining (0.5) #
Paper 4	Courses to the value of 1.5 unit(s), including at least 0.5 unit(s) of ST courses from the following: MA407 Algorithms and Computation (0.5) # MY459 Quantitative Text Analysis (0.5) # MY461 Social Network Analysis (0.5) MY470 Computer Programming (0.5) ST405 Multivariate Methods (0.5) # ST411 Generalised Linear Modelling and Survival Analysis (0.5) # ST418 Advanced Time Series Analysis (0.5) # ST429 Statistical Methods for Risk Management (0.5) # ST436 Financial Statistics (0.5) # ST444 Computational Data Science (0.5) # ST446 Distributed Computing for Big Data (0.5) # ST449 Artificial Intelligence (0.5) # ST451 Bayesian Machine Learning (0.5) # ST454 Bayesian Data Analysis (0.5) # ST455 Reinforcement Learning (0.5) # ST456 Deep Learning (0.5) # ST457 Graph Data Analytics and Representation Learning (0.5) # ST458 Financial Statistics II (0.5) # ST459 Quantum Computation and Information (0.5) #
Paper 5	ST498 Capstone Project (1.0) # Prerequisite Requirements and Mutually Exclusive Options # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Development Management

Programme Code: TMDVMN

Department: International Development

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development", "Population Studies" or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development: This specialism will not be available 2024/25.

Population Studies: Students must take two courses from DV444, DV456, and MY476 and their dissertation topic must be approved as being appropriate for this specialism.

Applied Development Economics: Students to take DV494 plus courses from DV490, DV491, DV492.

If no such election is made, the degree certificate will state "Development Management" without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting

specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	DV431 Development Management (1.0)
Paper 2	DV443 Development Management Consultancy Project (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: AC470 Accounting in the Global Economy (0.5) # DV407 Poverty (0.5) DV411 Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25) DV413 Environmental Problems and Development Interventions (0.5) # DV415 Global Environmental Governance (0.5) (not available 2024/25) DV418 African Development (0.5) DV420 Complex Emergencies (0.5) DV421 Critical Perspectives on Global Health and Development (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) DV428 Managing Humanitarianism (0.5) DV432 China in Developmental Perspective (0.5) # (not available 2024/25) DV433 The Informal Economy and Development (0.5) (not available 2024/25) DV434 Human Security (0.5) (not available 2024/25) DV435 African Political Economy (0.5) (not available 2024/25) DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # DV454 Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) (not available 2024/25) DV455 Advocacy, Campaigning and Grassroots Activism (0.5) DV456 Population, Health and Development: Evidence and Projections (0.5) # DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) DV458 Key issues in Global Health and Development (0.5) DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2024/25) DV462 Forced Migration and Refugees (0.5) DV464 Democracy and Development (0.5) DV465 Labour, Social Services and Development (0.5) (not available 2024/25) DV472 Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) (not available 2024/25) DV473 Health, conflict and crises (0.5) DV480 Transforming Society: Revolutions, Evolutions and Colonialism (0.5) # DV483 Information Communication Technologies and Socio-economic Development (0.5) DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) # DV491 Economic Development Policy II:

	Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
DV494	Foundations of Applied Econometrics for Economic Development Policy (0.5) #
GI407	Globalisation, Gender and Development (1.0) 1 (not available 2024/25)
GI409	Conceptual Foundations in Gender, Development and Globalization (0.5) 2
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GI418	Feminist Economics and Policy: An Introduction (0.5) #
GI420	Transnational Feminist Development Agendas (0.5) 3
GV483	Public Management Theory and Doctrine (0.5)
GV4C9	Globalization and Democratization in Southeast Asia (0.5) (not available 2024/25)
GV4K1	Participatory Governance (0.5)
GV4L3	Data Science Applications in Politics Research (0.5) # (not available 2024/25)
GV4L7	Political Participation and Representation in Latin America (0.5) (not available 2024/25)
GY403	Contemporary Debates in Human Geography (0.5)
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY410	Economics of Local and Regional Development (0.5)
GY413	Regional Development and Policy (0.5) #
GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
GY432	Urban Ethnography (0.5)
GY447	The Economics of Regional and Urban Planning (0.5) #
GY459	Urban Theory and Policy in the Global South (0.5)
GY473	Economic Development and the Environment (0.5) #
GY474	Politics of Environment and Development (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
MG402	Public Management: A Design-Oriented Approach (0.5)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)
MG4B7	Leading Organisational Change (0.5)
MY476	Population Analysis: Methods and Models (0.5) #
PP449	Comparative Political Economy and Development (0.5)
SP415	Urbanisation and Social Policy in the Global Souths (0.5) #
	Another course with the approval of the supervisor/ course tutor.
Paper 4	DV410 Research Design and Dissertation in International Development (1.0) and DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: GI407 can not be taken with GI409, GI420

2: GI409 can not be taken with GI420, GI407

3: GI420 can not be taken with GI407, GI409

MSc in Development Studies

Programme Code: TMDV

Department: International Development

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development", "Population Studies" or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development: This specialism is not available 2024/25.

Population Studies: students must take two courses from DV444, DV456, and MY476 and their dissertation topic must be approved as being appropriate for this specialism.

Applied Development Economics: Students to take DV494 plus two from DV490, DV491, DV492.

If no such election is made, the degree certificate will state "Development Studies" without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	DV400 Development: History, Theory and Policy (1.0) #
Paper 2	DV410 Research Design and Dissertation in International Development (1.0)
	DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)
Papers 3 & 4	Courses to the value of 2 unit(s) from the following:
	A
	AN451 Anthropology of Politics (0.5)
	AN456 Anthropology of Economy (1): Production and Exchange (0.5)
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
	DV407 Poverty (0.5)
	DV411 Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25)
	DV413 Environmental Problems and Development Interventions (0.5) #
	DV415 Global Environmental Governance (0.5) (not available 2024/25)
	DV418 African Development (0.5)
	DV420 Complex Emergencies (0.5)
	DV421 Critical Perspectives on Global Health and Development (0.5)
	DV423 Global Political Economy of Development (0.5) #
	DV424 International Institutions and Late Development (0.5)
	DV428 Managing Humanitarianism (0.5)
	DV432 China in Developmental Perspective (0.5) # (not available 2024/25)
	DV433 The Informal Economy and Development (0.5) (not available 2024/25)
	DV434 Human Security (0.5) (not available 2024/25)
	DV435 African Political Economy (0.5) (not available 2024/25)
	DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
	DV453 International Development Consultancy Project (0.5)
	DV454 Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) (not

	available 2024/25)		(0.5) # (not available 2024/25)
DV455	Advocacy, Campaigning and Grassroots Activism (0.5)	GY432	Urban Ethnography (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)	GY447	The Economics of Regional and Urban Planning (0.5) #C
DV458	Key issues in Global Health and Development (0.5)	GY459	Urban Theory and Policy in the Global South (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2024/25)	GY465	Concepts in Environmental Regulation (0.5)
DV462	Forced Migration and Refugees (0.5)	GY473	Economic Development and the Environment (0.5) #
DV464	Democracy and Development (0.5)	GY474	Politics of Environment and Development (0.5)
DV465	Labour, Social Services and Development (0.5) (not available 2024/25)	GY475	Issues in Environmental Governance (0.5)
DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) (not available 2024/25)	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
DV473	Health, conflict and crises (0.5)	IR488	International Politics of Southeast Asia (0.5) D
DV477	Rural Livelihoods, Development and Agrarian Transformation (0.5) # (not available 2024/25)	LL4AW	Foundations of International Human Rights Law (0.5) #
DV480	Transforming Society: Revolutions, Evolutions and Colonialism (0.5) #	LL4AX	Selected Topics in International Human Rights Law (0.5)
DV483	Information Communication Technologies and Socio-economic Development (0.5)	LL4B1	International Trade Law (0.5) #
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #	LL4C2	World Poverty and Human Rights (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #	MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #	MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
DV494	Foundations of Applied Econometrics for Economic Development Policy (0.5) #	MY428	Qualitative Text and Discourse Analysis (0.5) #
EC428	Development and Growth (1.0) #B	MY476	Population Analysis: Methods and Models (0.5) #
EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)	PP449	Comparative Political Economy and Development (0.5)
GI407	Globalisation, Gender and Development (1.0) 1 (not available 2024/25)	SP415	Urbanisation and Social Policy in the Global Souths (0.5) #E
GI409	Conceptual Foundations in Gender, Development and Globalization (0.5) 2		
GI418	Feminist Economics and Policy: An Introduction (0.5) #		Prerequisite Requirements and Mutually Exclusive Options
GI420	Transnational Feminist Development Agendas (0.5) 3		# means there may be prerequisites for this course. Please view the course guide for more information.
GV441	States and Markets (0.5) (not available 2024/25)		1: GI407 can not be taken with GI409, GI420
GV483	Public Management Theory and Doctrine (0.5)		2: GI409 can not be taken with GI407, GI420
GV4C9	Globalization and Democratization in Southeast Asia (0.5) (not available 2024/25)		3: GI420 can not be taken with GI409, GI407
GV4K1	Participatory Governance (0.5)		Footnotes
GV4K7	Conflict and Cooperation: Key Debates (0.5)		A: The International Relations (IR) Department permits non-IR students to take only one option from those prefixed "IR". Access is not guaranteed for any option.
GV4L3	Data Science Applications in Politics Research (0.5) # (not available 2024/25)		B: Entry to this course may be restricted.
GV4L7	Political Participation and Representation in Latin America (0.5) (not available 2024/25)		C: Entry to this course may be restricted.
GY403	Contemporary Debates in Human Geography (0.5)		D: Entry to this course may be restricted.
GY413	Regional Development and Policy (0.5) #		E: Course designed for those with a minimum of one year's practical working experience in developing countries; seminars draw extensively on students' own experience. Entry may be restricted. Interested students should attend lectures and consult the lecturers.
GY431	Cities, People and Poverty in the South		

MSc in Econometrics and Mathematical Economics

Programme Code: TMEM

Department: Economics

For students starting this programme of study in 2024/25 Academic-year programme. Students must take courses to the value of four full units as shown. Students are also required to attend the introductory course EC451 Introductory Course for MSc

EME.

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory course	EC451 Introductory Course for MSc EME (0.0)
Paper 1	EC484 Econometric Analysis (1.0) #
Paper 2	EC487 Advanced Microeconomics (1.0) #
Paper 3	EC417 Advanced Macroeconomics (1.0) #
Paper 4	MSc EME Option List - courses to the value of 1.0 unit from the following:
	EC421 International Economics (1.0) #
	EC423 Labour Economics (1.0) #
	EC424 Monetary Economics and Aggregate Fluctuations (1.0) #
	EC426 Public Economics (1.0) #
	EC427 The Economics of Industry (1.0) #
	EC428 Development and Growth (1.0) #
	EC453 Political Economy (1.0) #
	EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
	EC475 Quantitative Economics (1.0) #
	EC476 Contracts and Organisations (1.0) #
	EC485 Further Topics in Econometrics (1.0) #
	FM421 Finance for Mergers, Buyouts and Corporate Restructurings (0.5) #
	FM429 Asset Markets A (0.5) #
	FM431A Corporate Finance A (0.5) #
	FM431W Corporate Finance A (0.5) # (not available 2024/25)
	FM441 Derivatives (0.5) #
	FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
	FM445 Portfolio Management (0.5)
	GY426 Environmental and Resource Economics (1.0) #
	MY459 Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5)
	MY474 Applied Machine Learning for Social Science (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST418 Advanced Time Series Analysis (0.5) #
	ST443 Machine Learning and Data Mining (0.5) #
	ST444 Computational Data Science (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST449 Artificial Intelligence (0.5) #
	ST451 Bayesian Machine Learning (0.5) #
	ST463 Stochastic Simulation, Training, and Calibration (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](https://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Economic History**Programme Code:** TMEH**Department:** Economic History

For students starting this programme of study in 2024/25

Full-year programme. Students must take compulsory courses to the value of 1.5 units, optional courses to the value of two units and a half-unit dissertation.

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	EH401 Historical Analysis of Economic Change (0.5)
Paper 2	EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0) <i>or</i> EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Papers 3 & 4	EH498 Dissertation (0.5) and courses to the value of two full units from the following: <i>Papers 3 & 4 options list</i> Or With the approval of their Academic Mentor, students may request to take EH499 (Dissertation: MSc Economic History) and courses to the value of 1.5 units from the Papers 3 and 4 options list, instead of taking EH498: EH499 Research Dissertation (1.0) * and courses to the value of 1.5 units from the following: Papers 3 & 4 options list
	EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #1
	EH402 Quantitative Analysis in Economic History I (0.5) 2
	EH404 India and the World Economy (0.5)
	EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5) #
	EH413 African Economic Development in Historical Perspective (0.5) (not available 2024/25)
	EH421 Economic History of Colonialism (0.5)
	EH426A Quantitative Analysis in Economic History II (0.5) #
	EH426W Quantitative Analysis in Economic History II (0.5) # (not available 2024/25)
	EH427 Topics in Quantitative Analysis in Economic History (0.5) #3
	EH429 History of Economics: Ideas, Policy and Performativity (0.5)
	EH430 Monetary and Financial History (1.0) # (not available 2024/25)
	EH431 Women in Economic History (0.5)
	EH432 Economic History and Geography: Advanced Topics and Methods (0.5) # (not available 2024/25)
	EH436 Economic History of the Early Modern New World (The Americas) (0.5) (not available 2024/25)
	EH441 Macroeconomic History (0.5) # (not available 2024/25)
	EH442 Labour Markets in Historical Perspective (0.5)
	EH443 The History of Premodern Money (0.5)
	EH444 Population Dynamics and Economic Growth: A Historical Perspective (0.5) #
	EH446 Economic Development of East and

	Southeast Asia (1.0) # (not available 2024/25)
EH448	Craft, Human Capital and Innovation in Europe, 1400-1800 (0.5)
EH452	Latin American Development and Economic History (0.5) (not available 2024/25)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking EC465 you must take EC400

2: EH402 can not be taken with EH426, EH427

3: EH427 can not be taken with EH422

MSc in Economic History (Research)

Programme Code: TMEHRE

Department: Economic History

For students starting this programme of study in 2024/25

Full-year, five unit programme. Students must take two compulsory half-unit courses, optional courses to the value of two units and a dissertation (which counts as two units) as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	EH401 Historical Analysis of Economic Change (0.5)
	And one of the following:
	EH402 Quantitative Analysis in Economic History I (0.5)
	EH426A Quantitative Analysis in Economic History II (0.5) #
	EH426W Quantitative Analysis in Economic History II (0.5) # (not available 2024/25)
	EH427 Topics in Quantitative Analysis in Economic History (0.5) #
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
	EH430 Monetary and Financial History (1.0) # (not available 2024/25)
	EH446 Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)
	EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	EH404 India and the World Economy (0.5)
	EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5) #
	EH413 African Economic Development in Historical Perspective (0.5) (not

available 2024/25)

EH421	Economic History of Colonialism (0.5)
EH426A	Quantitative Analysis in Economic History II (0.5) #
EH426W	Quantitative Analysis in Economic History II (0.5) # (not available 2024/25)
EH427	Topics in Quantitative Analysis in Economic History (0.5) #
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH430	Monetary and Financial History (1.0) # (not available 2024/25)
EH431	Women in Economic History (0.5)
EH432	Economic History and Geography: Advanced Topics and Methods (0.5) # (not available 2024/25)
EH436	Economic History of the Early Modern New World (The Americas) (0.5) (not available 2024/25)
EH441	Macroeconomic History (0.5) # (not available 2024/25)
EH442	Labour Markets in Historical Perspective (0.5)
EH443	The History of Premodern Money (0.5)
EH444	Population Dynamics and Economic Growth: A Historical Perspective (0.5) #
EH448	Craft, Human Capital and Innovation in Europe, 1400-1800 (0.5)
EH452	Latin American Development and Economic History (0.5) (not available 2024/25)
EH463	The Long-Run Analysis of Firms and Industries (0.5)

Paper 2 options list

Papers 4 & 5

Dissertation which is assessed as:

EH496	Research Dissertation A: Contextualisation, Theory and Research Design (1.0)
EH497	Research Dissertation B: Implementation, Analysis and Contribution (1.0)

Paper 2 options list

EC465	Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
EH430	Monetary and Financial History (1.0) # (not available 2024/25)
EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Economic Policy for International Development

Programme Code: TMECDEPO

Department: International Development

For students starting this programme of study in 2024/25

Paper Course number, title (unit value)

Year 1

Paper 1	DV494 Foundations of Applied Econometrics for Economic Development Policy (0.5)
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		# and DV496 Applied Econometrics for Economic Development Policy (0.5) #
Paper 2	DV495	Dissertation in Economic Development Policy (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #
	DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
	DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
Paper 4	Courses to the value of 1.0 unit(s) from the following:	
	DV400	Development: History, Theory and Policy (1.0) #
	DV407	Poverty (0.5)
	DV413	Environmental Problems and Development Interventions (0.5) #
	DV415	Global Environmental Governance (0.5) (not available 2024/25)
	DV418	African Development (0.5)
	DV420	Complex Emergencies (0.5)
	DV421	Critical Perspectives on Global Health and Development (0.5)
	DV423	Global Political Economy of Development (0.5) #
	DV424	International Institutions and Late Development (0.5)
	DV428	Managing Humanitarianism (0.5)
	DV433	The Informal Economy and Development (0.5) (not available 2024/25)
	DV434	Human Security (0.5) (not available 2024/25)
	DV435	African Political Economy (0.5) (not available 2024/25)
	DV442	Key Issues in Development Studies (0.5)
	DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
	DV445	Cutting Edge Issues in Development Thinking & Practice (0.0)
	DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) (not available 2024/25)
	DV455	Advocacy, Campaigning and Grassroots Activism (0.5)
	DV456	Population, Health and Development: Evidence and Projections (0.5) #
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV458	Key issues in Global Health and Development (0.5)
	DV462	Forced Migration and Refugees (0.5)
	DV464	Democracy and Development (0.5)
	DV465	Labour, Social Services and Development (0.5) (not available 2024/25)
	DV473	Health, conflict and crises (0.5)
	DV483	Information Communication Technologies and Socio-economic Development (0.5)
	MG430	Firms & Markets in Emerging Economies (0.5)
	MY476	Population Analysis: Methods and Models (0.5) #
	PP449	Comparative Political Economy and Development (0.5)
	PP450	Public Organisations: Theory and Practice (0.5) # (not available 2024/25)

Any other course in the ID Department, or a further course from paper 3 if not already taken:

Paper 3 options list

DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Economics

Programme Code: TMEC

Department: Economics

For students starting this programme of study in 2024/25

Academic-year programme. Students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EC413 Macroeconomics (1.0) #
Paper 2	EC411 Microeconomics (1.0) # or EC487 Advanced Microeconomics (1.0) #*
Paper 3	EC402 Econometrics (1.0) #
Paper 4	Courses to the value of 1.0 unit(s) from the following options:
	EC421 International Economics (1.0) #
	EC423 Labour Economics (1.0) #
	EC424 Monetary Economics and Aggregate Fluctuations (1.0) #
	EC426 Public Economics (1.0) #
	EC427 The Economics of Industry (1.0) #
	EC428 Development and Growth (1.0) #
	EC453 Political Economy (1.0) #
	EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
	EC475 Quantitative Economics (1.0) #
	EC476 Contracts and Organisations (1.0) #
	GY426 Environmental and Resource Economics (1.0) #
Or	
FM429	Asset Markets A (0.5) # and FM4T5 Portfolio Management - Dissertation (0.5)
Or	
FM429	Asset Markets A (0.5) # and FM4U1 Fixed Income Markets - Dissertation (0.5)
Or	
FM431A	Corporate Finance A (0.5) # and FM4T2 Finance for Mergers, Buyouts and Corporate Restructurings- Dissertation (0.5)
Any other course in Economics, that meets the essay requirement, approved by program director. Such approval will only be given in exceptional circumstances.	

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Economics (2 Year Programme)

Programme Code: TMECT

Department: Economics

For students starting this programme of study in 2024/25 Students without a strong background in economics are required to take the MSc programme over two years. In order to progress to the second year, which is governed by the 'Regulations for Taught Master's Degrees', students must attain or exceed the progression threshold for each of the four courses they have taken. The progression threshold is 55% of all courses taken. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. However, students gaining the Diploma in a re-sit attempt are not eligible for progression onto the second year of the MSc, nor are students entitled to re-sit first year examinations already passed in order to achieve the progression standard.

In Year 1 students are also required to attend EC2A0 Introductory Course in Microeconomic Principles.

In Year 2, students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1 A

Introductory course	EC2A0	Introductory Course in Microeconomic Principles (0.0)
Paper 1	EC2A1	Microeconomics II (1.0) #
Paper 2	EC2B1	Macroeconomics II (1.0) #
Paper 3	MA100	Mathematical Methods (1.0) # or
	MA212	Further Mathematical Methods (1.0) #
Paper 4	EC2C1	Econometrics II (1.0) #

Year 2

Introductory course	EC400	Introductory Course in Mathematics and Statistics (0.0) #
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Paper 5	EC413	Macroeconomics (1.0) #
Paper 6	EC411	Microeconomics (1.0) # or
	EC487	Advanced Microeconomics (1.0) #*
Paper 7	EC402	Econometrics (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	EC421	International Economics (1.0) #
	EC423	Labour Economics (1.0) #
	EC424	Monetary Economics and Aggregate Fluctuations (1.0) #
	EC426	Public Economics (1.0) #
	EC427	The Economics of Industry (1.0) #
	EC428	Development and Growth (1.0) #
	EC453	Political Economy (1.0) #
	EC465	Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
	EC475	Quantitative Economics (1.0) #
	EC476	Contracts and Organisations (1.0) #
	FM431A	Corporate Finance A (0.5) # and FM4T2 Finance for Mergers, Buyouts and Corporate Restructurings- Dissertation (0.5)
	GY426	Environmental and Resource Economics (1.0) #

Any other course in Economics approved by the candidate's teachers.

Or

FM429 Asset Markets A (0.5) #

And one of the following: B

FM4T5 Portfolio Management - Dissertation (0.5)

FM4U1 Fixed Income Markets - Dissertation (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: The Programme Director may, on an exceptional basis, permit a student to substitute another course or courses for up to two papers in Year 1.

B: For the purposes of degree classification the Finance half unit courses are combined and averaged to produce a final mark.

MSc in Economics (2 Year Programme)

Programme Code: TMECT

Department: Economics

For students starting this programme of study in 2023/24 Students without a strong background in economics are required to take the MSc programme over two years. In order to progress to the second year, which is governed by the 'Regulations for Taught Master's Degrees', students must attain or exceed the progression threshold for each of the four courses they have taken. The progression threshold is 60% for courses EC2A1, EC2B1, EC2C1, and MA100, while the progression threshold is 55% in courses MA212 and other advanced MAXXX options. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. However, students gaining the Diploma in a re-sit attempt are not eligible for progression onto the MSc, nor are students entitled to re-sit first year examinations already passed in order to achieve the progression standard.

In Year 1 all courses are compulsory and students are also required to attend EC2A0 Introductory Course in Microeconomic Principles.

In Year 2, students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400

Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Introductory course EC2A0 Introductory Course in Microeconomic Principles (0.0)

Paper 1 EC2A1 Microeconomics II (1.0) #

Paper 2 EC2B1 Macroeconomics II (1.0) #

Paper 3 MA100 Mathematical Methods (1.0) # or
MA212 Further Mathematical Methods (1.0) #

Paper 4 EC2C1 Econometrics II (1.0) #
Candidates may be allowed to substitute another course or courses for one of the papers listed above with the permission of the Programme Director.

Year 2

Introductory course EC400 Introductory Course in Mathematics and Statistics (0.0) #

Paper 5 EC413 Macroeconomics (1.0) #

Paper 6 EC411 Microeconomics (1.0) # or

EC487 Advanced Microeconomics (1.0) #*

Paper 7 EC402 Econometrics (1.0) #

Paper 8 Courses to the value of 1.0 unit(s) from the following:

EC421 International Economics (1.0) #

EC423 Labour Economics (1.0) #

EC424 Monetary Economics and Aggregate

Fluctuations (1.0) #

EC426 Public Economics (1.0) #

EC427 The Economics of Industry (1.0) #

EC428 Development and Growth (1.0) #

EC453 Political Economy (1.0) #

EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #

EC475 Quantitative Economics (1.0) #

EC476 Contracts and Organisations (1.0) #

FM431A Corporate Finance A (0.5) # and FM4T2 Finance for Mergers, Buyouts and Corporate Restructurings- Dissertation (0.5)

GY426 Environmental and Resource Economics (1.0) #

Any other course in Economics approved by the candidate's teachers.

Or

FM429 Asset Markets A (0.5) #

And one of the following: A

FM4T5 Portfolio Management - Dissertation (0.5)

FM4U1 Fixed Income Markets - Dissertation (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes

A: For the purposes of degree classification the Finance half unit courses are combined and averaged to produce a final mark.

MSc in Economics and Management

Programme Code: TMECMN

Department: Management

For students starting this programme of study in 2024/25

A ten-month programme. Students take three core courses, two half-unit options and a dissertation. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Introductory course EC400 Introductory Course in Mathematics and Statistics (0.0) #

Paper 1 MG411 Firms and Markets (1.0)

Paper 2 EC486 Econometric Methods (1.0)

Paper 3 FM431A Corporate Finance A (0.5) #

Papers 4 & 5 Courses to the value of 1.0 unit(s) from the following:

AC490 Management Accounting, Decisions and Control (0.5) *

FM421 Finance for Mergers, Buyouts and Corporate Restructurings (0.5) #

FM445 Portfolio Management (0.5)

MG409 Auctions and Game Theory (0.5) #

MG421 International Business Strategy and Emerging Markets (0.5) #

MG422 Thinking Strategically (0.5) # (not available 2024/25)

MG430 Firms & Markets in Emerging Economies (0.5)

MG452 Behavioural Economics for Management (0.5) #

MG4A8 Strategy for the Information Economy (0.5) #

MG4B9 The World Trading System (0.5) # (not available 2024/25)

MG4G4 Topics in Management Research (0.5)

Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.

Paper 6 MG417 Extended Essay (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

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Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Economy and Society

Programme Code: TMECSO

Department: Sociology

For students starting this programme of study in 2024/25

(Formerly MSc in Economy, Risk and Society)

Full-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	SO4D1	Economic Sociology (1.0)
Paper 2	SO491	Quantitative Social Research Methods (0.5) <i>or</i>
	SO492	Qualitative Social Research Methods (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	AC412	Accountability, Organisations and Risk Management (0.5)
	AC470	Accounting in the Global Economy (0.5) #
	SO470	The Sociology of Markets (0.5) (not available 2024/25)
	SO471	Technology, Power and Culture (0.5) (not available 2024/25)
	SO475	Material Culture and Design (0.5) (not available 2024/25)
	SO491	Quantitative Social Research Methods (0.5)
	SO492	Qualitative Social Research Methods (0.5)
	SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2024/25)
	SO4B9	The Sociology of Consumption (0.5)
	SO4C5	The Social Life of Infrastructure (0.5)
	SO4C9	Risk Governance (0.5)
	Any of the MSc courses offered in any department or institute at the LSE, so long as they are relevant to the programme of study, and subject to the approval of both Programme Director and course teacher.	
	SO495	MSc in Economy and Society Dissertation (1.0) #
Paper 4	Prerequisite Requirements and Mutually Exclusive Options # means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Empires, Colonialism and Globalisation

Programme Code: TMHYEMCOGL

Department: International History

For students starting this programme of study in 2024/25

Full year programme. Students must take courses to the value of four full units, comprising a compulsory dissertation and optional courses as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Specific prerequisite requirements:	
Paper	Course number, title (unit value)
Papers 1, 2 & 3	Either courses to the value of 3 units from List A: List A
	Or
	Courses to the value of 2 units from List A and courses to the value of 1.0 unit from List B: A List A

Paper 4

List B

HY499

Dissertation (1.0)

List A

HY424

The Napoleonic Empire: The Making of Modern Europe (1.0)

HY429

Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)

HY436

Race, Violence and Colonial Rule in Africa (1.0)

HY440

The Iranian Revolution (1.0)

HY444

Latin America in the Cold War (1.0)

HY446

Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)

HY459

The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)

HY461

East Asia in the Age of Imperialism, 1839-1945 (1.0) #

HY469

Maps, History and Power: The Spaces and Cultures of the Past (1.0)

HY471

European Empires and Global Conflict, 1935-1948 (1.0)

HY478

Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)

HY483

Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)

HY486

The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)

HY487

Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)

HY488

European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)

HY489

China and the External World, 1644-1839 (0.5)

HY491

Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)

HY4B1

The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)

HY4B2

The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)

HY4B3A

Citizenship in 20th century political thought: intellectual history in case studies (0.5) 1

HY4B3W

Citizenship in 20th century political thought: intellectual history in case studies (0.5) 2 (not available 2024/25)

HY4B4

Maritime Asia in Transition, 1405-1839 (0.5)

HY4B7

Asian Borderlands (1.0)

HY4B9

China and the United States Since 1949 (1.0)

HY4C1

Fighting and Enduring the Great War (1.0)

List B

AN484

Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

DV400

Development: History, Theory and Policy (1.0) #

EH404

India and the World Economy (0.5)

EH413

African Economic Development in Historical Perspective (0.5) (not available 2024/25)

EH421

Economic History of Colonialism (0.5)

EH436

Economic History of the Early Modern New World (The Americas) (0.5) (not available 2024/25)

EH443	The History of Premodern Money (0.5)
EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)
EH452	Latin American Development and Economic History (0.5) (not available 2024/25)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
EU475	Europe and the Politics of Secularism (0.5)
GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GI429	Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
A course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the approval of the teacher concerned and the Programme Director.	
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	
1: HY4B3A can not be taken with HY4B3W	
2: HY4B3W can not be taken with HY4B3A	
Footnotes	
A: EH408, EH413, EH482, EH483, and GV442 are subject to space.	

MSc in Environmental Economics and Climate Change

Programme Code: TMENECCC	
Department: Geography and Environment	
For students starting this programme of study in 2024/25	
Full-year programme. Students must take three compulsory courses, one full unit of options, and a dissertation as shown.	
Please note that places are limited on some optional courses.	
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.	
Paper	Course number, title (unit value)
Paper 1	GY426 Environmental and Resource Economics (1.0) #
Paper 2	GY427 Climate Change: Science, Economics and Policy (0.5)
Paper 3	GY428 Applied Quantitative Methods (0.5) #
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	DV477 Rural Livelihoods, Development and Agrarian Transformation (0.5) # (not available 2024/25)
	DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #
	DV491 Economic Development Policy II: Microeconomic Analysis (0.5) #
	DV492 Economic Development Policy III: Government Policy Analysis (0.5) #
	DV494 Foundations of Applied Econometrics for Economic Development Policy (0.5) #
	EC411 Microeconomics (1.0) #1
	EC426 Public Economics (1.0) #2

	EC428 Development and Growth (1.0) #3
	EC453 Political Economy (1.0) #4
	EC476 Contracts and Organisations (1.0) #5
	GV4H5 The Political Philosophy of Environmental Change (0.5) #
	GY400 The Economics of Urbanisation (0.5) #
	GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410 Economics of Local and Regional Development (0.5)
	GY446 Planning for Sustainable Cities (0.5)
	GY455 Economic Appraisal and Valuation (0.5)
	GY460 Techniques of Spatial Economic Analysis (0.5) #
	GY465 Concepts in Environmental Regulation (0.5)
	GY473 Economic Development and the Environment (0.5) #
	GY474 Politics of Environment and Development (0.5)
	GY475 Issues in Environmental Governance (0.5)
	GY476 Applied Geographical Information Systems (0.5)
	PB415 Behavioural Science (0.5) (withdrawn 2024/25)
	PB421 Happiness (0.5)
	SP434 Behavioural Public Policy (0.5)
	Or other relevant courses to the value of one full unit, subject to approval of the programme director and the relevant course proprietor.
Paper 5	GY489 Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.	
1: Before taking EC411 you must take EC400	
2: Before taking EC426 you must take EC400	
3: Before taking EC428 you must take EC400	
4: Before taking EC453 you must take EC400	
5: Before taking EC476 you must take EC400	

MSc in Environmental Policy and Regulation

Programme Code: TMENPR	
Department: Geography and Environment	
For students starting this programme of study in 2024/25	
Full-year programme. Students must take 3 compulsory half unit courses, a full unit dissertation, and 1.5 units of optional courses.	
Please note that places are limited on some optional courses.	
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.	
Paper	Course number, title (unit value)
Paper 1	GY465 Concepts in Environmental Regulation (0.5) and GY475 Issues in Environmental Governance (0.5)
Paper 2	GY473 Economic Development and the Environment (0.5) # or
	GY474 Politics of Environment and Development (0.5)
Paper 3	Courses to the value of 1.5 units
	DV415 Global Environmental Governance (0.5) (not available 2024/25)
	EU421 Policy-Making in the European Union (0.5) #

	GV4H5	The Political Philosophy of Environmental Change (0.5) #
	GY427	Climate Change: Science, Economics and Policy (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY471	Urban environments and more-than-human cities (0.5) (not available 2024/25)
	GY476	Applied Geographical Information Systems (0.5)
	LL4A6	Climate Change and International Law (0.5)
	LL4BV	Transnational Environmental Law (0.5)
	MY400	Fundamentals of Social Science Research Design (0.5)
	MY421A	Qualitative Research Methods (0.5) 1
	MY421W	Qualitative Research Methods (0.5) 2
	MY451A	Introduction to Quantitative Analysis (0.5) 3
	MY451W	Introduction to Quantitative Analysis (0.5) 4
	MY452A	Applied Regression Analysis (0.5) #5
	MY452W	Applied Regression Analysis (0.5) #6
	SO4C9	Risk Governance (0.5)
Paper 4	GY489	Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: MY421A can not be taken with MY421W
 2: MY421W can not be taken with MY421A
 3: MY451A can not be taken with MY451W
 4: MY451W can not be taken with MY451A
 5: MY452A can not be taken with MY452W
 6: MY452W can not be taken with MY452A

MSc in Environment and Development

Programme Code: TMENDV

Department: Geography and Environment

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GY473 Economic Development and the Environment (0.5) # and GY474 Politics of Environment and Development (0.5)
Paper 2	One full unit or two half units offered by the Department for International Development (Not DV431).
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	GV4H5 The Political Philosophy of Environmental Change (0.5) #
	GY400 The Economics of Urbanisation (0.5) #
	GY403 Contemporary Debates in Human Geography (0.5)
	GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY413 Regional Development and Policy (0.5) #
	GY427 Climate Change: Science, Economics

		and Policy (0.5)
	GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
	GY432	Urban Ethnography (0.5)
	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
	GY452	Urban Research Methods (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY459	Urban Theory and Policy in the Global South (0.5)
	GY465	Concepts in Environmental Regulation (0.5)
	GY470	Urban Africa (0.5) (not available 2024/25)
	GY471	Urban environments and more-than-human cities (0.5) (not available 2024/25)
	GY475	Issues in Environmental Governance (0.5)
	GY476	Applied Geographical Information Systems (0.5)
	GY477	Race and Capitalism in North America (0.5) (not available 2024/25)
	GY479	Urban Transformations (0.5)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
Paper 4	GY489	Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Finance and Economics

Programme Code: TMFIEC

Department: Finance

For students starting this programme of study in 2024/25

Academic-year (10 month) programme. Students must take three compulsory full-unit core courses and two optional half-unit courses. All students must submit a 6,000 word dissertation in one of the optional courses. Students are required to attend EC400 Introductory Course in Mathematics and Statistics.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory Course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EC411 Microeconomics (1.0) # or EC4B5 Macroeconomics for MSc F&E (0.5) # and EC4B6 Microeconomics for MSc F&E (0.5) #*A
	With the approval of the Programme Director, students who have already completed the equivalent of EC411 in their prior studies may be permitted to take the following course instead:
	EC413 Macroeconomics (1.0) #*
Paper 2	FM436 Financial Economics (1.0) #
Paper 3	FM437 Financial Econometrics (1.0) #
Paper 4	Two half-unit courses from the list below: Students must write the 6000-word dissertation in one of their two chosen courses.

FM404	Advanced Financial Economics (0.5) #
FM405	Fixed Income Securities and Credit Markets (0.5) #B
FM406	Topics in Portfolio Management (0.5) #
FM408	Financial Engineering (0.5) #
FM409	Risk Management in Financial Markets (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM421	Finance for Mergers, Buyouts and Corporate Restructurings (0.5) #1
FM471	Sustainable Finance and Impact Investing (0.5) #2
FM476	Entrepreneurial Finance (0.5) #3
FM477	International Finance A (0.5) #
FM4T2	Finance for Mergers, Buyouts and Corporate Restructurings- Dissertation (0.5) 4

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

1: FM421 can not be taken with FM4T2

2: FM471 can not be taken with FM476

3: FM476 can not be taken with FM471

4: FM4T2 can not be taken with FM421

Footnotes

A: Students may, with the approval of the Programme Director, Associate Programme Director and relevant Course Leaders, take half-units in Macroeconomics and Microeconomics, instead of the full unit EC411, Microeconomics. Students must meet the relevant pre-requisites for the Macroeconomics half unit.

B: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422), or Financial Economics (FM436)

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or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Programme

Paper	Course number, title (unit value)
Introductory Course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EC411 Microeconomics (1.0) # <i>or</i> EC4B5 Macroeconomics for MSc F&E (0.5) # <i>and</i> EC4B6 Microeconomics for MSc F&E (0.5) #*A
Paper 2	With the approval of the Programme Director, students who have already completed the equivalent of EC411 in their prior studies may be permitted to take the following course instead: EC413 Macroeconomics (1.0) #
Paper 3	FM436 Financial Economics (1.0) #
Paper 4	FM437 Financial Econometrics (1.0) # Courses to the value of 0.5 unit(s) from the following, to be assessed by examination: FM404 Advanced Financial Economics (0.5) # FM405 Fixed Income Securities and Credit Markets (0.5) #B FM406 Topics in Portfolio Management (0.5) # FM408 Financial Engineering (0.5) # FM409 Risk Management in Financial Markets (0.5) # FM412 Quantitative Security Analysis (0.5) # FM421 Finance for Mergers, Buyouts and Corporate Restructurings (0.5) # FM471 Sustainable Finance and Impact Investing (0.5) # FM476 Entrepreneurial Finance (0.5) # FM477 International Finance A (0.5) #
	And courses to the value of 0.5 unit(s) from the following, to be assessed by dissertation (please note that a course cannot be selected from this list of the course with the equivalent title has already been selected from List 1): FM4T2 Finance for Mergers, Buyouts and Corporate Restructurings- Dissertation (0.5)
	Work Placement Pathway

Paper

Paper 5

Course number, title (unit value)

FM411 Finance Work Placement and Assessment (0.0) #C

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: Students may, with the approval of the Programme Director, Associate Programme Director and relevant Course Leaders, take half-units in Macroeconomics and Microeconomics, instead of the full unit EC411, Microeconomics. Students would be required to complete the EC400 introductory course, Maths for Macroeconomics, and must meet the relevant pre-requisites for the Macroeconomics half unit.

B: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422), or Financial Economics (FM436)

C: This element is not for credit, but is a requirement for students on the Work Placement

MSc in Finance and Economics (Work Placement Pathway)

Programme Code: TMFIECW

Department: Finance

For students starting this programme of study in 2024/25 Academic-year (10 month) programme. Students must take three compulsory full-unit core courses and two optional half-unit courses. All students must submit a 6,000 word dissertation in one of the optional courses and take a two-hour examination in the other. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship

Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance and Private Equity

Programme Code: TMFIPE

Department: Finance

For students starting this programme of study in 2024/25 Academic-year (10 month) programme (TMFIPE). Students must take three compulsory courses and optional courses to the value of 1.5 units. All students must submit a structured project in FM410 and take an examination in the other three half unit courses, if applicable. The structured project must be submitted by the published deadline. Admitted students are required to attend a pre-session course at the start of the programme in September.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	FM422 Corporate Finance (1.0) #
Paper 2	FM423 Asset Markets (1.0) #
Paper 3	FM410 Private Equity (0.5)
Paper 4	Courses to the value of 1.5 units from the following.

List 1

FM405	Fixed Income Securities and Credit Markets (0.5) #
FM406	Topics in Portfolio Management (0.5) #
FM407	Mergers, Buyouts and Corporate Restructurings (0.5) #
FM408	Financial Engineering (0.5) #
FM409	Risk Management in Financial Markets (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM414	Corporate Investment and Financial Policy (0.5) #
FM471	Sustainable Finance and Impact Investing (0.5) #
FM476	Entrepreneurial Finance (0.5) #
FM477	International Finance A (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. Students are required to write a 6,000 word structured project (replacing the exam) in half unit course FM410.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes

to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance and Private Equity (Work Placement Pathway)

Programme Code: TMFIPEW

Department: Finance

For students starting this programme of study in 2024/25 Academic-year (10 month) programme (TMFIPE). Students must take three compulsory courses and optional courses to the value of 1.5 units. All students must submit a structured project in FM410 and take an examination in the other three half unit courses, if applicable. The structured project must be submitted by the published deadline. Admitted students are required to attend a pre-session course at the start of the programme in September. Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Programme

Paper	Course number, title (unit value)
Paper 1	FM422 Corporate Finance (1.0) #
Paper 2	FM423 Asset Markets (1.0) #
Paper 3	FM410 Private Equity (0.5)
Paper 4	Courses to the value of 1.5 units from the following.

FM405	Fixed Income Securities and Credit Markets (0.5) #
FM406	Topics in Portfolio Management (0.5) #
FM407	Mergers, Buyouts and Corporate Restructurings (0.5) #
FM408	Financial Engineering (0.5) #
FM409	Risk Management in Financial Markets (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM414	Corporate Investment and Financial Policy (0.5) #
FM471	Sustainable Finance and Impact Investing (0.5) #
FM476	Entrepreneurial Finance (0.5) #
FM477	International Finance A (0.5) #

Work Placement Pathway

Paper **Course number, title (unit value)**

Paper 5	FM411 Finance Work Placement and Assessment (0.0) #A
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Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the

award of the degree. Students are required to write a 6,000 word structured project (replacing the exam) in one of the half unit courses. The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](https://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance and Risk

Programme Code: TMFIRI
Department: Finance

For students starting this programme of study in 2024/25 Full-year programme. Student must take courses to the value of four full units (of which one paper includes a dissertation) as shown below.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	FM403 Management and Regulation of Risk (1.0) A
Paper 2	FM439 Asset Markets for MSc Finance and Risk (0.5) # And course(s) to the value of 0.5 unit(s) from the following: FM431A Corporate Finance A (0.5) # or FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: AC444 Valuation and Security Analysis (0.5) # FM412 Quantitative Security Analysis (0.5) # FM413 Fixed Income Markets (0.5) # FM421 Finance for Mergers, Buyouts and Corporate Restructurings (0.5) # FM441 Derivatives (0.5) # FM445 Portfolio Management (0.5) FM471 Sustainable Finance and Impact Investing (0.5) # FM476 Entrepreneurial Finance (0.5) # FM477 International Finance A (0.5) # MG455 Decisions, Biases and Nudges (0.5) # SO4C9 Risk Governance (0.5) Any other paper with the approval of the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options
means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes
A: Includes dissertation.

MSc in Finance (full-time)

Programme Code: TMFIFT
Department: Finance
For students starting this programme of study in 2024/25 Academic-year (10 month) programme. Students must take two

compulsory courses and optional courses to the value of two full units as shown. All students must submit a structured project in one of the optional half unit courses and take an examination in the other three half unit courses, if applicable. The structured project must be submitted by the published deadline. Admitted students are required to attend a pre-sessional course at the start of the programme in September.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	FM422 Corporate Finance (1.0) #
Paper 2	FM423 Asset Markets (1.0) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: FM405 Fixed Income Securities and Credit Markets (0.5) # FM406 Topics in Portfolio Management (0.5) # FM407 Mergers, Buyouts and Corporate Restructurings (0.5) # FM408 Financial Engineering (0.5) # FM409 Risk Management in Financial Markets (0.5) # FM410 Private Equity (0.5) FM412 Quantitative Security Analysis (0.5) # FM414 Corporate Investment and Financial Policy (0.5) # FM471 Sustainable Finance and Impact Investing (0.5) # FM476 Entrepreneurial Finance (0.5) # FM477 International Finance A (0.5) #

Prerequisite Requirements and Mutually Exclusive Options
means there may be prerequisites for this course. Please view the course guide for more information. Students are required to write a 6,000 word structured project (replacing the exam) in one of the half unit courses. Students will be required to attend teaching for the course which they choose to write their dissertation on. The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](https://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Finance (full-time)
(Work Placement Pathway)

Programme Code: TMFIFTW
Department: Finance
For students starting this programme of study in 2024/25 Academic-year (10 month) programme. Students must take two compulsory courses and optional courses to the value of two full units as shown. All students must submit a structured project in one of the optional half unit courses and take an examination in the other three half unit courses, if applicable. The structured project must be submitted by the published deadline. Admitted students are required to attend a pre-sessional course at the start of the programme in September. Students who choose to transfer to the Work Placement Pathway

must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Programme

Paper	Course number, title (unit value)
Year 1	
Paper 1	FM422 Corporate Finance (1.0) #
Paper 2	FM423 Asset Markets (1.0) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:
	FM405 Fixed Income Securities and Credit Markets (0.5) #
	FM406 Topics in Portfolio Management (0.5) #
	FM407 Mergers, Buyouts and Corporate Restructurings (0.5) #
	FM408 Financial Engineering (0.5) #
	FM409 Risk Management in Financial Markets (0.5) #
	FM410 Private Equity (0.5)
	FM412 Quantitative Security Analysis (0.5) #
	FM414 Corporate Investment and Financial Policy (0.5) #
	FM471 Sustainable Finance and Impact Investing (0.5) #
	FM476 Entrepreneurial Finance (0.5) #
	FM477 International Finance A (0.5) #
	Work Placement Pathway
Paper	Course number, title (unit value)
Paper 5	FM411 Finance Work Placement and Assessment (0.0) #A

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Financial History

Programme Code: TMFH

Department: Economic History

For students starting this programme of study in 2024/25 Full-year programme. Students must take one compulsory course, optional courses to the value of two units and a full-unit dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	EH437 History of Global Finance (1.0)
Paper 2	Courses to the value of 0.5 unit(s) from the following:
	EH438 History of Financial Markets (0.5) #
	EH439 History of Banking Systems (0.5)
	EH441 Macroeconomic History (0.5) # (not available 2024/25)
	EH443 The History of Premodern Money (0.5)
	EH449 History of Corporate Finance and Institutional Investment (0.5)
Paper 3	Courses to the value of 0.5 unit(s) from the following:
	EH402 Quantitative Analysis in Economic History I (0.5)
	EH426A Quantitative Analysis in Economic History II (0.5) #
	EH426W Quantitative Analysis in Economic History II (0.5) # (not available 2024/25)
	EH427 Topics in Quantitative Analysis in Economic History (0.5) #
Paper 4	Courses to the value of 0.5 unit(s) from the following:
	FM447 Global Financial Systems (0.5) #
	FM472 International Finance (0.5) #
	FM473A Financial Markets (0.5) #
	FM473W Financial Markets (0.5) #
	FM474A Managerial Finance (0.5)
	FM474W Managerial Finance (0.5)
Paper 5	Courses to the value of 0.5 unit(s) from the following (if not previously taken under paper 2):
	EH438 History of Financial Markets (0.5) #
	EH439 History of Banking Systems (0.5)
	EH441 Macroeconomic History (0.5) # (not available 2024/25)
	EH443 The History of Premodern Money (0.5)
	EH449 History of Corporate Finance and Institutional Investment (0.5)
	Or
	Courses to the value of 0.5 unit(s) from the following:
	EH402 Quantitative Analysis in Economic History I (0.5)
	EH404 India and the World Economy (0.5)
	EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5) #
	EH413 African Economic Development in Historical Perspective (0.5) (not available 2024/25)
	EH421 Economic History of Colonialism (0.5)
	EH426A Quantitative Analysis in Economic History II (0.5) #1
	EH426W Quantitative Analysis in Economic History II (0.5) #2 (not available 2024/25)
	EH427 Topics in Quantitative Analysis in Economic History (0.5) #
	EH428 History of Economics: Making Political Economy into a Social Science (0.5)

	(withdrawn 2024/25)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH431	Women in Economic History (0.5)
EH432	Economic History and Geography: Advanced Topics and Methods (0.5) # (not available 2024/25)
EH436	Economic History of the Early Modern New World (The Americas) (0.5) (not available 2024/25)
EH442	Labour Markets in Historical Perspective (0.5)
EH448	Craft, Human Capital and Innovation in Europe, 1400-1800 (0.5)
EH452	Latin American Development and Economic History (0.5) (not available 2024/25)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (withdrawn 2024/25)
Paper 6	EH499 Research Dissertation (1.0)
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	
1: EH426A can not be taken with EH426W	
2: EH426W can not be taken with EH426A	

MSc in Financial Mathematics

Programme Code: TMFIMA

Department: Mathematics

For students starting this programme of study in 2024/25 Academic year programme (10 months). Students must take five compulsory half-unit courses and optional courses to the value of one-and-a-half units as shown.

There is also a two-week compulsory introductory course MA400 September Introductory Course relating to MA415 and MA417.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Introductory course	MA400	September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (0.0)
Paper 1	MA415	The Mathematics of the Black and Scholes Theory (0.5) #
Paper 2	MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #
Paper 3	ST409	Stochastic Processes (0.5) #
Paper 4	FM413	Fixed Income Markets (0.5) #
Paper 5	MA417	Computational Methods in Finance (0.5) #
Paper 6	One of the following:	
	MA402	Mathematical Game Theory (0.5) #
	MA411	Probability and Measure (0.5) #
	MA414	Stochastic Analysis (0.5) # (not available 2024/25)
	MA420	Topics in Financial Mathematics (0.5) #
	MA435	Machine Learning in Financial Mathematics (0.5) #
	ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2024/25)
Papers 7 & 8	Courses to the value of 1.0 unit(s) from the following:	
	FM402	Financial Risk Analysis (0.5) #

FM429	Asset Markets A (0.5) #
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
ST418	Advanced Time Series Analysis (0.5) #
ST426	Applied Stochastic Processes (0.5) (not available 2024/25)
ST429	Statistical Methods for Risk Management (0.5) #
ST448	Insurance Risk (0.5) # (not available 2024/25)
ST459	Quantum Computation and Information (0.5) #
ST463	Stochastic Simulation, Training, and Calibration (0.5) #

Further half unit(s) from the MA4** level courses or any other appropriate MSc course, subject to the approval of the Programme Director and Teacher Responsible for the course.

Paper 6 options list

Additional course

Students can also take the following non-assessed course taken in addition to the required five compulsory half-unit courses and optional courses to the value of one-and-a-half units detailed above:

MA422 Research Topics in Financial Mathematics (0.0)

Paper 6 options list

MA402	Mathematical Game Theory (0.5) #
MA411	Probability and Measure (0.5) #
MA414	Stochastic Analysis (0.5) # (not available 2024/25)
MA420	Topics in Financial Mathematics (0.5) #
MA435	Machine Learning in Financial Mathematics (0.5) #
ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2024/25)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Gender, Development and Globalisation

Programme Code: TMGEDVGL

Department: Gender Studies

For students starting this programme of study in 2024/25

Full-year programme. Students must take the following courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	GI424	Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI409	Conceptual Foundations in Gender,

	Development and Globalization (0.5)
And	
GI420	Transnational Feminist Development Agendas (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: A
DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) (not available 2024/25)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV462	Forced Migration and Refugees (0.5)
DV465	Labour, Social Services and Development (0.5) (not available 2024/25)
GI402	Gender, Knowledge and Research Practice (0.5)
GI410	Screening the 21st Century: Cinema and Cultural Critique (0.5) #
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GI413	Gender, Race and Militarisation (0.5)
GI414	Theorising Gender and Social Policy (0.5)
GI415	Gender and Welfare Regimes: Developments and Change (0.5)
GI417	Feminist Population Politics (0.5) (not available 2024/25)
GI418	Feminist Economics and Policy: An Introduction (0.5) #
GI421	Sexuality, Gender and Culture (0.5) #1
GI422	Transnational Sexual Politics (1.0) 2
GI423	Globalisation and Sexuality (0.5) #3 (not available 2024/25)
GI425	Introduction to Gender, Peace and Security (0.5)
GI426	Gender and Human Rights (0.5) #
GI428	Bodies, Culture and Politics (0.5)
GI429	Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
GI430	Intersectional Inequalities in the Agro-Food System (0.5) (not available 2024/25)
GI431	Abolition and Anticarceral Feminisms (0.5)
GV4D7	Dilemmas of Equality (0.5)
GV4H3	Feminist Political Theory (0.5)
GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
PB422	Health Communication (0.5) (withdrawn 2024/25)
	Or a course not listed approved by the Programme Director and subject to space and course teacher's consent.
Paper 4	GI499 Dissertation - Independent Research Project (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: GI421 can not be taken with GI422, GI423

2: GI422 can not be taken with GI421, GI423

3: GI423 can not be taken with GI421, GI422

Footnotes

A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

MSc in Gender, Media and Culture

Programme Code: TMGEMECU

Department: Gender Studies

For students starting this programme of study in 2024/25 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) #
	Or
	MC418 Communication: Cultures and Approaches (0.5) #
	Or
	MC438 Mediated Feminisms (0.5) #
Paper 2	Courses to the value of 0.5 unit(s) from the following:
	GI402 Gender, Knowledge and Research Practice (0.5)
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5)
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
	MY428 Qualitative Text and Discourse Analysis (0.5) #
Paper 3	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 4	GI403 Gender and Media Representation (0.5)
Paper 5	Courses to the value of 0.5 unit offered by the Department of Gender Studies, and a further 0.5 unit, subject to availability.
Paper 6	GI499 Dissertation - Independent Research Project (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

MSc in Gender, Peace and Security

Programme Code: TMGPS

Department: Gender Studies

For students starting this programme of study in 2024/25 Full-year programme. Students must take four compulsory courses, options to the value of one unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI425 Introduction to Gender, Peace and

Paper 3	Security (0.5)
	Plus courses to the value of between 0.5 unit(s) (minimum) and 1.0 unit(s) (maximum) from the following:
	GI413 Gender, Race and Militarisation (0.5)
	GI426 Gender and Human Rights (0.5) #
	GI427 Thematic Topics in Global Gender (In) Security (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: A
	DV428 Managing Humanitarianism (0.5)
	DV434 Human Security (0.5) (not available 2024/25)
	DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV462 Forced Migration and Refugees (0.5)
	EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
	EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	GI402 Gender, Knowledge and Research Practice (0.5)
	GI409 Conceptual Foundations in Gender, Development and Globalization (0.5)
	GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
	GI415 Gender and Welfare Regimes: Developments and Change (0.5)
	GI420 Transnational Feminist Development Agendas (0.5)
	GI422 Transnational Sexual Politics (1.0)
	GI423 Globalisation and Sexuality (0.5) # (not available 2024/25)
	GI428 Bodies, Culture and Politics (0.5)
	GI429 Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
	GI430 Intersectional Inequalities in the Agro-Food System (0.5) (not available 2024/25)
	GI431 Abolition and Anticarceral Feminisms (0.5)
	GV4B8 Civil Wars: Concepts and Cases (0.5) (not available 2024/25)
	GV4F9 The Challenges of Governance in sub-Saharan Africa (0.5)
	IR452 Empire and Conflict in World Politics (0.5)
	IR466 Genocide (0.5)
	IR471 Critical International Law (0.5)
	IR494 Conflict and Peacebuilding (0.5) #
	LL4A8 International Law and the Use of Force (0.5) #
	LL4A9 Law in War (0.5) #
	MC422 Critical Studies in Media and Journalism (0.5) #
	SO424 Approaches to Human Rights (1.0)
	SO457 Political Reconciliation (0.5)
	Any course taught by the Department of Gender Studies subject to availability.
Paper 4	GI499 Dissertation - Independent Research Project (1.0)
	Prerequisite Requirements and Mutually Exclusive Options
	# means there may be prerequisites for this course. Please view the course guide for more information.
	Footnotes
	A: Subject to availability and timetabling constraints. Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

MSc in Gender, Policy and Inequalities

Programme Code: TMGEPOLIN

Department: Gender Studies

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GI414 Theorising Gender and Social Policy (0.5)
	And one of the following:
	GI415 Gender and Welfare Regimes: Developments and Change (0.5)
	GI417 Feminist Population Politics (0.5) (not available 2024/25)
	GI418 Feminist Economics and Policy: An Introduction (0.5) #
Paper 2	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 3	Courses to the value of 1.5 units from the following: A
	DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV458 Key issues in Global Health and Development (0.5)
	GI402 Gender, Knowledge and Research Practice (0.5)
	GI403 Gender and Media Representation (0.5)
	GI407 Globalisation, Gender and Development (1.0) (not available 2024/25)
	GI409 Conceptual Foundations in Gender, Development and Globalization (0.5)
	GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
	GI413 Gender, Race and Militarisation (0.5)
	GI415 Gender and Welfare Regimes: Developments and Change (0.5)
	GI417 Feminist Population Politics (0.5) (not available 2024/25)
	GI418 Feminist Economics and Policy: An Introduction (0.5) #
	GI420 Transnational Feminist Development Agendas (0.5)
	GI421 Sexuality, Gender and Culture (0.5) #1
	GI422 Transnational Sexual Politics (1.0) 2
	GI423 Globalisation and Sexuality (0.5) #3 (not available 2024/25)
	GI425 Introduction to Gender, Peace and Security (0.5)
	GI426 Gender and Human Rights (0.5) #
	GI428 Bodies, Culture and Politics (0.5)
	GI429 Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
	GI430 Intersectional Inequalities in the Agro-Food System (0.5) (not available 2024/25)
	GI431 Abolition and Anticarceral Feminisms (0.5)
	GV4D7 Dilemmas of Equality (0.5)
	GV4H3 Feminist Political Theory (0.5)
	GY431 Cities, People and Poverty in the South (0.5) # (not available 2024/25)
	MY405 Research Design for Policy and Programme Evaluation (0.5)
	MY423 Interview Methods for Social Science Research (0.5) #
	PB422 Health Communication (0.5)

Paper 4	SP414	(withdrawn 2024/25)
	GI499	Ethnicity, Race and Social Policy (0.5) Dissertation - Independent Research Project (1.0)
Prerequisite Requirements and Mutually Exclusive Options		
# means there may be prerequisites for this course. Please view the course guide for more information.		
1: GI421 can not be taken with GI422, GI423		
2: GI422 can not be taken with GI421, GI423		
3: GI423 can not be taken with GI421, GI422		
Footnotes		
A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.		

MSc in Gender

Programme Code: TMGE

Department: Gender Studies

For students starting this programme of study in 2024/25
Full-year programme. Students must take two compulsory courses and options to the value of two full units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	GI424	Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI402	Gender, Knowledge and Research Practice (0.5)
Paper 3	Courses to the value of 2.0 unit(s) from the following: A	
	AN405	The Anthropology of Kinship, Sex and Gender (1.0)
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV458	Key issues in Global Health and Development (0.5)
	GI403	Gender and Media Representation (0.5)
	GI407	Globalisation, Gender and Development (1.0) 1 (not available 2024/25)
	GI409	Conceptual Foundations in Gender, Development and Globalization (0.5) 2
	GI410	Screening the 21st Century: Cinema and Cultural Critique (0.5) #
	GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
	GI413	Gender, Race and Militarisation (0.5)
	GI414	Theorising Gender and Social Policy (0.5)
	GI418	Feminist Economics and Policy: An Introduction (0.5) #
	GI420	Transnational Feminist Development Agendas (0.5) 3
	GI421	Sexuality, Gender and Culture (0.5) #4
	GI422	Transnational Sexual Politics (1.0) 5
	GI423	Globalisation and Sexuality (0.5) #6 (not available 2024/25)
	GI425	Introduction to Gender, Peace and Security (0.5)
	GI426	Gender and Human Rights (0.5) #
	GI428	Bodies, Culture and Politics (0.5)
	GI429	Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
	GI430	Intersectional Inequalities in the Agro-Food System (0.5) (not available

Paper 4	GI431	2024/25) Abolition and Anticarceral Feminisms (0.5)
	GV4D7	Dilemmas of Equality (0.5)
Paper 4	GV4H3	Feminist Political Theory (0.5)
	MY423	Interview Methods for Social Science Research (0.5) #
A course from another programme by special permission only.		
Paper 4	GI499	Dissertation - Independent Research Project (1.0)
Prerequisite Requirements and Mutually Exclusive Options		
# means there may be prerequisites for this course. Please view the course guide for more information.		
1: GI407 can not be taken with GI409, GI420		
2: GI409 can not be taken with GI420, GI407		
3: GI420 can not be taken with GI409, GI407		
4: GI421 can not be taken with GI422, GI423		
5: GI422 can not be taken with GI421, GI423		
6: GI423 can not be taken with GI421, GI422		
Footnotes		
A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.		

MSc in Gender (Research)

Programme Code: TMGERE

Department: Gender Studies

For students starting this programme of study in 2024/25
Full-year programme. Students take two units of compulsory courses, options to the value of one unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	GI424	Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI402	Gender, Knowledge and Research Practice (0.5)
Paper 3	One from:	
	MY451A	Introduction to Quantitative Analysis (0.5)
	MY451W	Introduction to Quantitative Analysis (0.5)
	MY452A	Applied Regression Analysis (0.5) #
	MY452W	Applied Regression Analysis (0.5) #
Paper 4	Courses to the value of 1.5 units from the following: A	
	GI403	Gender and Media Representation (0.5)
	GI407	Globalisation, Gender and Development (1.0) 1 (not available 2024/25)
	GI409	Conceptual Foundations in Gender, Development and Globalization (0.5) 2
	GI410	Screening the 21st Century: Cinema and Cultural Critique (0.5) #
	GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
	GI413	Gender, Race and Militarisation (0.5)
	GI414	Theorising Gender and Social Policy (0.5)
	GI417	Feminist Population Politics (0.5) (not available 2024/25)
	GI418	Feminist Economics and Policy: An Introduction (0.5) #
	GI420	Transnational Feminist Development Agendas (0.5) 3

Paper 5	GI421	Sexuality, Gender and Culture (0.5) #4
	GI422	Transnational Sexual Politics (1.0) 5
	GI423	Globalisation and Sexuality (0.5) #6 (not available 2024/25)
	GI426	Gender and Human Rights (0.5) #
	GI428	Bodies, Culture and Politics (0.5)
	GI429	Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
	GV4H3	Feminist Political Theory (0.5)
	MY400	Fundamentals of Social Science Research Design (0.5)
	MY421A	Qualitative Research Methods (0.5)
	MY421W	Qualitative Research Methods (0.5)
	MY423	Interview Methods for Social Science Research (0.5) #
	MY426	Doing Ethnography (0.5) #
	MY428	Qualitative Text and Discourse Analysis (0.5) #
	MY451A	Introduction to Quantitative Analysis (0.5)
	MY451W	Introduction to Quantitative Analysis (0.5)
	MY452A	Applied Regression Analysis (0.5) #
	MY452W	Applied Regression Analysis (0.5) #
	GI499	Dissertation - Independent Research Project (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.
1: GI407 can not be taken with GI409, GI420
2: GI409 can not be taken with GI420, GI407
3: GI420 can not be taken with GI407, GI409
4: GI421 can not be taken with GI422, GI423
5: GI422 can not be taken with GI423, GI421
6: GI423 can not be taken with GI422, GI421

Footnotes

A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

MSc in Gender (Rights and Human Rights)

Programme Code: TMGEHR

Department: Gender Studies

For students starting this programme of study in 2024/25
Full-year programme. Students must take two compulsory courses and options to the value of two full units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	GI424	Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI426	Gender and Human Rights (0.5) #
Paper 3	Courses to the value of 2.0 unit(s) from the following: A	
	DV428	Managing Humanitarianism (0.5)
	DV434	Human Security (0.5) (not available 2024/25)
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV462	Forced Migration and Refugees (0.5)
	EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
	GI402	Gender, Knowledge and Research Practice (0.5)

GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GI413	Gender, Race and Militarisation (0.5)
GI414	Theorising Gender and Social Policy (0.5)
GI420	Transnational Feminist Development Agendas (0.5)
GI421	Sexuality, Gender and Culture (0.5) #
GI423	Globalisation and Sexuality (0.5) # (not available 2024/25)
GI425	Introduction to Gender, Peace and Security (0.5)
GI428	Bodies, Culture and Politics (0.5)
GI429	Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
GI430	Intersectional Inequalities in the Agro-Food System (0.5) (not available 2024/25)
GI431	Abolition and Anticarceral Feminisms (0.5)
GV4F2	Popular Politics in the Middle East (0.5)
GV4H3	Feminist Political Theory (0.5)
GV4J8	Middle East Politics in Transnational Perspective (0.5)
GV4K2	Postcolonial and Comparative Political Theory (0.5) (not available 2024/25)
GV4M6	Modern African Political Philosophy (0.5) # (not available 2024/25)
IR452	Empire and Conflict in World Politics (0.5)
IR471	Critical International Law (0.5)
LL468	European Human Rights Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4AW	Foundations of International Human Rights Law (0.5) #
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #
SO4B3	Seeing like an NGO: Human Rights in Practice (0.5) (not available 2024/25)
SO4B5	The Anticolonial Archive (0.5)
SP419	Social Movements, Activism, and Social Policy (0.5)

Any other course from outside the department up to the value of 1.0 unit(s) with permission and subject to availability.

Paper 4	GI499	Dissertation - Independent Research Project (1.0)
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Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

MSc in Gender (Sexuality)

Programme Code: TMGESX

Department: Gender Studies

For students starting this programme of study in 2024/25
Full-year programme. Students must take two compulsory courses, options to the value of 1.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GI422 Transnational Sexual Politics (1.0)
Paper 2	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 3	Courses to the value of 1.0 unit from the following, subject to availability: GI402 Gender, Knowledge and Research Practice (0.5) GI410 Screening the 21st Century: Cinema and Cultural Critique (0.5) # GI413 Gender, Race and Militarisation (0.5) GI417 Feminist Population Politics (0.5) (not available 2024/25) GI425 Introduction to Gender, Peace and Security (0.5) <i>Gender Studies Options List</i> Courses to the value of 0.5 units from the following, subject to availability: A further 0.5 unit option from the following (recommended): <i>Gender Studies Options List</i> Or One of the following non-Gender half-unit courses: DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) MC426 Film Theory and World Cinema (0.5) # SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # Or A course not listed above, approved by the Programme Director and subject to space and course teacher's consent.
Paper 4	GI499 Dissertation - Independent Research Project (1.0) Gender Studies Options List GI402 Gender, Knowledge and Research Practice (0.5) GI403 Gender and Media Representation (0.5) GI407 Globalisation, Gender and Development (1.0) (not available 2024/25) GI409 Conceptual Foundations in Gender, Development and Globalization (0.5) GI410 Screening the 21st Century: Cinema and Cultural Critique (0.5) # GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # GI413 Gender, Race and Militarisation (0.5) GI415 Gender and Welfare Regimes: Developments and Change (0.5) GI417 Feminist Population Politics (0.5) (not available 2024/25) GI418 Feminist Economics and Policy: An Introduction (0.5) # GI420 Transnational Feminist Development Agendas (0.5) GI421 Sexuality, Gender and Culture (0.5) #1 GI423 Globalisation and Sexuality (0.5) #2 (not available 2024/25) GI425 Introduction to Gender, Peace and Security (0.5) GI426 Gender and Human Rights (0.5) # GI428 Bodies, Culture and Politics (0.5) GI429 Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) # GI431 Abolition and Anticarceral Feminisms (0.5)
Paper 5	

Prerequisite Requirements and Mutually Exclusive

Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: GI421 can not be taken with GI422, GI423
2: GI423 can not be taken with GI421, GI422

MSc in Geographic Data Science

Programme Code: TMGEODS

Department: Geography and Environment

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	GY460 Techniques of Spatial Economic Analysis (0.5) # and GY476 Applied Geographical Information Systems (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following: GY428 Applied Quantitative Methods (0.5) # MY470 Computer Programming (0.5) MY472 Data for Data Scientists (0.5) ST445 Managing and Visualising Data (0.5) # ST446 Distributed Computing for Big Data (0.5) # ST449 Artificial Intelligence (0.5) # ST455 Reinforcement Learning (0.5) # ST456 Deep Learning (0.5) # ST457 Graph Data Analytics and Representation Learning (0.5) # MY474 Applied Machine Learning for Social Science (0.5) #1 or ST443 Machine Learning and Data Mining (0.5) #2
Paper 3	Courses to the value of 1.0 unit(s) from the following: GY400 The Economics of Urbanisation (0.5) # GY404 Inclusive Growth (0.5) # GY415 Local Capacity and Economic Development Policy (0.5) GY426 Environmental and Resource Economics (1.0) # GY448 Social and Political Aspects of Planning (0.5) GY454 Urban Policy and Planning (0.5) # GY455 Economic Appraisal and Valuation (0.5) GY457 Applied Urban and Real Estate Economics (1.0) # GY473 Economic Development and the Environment (0.5) # Any course from the Paper 2 options list - not already taken under Paper 2, to the value of 0.5 units <i>Paper 2 options list</i>
Paper 4	GY485 Dissertation - MSc Geographic Data Science and MSc Real Estate Economics and Finance (1.0) Paper 2 options list GY428 Applied Quantitative Methods (0.5) # MY470 Computer Programming (0.5) MY472 Data for Data Scientists (0.5) ST445 Managing and Visualising Data (0.5) # ST446 Distributed Computing for Big Data (0.5) # ST449 Artificial Intelligence (0.5) #

ST455	Reinforcement Learning (0.5) #
ST456	Deep Learning (0.5) #
ST457	Graph Data Analytics and Representation Learning (0.5) #
MY474	Applied Machine Learning for Social Science (0.5) #3 or
ST443	Machine Learning and Data Mining (0.5) #4

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: MY474 can not be taken with ST443
- 2: ST443 can not be taken with MY474
- 3: MY474 can not be taken with ST443
- 4: ST443 can not be taken with MY474

MSc in Global Health Policy

Programme Code: TMGLHP

Department: Health Policy

For students starting this programme of study in 2024/25 (formerly MSc in Global Health)

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	HP401 Introduction to Health Policy and Politics (0.5)
Paper 2	HP404 Global Health Policy: Institutions, Actors and Politics (0.5)
Paper 3	HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)
Paper 4	One of the following courses: HP407 Evidence Review and Synthesis for Decision Making (0.5) HP422 Health Care Economic Evaluation (0.5) HP428 Randomised evaluations of health programmes: from design to implementation (0.5) HP436 Evidence Appraisal for Health Policy Analysis (0.5)
Papers 5, 6 & 7	Courses to the value of 1.5 unit(s) from the following: DV421 Critical Perspectives on Global Health and Development (0.5) DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # DV456 Population, Health and Development: Evidence and Projections (0.5) # DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) DV465 Labour, Social Services and Development (0.5) (not available 2024/25) HP400 Financing Health Care (0.5) HP402 Measuring Health System Performance (0.5) HP405 Social Determinants of Health (0.5) HP407 Evidence Review and Synthesis for Decision Making (0.5) HP412 Global Health Security (0.5) HP422 Health Care Economic Evaluation (0.5) HP424 Pharmaceutical Economics and Policy (0.5) HP425 Statistical Methods in Health Care Economic Evaluation (0.5) # HP428 Randomised evaluations of health

	programmes: from design to implementation (0.5)
HP429	Behavioural Incentive Design in Health and Health Care (0.5) (not available 2024/25)
HP432	Mental Health Policy (0.5) #
HP433	Health Care Regulation (0.5)
HP435	Global Access to Medicines (0.5)
HP436	Evidence Appraisal for Health Policy Analysis (0.5)
HP437	Health Equity, Climate Change and the Common Good (0.5) #
MY405	Research Design for Policy and Programme Evaluation (0.5)
MY421A	Qualitative Research Methods (0.5)
MY421W	Qualitative Research Methods (0.5)
SP418	Global Social Policy and International Organizations (0.5)

Or another LSE course subject to the approval of the course tutor.

Paper 8 HP431 Dissertation in Health Policy (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Health and International Development

Programme Code: TMHEINDE

Department: International Development

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of three full units, non-credit-bearing course DV445 and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development," "Population Studies," or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development: Not available 2024/25

Population Studies: students must take two courses from DV444, DV456, and MY476 and their dissertation topic must be approved as being appropriate for this specialism.

Applied Development Economics: students must take DV494 plus two courses from DV490, DV491 and DV492.

If no such election is made, the degree certificate will state "Health and International Development" without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	DV442 Key Issues in Development Studies (0.5) and DV458 Key issues in Global Health and Development (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following: DV421 Critical Perspectives on Global Health and Development (0.5) DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # DV453 International Development Consultancy Project (0.5) DV456 Population, Health and Development: Evidence and Projections (0.5) # DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)

Paper 3	DV473	Health, conflict and crises (0.5)	PB422	Health Communication (0.5) (withdrawn 2024/25)	
	DV494	Foundations of Applied Econometrics for Economic Development Policy (0.5) #	PP449	Comparative Political Economy and Development (0.5)	
	Courses to the value of 1.0 unit(s) from the following:		Any other course approved by tutor by special permission only.		
	DV407	Poverty (0.5)	<i>Paper 2 options list</i>		
	DV411	Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25)	Paper 4	DV410	Research Design and Dissertation in International Development (1.0)
	DV413	Environmental Problems and Development Interventions (0.5) #		DV445	Cutting Edge Issues in Development Thinking & Practice (0.0)
	DV415	Global Environmental Governance (0.5) (not available 2024/25)	Paper 2 options list		
	DV418	African Development (0.5)		DV421	Critical Perspectives on Global Health and Development (0.5)
	DV420	Complex Emergencies (0.5)		DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
	DV423	Global Political Economy of Development (0.5) #		DV453	International Development Consultancy Project (0.5)
	DV424	International Institutions and Late Development (0.5)		DV456	Population, Health and Development: Evidence and Projections (0.5) #
	DV428	Managing Humanitarianism (0.5)		DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV433	The Informal Economy and Development (0.5) (not available 2024/25)		DV473	Health, conflict and crises (0.5)
	DV434	Human Security (0.5) (not available 2024/25)		DV494	Foundations of Applied Econometrics for Economic Development Policy (0.5) #
	DV435	African Political Economy (0.5) (not available 2024/25)	Prerequisite Requirements and Mutually Exclusive Options		
	DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) (not available 2024/25)	# means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of International Development (ie not prefixed with 'DV').		
	DV455	Advocacy, Campaigning and Grassroots Activism (0.5)	Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .		
	DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2024/25)			
	DV462	Forced Migration and Refugees (0.5)			
	DV464	Democracy and Development (0.5)			
	DV465	Labour, Social Services and Development (0.5) (not available 2024/25)			
	DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) (not available 2024/25)			
	DV480	Transforming Society: Revolutions, Evolutions and Colonialism (0.5) #			
	DV483	Information Communication Technologies and Socio-economic Development (0.5)			
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #			
	DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #			
	DV492	Economic Development Policy III: Government Policy Analysis (0.5) #			
	GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)			
	HP404	Global Health Policy: Institutions, Actors and Politics (0.5)			
	HP405	Social Determinants of Health (0.5)			
	HP412	Global Health Security (0.5)			
	HP421	Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)			
	HP435	Global Access to Medicines (0.5)			
	MG483	eHealth: Policy, Strategy and Systems (0.5) #			
	MY405	Research Design for Policy and Programme Evaluation (0.5)			
	MY476	Population Analysis: Methods and Models (0.5) #			

MSc in Health Data Science		
Programme Code: TMHDS		
Department: Health Policy		
For students starting this programme of study in 2024/25 9 month programme. Students take four compulsory half unit courses and options to the value of two unit(s).		
Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.		
Paper	Course number, title (unit value)	
Year 1		
Paper 1	ST445	Managing and Visualising Data (0.5) #
Paper 2	ST411	Generalised Linear Modelling and Survival Analysis (0.5) # or
	ST447	Data Analysis and Statistical Methods (0.5) #
Paper 3	HP426	Applied Health Econometrics (0.5)
Paper 4	HP434	Methods and Data for Health Systems Performance Assessment (0.5)
Paper 5	Courses to the value of 1.0 unit(s) from the	

MSc in Health Data Science

Programme Code: TMHDS

Department: Health Policy

For students starting this programme of study in 2024/25 9 month programme. Students take four compulsory half unit courses and options to the value of two unit(s).

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper **Course number, title (unit value)**

Year 1

Paper 1	ST445	Managing and Visualising Data (0.5) #
Paper 2	ST411	Generalised Linear Modelling and Survival Analysis (0.5) # or
	ST447	Data Analysis and Statistical Methods (0.5) #

Paper 3	HP426	Applied Health Econometrics (0.5)
Paper 4	HP434	Methods and Data for Health Systems Performance Assessment (0.5)

Paper 5 Courses to the value of 1.0 unit(s) from the

following:

ST405	Multivariate Methods (0.5) #
ST416	Multilevel Modelling (0.5) # (not available 2024/25)
ST442	Longitudinal Data Analysis (0.5) #
ST443	Machine Learning and Data Mining (0.5) #
ST446	Distributed Computing for Big Data (0.5) #
ST449	Artificial Intelligence (0.5) #
ST451	Bayesian Machine Learning (0.5) #
ST454	Bayesian Data Analysis (0.5) #
ST455	Reinforcement Learning (0.5) #
ST456	Deep Learning (0.5) #
ST457	Graph Data Analytics and Representation Learning (0.5) #

Paper 6 Courses to the value of 1.0 unit(s) from any available MSc course offered by the Department of Health Policy.

HP course list

HP400	Financing Health Care (0.5)
HP401	Introduction to Health Policy and Politics (0.5)
HP404	Global Health Policy: Institutions, Actors and Politics (0.5)
HP405	Social Determinants of Health (0.5)
HP407	Evidence Review and Synthesis for Decision Making (0.5)
HP412	Global Health Security (0.5)
HP420	Health Economics (0.5)
HP421	Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)
HP422	Health Care Economic Evaluation (0.5)
HP423	Advanced Health Economics (0.5) #
HP424	Pharmaceutical Economics and Policy (0.5)
HP425	Statistical Methods in Health Care Economic Evaluation (0.5) #
HP428	Randomised evaluations of health programmes: from design to implementation (0.5)
HP432	Mental Health Policy (0.5) #
HP433	Health Care Regulation (0.5)
HP435	Global Access to Medicines (0.5)
HP436	Evidence Appraisal for Health Policy Analysis (0.5)
HP437	Health Equity, Climate Change and the Common Good (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in History of International Relations

Programme Code: TMHYIRS

Department: International History

For students starting this programme of study in 2024/25 Full-year programme. Students take courses to the value of three full units (only one of which can be an outside option i.e. a course not listed below) and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Papers 1, 2 & 3 Courses to the value of 3.0 unit(s) from the following:

EH452	Latin American Development and Economic History (0.5) (not available
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	2024/25)
EU475	Europe and the Politics of Secularism (0.5)
EU476	Emotions and Memory in European Politics (0.5)
EU4A3	The Americas and Europe (0.5)
HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY411	European Integration in the Twentieth Century (1.0) # (not available 2024/25)
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0)
HY429	Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY435	Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0)
HY440	The Iranian Revolution (1.0)
HY444	Latin America in the Cold War (1.0)
HY446	Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY463	The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY471	European Empires and Global Conflict, 1935-1948 (1.0)
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)
HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)
HY488	European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)
HY489	China and the External World, 1644-1839 (0.5)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)
HY4B3A	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 1
HY4B3W	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 2 (not available 2024/25)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B7	Asian Borderlands (1.0)

Paper 4	HY4B9	China and the United States Since 1949 (1.0)
	HY4C1	Fighting and Enduring the Great War (1.0)
	Or a HY course from another MSc programme run by the Department of International History (subject to approval by the programme director). Or a related course from another department (outside option) (subject to approval by the programme director).	
	HY499	Dissertation (1.0)
Prerequisite Requirements and Mutually Exclusive Options		
# means there may be prerequisites for this course. Please view the course guide for more information.		
1: HY4B3A can not be taken with HY4B3W		
2: HY4B3W can not be taken with HY4B3A		

MSc in Human Geography and Urban Studies (Research)

Programme Code: TMHUGYRE

Department: Geography and Environment

For students starting this programme of study in 2024/25

Full-year programme. Students are required to be examined in elements from the three parts of the programme as specified below to the value of four units. Precise examination arrangements are listed under each course guide.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	Part I - Research Core	
	GY403	Contemporary Debates in Human Geography (0.5)
Paper 2	Advanced Research Methods course to the value of 1.0 unit chosen from:	
	GY452	Urban Research Methods (0.5)
	MY400	Fundamentals of Social Science Research Design (0.5)
	MY405	Research Design for Policy and Programme Evaluation (0.5)
	MY421A	Qualitative Research Methods (0.5)
	MY421W	Qualitative Research Methods (0.5)
	MY426	Doing Ethnography (0.5) #
	MY428	Qualitative Text and Discourse Analysis (0.5) #
	MY452A	Applied Regression Analysis (0.5) #
	MY452W	Applied Regression Analysis (0.5) #
	MY455	Multivariate Analysis and Measurement (0.5) #
	MY456	Survey Methodology (0.5) #
	MY457	Causal Inference for Observational and Experimental Studies (0.5) #
	MY459	Quantitative Text Analysis (0.5) #
	MY461	Social Network Analysis (0.5)
	MY465	Intermediate Quantitative Analysis (0.5) #
	MY470	Computer Programming (0.5)
	MY472	Data for Data Scientists (0.5)
Paper 3	Part II - Substantive Specialism	
	Courses to the value of 1.5 unit(s) from the following:	
	GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
	GI420	Transnational Feminist Development Agendas (0.5)
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)

GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
GY432	Urban Ethnography (0.5)
GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
GY441	The Politics of Housing (0.5)
GY446	Planning for Sustainable Cities (0.5)
GY447	The Economics of Regional and Urban Planning (0.5) #
GY448	Social and Political Aspects of Planning (0.5)
GY449	Urban Futures (0.5) #
GY459	Urban Theory and Policy in the Global South (0.5)
GY470	Urban Africa (0.5) (not available 2024/25)
GY471	Urban environments and more-than-human cities (0.5) (not available 2024/25)
GY476	Applied Geographical Information Systems (0.5)
GY477	Race and Capitalism in North America (0.5) (not available 2024/25)
GY479	Urban Transformations (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)

Or Another coherent combination of GY and non-GY courses to the value of 1.5 units as approved by the Programme Manager.

Paper 4

Part III

GY487	Dissertation - MSc in Human Geography and Urban Studies (Research) (1.0)
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Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Human Resources and Organisations (Human Resource Management/CIPD)

Programme Code: TMHRORG2

Department: Management

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Career Series	MG4L1	HR and People Management Careers Series (0.0)
Paper 1	MG480	Foundations of Human Resource Management: Theory and Practice (0.5)
Paper 2	MG4C2	Organisational Behaviour (0.5)
Paper 3	MG478	The Management of People in Global Companies (0.5)
Paper 4	MG4A9	Business Strategy, Management and Analytics (0.5)
Paper 5	MG4PA	People Analytics and Technology (0.5)
Paper 6	Courses to the value of 0.5 unit(s) from the following:	
	MG477	The Power of Incentives in Organisations (0.5)
	MG4D5	Leadership in Organisations: Theory and Practice (0.5)
	DV465	Labour, Social Services and Development (0.5) (not available 2024/25)
	LL4H8	Employment Law (0.5)
	LL4H9	Human Rights in the Workplace (0.5)

Paper 7	MG402	Public Management: A Design-Oriented Approach (0.5)
	MG455	Decisions, Biases and Nudges (0.5) #
	MG456	Group & Team Decision-Making Processes (0.5) #
	MG473	Negotiation Analysis (0.5)
	MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
	MG4B7	Leading Organisational Change (0.5)
	MG4D3	The Dark Side of the Organisation (0.5) # (not available 2024/25)
	MG4D4	Cross Cultural Management (0.5) # (not available 2024/25)
	MG4J8	Managing Artificial Intelligence (0.5)
	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
	Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.	
	MG493	Dissertation (1.0)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Human Resources and Organisations (International Employment Relations/CIPD)

Programme Code: TMHRORG4

Department: Management

For students starting this programme of study in 2024/25

[Formerly MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management)]

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number	title (unit value)
Career Series	MG4L1	HR and People Management Careers Series (0.0)
Paper 1	MG4A9	Business Strategy, Management and Analytics (0.5)
Paper 2	MG4D2	International Employment Relations (0.5) #
Paper 3	MG478	The Management of People in Global Companies (0.5)
Paper 4	MG4C2	Organisational Behaviour (0.5)
Paper 5	Courses to the value of 1.0 unit(s) from the following:	
	DV465	Labour, Social Services and Development (0.5) (not available 2024/25)
	EU443	European Models of Capitalism (0.5)
	EU446	The Political Economy of European Monetary Integration (0.5) #
	EU453	The Political Economy of Welfare States and Migration in Europe (0.5)
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
	GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
	GI418	Feminist Economics and Policy: An Introduction (0.5) #
	LL4H8	Employment Law (0.5)
	LL4H9	Human Rights in the Workplace (0.5)
	MG402	Public Management: A Design-Oriented Approach (0.5)
	MG455	Decisions, Biases and Nudges (0.5) #
	MG473	Negotiation Analysis (0.5)

Paper 6	MG475	Organisational Theory and Practice (0.5)
	MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
	MG477	The Power of Incentives in Organisations (0.5)
	MG4B7	Leading Organisational Change (0.5)
	MG4D3	The Dark Side of the Organisation (0.5) # (not available 2024/25)
	MG4D4	Cross Cultural Management (0.5) # (not available 2024/25)
	MG4D5	Leadership in Organisations: Theory and Practice (0.5)
	MG4J8	Managing Artificial Intelligence (0.5)
	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
	MG4PA	People Analytics and Technology (0.5)
	Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.	
	MG493	Dissertation (1.0)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Human Resources and Organisations (Organisational Behaviour)

Programme Code: TMHRORG3

Department: Management

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number	title (unit value)
Career Series	MG4L1	HR and People Management Careers Series (0.0)
Paper 1	MG480	Foundations of Human Resource Management: Theory and Practice (0.5)
Paper 2	MG4C2	Organisational Behaviour (0.5)
Paper 3	MG475	Organisational Theory and Practice (0.5)
Paper 4	Courses to the value of 1.5 unit(s) from the following:	
	LL4H8	Employment Law (0.5)
	LL4H9	Human Rights in the Workplace (0.5)
	MG402	Public Management: A Design-Oriented Approach (0.5)
	MG455	Decisions, Biases and Nudges (0.5) #
	MG456	Group & Team Decision-Making Processes (0.5) #
	MG473	Negotiation Analysis (0.5)
	MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
	MG477	The Power of Incentives in Organisations (0.5)
	MG478	The Management of People in Global Companies (0.5)
	MG4A9	Business Strategy, Management and Analytics (0.5)
	MG4B7	Leading Organisational Change (0.5)
	MG4D3	The Dark Side of the Organisation (0.5) # (not available 2024/25)
	MG4D4	Cross Cultural Management (0.5) # (not available 2024/25)
	MG4D5	Leadership in Organisations: Theory and Practice (0.5)
	MG4J8	Managing Artificial Intelligence (0.5)
	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)

Paper 5	MG4PA	People Analytics and Technology (0.5)
	PB418	Corporate Communications (0.5)
	PB419	Creativity and Innovation (0.5) # (withdrawn 2024/25)
	PB426	Knowledge Processes in Organisations (0.5) (withdrawn 2024/25)
	PB427	Organisational and Social Decision Making (0.5)
	PB433	Theory and Practice of Organisational Development (0.5)
	PB457	Organisational Culture (0.5)
	Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.	
	MG493	Dissertation (1.0)
	Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.		

MSc in Human Rights

Programme Code: TMHURI

Department: Sociology

For students starting this programme of study in 2024/25
Full-year course. Students are required to take one compulsory
course, optional courses to the value of two units, and write a
dissertation as shown.

Please note that places are limited on some optional courses.

**Admission onto any particular course is not guaranteed and may
be subject to timetabling constraints and /or students meeting
specific prerequisite requirements.**

Paper	Course number, title (unit value)	
Paper 1	SO424	Approaches to Human Rights (1.0)
Paper 2	Courses to the value of 1.0 unit from the following:	
	SO457	Political Reconciliation (0.5)
	SO479	Human Rights and Postcolonial Theory (0.5)
	SO490	Contemporary Social Thought (0.5)
	SO4B3	Seeing like an NGO: Human Rights in Practice (0.5) (not available 2024/25)
	SO4B5	The Anticolonial Archive (0.5)
	SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2024/25)
	SO4B7	Lawful Violence (0.5)
	SO4B8	Internationalism and Solidarity (0.5)
	SO4C1	Fascism, Authoritarianism, Populism (0.5)
	SO4C6	Reading Black Thought (0.5)
	SO4C7	Patriarchy and Society (0.5)
	SO4D2	Modern Personhoods and Identitarian Thought (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following (unless taken in Paper 2): A	
	AN436	The Anthropology of Development (0.5)
	DV418	African Development (0.5)
	DV420	Complex Emergencies (0.5)
	DV428	Managing Humanitarianism (0.5)
	DV465	Labour, Social Services and Development (0.5) (not available 2024/25)
	EU457	Culture and Security in Global Politics (0.5)
	EU458	Narrating Migration in a Global Europe (0.5)
	EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	GI407	Globalisation, Gender and Development (1.0) 1 (not available 2024/25)
	GI409	Conceptual Foundations in Gender,

		Development and Globalization (0.5) 2
GI413		Gender, Race and Militarisation (0.5)
GI420		Transnational Feminist Development Agendas (0.5) 3
GI421		Sexuality, Gender and Culture (0.5) #4
GI422		Transnational Sexual Politics (1.0) 5
GI423		Globalisation and Sexuality (0.5) #6 (not available 2024/25)
GI425		Introduction to Gender, Peace and Security (0.5)
GI426		Gender and Human Rights (0.5) #
GV4B7		The Idea of Freedom (0.5) #
GV4D7		Dilemmas of Equality (0.5)
IR464		The Politics of International Human Rights (0.5) (not available 2024/25)
IR465		The International Politics of Culture and Religion (1.0) # (not available 2024/25)
IR466		Genocide (0.5)
LL468		European Human Rights Law (0.5)
LL475		Terrorism and the Rule of Law (0.5)
LL4A6		Climate Change and International Law (0.5)
LL4A8		International Law and the Use of Force (0.5) #
LL4A9		Law in War (0.5) #
LL4AR		International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS		International Criminal Law: Prosecution and Practice (0.5)
LL4AW		Foundations of International Human Rights Law (0.5) #
LL4AX		Selected Topics in International Human Rights Law (0.5)
LL4BA		International Law and the Movement of Persons within States (0.5)
LL4BB		International Law and the Movement of Persons Between States (0.5)
LL4C2		World Poverty and Human Rights (0.5)
LL4E6		International Dispute Resolution: Courts and Tribunals (0.5) #
LL4L6		Theory of Constitutional Rights (0.5)
SO457		Political Reconciliation (0.5)
SO479		Human Rights and Postcolonial Theory (0.5)
SO490		Contemporary Social Thought (0.5)
SO4B3		Seeing like an NGO: Human Rights in Practice (0.5) (not available 2024/25)
SO4B5		The Anticolonial Archive (0.5)
SO4B6		Nature and Technology: More than Human Sociology (0.5) (not available 2024/25)
SO4B7		Lawful Violence (0.5)
SO4B8		Internationalism and Solidarity (0.5)
SO4C1		Fascism, Authoritarianism, Populism (0.5)
SO4C6		Reading Black Thought (0.5)
SO4C7		Patriarchy and Society (0.5)
SO4D2		Modern Personhoods and Identitarian Thought (0.5)
SP418		Global Social Policy and International Organizations (0.5)

Any of the MSc courses offered in any department
or institute at LSE, so long as they are relevant
to the programme of study, and subject to the
approval of both Programme Director and course
teacher.

Paper 4

SO496	MSc in Human Rights Dissertation (1.0)
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	
1: GI407 can not be taken with GI409, GI420	

- 2: GI409 can not be taken with GI420, GI407
- 3: GI420 can not be taken with GI409, GI407
- 4: GI421 can not be taken with GI423, GI422
- 5: GI422 can not be taken with GI421, GI423
- 6: GI423 can not be taken with GI422, GI421

Footnotes

A: Registration for these options depends on availability, regulations and the conditions of the outside department. Some further restrictions apply to Law Department options that are part of the LLM degree. Access is not guaranteed for any option.

MSc in Human Rights and Politics

Programme Code: TMHURIP

Department: Sociology

For students starting this programme of study in 2024/25
Full-year course. Students are required to take one compulsory course, optional courses to the value of two units, and write a dissertation as shown.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO4B1 Contemporary Politics of Human Rights (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following: <div> SO457 Political Reconciliation (0.5)</div> <div> SO479 Human Rights and Postcolonial Theory (0.5)</div> <div> SO490 Contemporary Social Thought (0.5)</div> <div> SO4B3 Seeing like an NGO: Human Rights in Practice (0.5) (not available 2024/25)</div> <div> SO4B5 The Anticolonial Archive (0.5)</div> <div> SO4B6 Nature and Technology: More than Human Sociology (0.5) (not available 2024/25)</div> <div> SO4B7 Lawful Violence (0.5)</div> <div> SO4B8 Internationalism and Solidarity (0.5)</div> <div> SO4C1 Fascism, Authoritarianism, Populism (0.5)</div> <div> SO4C6 Reading Black Thought (0.5)</div> <div> SO4C7 Patriarchy and Society (0.5)</div> <div> SO4D2 Modern Personhoods and Identitarian Thought (0.5)</div>

GI422	Transnational Sexual Politics (1.0) 5
GI423	Globalisation and Sexuality (0.5) #6 (not available 2024/25)
GI425	Introduction to Gender, Peace and Security (0.5)
GI426	Gender and Human Rights (0.5) #
GV4B7	The Idea of Freedom (0.5) #
GV4D7	Dilemmas of Equality (0.5)
IR464	The Politics of International Human Rights (0.5) (not available 2024/25)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2024/25)
IR466	Genocide (0.5)
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
MY423	Interview Methods for Social Science Research (0.5) #
SO457	Political Reconciliation (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)
SO490	Contemporary Social Thought (0.5)
SO4B3	Seeing like an NGO: Human Rights in Practice (0.5) (not available 2024/25)
SO4B5	The Anticolonial Archive (0.5)
SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2024/25)
SO4B7	Lawful Violence (0.5)
SO4B8	Internationalism and Solidarity (0.5)
SO4C1	Fascism, Authoritarianism, Populism (0.5)
SO4C6	Reading Black Thought (0.5)
SO4C7	Patriarchy and Society (0.5)
SO4D2	Modern Personhoods and Identitarian Thought (0.5)
SP418	Global Social Policy and International Organizations (0.5)
SP473	Policing, Security and Globalisation (0.5)
SP477	Crime, Justice & Social Policy (0.5)
SP478	Special Issues in Criminology & Criminal Justice (0.5)

Any of the MSc courses offered in any department or institute at LSE, so long as they are relevant to the programme of study, and subject to the approval of both Programme Director and course teacher.

Paper 4	SO4B2 MSc in Human Rights and Politics Dissertation (1.0)
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Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.
1: GI407 can not be taken with GI409, GI420
2: GI409 can not be taken with GI407, GI420
3: GI420 can not be taken with GI409, GI407
4: GI421 can not be taken with GI422, GI423
5: GI422 can not be taken with GI421, GI423
6: GI423 can not be taken with GI421, GI422

MSc in Inequalities and Social Science

Programme Code: TMINSOCSCI

Department: Sociology

For students starting this programme of study in 2024/25
Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SO488 Social Scientific Analysis of Inequalities (0.5)
Paper 2	For students enrolled on the Atlantic Fellows Social and Economic Equity Programme: SO4A8 Leadership and Social Change (0.5) For all other students, one from: MY421A Qualitative Research Methods (0.5) MY421W Qualitative Research Methods (0.5) MY423 Interview Methods for Social Science Research (0.5) # MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) # MY426 Doing Ethnography (0.5) # MY428 Qualitative Text and Discourse Analysis (0.5) # MY451A Introduction to Quantitative Analysis (0.5) MY451W Introduction to Quantitative Analysis (0.5)
Paper 3	Courses to the value of 2.0 unit(s) from the following: AN456 Anthropology of Economy (1): Production and Exchange (0.5) AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) DV428 Managing Humanitarianism (0.5) DV455 Advocacy, Campaigning and Grassroots Activism (0.5) DV462 Forced Migration and Refugees (0.5) DV465 Labour, Social Services and Development (0.5) (not available 2024/25) EU4A4 The Politics of Inequality and Redistribution (0.5) GI415 Gender and Welfare Regimes: Developments and Change (0.5) GV4D7 Dilemmas of Equality (0.5) GV4L4 Critical Theory and Political Action (0.5) GY404 Inclusive Growth (0.5) # GY413 Regional Development and Policy (0.5) # GY459 Urban Theory and Policy in the Global South (0.5) GY477 Race and Capitalism in North America (0.5) (not available 2024/25) LL4CG Tax Policy and Design (0.5) # LL4CO Taxation of Wealth (0.5) # LL4H8 Employment Law (0.5) MC407 International Media and The Global South (0.5) # MC433 Technology and Justice (0.5) # (not available 2024/25) MG4D2 International Employment Relations (0.5) # SO454 Families and Inequalities (0.5) (not available 2024/25) SO458 Gendering, Identities, Difference (0.5) SO480 Urban Inequalities (0.5) (not available 2024/25) SO481 Class, Politics and Culture (0.5) SO491 Quantitative Social Research Methods (0.5) SO492 Qualitative Social Research Methods (0.5) SO4B5 The Anticolonial Archive (0.5) SO4C2 Racial Capitalism (0.5) (not available 2024/25) SO4C3 Social Mobility, Politics and Meritocracy (0.5) (not available 2024/25) SO4C4 Global Mobilities: International Migration (0.5) SO4C6 Reading Black Thought (0.5) SP477 Crime, Justice & Social Policy (0.5)

Paper 4	SO497 MSc in Inequalities and Social Science Dissertation (1.0)
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in International and Asian History

Programme Code: TMIAHY

Department: International History

For students starting this programme of study in 2024/25
Full-year programme. Students take courses to the value of three full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Year 1	
Paper 1	HY4A4 Dissertation with an Asian focus (1.0)
Paper 2	International History Courses to the value of 1.0 unit(s) from the following: HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) # HY411 European Integration in the Twentieth Century (1.0) # (not available 2024/25) HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0) HY424 The Napoleonic Empire: The Making of Modern Europe (1.0) HY429 Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0) HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0) HY436 Race, Violence and Colonial Rule in Africa (1.0) HY444 Latin America in the Cold War (1.0) HY446 Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0) HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25) HY463 The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0) HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) # HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0) HY471 European Empires and Global Conflict, 1935-1948 (1.0) HY483 Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25) HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0) HY488 European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25) HY491 Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25) HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0) HY4B2 The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)

Paper 3	HY4B3A	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 1				of Nature, Space, and Territory, 19th-21st centuries (1.0)
	HY4B3W	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 2		HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)	
	HY4C1	Fighting and Enduring the Great War (1.0)		HY463	The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)	
	Asian History, Politics and Society			HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #	
	Courses to the value of 1.0 unit(s) from the following:			HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)	
	HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #		HY471	European Empires and Global Conflict, 1935-1948 (1.0)	
	HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)		HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)	
	HY487	Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)		HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)	
	HY489	China and the External World, 1644-1839 (0.5)		HY488	European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)	
	HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)		HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)	
Paper 4	HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)		HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)	
	HY4B7	Asian Borderlands (1.0)		HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)	
	HY4B9	China and the United States Since 1949 (1.0)		HY4B3A	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 3	
	AN420	The Anthropology of Southeast Asia (0.5) (not available 2024/25)		HY4B3W	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 4	
	AN447	China in Comparative Perspective (1.0)		HY4C1	Fighting and Enduring the Great War (1.0)	
	DV432	China in Developmental Perspective (0.5) # (not available 2024/25)		Paper 3 options list		
	EH404	India and the World Economy (0.5)		AN420	The Anthropology of Southeast Asia (0.5) (not available 2024/25)	
	EH409	Chinese Economic History: Culture, Institutions and Economic Growth (0.5) #		AN447	China in Comparative Perspective (1.0)	
	EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)		DV432	China in Developmental Perspective (0.5) # (not available 2024/25)	
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)		EH404	India and the World Economy (0.5)	
Paper 4	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)		EH409	Chinese Economic History: Culture, Institutions and Economic Growth (0.5) #	
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)		EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)	
	Courses to the value of 1.0 unit(s) from the following:			EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)	
	A course from another LSE department (subject to approval by the Masters Programmes Tutor and the Teacher Responsible for the Course)			GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)	
	Or another course from papers 2 or 3:			GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)	
	<i>Paper 2 options list</i>			HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #	
	<i>Paper 3 options list</i>			HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)	
	Paper 2 options list			HY487	Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)	
	HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #		HY489	China and the External World, 1644-1839 (0.5)	
	HY411	European Integration in the Twentieth Century (1.0) # (not available 2024/25)		HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)	
Paper 4	HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)		HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)	
	HY424	The Napoleonic Empire: The Making of Modern Europe (1.0)		HY4B7	Asian Borderlands (1.0)	
	HY429	Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)		HY4B9	China and the United States Since 1949 (1.0)	
	HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)		Prerequisite Requirements and Mutually Exclusive Options		
	HY436	Race, Violence and Colonial Rule in Africa (1.0)		# means there may be prerequisites for this course.		
	HY444	Latin America in the Cold War (1.0)				
	HY446	Geo-Interventions and the Genealogy of the Anthropocene: The Transformation				

Please view the course guide for more information.

1: HY4B3A can not be taken with HY4B3W

2: HY4B3W can not be taken with HY4B3A

3: HY4B3A can not be taken with HY4B3W

4: HY4B3W can not be taken with HY4B3A

MSc in International Development and Humanitarian Emergencies

Programme Code: TMINDEHE

Department: International Development

For students starting this programme of study in 2024/25

Full-year programme. Students take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development," or "Population Studies" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development: This specialism is not available 2024/25.

Population Studies: students must take two courses from DV444, DV456, and MY476 and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "International Development and Humanitarian Emergencies" without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	DV442 Key Issues in Development Studies (0.5)
Paper 2	DV428 Managing Humanitarianism (0.5) and DV466 Humanitarian Consultancy Project (0.5)
	Alternatively, with the approval of the Programme Director, students may be permitted to take the following course instead of DV466:
	DV467 Famine, Data skills and Analysis (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	DV420 Complex Emergencies (0.5)
	DV455 Advocacy, Campaigning and Grassroots Activism (0.5)
Paper 4	DV462 Forced Migration and Refugees (0.5)
	Courses to the value of 0.5 unit(s) from the following:
	AN436 The Anthropology of Development (0.5)
	DV407 Poverty (0.5)
	DV411 Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25)
	DV413 Environmental Problems and Development Interventions (0.5) #
	DV415 Global Environmental Governance (0.5) (not available 2024/25)
	DV418 African Development (0.5)
	DV420 Complex Emergencies (0.5)
	DV421 Critical Perspectives on Global Health and Development (0.5)
	DV423 Global Political Economy of Development (0.5) #
	DV424 International Institutions and Late Development (0.5)
	DV432 China in Developmental Perspective (0.5) # (not available 2024/25)
	DV433 The Informal Economy and Development (0.5) (not available 2024/25)
	DV434 Human Security (0.5) (not available 2024/25)

DV435	African Political Economy (0.5) (not available 2024/25)
DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) (not available 2024/25)
DV455	Advocacy, Campaigning and Grassroots Activism (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2024/25)
DV462	Forced Migration and Refugees (0.5)
DV464	Democracy and Development (0.5)
DV465	Labour, Social Services and Development (0.5) (not available 2024/25)
DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) (not available 2024/25)
DV473	Health, conflict and crises (0.5)
DV477	Rural Livelihoods, Development and Agrarian Transformation (0.5) # (not available 2024/25)
DV480	Transforming Society: Revolutions, Evolutions and Colonialism (0.5) #
DV483	Information Communication Technologies and Socio-economic Development (0.5)
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
DV494	Foundations of Applied Econometrics for Economic Development Policy (0.5) #
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
GI413	Gender, Race and Militarisation (0.5)
GI425	Introduction to Gender, Peace and Security (0.5)
HP412	Global Health Security (0.5)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)
MY423	Interview Methods for Social Science Research (0.5) #
MY476	Population Analysis: Methods and Models (0.5) #
PP449	Comparative Political Economy and Development (0.5)
Other relevant courses with permission of degree programme and course managers.	
Paper 5	DV410 Research Design and Dissertation in International Development (1.0)
	DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Health Policy

Programme Code: TMIHEP

Department: Health Policy

For students starting this programme of study in 2024/25
Full-year programme. Students must take courses to the value of four full units, including a half unit dissertation, as shown.
Please note that places are limited on some optional courses.
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	HP400 Financing Health Care (0.5)
Paper 2	HP401 Introduction to Health Policy and Politics (0.5)
Paper 3	HP433 Health Care Regulation (0.5)
Paper 4	Courses to the value of 0.5 unit(s) from the following:
	HP407 Evidence Review and Synthesis for Decision Making (0.5)
	HP420 Health Economics (0.5)
	HP422 Health Care Economic Evaluation (0.5)
	HP436 Evidence Appraisal for Health Policy Analysis (0.5)
Papers 5, 6 & 7	Courses to the value of 1.5 unit(s) from the following:
	HP402 Measuring Health System Performance (0.5)
	HP404 Global Health Policy: Institutions, Actors and Politics (0.5)
	HP405 Social Determinants of Health (0.5)
	HP407 Evidence Review and Synthesis for Decision Making (0.5)
	HP412 Global Health Security (0.5)
	HP420 Health Economics (0.5)
	HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)
	HP422 Health Care Economic Evaluation (0.5)
	HP423 Advanced Health Economics (0.5) #
	HP424 Pharmaceutical Economics and Policy (0.5)
	HP425 Statistical Methods in Health Care Economic Evaluation (0.5) #
	HP426 Applied Health Econometrics (0.5)
	HP428 Randomised evaluations of health programmes: from design to implementation (0.5)
	HP429 Behavioural Incentive Design in Health and Health Care (0.5) (not available 2024/25)
	HP432 Mental Health Policy (0.5) #
	HP435 Global Access to Medicines (0.5)
	HP436 Evidence Appraisal for Health Policy Analysis (0.5)
	HP437 Health Equity, Climate Change and the Common Good (0.5) #
	Another LSE course subject to the approval of the course tutor.
Paper 8	HP431 Dissertation in Health Policy (0.5)

Prerequisite Requirements and Mutually Exclusive Options
means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Health Policy (i.e. not

prefixed with 'HP').
Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in International Health Policy (Health Economics)

Programme Code: TMIHEPHE

Department: Health Policy

For students starting this programme of study in 2024/25
Full-year programme. Students must take courses to the value of four full units, including a half unit dissertation as shown.
Please note that places are limited on some optional courses.
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	HP422 Health Care Economic Evaluation (0.5)
Paper 2	HP423 Advanced Health Economics (0.5) #
Paper 3	HP426 Applied Health Econometrics (0.5)
Paper 4	One of the following courses:
	HP420 Health Economics (0.5)
	HP424 Pharmaceutical Economics and Policy (0.5)
	HP425 Statistical Methods in Health Care Economic Evaluation (0.5) #
	HP429 Behavioural Incentive Design in Health and Health Care (0.5) (not available 2024/25)
Papers 5, 6 & 7	Courses to the value of 1.5 unit(s) from the following:
	EC426 Public Economics (1.0) #
	HP400 Financing Health Care (0.5)
	HP401 Introduction to Health Policy and Politics (0.5)
	HP402 Measuring Health System Performance (0.5)
	HP404 Global Health Policy: Institutions, Actors and Politics (0.5)
	HP405 Social Determinants of Health (0.5)
	HP407 Evidence Review and Synthesis for Decision Making (0.5)
	HP412 Global Health Security (0.5)
	HP420 Health Economics (0.5) A
	HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)
	HP424 Pharmaceutical Economics and Policy (0.5)
	HP425 Statistical Methods in Health Care Economic Evaluation (0.5) #
	HP428 Randomised evaluations of health programmes: from design to implementation (0.5)
	HP429 Behavioural Incentive Design in Health and Health Care (0.5) (not available 2024/25)
	HP432 Mental Health Policy (0.5) #
	HP433 Health Care Regulation (0.5)
	HP435 Global Access to Medicines (0.5)
	HP436 Evidence Appraisal for Health Policy Analysis (0.5)

Paper 8	HP437	Health Equity, Climate Change and the Common Good (0.5) #
	Another LSE course subject to the approval of the course tutor.	
	HP431	Dissertation in Health Policy (0.5)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	Footnotes	
	A: HP420 is compulsory for students who have no Economics background.	
	It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Health Policy (i.e. not prefixed with 'HP').	
	Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .	

MSc in International Migration and Public Policy

Programme Code: TMIMPP

Department: European Institute

For students starting this programme of study in 2024/25

Students must take courses to the value of three units and a dissertation as shown below, plus SO476 Researching Migration: Research Questions and Research Methods. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Professional development course	EU450	Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:	
	EU494	International Migration and Immigration Management (0.5)
	EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
	SO468	International Migration and Migrant Integration (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	International Migration	
	DV462	Forced Migration and Refugees (0.5)
	EU458	Narrating Migration in a Global Europe (0.5)
	EU464	International Migration: EU Policies and Politics (0.5) #
	EU475	Europe and the Politics of Secularism (0.5)
	EU484	Europe's Role in Global Migration Governance (0.5)

	EU494	International Migration and Immigration Management (0.5)
	EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
	SO468	International Migration and Migrant Integration (0.5)
	SO489	Family and International Migration (0.5) (not available 2024/25)
	SO4C4	Global Mobilities: International Migration (0.5)
	SP410	Migration: Current Research, Critical Approaches (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	Politics and Policy	
	DV465	Labour, Social Services and Development (0.5) (not available 2024/25)
	EU421	Policy-Making in the European Union (0.5) #
	EU457	Culture and Security in Global Politics (0.5)
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU4A5	People and Politics in Europe (0.5)
	EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
	EU4B1	Political Elites, Leadership, and Decision-Making (0.5)
	GV4F4	Policy Advice in Theory and Practice (0.5)
	Law and Justice	
	DV420	Complex Emergencies (0.5)
	DV434	Human Security (0.5) (not available 2024/25)
	EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
	EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	LL4BA	International Law and the Movement of Persons within States (0.5)
	LL4BB	International Law and the Movement of Persons Between States (0.5)
	SO424	Approaches to Human Rights (1.0)
	SO457	Political Reconciliation (0.5)
	SO479	Human Rights and Postcolonial Theory (0.5)
	Society	
	EU478	The Culture of European Politics (0.5)
	EU4A3	The Americas and Europe (0.5)
	GI422	Transnational Sexual Politics (1.0)
	GV498	Multiculturalism (0.5)
	GY403	Contemporary Debates in Human Geography (0.5)
	HY436	Race, Violence and Colonial Rule in Africa (1.0)
	SO454	Families and Inequalities (0.5) (not available 2024/25)
	SO477	Urban Social Theory (0.5)
	SP414	Ethnicity, Race and Social Policy (0.5)
	Political Economy	
	DV435	African Political Economy (0.5) (not available 2024/25)
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU4A4	The Politics of Inequality and Redistribution (0.5)
	EU4A7	Political Economy of the Green Transition in Europe (0.5)

SO4C2 Racial Capitalism (0.5) (not available 2024/25)

Methodology

MY400 Fundamentals of Social Science Research Design (0.5)
 MY421A Qualitative Research Methods (0.5)
 MY421W Qualitative Research Methods (0.5)
 MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #
 MY428 Qualitative Text and Discourse Analysis (0.5) #
 MY451A Introduction to Quantitative Analysis (0.5)
 MY451W Introduction to Quantitative Analysis (0.5)
 MY452A Applied Regression Analysis (0.5) #
 MY452W Applied Regression Analysis (0.5) #
 Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

Paper 4 EU499 Dissertation (1.0) and EU471 Researching Migration: research questions and research methods (0.0)
 Optional EU410 Interdisciplinary Research Methods and Design (0.0)
 EU470 How do we know? An introduction to research design and methods in political economy (0.0)

Paper 2 options list

DV462 Forced Migration and Refugees (0.5)
 EU458 Narrating Migration in a Global Europe (0.5)
 EU464 International Migration: EU Policies and Politics (0.5) #
 EU475 Europe and the Politics of Secularism (0.5)
 EU484 Europe's Role in Global Migration Governance (0.5)
 EU494 International Migration and Immigration Management (0.5)
 EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)
 SO468 International Migration and Migrant Integration (0.5)
 SO489 Family and International Migration (0.5) (not available 2024/25)
 SO4C4 Global Mobilities: International Migration (0.5)
 SP410 Migration: Current Research, Critical Approaches (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper

Course number, title (unit value)

Paper 1 IR470 International Political Economy (0.5)
 Paper 2 Courses to the value of 1.0 unit(s) from the following:
 DV424 International Institutions and Late Development (0.5)
 IR453 Global Business in International Relations (0.5)
 IR454 Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2024/25)
 IR467 Political Economy of Climate Change (0.5)
 IR468 The Political Economy of Trade (0.5)
 IR469 Politics of Money in the World Economy (0.5) #
 IR480 The Politics of Inequality and Development (0.5)
 IR489 Economic Diplomacy (0.5) (not available 2024/25)
 IR491 Globalisation and Development (0.5)
 IR492 The Political Economy of China's Technological Rise (0.5)
 Paper 3 Courses to the value of 1.5 unit(s) from the following (if not taken under paper 2):
 DV424 International Institutions and Late Development (0.5)
 IR453 Global Business in International Relations (0.5)
 IR454 Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2024/25)
 IR467 Political Economy of Climate Change (0.5)
 IR468 The Political Economy of Trade (0.5)
 IR469 Politics of Money in the World Economy (0.5) #
 IR480 The Politics of Inequality and Development (0.5)
 IR489 Economic Diplomacy (0.5) (not available 2024/25)
 IR491 Globalisation and Development (0.5)
 IR492 The Political Economy of China's Technological Rise (0.5)
 MY4IR Research Design for International Relations (0.5)
 Or courses from another programme, approved by the Programme Director.
 Paper 4 IR485 Dissertation in International Political Economy (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Political Economy

Programme Code: TMIPER

Department: International Relations

For students starting this programme of study in 2024/25
 Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 full units and a dissertation as

MSc in International Political Economy (Research)

Programme Code: TMIPERE

Department: International Relations

For students starting this programme of study in 2024/25
 Full-year programme. Students must take two compulsory half unit courses, optional courses to the value of two units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	IR470 International Political Economy (0.5)
Paper 2	MY4IR Research Design for International Relations (0.5)
	and one 0.5 unit course from:
	MY421A Qualitative Research Methods (0.5)
	MY421W Qualitative Research Methods (0.5)
	MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #
	MY428 Qualitative Text and Discourse Analysis (0.5) #
	MY451A Introduction to Quantitative Analysis (0.5)
	MY451W Introduction to Quantitative Analysis (0.5)
	MY452A Applied Regression Analysis (0.5) #
	MY452W Applied Regression Analysis (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	IR453 Global Business in International Relations (0.5)
	IR454 Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2024/25)
	IR467 Political Economy of Climate Change (0.5)
	IR468 The Political Economy of Trade (0.5)
	IR469 Politics of Money in the World Economy (0.5) #
	IR480 The Politics of Inequality and Development (0.5)
	IR489 Economic Diplomacy (0.5) (not available 2024/25)
	IR491 Globalisation and Development (0.5)
	IR492 The Political Economy of China's Technological Rise (0.5)
	One 0.5 unit course from another programme approved by the Programme Director.
Paper 4	IR485 Dissertation in International Political Economy (1.0)
	Prerequisite Requirements and Mutually Exclusive Options
	# means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Relations

Programme Code: TMIR

Department: International Relations

For students starting this programme of study in 2024/25 Full-year programme. Students must take optional courses to the value of three full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 1.0 unit(s) from the following:
	IR4A1 International Relations: Core Theories and Debates (0.5)
	IR4A2 International Relations: Global Applications (0.5)
	IR4A3 International Relations: Critical Perspectives (0.5)
	MY4IR Research Design for International Relations (0.5)

	IR students should take IR4A1 plus one of either IR4A2, IR4A3, and MY4IR from Paper 1. IR4A1 is assumed knowledge in all other IR courses. Provided students can demonstrate excellent knowledge of IR theory, exemptions to IR4A1 may be granted by Programme Director.
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	HP412 Global Health Security (0.5)
	IR411 Foreign Policy Analysis III (1.0) #
	IR412 International Institutions (1.0)
	IR416 The EU in the World (1.0) #
	IR419 International Relations of the Middle East (1.0) #
	IR434 European Defence and Security (0.5)
	IR445 Global Politics of China (1.0) (not available 2024/25)
	IR448 American Grand Strategy (0.5)
	IR452 Empire and Conflict in World Politics (0.5)
	IR462 Theory of International Society (0.5) #
	IR464 The Politics of International Human Rights (0.5) (not available 2024/25)
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2024/25)
	IR466 Genocide (0.5)
	IR471 Critical International Law (0.5)
	IR472 Diplomacy in the 21st Century (0.5) (not available 2024/25)
	IR473 China and the Global South (0.5)
	IR475 Race and Gender in International Relations (0.5)
	IR476 Gender, Sexuality, Race and the Politics of Violence (0.5)
	IR477 The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR478 Critical War Studies (0.5)
	IR479 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	IR488 International Politics of Southeast Asia (0.5)
	IR490 The Strategy of Conflict in International Relations (0.5)
	IR492 The Political Economy of China's Technological Rise (0.5)
	IR493 Global Governance of Technological Risks (0.5)
	IR494 Conflict and Peacebuilding (0.5) #
	IR495 The Politics of Displacement and Refuge (0.5)
	IR4B1 Islam in World Politics (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from Paper 1, Paper 2 or a course from another programme approved by the Programme Director
	<i>Paper 1 options list</i>
	<i>Paper 2 options list</i>
Paper 4	IR499 Dissertation in International Relations (1.0)
	Paper 1 options list
	IR4A1 International Relations: Core Theories and Debates (0.5)
	IR4A2 International Relations: Global Applications (0.5)
	IR4A3 International Relations: Critical Perspectives (0.5)
	MY4IR Research Design for International Relations (0.5)
	Paper 2 options list
	HP412 Global Health Security (0.5)
	IR411 Foreign Policy Analysis III (1.0) #
	IR412 International Institutions (1.0)
	IR416 The EU in the World (1.0) #

IR419	International Relations of the Middle East (1.0) #
IR429	Economic Diplomacy (1.0) (not available 2024/25)
IR434	European Defence and Security (0.5)
IR445	Global Politics of China (1.0) (not available 2024/25)
IR448	American Grand Strategy (0.5)
IR452	Empire and Conflict in World Politics (0.5)
IR462	Theory of International Society (0.5) #
IR464	The Politics of International Human Rights (0.5) (not available 2024/25)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2024/25)
IR466	Genocide (0.5)
IR471	Critical International Law (0.5)
IR472	Diplomacy in the 21st Century (0.5) (not available 2024/25)
IR473	China and the Global South (0.5)
IR475	Race and Gender in International Relations (0.5)
IR476	Gender, Sexuality, Race and the Politics of Violence (0.5)
IR477	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR478	Critical War Studies (0.5)
IR479	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR488	International Politics of Southeast Asia (0.5)
IR490	The Strategy of Conflict in International Relations (0.5)
IR492	The Political Economy of China's Technological Rise (0.5)
IR493	Global Governance of Technological Risks (0.5)
IR494	Conflict and Peacebuilding (0.5) #
IR495	The Politics of Displacement and Refuge (0.5)
IR4B1	Islam in World Politics (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Paper 3

Paper 4

MY421A	Qualitative Research Methods (0.5)
MY421W	Qualitative Research Methods (0.5)
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #

Courses to the value of 1.5 unit(s) from the following:

Paper 1 options list

Department of IR options list

IR499	Dissertation in International Relations (1.0)
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Paper 1 options list

IR4A1	International Relations: Core Theories and Debates (0.5)
IR4A2	International Relations: Global Applications (0.5)
IR4A3	International Relations: Critical Perspectives (0.5)

Department of IR options list

IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR416	The EU in the World (1.0) #
IR419	International Relations of the Middle East (1.0) #
IR434	European Defence and Security (0.5)
IR445	Global Politics of China (1.0) (not available 2024/25)
IR448	American Grand Strategy (0.5)
IR452	Empire and Conflict in World Politics (0.5)
IR462	Theory of International Society (0.5) #
IR464	The Politics of International Human Rights (0.5) (not available 2024/25)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2024/25)
IR466	Genocide (0.5)
IR471	Critical International Law (0.5)
IR472	Diplomacy in the 21st Century (0.5) (not available 2024/25)
IR473	China and the Global South (0.5)
IR475	Race and Gender in International Relations (0.5)
IR476	Gender, Sexuality, Race and the Politics of Violence (0.5)
IR477	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR478	Critical War Studies (0.5)
IR479	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR488	International Politics of Southeast Asia (0.5)
IR490	The Strategy of Conflict in International Relations (0.5)
IR492	The Political Economy of China's Technological Rise (0.5)
IR493	Global Governance of Technological Risks (0.5)
IR494	Conflict and Peacebuilding (0.5) #
IR495	The Politics of Displacement and Refuge (0.5)
IR4B1	Islam in World Politics (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Relations (Research)

Programme Code: TMIRRE

Department: International Relations

For students starting this programme of study in 2024/25 Full-year programme. Students must take one compulsory half unit course, optional courses to the value of 2.5 unit(s) and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Paper 1	Courses to the value of 0.5 unit(s) from the following:
	IR4A1 International Relations: Core Theories and Debates (0.5)
	IR4A2 International Relations: Global Applications (0.5)
	IR4A3 International Relations: Critical Perspectives (0.5)
Paper 2	MY4IR Research Design for International Relations (0.5)
	and one 0.5 unit course from:

MSc in International Social and Public Policy

Programme Code: TMISPP

Department: Social Policy

For students starting this programme of study in 2024/25 Full-year programme. Students must take two compulsory courses, options to the value of 2.0 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) and SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:
	PP4X6 Welfare Analysis and Measurement (1.0) (not available 2024/25)
	SP403 Academic & Professional Skills Development for Social Policy (0.0) #
	SP410 Migration: Current Research, Critical Approaches (0.5)
	SP411 Social Policy and Development (0.5)
	SP412 Non-Governmental Organisations, Social Policy and Development (0.5) #
	SP414 Ethnicity, Race and Social Policy (0.5)
	SP415 Urbanisation and Social Policy in the Global Souths (0.5) #
	SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) #
	SP418 Global Social Policy and International Organizations (0.5)
	SP419 Social Movements, Activism, and Social Policy (0.5)
	SP420 Understanding Policy Research (Advanced) (0.5) #
	SP430 Social Security Policies (0.5)
	SP432 Education Policy, Reform and Financing (0.5)
	SP434 Behavioural Public Policy (0.5)
	SP441 Politics of Social Policy (0.5)
	SP442 The Future of Work and Social Policy (0.5)
	SP443 Social Policy of Climate Change (0.5)
	SP444 Educational Inequality in the Global South (0.5)
	SP471 Issues in Contemporary Policing (0.5) # (not available 2024/25)
	SP473 Policing, Security and Globalisation (0.5)
	SP475 Riots, Disorder and Urban Violence (0.5) # (not available 2024/25)
	SP476 Punishment and Penal Policy (0.5) #
	SP477 Crime, Justice & Social Policy (0.5)
	Relevant outside options subject to agreement by the Programme Director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Social and Public Policy (Development)

Programme Code: TMISPPD

Department: Social Policy

For students starting this programme of study in 2024/25 Full-year programme. Students must take three compulsory

courses, options to the value of 1.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) and SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP411 Social Policy and Development (0.5) And courses to the value of 1.5 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) (not available 2024/25) SP403 Academic & Professional Skills Development for Social Policy (0.0) # SP410 Migration: Current Research, Critical Approaches (0.5) SP412 Non-Governmental Organisations, Social Policy and Development (0.5) # SP414 Ethnicity, Race and Social Policy (0.5) SP415 Urbanisation and Social Policy in the Global Souths (0.5) # SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # SP418 Global Social Policy and International Organizations (0.5) SP419 Social Movements, Activism, and Social Policy (0.5) SP420 Understanding Policy Research (Advanced) (0.5) # SP430 Social Security Policies (0.5) SP432 Education Policy, Reform and Financing (0.5) SP434 Behavioural Public Policy (0.5) SP441 Politics of Social Policy (0.5) SP442 The Future of Work and Social Policy (0.5) SP443 Social Policy of Climate Change (0.5) SP444 Educational Inequality in the Global South (0.5) SP471 Issues in Contemporary Policing (0.5) # (not available 2024/25) SP473 Policing, Security and Globalisation (0.5) SP475 Riots, Disorder and Urban Violence (0.5) # (not available 2024/25) SP476 Punishment and Penal Policy (0.5) # SP477 Crime, Justice & Social Policy (0.5) Relevant outside options subject to agreement by the programme director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Social and Public Policy (Education)

Programme Code: TMISPPE

Department: Social Policy

For students starting this programme of study in 2024/25 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting

specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) <i>and</i> SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP432 Education Policy, Reform and Financing (0.5) And courses to the value of 1.5 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) (not available 2024/25) SP403 Academic & Professional Skills Development for Social Policy (0.0) # SP410 Migration: Current Research, Critical Approaches (0.5) SP411 Social Policy and Development (0.5) SP412 Non-Governmental Organisations, Social Policy and Development (0.5) # SP414 Ethnicity, Race and Social Policy (0.5) SP415 Urbanisation and Social Policy in the Global Souths (0.5) # SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # SP418 Global Social Policy and International Organizations (0.5) SP419 Social Movements, Activism, and Social Policy (0.5) SP420 Understanding Policy Research (Advanced) (0.5) # SP430 Social Security Policies (0.5) SP434 Behavioural Public Policy (0.5) SP441 Politics of Social Policy (0.5) SP443 Social Policy of Climate Change (0.5) SP444 Educational Inequality in the Global South (0.5) SP471 Issues in Contemporary Policing (0.5) # (not available 2024/25) SP473 Policing, Security and Globalisation (0.5) SP475 Riots, Disorder and Urban Violence (0.5) # (not available 2024/25) SP476 Punishment and Penal Policy (0.5) # SP477 Crime, Justice & Social Policy (0.5) Relevant outside options subject to agreement by the programme director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0) Prerequisite Requirements and Mutually Exclusive Options # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Social and Public Policy (Migration)**Programme Code:** TMISPPM**Department:** Social Policy

For students starting this programme of study in 2024/25 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) <i>and</i> SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP410 Migration: Current Research, Critical Approaches (0.5)

And courses to the value of 1.5 unit(s) from the following:

PP4X6	Welfare Analysis and Measurement (1.0) (not available 2024/25)
SP403	Academic & Professional Skills Development for Social Policy (0.0) #
SP411	Social Policy and Development (0.5)
SP412	Non-Governmental Organisations, Social Policy and Development (0.5) #
SP414	Ethnicity, Race and Social Policy (0.5)
SP415	Urbanisation and Social Policy in the Global Souths (0.5) #
SP417	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) #
SP418	Global Social Policy and International Organizations (0.5)
SP419	Social Movements, Activism, and Social Policy (0.5)
SP420	Understanding Policy Research (Advanced) (0.5) #
SP430	Social Security Policies (0.5)
SP432	Education Policy, Reform and Financing (0.5)
SP434	Behavioural Public Policy (0.5)
SP441	Politics of Social Policy (0.5)
SP442	The Future of Work and Social Policy (0.5)
SP443	Social Policy of Climate Change (0.5)
SP444	Educational Inequality in the Global South (0.5)
SP471	Issues in Contemporary Policing (0.5) # (not available 2024/25)
SP473	Policing, Security and Globalisation (0.5)
SP475	Riots, Disorder and Urban Violence (0.5) # (not available 2024/25)
SP476	Punishment and Penal Policy (0.5) #
SP477	Crime, Justice & Social Policy (0.5)
Relevant outside options subject to agreement by the programme director.	
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Social and Public Policy (Non-Governmental Organisations)**Programme Code:** TMISPPN**Department:** Social Policy

For students starting this programme of study in 2024/25 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) <i>and</i> SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP412 Non-Governmental Organisations, Social Policy and Development (0.5) #
And courses to the value of 1.5 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) (not available 2024/25) SP403 Academic & Professional Skills	

	Development for Social Policy (0.0) #
SP410	Migration: Current Research, Critical Approaches (0.5)
SP411	Social Policy and Development (0.5)
SP414	Ethnicity, Race and Social Policy (0.5)
SP415	Urbanisation and Social Policy in the Global Souths (0.5) #
SP417	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) #
SP418	Global Social Policy and International Organizations (0.5)
SP419	Social Movements, Activism, and Social Policy (0.5)
SP420	Understanding Policy Research (Advanced) (0.5) #
SP430	Social Security Policies (0.5)
SP432	Education Policy, Reform and Financing (0.5)
SP434	Behavioural Public Policy (0.5)
SP441	Politics of Social Policy (0.5)
SP442	The Future of Work and Social Policy (0.5)
SP443	Social Policy of Climate Change (0.5)
SP444	Educational Inequality in the Global South (0.5)
SP471	Issues in Contemporary Policing (0.5) # (not available 2024/25)
SP473	Policing, Security and Globalisation (0.5)
SP475	Riots, Disorder and Urban Violence (0.5) # (not available 2024/25)
SP476	Punishment and Penal Policy (0.5) #
SP477	Crime, Justice & Social Policy (0.5)
	Relevant outside options subject to agreement by the programme director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0)
	Prerequisite Requirements and Mutually Exclusive Options
	# means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Social and Public Policy (Research)

Programme Code: TMISPPRE

Department: Social Policy

For students starting this programme of study in 2024/25

Full-year programme. Students must take two compulsory units, options to the value of 1.0 unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	SP401 Understanding Policy Research (0.5) # and SP420 Understanding Policy Research (Advanced) (0.5) #
Paper 2	One 0.5 unit course from: MY451A Introduction to Quantitative Analysis (0.5) 1 MY451W Introduction to Quantitative Analysis (0.5) 2 MY452A Applied Regression Analysis (0.5) #3 MY452W Applied Regression Analysis (0.5) #4 MY455 Multivariate Analysis and Measurement (0.5) # MY457 Causal Inference for Observational and Experimental Studies (0.5) #
	And one 0.5 unit course from: MY421A Qualitative Research Methods (0.5) 5

	MY421W Qualitative Research Methods (0.5) 6
	MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #
	MY426 Doing Ethnography (0.5) #
	MY428 Qualitative Text and Discourse Analysis (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) (not available 2024/25) SP400 International Social and Public Policy (0.5) SP403 Academic & Professional Skills Development for Social Policy (0.0) # SP410 Migration: Current Research, Critical Approaches (0.5) SP411 Social Policy and Development (0.5) SP412 Non-Governmental Organisations, Social Policy and Development (0.5) # SP414 Ethnicity, Race and Social Policy (0.5) SP415 Urbanisation and Social Policy in the Global Souths (0.5) # SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # SP418 Global Social Policy and International Organizations (0.5) SP419 Social Movements, Activism, and Social Policy (0.5) SP430 Social Security Policies (0.5) SP432 Education Policy, Reform and Financing (0.5) SP434 Behavioural Public Policy (0.5) SP441 Politics of Social Policy (0.5) SP442 The Future of Work and Social Policy (0.5) SP443 Social Policy of Climate Change (0.5) SP444 Educational Inequality in the Global South (0.5) SP471 Issues in Contemporary Policing (0.5) # (not available 2024/25) SP473 Policing, Security and Globalisation (0.5) SP475 Riots, Disorder and Urban Violence (0.5) # (not available 2024/25) SP476 Punishment and Penal Policy (0.5) # SP477 Crime, Justice & Social Policy (0.5) Relevant outside options subject to agreement by the programme director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: MY451A can not be taken with MY451W

2: MY451W can not be taken with MY451A

3: MY452A can not be taken with MY452W

4: MY452W can not be taken with MY452A

5: MY421A can not be taken with MY421W

6: MY421W can not be taken with MY421A

LLM (extended part-time)

Programme Code: TMLL2EPT

Department: Law School

For students starting this programme of study in 2024/25

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Master's Programmes on the online Calendar apply to the LLM programme except in the event of inconsistency when these regulations for the LLM take priority.

In order to obtain the degree, students must complete courses

(see Courses list below) to the value of four full units, which will normally comprise eight half unit courses. One of these eight half units will be the compulsory half unit Legal Research Skills course, which will be assessed by a 10,000 word dissertation. This stand-alone dissertation will provide the element of extended writing for all LLM students. Students will be required to sign a statement on plagiarism when submitting this dissertation.

Students can complete the LLM course requirements in either one full-year programme, or as a part-time student in two years, or by extended part-time study within a maximum of six years. Courses should be chosen from the list below. Subject to availability and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below to the total equivalent of one half unit. Exceptionally, and subject to the same conditions courses to the total value of one full unit may be selected to replace two courses from the list below.

Part-time students must satisfy the same requirements as those applicable to full-time students. Part-time students must take courses to the value of two units in their first year and courses to the value of two units in their second year.

Extended part-time students must satisfy the same requirements as those applicable to full-time students. Students must take courses to the value of one unit in the first year and successfully complete this. Students who successfully complete four units within a period of six years will satisfy the requirements for the degree.

Assessment

Students will be examined in courses to the total value of four full units. Students are required to take a minimum of two full units which are assessed by exam, unless exceptional circumstances apply and an exemption from this regulation is approved by the Programme Director of the LLM.

An oral examination may be held if the examiners so determine. For courses assessed by exam (which will be the norm on the LLM apart from the Legal Research Skills course), the exam will normally be held in January, May or June. Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus. No materials may be brought into the exam room except in accordance with the regulations for the particular course.

Degree certificate

Students who successfully complete the LLM programme may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean you will need to be registered for either:

1. LLM courses to the value of at least 2 units (4 half unit courses) within the nominated specialism; or
2. LLM courses to the value of at least 1.5 units (3 half unit courses) within the nominated specialism plus an LL4F9 dissertation topic within the area of the specialism (as agreed by your dissertation supervisor).

The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Compulsory course for all LLM students
	LL4F9 Legal Research and Writing Skills (0.5)
Papers 2, 3 & 4	Climate Change, Environment and Energy Law
	LL4A6 Climate Change and International Law (0.5)
	LL4AT Regulation: Strategies and Enforcement (0.5)
	LL4AV Global Economic Governance (0.5)
	LL4BV Transnational Environmental Law (0.5)
	LL4CS Law and Economics of Network Industries (0.5) (not available 2024/25)

LL4GD	International Energy Law (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)

Competition and Innovation

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AV	Global Economic Governance (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4B1	International Trade Law (0.5) #
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S1	Cyberlaw (0.5)
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)

Corporate and Commercial Law

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AH	Corporate Governance (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5) (not available 2024/25)
LL4AK	Principles of Corporate Insolvency Law (0.5) (not available 2024/25)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4CC	Commercial Remedies (0.5)
LL4CF	UK Corporate Law (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4E7	International Investment Law and Arbitration (0.5)
LL4F2	The Law and Practice of International Finance (0.5) (not available 2024/25)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4G8	Law of Corporate Finance (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) # (not available

	2024/25)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2024/25)
LL4K9	European Capital Markets Law (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Z1	Business Taxation: Principles and Practice (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)

Criminal Law and Justice

LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CE	Security and Criminal Law (0.5)
LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)

Dispute Resolution

LL4A8	International Law and the Use of Force (0.5) #
LL4AL	International Business Transactions: Commercial Litigation (0.5)
LL4AV	Global Economic Governance (0.5)
LL4B1	International Trade Law (0.5) #
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4E7	International Investment Law and Arbitration (0.5)
LL4GD	International Energy Law (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)

European, Comparative and Transnational Law

LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5) (not available 2024/25)
LL4AK	Principles of Corporate Insolvency Law (0.5) (not available 2024/25)
LL4AL	International Business Transactions: Commercial Litigation (0.5)
LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4F3	Mergers, Acquisitions and

	Restructurings in Europe (0.5)
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
LL4K9	European Capital Markets Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)

Financial Law and Regulation

LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BF	International Financial Regulation (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4F2	The Law and Practice of International Finance (0.5) (not available 2024/25)
LL4G8	Law of Corporate Finance (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2024/25)
LL4K9	European Capital Markets Law (0.5)
LL4Z9	Banking Law (0.5) (not available 2024/25)

Human Rights Law

LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) #
LL4AD	Rethinking International Law (0.5) #
LL4AQ	Constitutional Theory (0.5)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AW	Foundations of International Human Rights Law (0.5) #
LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4C2	World Poverty and Human Rights (0.5)

LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GD	International Energy Law (0.5)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
LL4K4	The International Law of Self-Determination (0.5)
LL4L6	Theory of Constitutional Rights (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)
Intellectual Property Law	
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5)
LL4BT	Cultural Property and Heritage Law (0.5)
LL4BU	Art Law (0.5)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S1	Cyberlaw (0.5)
LL4S5	Regulation of Digital Creativity and Investment (0.5)
International Business Law	
LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AH	Corporate Governance (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5) (not available 2024/25)
LL4AK	Principles of Corporate Insolvency Law (0.5) (not available 2024/25)
LL4AL	International Business Transactions: Commercial Litigation (0.5)
LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5)
LL4AV	Global Economic Governance (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4B1	International Trade Law (0.5) #
LL4BF	International Financial Regulation (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4CC	Commercial Remedies (0.5)

LL4CP	Tax Avoidance (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4E7	International Investment Law and Arbitration (0.5)
LL4F2	The Law and Practice of International Finance (0.5) (not available 2024/25)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2024/25)
LL4GD	International Energy Law (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2024/25)
LL4K9	European Capital Markets Law (0.5)
LL4S2	E-Commerce Law (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)
IT and Data Law	
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S1	Cyberlaw (0.5)
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4S5	Regulation of Digital Creativity and Investment (0.5)
Law, Politics and Social Change	
LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4AD	Rethinking International Law (0.5) #
LL4AE	The Politics of International Law (0.5)
LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4C2	World Poverty and Human Rights (0.5)
LL4CE	Security and Criminal Law (0.5)
LL4CL	Explaining Punishment: Philosophy,

	Political Economy, Sociology (0.5)
LL4EA	Race, Class, and Law (0.5)
LL4EB	Key Issues in Medical Law and Ethics (0.5)
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GB	Law and Critical Theory (0.5)
LL4GC	Global Commodities: the Foundations of International Law (0.5)
LL4GD	International Energy Law (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)
Public International Law	
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) #
LL4AD	Rethinking International Law (0.5) #
LL4AE	The Politics of International Law (0.5)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AV	Global Economic Governance (0.5)
LL4AW	Foundations of International Human Rights Law (0.5) #
LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4B1	International Trade Law (0.5) #
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BT	Cultural Property and Heritage Law (0.5)
LL4BV	Transnational Environmental Law (0.5)
LL4C2	World Poverty and Human Rights (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4E7	International Investment Law and Arbitration (0.5)
LL4GC	Global Commodities: the Foundations of International Law (0.5)
LL4GD	International Energy Law (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4K4	The International Law of Self-Determination (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
Public Law	
LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4AQ	Constitutional Theory (0.5)
LL4AT	Regulation: Strategies and Enforcement

	(0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4L6	Theory of Constitutional Rights (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)

Taxation Law

LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4CG	Tax Policy and Design (0.5) #
LL4CO	Taxation of Wealth (0.5) #
LL4CP	Tax Avoidance (0.5)
LL4Z1	Business Taxation: Principles and Practice (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. This programme, its constituent courses and lectures qualify as Continuing Professional Development (CPD) and are accredited by the Law Society and Bar Council. Further information is available from the Department of Law.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

LLM (full-time)

Programme Code: TMLL2

Department: Law School

For students starting this programme of study in 2024/25 The general regulations for MA and MSc Degrees and the Code of Practice for Taught Master's Programmes on the online Calendar apply to the LLM programme except in the event of inconsistency when these regulations for the LLM take priority.

In order to obtain the degree, students must complete courses (see Courses list below) to the value of four full units, which will normally comprise eight half unit courses. One of these eight half units will be the compulsory half unit Legal Research and Writing Skills course (LL4F9), which will be assessed by a 10,000 word independent research dissertation. This stand-alone dissertation will provide the element of extended writing for all LLM students. Students will be required to sign a statement on LSE's Code of

Practice <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/CodeOfGoodPractice-UGDIPPG.pdf> when submitting when submitting this dissertation.

Students can complete the LLM course requirements in either one year full-time programme ('Full-time'), or as a part-time student in two years ('Part-time'), or by extended part-time study within a maximum of six years ('Extended Part-time'). Please note there are separate regulations for the Extended Part-time programme; students undertaking the LLM in this mode should consult the relevant regulations which can be viewed on the online Calendar. These regulations apply to the Full-time and Part-time LLM programmes only.

Courses should be chosen from the list below. Subject to availability, and to any applicable pre-requisites, students can choose to take up to two half units, or one full unit, from other Master's programmes in the School in place of courses offered by the Law School. The LLM Handbook should be consulted for important advice about course choices and taking courses outside the Law School. and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below to the total equivalent of one half unit. Exceptionally, and subject to the same conditions courses to the total value of one full unit may be selected to replace two courses from the list below.

Part-time students must satisfy the same requirements as those applicable to Full-time students. Part-time students must take courses to the value of two units in their first year and courses to the value of two units in their second year. The compulsory LL4F9 course must be completed in the final year of study.

Assessment

Students will be assessed in courses to the total value of four full units. Students are required to take a minimum of two full units which are assessed by exam. An oral examination may be held if the examiners so determine.

The majority of LLM courses are assessed by exam and these will normally run in the School exam period in May and June. A re-sit assessment period for LLM courses will run in January. The format of assessments will be advised by Course Convenors, and School Exam Procedures will apply.

Further guidance on the LLM programme including information on course selection, assessment and details of applicable School regulations and procedures can be found in the LLM Student Handbook, which is made available to students at the beginning of their programme and online.

Degree certificate

Students who successfully complete the LLM programme may elect to have one of the following specialism titles attached to their degree certificate, if they have followed a course of study reflecting that specialism. If no such election is made, the LLM degree certificate will state 'LLM' without further specification. The following criteria will normally be applied to determine if a student has followed a course of study reflecting a specialism:

1 LLM courses to the value of at least 2 units (4 half unit courses) within the nominated specialism, according to lists of courses and specialisms published for the year of their programme (or for the final year of their programme for Part-time students); or
2 LLM courses to the value of at least 1.5 units (3 half unit courses) within the nominated specialism, according to lists of courses and specialisms published for the year of their programme (or for the final year of their programme for Part-time students), plus an LL4F9 dissertation topic within the area of the specialism (subject to confirmation by the student's dissertation supervisor). The lists of courses by specialism are set out below.

Please note that places are limited on all LLM courses except the compulsory LL4F9 (Legal Research and Writing Skills) course. LLM courses are provided on a controlled access <https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses-basis> and therefore admission onto any particular course except LL4F9 is not guaranteed.

Paper **Course number, title (unit value)**

Paper 1

Compulsory course for all LLM students

LL4F9 Legal Research and Writing Skills (0.5)

Papers 2, 3 & 4

Climate Change, Environment and Energy Law

LL4A6 Climate Change and International Law (0.5)

LL4AT Regulation: Strategies and Enforcement (0.5)

LL4AV Global Economic Governance (0.5)

LL4BV Transnational Environmental Law (0.5)

LL4CS Law and Economics of Network Industries (0.5) (not available 2024/25)

LL4GD International Energy Law (0.5)

LL4GK Tackling Climate Change: Legal Strategies (0.5)

Competition and Innovation

LL4AF Principles of Global Competition Law (0.5)

LL4AG Competition Law, Technology and Intellectual Property (0.5) #

LL4AV Global Economic Governance (0.5)

LL4AY International Tax Systems: A Global Perspective (0.5)

LL4B1 International Trade Law (0.5) #

LL4BM The Legal Protection of Inventions (0.5) (not available 2024/25)

LL4BP Current Issues in Intellectual and Cultural Property Law (0.5)

LL4BQ Trade Mark Law (0.5)

LL4CS Law and Economics of Network Industries (0.5) (not available 2024/25)

LL4GE Advanced Digital Platform Regulation (0.5)

LL4GG Sports: Law and Governance (0.5)

LL4GH The European Market (0.5)

LL4GK Tackling Climate Change: Legal Strategies (0.5)

LL4N6 Principles of Copyright Law (0.5)

LL4S1 Cyberlaw (0.5)

LL4S2 E-Commerce Law (0.5)

LL4S4 Digital Rights, Privacy and Security (0.5)

LL4Z2 Resolving International Tax Disputes: A Global Perspective (0.5)

LL4Z5 State Aid and Subsidies Regulation (0.5) (not available 2024/25)

Corporate and Commercial Law

LL4AF Principles of Global Competition Law (0.5)

LL4AG Competition Law, Technology and Intellectual Property (0.5) #

LL4AH Corporate Governance (0.5) #

LL4AJ Corporate Rescue and Reorganisation (0.5) (not available 2024/25)

LL4AK Principles of Corporate Insolvency Law (0.5) (not available 2024/25)

LL4AT Regulation: Strategies and Enforcement (0.5)

LL4BK Corporate Crime (0.5)

LL4BL Financial Crime (0.5)

LL4BM The Legal Protection of Inventions (0.5) (not available 2024/25)

LL4C5 International Commercial Arbitration (0.5)

LL4C6 Advanced Issues in International Arbitration (0.5) #

LL4CC Commercial Remedies (0.5)

LL4CF UK Corporate Law (0.5)

LL4CP Tax Avoidance (0.5)

LL4CQ Legal Aspects of Private Equity and Venture Capital (0.5)

LL4E7 International Investment Law and Arbitration (0.5)

LL4F2 The Law and Practice of International

LL4F3	Finance (0.5) (not available 2024/25) Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4G8	Law of Corporate Finance (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2024/25)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2024/25)
LL4K9	European Capital Markets Law (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Z1	Business Taxation: Principles and Practice (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)

Criminal Law and Justice

LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CE	Security and Criminal Law (0.5)
LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)

Dispute Resolution

LL4A8	International Law and the Use of Force (0.5) #
LL4AL	International Business Transactions: Commercial Litigation (0.5)
LL4AV	Global Economic Governance (0.5)
LL4B1	International Trade Law (0.5) #
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4E7	International Investment Law and Arbitration (0.5)
LL4GD	International Energy Law (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)

European, Comparative and Transnational Law

LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5) (not available 2024/25)
LL4AK	Principles of Corporate Insolvency Law (0.5) (not available 2024/25)
LL4AL	International Business Transactions: Commercial Litigation (0.5)
LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)

LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
LL4K9	European Capital Markets Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)

Financial Law and Regulation

LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BF	International Financial Regulation (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4F2	The Law and Practice of International Finance (0.5) (not available 2024/25)
LL4G8	Law of Corporate Finance (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2024/25)
LL4K9	European Capital Markets Law (0.5)
LL4Z9	Banking Law (0.5) (not available 2024/25)

Human Rights Law

LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) #
LL4AD	Rethinking International Law (0.5) #
LL4AQ	Constitutional Theory (0.5)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AW	Foundations of International Human Rights Law (0.5) #
LL4AX	Selected Topics in International Human

	Rights Law (0.5)
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4C2	World Poverty and Human Rights (0.5)
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GD	International Energy Law (0.5)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
LL4K4	The International Law of Self-Determination (0.5)
LL4L6	Theory of Constitutional Rights (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)

Intellectual Property Law

LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5)
LL4BT	Cultural Property and Heritage Law (0.5)
LL4BU	Art Law (0.5)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S1	Cyberlaw (0.5)
LL4S5	Regulation of Digital Creativity and Investment (0.5)

International Business Law

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AH	Corporate Governance (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5) (not available 2024/25)
LL4AK	Principles of Corporate Insolvency Law (0.5) (not available 2024/25)
LL4AL	International Business Transactions: Commercial Litigation (0.5)
LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5)
LL4AV	Global Economic Governance (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)

LL4B1	International Trade Law (0.5) #
LL4BF	International Financial Regulation (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4CC	Commercial Remedies (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4E7	International Investment Law and Arbitration (0.5)
LL4F2	The Law and Practice of International Finance (0.5) (not available 2024/25)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2024/25)
LL4GD	International Energy Law (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2024/25)
LL4K9	European Capital Markets Law (0.5)
LL4S2	E-Commerce Law (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)

IT and Data Law

LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S1	Cyberlaw (0.5)
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4S5	Regulation of Digital Creativity and Investment (0.5)

Law, Politics and Social Change

LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4AD	Rethinking International Law (0.5) #
LL4AE	The Politics of International Law (0.5)
LL4AX	Selected Topics in International Human

	Rights Law (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4C2	World Poverty and Human Rights (0.5)
LL4CE	Security and Criminal Law (0.5)
LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)
LL4EA	Race, Class, and Law (0.5)
LL4EB	Key Issues in Medical Law and Ethics (0.5)
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GB	Law and Critical Theory (0.5)
LL4GC	Global Commodities: the Foundations of International Law (0.5)
LL4GD	International Energy Law (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)
Public International Law	
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) #
LL4AD	Rethinking International Law (0.5) #
LL4AE	The Politics of International Law (0.5)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AV	Global Economic Governance (0.5)
LL4AW	Foundations of International Human Rights Law (0.5) #
LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4B1	International Trade Law (0.5) #
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BT	Cultural Property and Heritage Law (0.5)
LL4BV	Transnational Environmental Law (0.5)
LL4C2	World Poverty and Human Rights (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4E7	International Investment Law and Arbitration (0.5)
LL4GC	Global Commodities: the Foundations of International Law (0.5)
LL4GD	International Energy Law (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GK	Tackling Climate Change: Legal

	Strategies (0.5)
LL4K4	The International Law of Self-Determination (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)

Public Law

LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4AQ	Constitutional Theory (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4L6	Theory of Constitutional Rights (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)

Taxation Law

LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4CG	Tax Policy and Design (0.5) #
LL4CO	Taxation of Wealth (0.5) #
LL4CP	Tax Avoidance (0.5)
LL4Z1	Business Taxation: Principles and Practice (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. This programme, its constituent courses and lectures qualify as Continuing Professional Development (CPD) and are accredited by the Law Society and Bar Council. Further information is available from the Department of Law.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Local Economic Development

Programme Code: TMLD

Department: Geography and Environment

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of

three full units as shown and a dissertation (1 unit). A total of 4 units.		
Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.		
Paper	Course number, title (unit value)	
Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following:	
	GY400	The Economics of Urbanisation (0.5) #
	GY404	Inclusive Growth (0.5) #
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410	Economics of Local and Regional Development (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5)
	Courses to the value of 1.0 unit(s) from the following:	
	Any course not already taken under Papers 1 & 2, from the Papers 1 & 2 options list below	
	GY428	Applied Quantitative Methods (0.5) #
Paper 3	GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY447	The Economics of Regional and Urban Planning (0.5) #
	GY455	Economic Appraisal and Valuation (0.5)
	GY460	Techniques of Spatial Economic Analysis (0.5) #
	GY465	Concepts in Environmental Regulation (0.5)
	GY470	Urban Africa (0.5) (not available 2024/25)
	GY475	Issues in Environmental Governance (0.5)
	GY476	Applied Geographical Information Systems (0.5)
	GY477	Race and Capitalism in North America (0.5) (not available 2024/25)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
	MY452A	Applied Regression Analysis (0.5) #1
	MY452W	Applied Regression Analysis (0.5) #2
	A relevant course from another programme as approved by the Programme Director.	
	<i>Papers 1 & 2 options list</i>	
	GY486	Dissertation - MSc Local Economic Development (1.0)
	Papers 1 & 2 options list	
	GY400	The Economics of Urbanisation (0.5) #
	GY404	Inclusive Growth (0.5) #
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410	Economics of Local and Regional Development (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5)
Paper 4	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	1: MY452A can not be taken with MY452W	
	2: MY452W can not be taken with MY452A	

Global MSc in Management

Programme Code: TMGLMG2

Department: Management

For students starting this programme of study in 2024/25

A two-year programme. Students take courses to the value of eight units spread evenly over the two years.

The second year includes a dissertation. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may choose to concentrate their electives in a certain topic area and may elect to have one of the elective titles attached to their degree certificate and transcript if the title reflects the course of study followed by the student. The possible titles are listed as headings within the Elective Courses below with the courses attached to those areas listed beneath them. If no such election is made, the degree certificate will state 'Management' without further specification.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Year 1	Introductory course	
	MG4A1	Introduction to Studying for GMiM (0.0)
Paper 1	MG458	Foundations of Management I: Organisations and Management Theory (0.5) and MG459 Foundations of Management 2 (0.5)
	MG431	Managerial Economics (0.5)
Paper 2	And either one from:	
	MY451A	Introduction to Quantitative Analysis (0.5)
	MY451W	Introduction to Quantitative Analysis (0.5)
	MY465	Intermediate Quantitative Analysis (0.5) #
	or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:	
	MY452A	Applied Regression Analysis (0.5) #
	MY452W	Applied Regression Analysis (0.5) #
	MY465	Intermediate Quantitative Analysis (0.5) #
	Or	
	Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director:	
	Either one from:	
	MY451A	Introduction to Quantitative Analysis (0.5)
	MY451W	Introduction to Quantitative Analysis (0.5)
	MY465	Intermediate Quantitative Analysis (0.5) #
	or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may	

<p>take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:</p> <p>MY452A Applied Regression Analysis (0.5) # MY452W Applied Regression Analysis (0.5) # MY465 Intermediate Quantitative Analysis (0.5) #</p> <p>and 0.5 units from the Elective Courses listed below:</p> <p>Elective Courses (click here to expand)</p> <p>MG434 Organisational Behaviour and Leadership (0.5) and MG4E2 Marketing Management (0.5)</p> <p>Or</p> <p>Upon satisfactorily demonstrating that they have a degree in marketing, or in management of business administration with a significant concentration in marketing, students may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:</p> <p>MG434 Organisational Behaviour and Leadership (0.5)</p> <p>Elective Courses (click here to expand)</p> <p>Or</p> <p>Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below:</p> <p>MG4E2 Marketing Management (0.5)</p>		
Paper 3		
Paper 4		
Compulsory course	As part of Paper 4, students also take the compulsory unassessed part of MG488: MG488A GMiM Capstone Course - Management in Action (0.0)	
Year 2		
Paper 5	Courses to the value of 1.0 unit(s) from the following: MG468 Foundations of Management III: Business Ethics and Corporate Social Responsibility (0.5) # and MG488B GMiM Capstone Course - Management in Action (0.5) #	
Paper 6	Courses to the value of 1.0 full units from the Elective Courses listed below. At least 0.5 units must be an approved methodology course. Elective Courses (click here to expand)	
Paper 7	Courses to the value of 1.0 full unit(s) from the Elective Courses listed below Elective Courses (click here to expand)	
Paper 8	MG470 Management Dissertation (1.0) # Elective Courses (click here to expand) Elective courses open to ALL GMiM students Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director. AC411 Accounting, Strategy and Control (0.5) AC412 Accountability, Organisations and Risk Management (0.5)	AC415 Management Accounting for Decision Making (0.5) AC416 Topics in Financial Reporting (0.5) # AC417 Corporate Financial Disclosure and Investor Relations (0.5) AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) FM471 Sustainable Finance and Impact Investing (0.5) # FM472 International Finance (0.5) # FM473A Financial Markets (0.5) # FM473W Financial Markets (0.5) #~1 FM474A Managerial Finance (0.5) ~2 FM474W Managerial Finance (0.5) ~3 FM476 Entrepreneurial Finance (0.5) # GI407 Globalisation, Gender and Development (1.0) ~4 (not available 2024/25) GI409 Conceptual Foundations in Gender, Development and Globalization (0.5) GI420 Transnational Feminist Development Agendas (0.5) MA423 Fundamentals of Operations Research (0.5) # MA427 Mathematical Optimisation (0.5) # MC408 Theories and Concepts in Media and Communications (0.5) # MG401 Operations Management for Management Consultancy (0.5) # MG404 Consumer Insights: Behavioural Fundamentals (0.5) MG409 Auctions and Game Theory (0.5) # MG418 Open Innovation (0.5) MG421 International Business Strategy and Emerging Markets (0.5) # MG422 Thinking Strategically (0.5) # (not available 2024/25) MG452 Behavioural Economics for Management (0.5) # MG456 Group & Team Decision-Making Processes (0.5) # MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25) MG472 Management and Socioeconomics of Digital Innovation (0.5) # MG473 Negotiation Analysis (0.5) MG477 The Power of Incentives in Organisations (0.5) MG478 The Management of People in Global Companies (0.5) MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25) MG481 Innovating Organisational Information Technology (0.5) # MG482 Innovation and Technology Management (0.5) MG483 eHealth: Policy, Strategy and Systems (0.5) # MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25) MG487 Innovation and Information Systems:

	Concepts and Perspectives (0.5)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4A8	Strategy for the Information Economy (0.5) #
MG4B1	Corporate Strategy (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Leading Organisational Change (0.5)
MG4B9	The World Trading System (0.5) # (not available 2024/25)
MG4C3	Information Technology and Service Innovation (0.5)
MG4D2	International Employment Relations (0.5) #
MG4D3	The Dark Side of the Organisation (0.5) # (not available 2024/25)
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) #
MG4G4	Topics in Management Research (0.5)
MG4J2	Social Business Design: Strategies for Enhancing Sustainable Impact (0.5)
MG4J3	Principles of Pricing (0.5) (not available 2024/25)
MG4J6	Brand Strategy (0.5)
MG4J7	Consumer Neuroscience (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
MY423	Interview Methods for Social Science Research (0.5) #
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2024/25)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Elective courses open to GMiM students wishing to have an elective title attached to their degree in Year 2

Students who wish to have one of the elective titles attached to their degree certificate and transcript should choose from within the appropriate sub-list those number of courses that will satisfy the unit requirement for that title.

Accounting and Finance

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of 2.5 full units. At least 1.0 unit of courses must be from the Department of Accounting and at least 1.0 unit of courses must be from the Department of

Finance.

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #~5
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM421	Finance for Mergers, Buyouts and Corporate Restructurings (0.5) #~A
FM429	Asset Markets A (0.5) #~6
FM431A	Corporate Finance A (0.5) #~7
FM431W	Corporate Finance A (0.5) #~8 (not available 2024/25)
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM471	Sustainable Finance and Impact Investing (0.5) #
FM472	International Finance (0.5) #
FM473A	Financial Markets (0.5) #~9
FM473W	Financial Markets (0.5) #~10
FM474A	Managerial Finance (0.5) ~11
FM474W	Managerial Finance (0.5) ~12
FM476	Entrepreneurial Finance (0.5) #

Accounting

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #~13
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #

Finance

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

FM402	Financial Risk Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM421	Finance for Mergers, Buyouts and Corporate Restructurings (0.5) #
FM429	Asset Markets A (0.5) #~14
FM431A	Corporate Finance A (0.5) #~15
FM431W	Corporate Finance A (0.5) #~16 (not available 2024/25)
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM471	Sustainable Finance and Impact Investing (0.5) #
FM472	International Finance (0.5) #
FM473A	Financial Markets (0.5) #~17
FM473W	Financial Markets (0.5) #~18
FM474A	Managerial Finance (0.5) ~19

FM474W Managerial Finance (0.5) ~20
FM476 Entrepreneurial Finance (0.5) #

Human Resource Management

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

MG473 Negotiation Analysis (0.5)
MG477 The Power of Incentives in Organisations (0.5)
MG478 The Management of People in Global Companies (0.5)
MG4A3 Incentives and Governance in Organisations (0.5) #
MG4B6 Design and Management of Organisations (0.5)
MG4B7 Leading Organisational Change (0.5)
MG4D2 International Employment Relations (0.5) #
MG4D3 The Dark Side of the Organisation (0.5) # (not available 2024/25)
MG4D5 Leadership in Organisations: Theory and Practice (0.5)
PB418 Corporate Communications (0.5)

Information Systems and Digital Business

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

MG418 Open Innovation (0.5)
MG472 Management and Socioeconomics of Digital Innovation (0.5) #
MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25)
MG481 Innovating Organisational Information Technology (0.5) #
MG482 Innovation and Technology Management (0.5)
MG483 eHealth: Policy, Strategy and Systems (0.5) #
MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)
MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)
MG492 Data Governance: Privacy, Openness and Transparency (0.5)
MG4A8 Strategy for the Information Economy (0.5) #
MG4C3 Information Technology and Service Innovation (0.5)
MG4J8 Managing Artificial Intelligence (0.5)

Marketing and Consumer Behaviour

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

MC408 Theories and Concepts in Media and Communications (0.5) #
MG404 Consumer Insights: Behavioural Fundamentals (0.5)
MG452 Behavioural Economics for Management (0.5) #
MG455 Decisions, Biases and Nudges (0.5) #
MG456 Group & Team Decision-Making Processes (0.5) #
MG473 Negotiation Analysis (0.5)
MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3 Digital Marketing (0.5) #

MG4J3 Principles of Pricing (0.5) (not available 2024/25)

MG4J7 Consumer Neuroscience (0.5)
PB418 Corporate Communications (0.5)

Strategy and International Business

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

MG401 Operations Management for Management Consultancy (0.5) #
MG421 International Business Strategy and Emerging Markets (0.5) #
MG422 Thinking Strategically (0.5) # (not available 2024/25)
MG430 Firms & Markets in Emerging Economies (0.5)
MG452 Behavioural Economics for Management (0.5) #
MG455 Decisions, Biases and Nudges (0.5) #
MG456 Group & Team Decision-Making Processes (0.5) #
MG472 Management and Socioeconomics of Digital Innovation (0.5) #
MG473 Negotiation Analysis (0.5)
MG477 The Power of Incentives in Organisations (0.5)
MG478 The Management of People in Global Companies (0.5)
MG4A3 Incentives and Governance in Organisations (0.5) #
MG4A8 Strategy for the Information Economy (0.5) #
MG4B1 Corporate Strategy (0.5) #
MG4B6 Design and Management of Organisations (0.5)
MG4B9 The World Trading System (0.5) # (not available 2024/25)
MG4G4 Topics in Management Research (0.5)
MG4J2 Social Business Design: Strategies for Enhancing Sustainable Impact (0.5)

Footnotes for Elective Courses

~A: Prerequisite FM431A / FM431W **or** FM473A / FM473W **or** FM474A / FM474W must also have been taken previously.

Prerequisite Requirements and Mutually Exclusive Options for Elective Courses

~1: FM473W can not be taken with FM429~2: FM474A can not be taken with FM431L, FM431M~3: FM474W can not be taken with FM431L, FM431M~4: GI407 can not be taken with GI409, GI420~5: Before taking AC416 you must take AC480~6: FM429 can not be taken with FM473W, FM474A, FM474W, FM473A~7: FM431A can not be taken with FM474A, FM474W~8: FM431W can not be taken with FM474A, FM474W~9: FM473A can not be taken with FM431A, FM431W, FM429~10: FM473W can not be taken with FM429, FM431A, FM431W~11: FM474A can not be taken with FM429~12: FM474W can not be taken with FM431A, FM431W~13: Before taking AC416 you must take AC480~14: FM429 can not be taken with FM474W, FM474A, FM473W, FM473A~15: FM431A can not be taken with FM474A, FM474W~16: FM431W can not be taken with FM474A, FM474W~17: FM473A can not be taken with FM429~18: FM473W can not be taken with FM429~19: FM474A can not be taken with FM431A, FM431W, FM429~20: FM474W can not be taken with FM429, FM431A, FM431W

Prerequisite Requirements and Mutually Exclusive

Options

means there may be prerequisites for this course. Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark, or a half unit deferral, with at least Pass marks in all other courses will allow progression to year two. One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark), or a full unit of deferral, with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two. Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails, Bad Fail marks or deferrals will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Global MSc in Management

Programme Code: TMGLMG2

Department: Management

For students starting this programme of study in 2023/24

A two-year programme. Students take courses to the value of eight units but those units are not necessarily spread over the two years. The second year includes a dissertation. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may choose to concentrate their electives in a certain topic area and may elect to have one of the elective titles attached to their degree certificate and transcript if the title reflects the course of study followed by the student. The possible titles are listed as headings within the Elective Courses below with the courses attached to those areas listed beneath them. If no such election is made, the degree certificate will state 'Management' without further specification.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Introductory course	MG4A1	Introduction to Studying for GMiM (0.0)
Paper 1	MG458	Foundations of Management I: Organisations and Management Theory

Paper 2

(0.5) and MG459 Foundations of Management 2 (0.5)

MG431 Managerial Economics (0.5)

And either one from:

MY451A Introduction to Quantitative Analysis(0.5)

MY451W Introduction to Quantitative Analysis (0.5)

MY465 Intermediate Quantitative Analysis (0.5) #

or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:

MY452A Applied Regression Analysis (0.5) #

MY452W Applied Regression Analysis (0.5) #

MY465 Intermediate Quantitative Analysis (0.5) #

Or

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director:

Either one from:

MY451A Introduction to Quantitative Analysis (0.5)

MY451W Introduction to Quantitative Analysis (0.5)

MY465 Intermediate Quantitative Analysis (0.5) #

or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:

MY452A Applied Regression Analysis (0.5) #

MY452W Applied Regression Analysis (0.5) #

MY465 Intermediate Quantitative Analysis (0.5) #

and 0.5 units from the Elective Courses listed below:

Elective Courses (click here to expand)

Paper 3

MG434 Organisational Behaviour and Leadership (0.5) and MG4E2 Marketing Management (0.5)

Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management of business administration with a significant concentration in marketing, students may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:

MG434 Organisational Behaviour and Leadership (0.5)

Elective Courses (click here to expand)

Or

Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the

Paper 4	Elective Courses listed below: MG4E2 Marketing Management (0.5) Elective Courses (click here to expand)	MG404 Management Consultancy (0.5) # Consumer Insights: Behavioural Fundamentals (0.5)
	Courses to the value of 0.5 or 1.0 full unit from the Elective Courses listed below: Elective Courses (click here to expand)	
Compulsory course	As part of Paper 4, students also take the compulsory unassessed part of MG488: MG488A GMiM Capstone Course - Management in Action (0.0)	MG409 Auctions and Game Theory (0.5) # MG418 Open Innovation (0.5) MG421 International Business Strategy and Emerging Markets (0.5) # MG422 Thinking Strategically (0.5) # (not available 2024/25) MG452 Behavioural Economics for Management (0.5) # MG456 Group & Team Decision-Making Processes (0.5) # MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25) MG466 Supply Chain Management (0.5) # (withdrawn 2024/25) MG467 Strategy and Change in Public Sector Management (0.5) (withdrawn 2024/25) MG472 Management and Socioeconomics of Digital Innovation (0.5) # MG473 Negotiation Analysis (0.5) MG477 The Power of Incentives in Organisations (0.5) MG478 The Management of People in Global Companies (0.5) MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25) MG481 Innovating Organisational Information Technology (0.5) # MG482 Innovation and Technology Management (0.5) MG483 eHealth: Policy, Strategy and Systems (0.5) # MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25) MG487 Innovation and Information Systems: Concepts and Perspectives (0.5) MG492 Data Governance: Privacy, Openness and Transparency (0.5) MG4A3 Incentives and Governance in Organisations (0.5) # MG4A8 Strategy for the Information Economy (0.5) # MG4B1 Corporate Strategy (0.5) # MG4B6 Design and Management of Organisations (0.5) MG4B7 Leading Organisational Change (0.5) MG4B9 The World Trading System (0.5) # (not available 2024/25) MG4C3 Information Technology and Service Innovation (0.5) MG4D2 International Employment Relations (0.5) # MG4D3 The Dark Side of the Organisation (0.5) # (not available 2024/25) MG4D5 Leadership in Organisations: Theory and Practice (0.5) MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5) MG4F3 Digital Marketing (0.5) # MG4G4 Topics in Management Research (0.5) MG4J2 Social Business Design: Strategies for Enhancing Sustainable Impact (0.5) MG4J3 Principles of Pricing (0.5) (not available 2024/25) MG4J6 Brand Strategy (0.5) MG4J7 Consumer Neuroscience (0.5)
Year 2		
Paper 5	Courses to the value of 1.0 unit(s) from the following: MG468 Foundations of Management III: Business Ethics and Corporate Social Responsibility (0.5) # and MG488B GMiM Capstone Course - Management in Action (0.5) #	
Paper 6	Courses to the value of 1.0 full units from the Elective Courses listed below. At least 0.5 units must be an approved methodology course. Elective Courses (click here to expand)	
Paper 7	Courses to the value of 1.0 or 1.5 full units from the Elective Courses listed below depending on the courses taken under Paper 4. Elective Courses (click here to expand)	
Paper 8	MG470 Management Dissertation (1.0) # Elective Courses (click here to expand) Elective courses open to ALL GMiM students Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director. AC411 Accounting, Strategy and Control (0.5) AC412 Accountability, Organisations and Risk Management (0.5) AC415 Management Accounting for Decision Making (0.5) AC416 Topics in Financial Reporting (0.5) # AC417 Corporate Financial Disclosure and Investor Relations (0.5) AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) FM471 Sustainable Finance and Impact Investing (0.5) # FM472 International Finance (0.5) # FM473A Financial Markets (0.5) # FM473W Financial Markets (0.5) #~1 FM474A Managerial Finance (0.5) ~2 FM474W Managerial Finance (0.5) ~3 FM476 Entrepreneurial Finance (0.5) # GI407 Globalisation, Gender and Development (1.0) ~4 (not available 2024/25) GI409 Conceptual Foundations in Gender, Development and Globalization (0.5) GI420 Transnational Feminist Development Agendas (0.5) MA423 Fundamentals of Operations Research (0.5) # MA427 Mathematical Optimisation (0.5) # MC408 Theories and Concepts in Media and Communications (0.5) # MG401 Operations Management for	

MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
MY423	Interview Methods for Social Science Research (0.5) #
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (withdrawn 2024/25)
PB426	Knowledge Processes in Organisations (0.5) (withdrawn 2024/25)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2024/25)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Elective courses open to GMiM students wishing to have an elective title attached to their degree in Year 2

Students who wish to have one of the elective titles attached to their degree certificate and transcript should choose from within the appropriate sub-list those number of courses that will satisfy the unit requirement for that title.

Accounting and Finance

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of 2.5 full units. At least 1.0 unit of courses must be from the Department of Accounting and at least 1.0 unit of courses must be from the Department of Finance.

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #~5
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM421	Finance for Mergers, Buyouts and Corporate Restructurings (0.5) #~6
FM429	Asset Markets A (0.5) #~7
FM431A	Corporate Finance A (0.5) #~8 (not available 2024/25)
FM431W	Corporate Finance A (0.5) #~8 (not available 2024/25)
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM471	Sustainable Finance and Impact Investing (0.5) #
FM472	International Finance (0.5) #

FM473A	Financial Markets (0.5) #~9
FM473W	Financial Markets (0.5) #~10
FM474A	Managerial Finance (0.5) ~11
FM474W	Managerial Finance (0.5) ~12
FM476	Entrepreneurial Finance (0.5) #

Accounting

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #~13
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #

Finance

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

FM402	Financial Risk Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM421	Finance for Mergers, Buyouts and Corporate Restructurings (0.5) #
FM429	Asset Markets A (0.5) #~14
FM431A	Corporate Finance A (0.5) #~15
FM431W	Corporate Finance A (0.5) #~16 (not available 2024/25)
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM471	Sustainable Finance and Impact Investing (0.5) #
FM472	International Finance (0.5) #
FM473A	Financial Markets (0.5) #~17
FM473W	Financial Markets (0.5) #~18
FM474A	Managerial Finance (0.5) ~19
FM474W	Managerial Finance (0.5) ~20
FM476	Entrepreneurial Finance (0.5) #

Human Resource Management

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

MG473	Negotiation Analysis (0.5)
MG477	The Power of Incentives in Organisations (0.5)
MG478	The Management of People in Global Companies (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Leading Organisational Change (0.5)
MG4D2	International Employment Relations (0.5) #
MG4D3	The Dark Side of the Organisation (0.5) # (not available 2024/25)
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
PB418	Corporate Communications (0.5)
PB426	Knowledge Processes in Organisations (0.5) (withdrawn 2024/25)

Information Systems and Digital Business

To qualify for this elective title to be attached to

their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

- MG418 Open Innovation (0.5)
- MG472 Management and Socioeconomics of Digital Innovation (0.5) #
- MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25)
- MG481 Innovating Organisational Information Technology (0.5) #
- MG482 Innovation and Technology Management (0.5)
- MG483 eHealth: Policy, Strategy and Systems (0.5) #
- MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)
- MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)
- MG492 Data Governance: Privacy, Openness and Transparency (0.5)
- MG4A8 Strategy for the Information Economy (0.5) #
- MG4C3 Information Technology and Service Innovation (0.5)
- MG4J8 Managing Artificial Intelligence (0.5)

Marketing and Consumer Behaviour

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

- MC408 Theories and Concepts in Media and Communications (0.5) #
- MG404 Consumer Insights: Behavioural Fundamentals (0.5)
- MG452 Behavioural Economics for Management (0.5) #
- MG455 Decisions, Biases and Nudges (0.5) #
- MG456 Group & Team Decision-Making Processes (0.5) #
- MG473 Negotiation Analysis (0.5)
- MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
- MG4F3 Digital Marketing (0.5) #
- MG4J3 Principles of Pricing (0.5) (not available 2024/25)
- MG4J7 Consumer Neuroscience (0.5)
- PB418 Corporate Communications (0.5)

Strategy and International Business

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

- MG401 Operations Management for Management Consultancy (0.5) #
- MG421 International Business Strategy and Emerging Markets (0.5) #
- MG422 Thinking Strategically (0.5) # (not available 2024/25)
- MG430 Firms & Markets in Emerging Economies (0.5)
- MG452 Behavioural Economics for Management (0.5) #
- MG455 Decisions, Biases and Nudges (0.5) #
- MG456 Group & Team Decision-Making Processes (0.5) #
- MG472 Management and Socioeconomics of Digital Innovation (0.5) #
- MG473 Negotiation Analysis (0.5)
- MG477 The Power of Incentives in Organisations

(0.5)

- MG478 The Management of People in Global Companies (0.5)
- MG4A3 Incentives and Governance in Organisations (0.5) #
- MG4A8 Strategy for the Information Economy (0.5) #
- MG4B1 Corporate Strategy (0.5) #
- MG4B6 Design and Management of Organisations (0.5)
- MG4B9 The World Trading System (0.5) # (not available 2024/25)
- MG4G4 Topics in Management Research (0.5)
- MG4J2 Social Business Design: Strategies for Enhancing Sustainable Impact (0.5)

Footnotes for Elective Courses ~A: Prerequisite FM431A / FM431W **or** FM473A / FM473W **or** FM474A / FM474W must also have been taken previously.

Prerequisite Requirements and Mutually Exclusive Options for Elective Courses

~1: FM473W can not be taken with FM429~2: FM474A can not be taken with FM431L, FM431M~3: FM474W can not be taken with FM431L, FM431M~4: GI407 can not be taken with GI409, GI420~5: Before taking AC416 you must take AC480~6: FM429 can not be taken with FM473W, FM474A, FM474W, FM473A~7: FM431A can not be taken with FM474A, FM474W~8: FM431W can not be taken with FM474A, FM474W~9: FM473A can not be taken with FM431A, FM431W, FM429~10: FM473W can not be taken with FM429, FM431A, FM431W~11: FM474A can not be taken with FM429~12: FM474W can not be taken with FM431A, FM431W~13: Before taking AC416 you must take AC480~14: FM429 can not be taken with FM474W, FM474A, FM473W, FM473A~15: FM431A can not be taken with FM474A, FM474W~16: FM431W can not be taken with FM474A, FM474W~17: FM473A can not be taken with FM429~18: FM473W can not be taken with FM429~19: FM474A can not be taken with FM431A, FM431W, FM429~20: FM474W can not be taken with FM429, FM431A, FM431W

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark, or a half unit deferral, with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark), or a full unit of deferral, with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails, Bad Fail marks or deferrals will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a

Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

MSc in Management (1 Year Programme)

Programme Code: TMMG

Department: Management

For students starting this programme of study in 2024/25 Full-year programme. Students take courses to the value of five units: seven compulsory courses and electives to the value of one unit and as shown below.

All students are required to attend the introductory course MG4J1 Introduction to Mathematics and Data Analysis for Managers.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Introductory course	MG4J1	Introduction to Mathematics and Data Analysis for Managers (0.0)
Paper 1	MG465	Managerial Economics for Masters in Management Students (0.5) and MG4F7 Business Analysis (0.5)
	Or	
	With the approval of the Programme Director, students who have already completed the equivalent of MG465 in their prior studies may be permitted to take the following course combination instead:	
	MG4A5	Behavioural Strategy (0.5) and MG4F7 Business Analysis (0.5) *
Paper 2	MG439	Organisational Behaviour for Master's in Management (0.5) and MG4E2 Marketing Management (0.5)
	Or	
	With the approval of the Programme Director, students who have already completed the equivalent of MG4E2 in their prior studies may be permitted to take the following course combination instead:	
	MG404	Consumer Insights: Behavioural Fundamentals (0.5) and MG439 Organisational Behaviour for Master's in Management (0.5)
Paper 3	AC493	Financial and Management Accounting for Managerial Decision Making (0.5) and FM474A Managerial Finance (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the following:	
	Financial management	
	FM471	Sustainable Finance and Impact Investing (0.5) #
	FM472	International Finance (0.5) #
	FM476	Entrepreneurial Finance (0.5) #
	Managerial economics in business	
	MG422	Thinking Strategically (0.5) # (not available 2024/25)
	MG430	Firms & Markets in Emerging Economies (0.5)
	MG4B1	Corporate Strategy (0.5) #
	MG4B6	Design and Management of Organisations (0.5)
	MG4F5	Business in the Global Environment (0.5) (not available 2024/25)
	Marketing analytics and consumer insights	

MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) #
MG4J3	Principles of Pricing (0.5) (not available 2024/25)
MG4J6	Brand Strategy (0.5)
MG4J7	Consumer Neuroscience (0.5)

Operations and supply chain management

MG401	Operations Management for Management Consultancy (0.5) #
MG409	Auctions and Game Theory (0.5) #
MG466	Supply Chain Management (0.5) # (withdrawn 2024/25)

Organisational behaviour and people management

MG421	International Business Strategy and Emerging Markets (0.5) #
MG456	Group & Team Decision-Making Processes (0.5) #
MG473	Negotiation Analysis (0.5)
MG478	The Management of People in Global Companies (0.5)
MG4B7	Leading Organisational Change (0.5)
MG4D4	Cross Cultural Management (0.5) # (not available 2024/25)
MG4D5	Leadership in Organisations: Theory and Practice (0.5)

Public Sector Management

MG402	Public Management: A Design-Oriented Approach (0.5)
MG467	Strategy and Change in Public Sector Management (0.5) (withdrawn 2024/25)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25)

Technology, digital and information systems

MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)
MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4C3	Information Technology and Service Innovation (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
MG4J4	MiM Capstone Course - International Management in Action (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission
 # means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Management and Strategy

Programme Code: TMMNST

Department: Management

For students starting this programme of study in 2024/25 Full-year programme. Students must take the four compulsory half-unit courses, optional courses to the value of three half units, and a half-unit dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may

be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Four 0.5 unit compulsory courses: MG4A3 Incentives and Governance in Organisations (0.5) # MG4A5 Behavioural Strategy (0.5) MG4A6 Strategic Competitive Analysis (0.5) # MG4B6 Design and Management of Organisations (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following: AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) FM473A Financial Markets (0.5) # FM473W Financial Markets (0.5) # FM474A Managerial Finance (0.5) FM474W Managerial Finance (0.5) MG402 Public Management: A Design-Oriented Approach (0.5) MG409 Auctions and Game Theory (0.5) # MG430 Firms & Markets in Emerging Economies (0.5) MG452 Behavioural Economics for Management (0.5) # MG473 Negotiation Analysis (0.5) MG4A8 Strategy for the Information Economy (0.5) # MG4B1 Corporate Strategy (0.5) # MG4B3 International Marketing: A Strategic Approach (0.5) MG4B8 Evolutionary Psychology and Management (0.5) MG4B9 The World Trading System (0.5) # (not available 2024/25) MG4G4 Topics in Management Research (0.5) MG4J3 Principles of Pricing (0.5) (not available 2024/25) MG4J6 Brand Strategy (0.5) MY470 Computer Programming (0.5) MY472 Data for Data Scientists (0.5) MY474 Applied Machine Learning for Social Science (0.5) # ST449 Artificial Intelligence (0.5) #
Paper 3	Courses to the value of 0.5 unit(s) from the following: <i>Paper 2 options list</i> Or With the approval of the programme director, a half-unit course not on this list.
Paper 4	MG497 Dissertation: MSc Management and Strategy (0.5) Paper 2 options list AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) FM473A Financial Markets (0.5) # FM473W Financial Markets (0.5) # FM474A Managerial Finance (0.5) FM474W Managerial Finance (0.5) MG402 Public Management: A Design-Oriented Approach (0.5) MG409 Auctions and Game Theory (0.5) #

MG430	Firms & Markets in Emerging Economies (0.5)
MG452	Behavioural Economics for Management (0.5) #
MG473	Negotiation Analysis (0.5)
MG4A8	Strategy for the Information Economy (0.5) #
MG4B1	Corporate Strategy (0.5) #
MG4B3	International Marketing: A Strategic Approach (0.5)
MG4B8	Evolutionary Psychology and Management (0.5)
MG4B9	The World Trading System (0.5) # (not available 2024/25)
MG4G4	Topics in Management Research (0.5)
MG4J3	Principles of Pricing (0.5) (not available 2024/25)
MG4J6	Brand Strategy (0.5)
MY470	Computer Programming (0.5)
MY472	Data for Data Scientists (0.5)
MY474	Applied Machine Learning for Social Science (0.5) #
ST449	Artificial Intelligence (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Management of Information Systems and Digital Innovation

Programme Code: TMMISDI

Department: Management

For students starting this programme of study in 2024/25
Full-year programme which is available on a part-time basis.
Students must take four half unit compulsory courses, three half unit optional courses and a dissertation. Students are also required to attend an unassessed skills course: MG496 Study Skills and Research Methods.

Part-time students are required to take taught courses in the Michaelmas and Lent Terms of their two years and the work load will be split across both years (two units per year). The dissertation will be completed in the Summer Term of the second year.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Skills Course	MG496 Study Skills and Contemporary Topics in Information Systems and Digital Innovations (0.0)
Paper 1	MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)
Paper 2	MG481 Innovating Organisational Information Technology (0.5) #
Paper 3	MG472 Management and Socioeconomics of Digital Innovation (0.5) #
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following: DV483 Information Communication Technologies and Socio-economic Development (0.5) MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25) MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25) MG483 eHealth: Policy, Strategy and Systems (0.5) #

Paper 6	MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)
	MG492	Data Governance: Privacy, Openness and Transparency (0.5)
	MG4C3	Information Technology and Service Innovation (0.5)
	MG4J8	Managing Artificial Intelligence (0.5)
	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
	Either another 0.5 unit course from Papers 4 & 5 above or from the following: A	
	AC490	Management Accounting, Decisions and Control (0.5)
	FM473W	Financial Markets (0.5) #
	FM474W	Managerial Finance (0.5)
	MG401	Operations Management for Management Consultancy (0.5) #
Paper 7	MG402	Public Management: A Design-Oriented Approach (0.5)
	MG418	Open Innovation (0.5)
	MG4B7	Leading Organisational Change (0.5)
	MG4F3	Digital Marketing (0.5) #
	MG4J3	Principles of Pricing (0.5) (not available 2024/25)
	PH425	Business and Organisational Ethics (0.5)
	ST449	Artificial Intelligence (0.5) #
	ST455	Reinforcement Learning (0.5) #
	ST456	Deep Learning (0.5) #
	A course from another programme with permission of the Programme Director by special permission only.	
	<i>Papers 4 & 5 options list</i>	
	MG4D7	Dissertation: MSc MISDI (0.5) and MY401 Research Design for Studies in Digital Innovation (0.5)
	Papers 4 & 5 options list	
	DV483	Information Communication Technologies and Socio-economic Development (0.5)
	MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)
	MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25)
	MG483	eHealth: Policy, Strategy and Systems (0.5) #
	MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)
	MG492	Data Governance: Privacy, Openness and Transparency (0.5)
	MG4C3	Information Technology and Service Innovation (0.5)
	MG4J8	Managing Artificial Intelligence (0.5)
	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	Footnotes	
	A: Statistics Courses (ST445, ST449 and ST456) may require some mathematics, in particular use of vectors and some calculus and a basic knowledge of computer programming is expected.	

MSc in Marketing

Programme Code: TMMK

Department: Management

For students starting this programme of study in 2024/25 Full-year programme. Students must take four compulsory courses and options to the value of two units as shown below. Students must also complete the introductory course MG4E7 Business Fundamentals.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Introductory		
Course	MG4E7	Business Fundamentals (0.0)
Paper 1	MG4E8	Principles of Marketing (0.5) # and MG4E9 Marketing Analytics I: Consumer Analysis Fundamentals (0.5)
Paper 2	MG404	Consumer Insights: Behavioural Fundamentals (0.5) and MG4F1 Marketing Action Learning Project (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	MG403	Pricing Strategy (0.5)
	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	MG4F3	Digital Marketing (0.5) #
	MG4J6	Brand Strategy (0.5)
	MG4J7	Consumer Neuroscience (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the following, subject to timetable constraints:	
	MA429	Algorithmic Techniques in Machine Learning (0.5) #
	MC402	The Audience in Media and Communications (0.5) #
	MC403	Contemporary Issues in Media and Communications Policy (0.5) #
	MG403	Pricing Strategy (0.5)
	MG430	Firms & Markets in Emerging Economies (0.5)
	MG455	Decisions, Biases and Nudges (0.5) #
	MG456	Group & Team Decision-Making Processes (0.5) #
	MG4A3	Incentives and Governance in Organisations (0.5) #
	MG4C2	Organisational Behaviour (0.5)
	MG4D5	Leadership in Organisations: Theory and Practice (0.5)
	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	MG4F3	Digital Marketing (0.5) #
	MG4J6	Brand Strategy (0.5)
	MG4J7	Consumer Neuroscience (0.5)
	MY405	Research Design for Policy and Programme Evaluation (0.5)
	MY421A	Qualitative Research Methods (0.5)
	MY421W	Qualitative Research Methods (0.5)
	MY426	Doing Ethnography (0.5) #
	MY455	Multivariate Analysis and Measurement (0.5) #
	MY456	Survey Methodology (0.5) #
	PB419	Creativity and Innovation (0.5) # (withdrawn 2024/25)
	ST405	Multivariate Methods (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST418	Advanced Time Series Analysis (0.5) #
	Or any other MSc-level elective course which is offered in the School, subject to approval of the	

Course Leader and the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Media, Communication and Development

Programme Code: TMMECODE

Department: Media and Communications

For students starting this programme of study in 2024/25

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) #
	And one of the following 0.5 unit courses:
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <i>or</i>
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 2	MC421 Critical Approaches to Media, Communication and Development (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	DV424 International Institutions and Late Development (0.5)
	DV483 Information Communication Technologies and Socio-economic Development (0.5)
	GI425 Introduction to Gender, Peace and Security (0.5)
	MC407 International Media and The Global South (0.5) #
	MC409 Media, Technology and Everyday Life (0.5) #
	MC420 Identity, Transnationalism and the Media (0.5) # (not available 2024/25)
	MC423 Global Media Industries (0.5) #
	MC426 Film Theory and World Cinema (0.5) #
	MC428 Media Culture and Neoliberalism in the Global South (0.5) #
	MC429 Humanitarian Communication: Realities, Challenges and Critiques (0.5) #
	MC433 Technology and Justice (0.5) # (not available 2024/25)
	MC436 Mediating the Past (0.5) #
	MC438 Mediated Feminisms (0.5) #
	MC439 Media, Technology, and the Body (0.5) # (not available 2024/25)
	MC440 Children, Youth and Media (0.5) #
	MY423 Interview Methods for Social Science Research (0.5) #
	PB422 Health Communication (0.5) (withdrawn 2024/25)
	Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.
Paper 4	MC499 Dissertation: Media and Communications (1.0) B
	Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: Passing this course is a requirement for passing the programme.

Subject to agreement with the Programme Director, students can take up to one full unit of courses outside the Department of Media and Communications Department (non MC-prefixed courses).

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Media and Communications

Programme Code: TMMEC

Department: Media and Communications

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) # <i>and</i> MC418 Communication: Cultures and Approaches (0.5) #
Paper 2	One of the following 0.5 unit courses:
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <i>or</i>
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	MC401 Mediated Resistance and Activism (0.5) # (not available 2024/25)
	MC402 The Audience in Media and Communications (0.5) #
	MC403 Contemporary Issues in Media and Communications Policy (0.5) #
	MC407 International Media and The Global South (0.5) #
	MC409 Media, Technology and Everyday Life (0.5) #
	MC416 Representation in the Age of Globalisation (0.5) #
	MC420 Identity, Transnationalism and the Media (0.5) # (not available 2024/25)

Paper 4	MC423	Global Media Industries (0.5) #
	MC425	Interpersonal Mediated Communication (0.5) #
	MC426	Film Theory and World Cinema (0.5) #
	MC427	Digital Media Futures (0.5) #
	MC432	Strategic Communication in Practice: Professional Perspectives (0.5) #
	MC434	Digital Platforms and Media Infrastructures (0.5) #
	MC436	Mediating the Past (0.5) #
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5) #
	MC439	Media, Technology, and the Body (0.5) # (not available 2024/25)
	MC440	Children, Youth and Media (0.5) #
	Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.	
	MC499	Dissertation: Media and Communications (1.0) B
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	Footnotes	
	A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.	
	B: Passing this course is a requirement for passing the programme.	
	Students can take up to one full unit of courses outside the Department of Media and Communications Department (non MC-prefixed courses).	
	Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .	

MSc in Media and Communications (Data and Society)

Programme Code: TMMECDs

Department: Media and Communications

For students starting this programme of study in 2024/25 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) #
	And one of the following 0.5 unit courses:
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or

Paper 2 Paper 3	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
	MC430	Data in Communication and Society (0.5)
	Courses to the value of 1.5 unit(s) from the following:	
	LL4S1	Cyberlaw (0.5)
	MC409	Media, Technology and Everyday Life (0.5) #
	MC422	Critical Studies in Media and Journalism (0.5) #
	MC425	Interpersonal Mediated Communication (0.5) #
	MC427	Digital Media Futures (0.5) #
	MC433	Technology and Justice (0.5) # (not available 2024/25)
	MC434	Digital Platforms and Media Infrastructures (0.5) #
	MC436	Mediating the Past (0.5) #
	MC437	Media, Data and Social Order (0.5) #
	MC439	Media, Technology, and the Body (0.5) # (not available 2024/25)
	MC440	Children, Youth and Media (0.5) #
	MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)
	MG492	Data Governance: Privacy, Openness and Transparency (0.5)
	MY461	Social Network Analysis (0.5)
	MY472	Data for Data Scientists (0.5)
	Any other course which is offered in the School at master's level, subject to the consent of the candidate's programme director.	
	MC499	Dissertation: Media and Communications (1.0) B
Paper 4	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	Footnotes	
	A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.	
	B: Passing this course is a requirement for passing the programme.	
	Students can take no more than one full unit of courses from outside the Department of Media and Communications (non Mc-prefixed courses).	
	Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .	

MSc in Media and Communications (Media and Communications Governance)

Programme Code: TMMECMCG

Department: Media and Communications

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) #
	And one of the following 0.5 unit courses:
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <i>or</i>
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 2	MC424 Media and Communication Governance (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	EU421 Policy-Making in the European Union (0.5) #
	LL4H2 Freedom of Speech, Media and the Law (0.5)
	LL4H3 Media Law: Regulating Newsgathering (0.5)
	LL4S1 Cyberlaw (0.5)
	MC403 Contemporary Issues in Media and Communications Policy (0.5) #
	MC418 Communication: Cultures and Approaches (0.5) #
	MC423 Global Media Industries (0.5) #
	MC433 Technology and Justice (0.5) # (not available 2024/25)
	MC434 Digital Platforms and Media Infrastructures (0.5) #
	MC436 Mediating the Past (0.5) #
	MC437 Media, Data and Social Order (0.5) #
	MC440 Children, Youth and Media (0.5) #
	MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)
	MG4J9 Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
	Any other half unit paper which is offered in the School at master's level, subject to the consent of the student's teachers.
Paper 4	MC499 Dissertation: Media and Communications (1.0) B

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: Passing this course is a requirement for passing the programme.

Students can take no more than one full unit of courses from outside the Department of Media and

Communications (non MC-prefixed courses).

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Media and Communications (Research)

Programme Code: TMMECRE

Department: Media and Communications

For students starting this programme of study in 2024/25

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) #
Paper 2	MC4M2 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0) #A
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	MC402 The Audience in Media and Communications (0.5) #
	MC407 International Media and The Global South (0.5) #
	MC409 Media, Technology and Everyday Life (0.5) #
	MC416 Representation in the Age of Globalisation (0.5) #
	MC418 Communication: Cultures and Approaches (0.5) #
	MC422 Critical Studies in Media and Journalism (0.5) #
	MC423 Global Media Industries (0.5) #
	MC425 Interpersonal Mediated Communication (0.5) #
	MC426 Film Theory and World Cinema (0.5) #
	MC427 Digital Media Futures (0.5) #
	MC432 Strategic Communication in Practice: Professional Perspectives (0.5) #
	MC434 Digital Platforms and Media Infrastructures (0.5) #
	MC436 Mediating the Past (0.5) #
	MC437 Media, Data and Social Order (0.5) #
	MC439 Media, Technology, and the Body (0.5) # (not available 2024/25)
	MC440 Children, Youth and Media (0.5) #
	Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.
Paper 4	MC499 Dissertation: Media and Communications (1.0) B

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: Passing either MC4M2 or MC4M8 is a requirement for passing the programme.

B: Passing this course is a requirement for passing the programme.

Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses).

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MA in Modern History

Programme Code: TMHYMH

Department: International History

For students starting this programme of study in 2024/25

Full-year programme. Students take courses to the value of three full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	Courses to the value of 1.0 unit(s) from the following:
	EH404 India and the World Economy (0.5)
	EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	GV4F5 Advanced Study of Key Political Thinkers (0.5) #
	GV4G7 Marx and Marxism (0.5)
	HY424 The Napoleonic Empire: The Making of Modern Europe (1.0)
	HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)
	HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)
	HY478 Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
	HY483 Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)
	HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
	HY489 China and the External World, 1644-1839 (0.5)
	HY4B4 Maritime Asia in Transition, 1405-1839 (0.5)
	SO426 Classical Social Thought (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	EH429 History of Economics: Ideas, Policy and Performativity (0.5)
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
	EU476 Emotions and Memory in European Politics (0.5)
	HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
	HY411 European Integration in the Twentieth Century (1.0) # (not available 2024/25)
	HY422 Presidents, Public Opinion, and Foreign

	Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY429	Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY435	Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0)
HY440	The Iranian Revolution (1.0)
HY444	Latin America in the Cold War (1.0)
HY446	Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY463	The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #
HY471	European Empires and Global Conflict, 1935-1948 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)
HY488	European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)
HY4B3A	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 1
HY4B3W	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 2
HY4B7	Asian Borderlands (1.0)
HY4B9	China and the United States Since 1949 (1.0)
HY4C1	Fighting and Enduring the Great War (1.0)
MC436	Mediating the Past (0.5) #
SO407	Politics and Society (1.0)
SO427	Modern Social Thought (0.5)
Paper 3	Any course(s) to the value of 1.0 unit(s) listed under Papers 1 and 2 AND not previously selected:
AN402	The Anthropology of Religion (1.0)
AN404	Anthropology: Theory and Ethnography (1.0)
AN405	The Anthropology of Kinship, Sex and Gender (1.0)
AN451	Anthropology of Politics (0.5)
AN475	The Anthropology of Revolution (0.5) (not available 2024/25)
EU432	The Philosophy of Europe (0.5)
EU447	Democracy, Ideology and the European State (0.5)
GI407	Globalisation, Gender and Development (1.0) (not available 2024/25)
GI422	Transnational Sexual Politics (1.0)
PH416	Philosophy, Morals and Politics (1.0)
SO434	Cultural Theory and Cultural Forms (1.0)
	<i>Language courses</i>
	<i>Papers 1 & 2 options list</i>

Paper 4

HY490 MA in Modern History Dissertation (1.0)

Language courses

- LN130 French Language and Society 3 (advanced) (1.0) #
- LN230 French Language and Society 4 (proficiency) (1.0) #
- LN330 French Language and Society 5 (mastery) (1.0) #
- LN110 German Language and Society 3 (advanced) (1.0) #
- LN210 German Language and Society 4 (proficiency) (1.0) #
- LN140 Mandarin Language and Society 3 (Advanced) (1.0) #
- LN240 Mandarin Language and Society 4 (Proficiency) (1.0) #
- LN340 Mandarin Language and Society 5 (Mastery) (1.0) # (not available 2024/25)
- LN100 Russian Language and Society 3 (advanced) (1.0) #
- LN200 Russian Language and Society 4 (proficiency) (1.0) #
- LN120 Spanish Language and Society 3 (advanced) (1.0) #
- LN220 Spanish Language and Society 4 (proficiency) (1.0) #
- LN320 Spanish Language and Society 5 (mastery) (1.0) #

Papers 1 & 2 options list

- EH404 India and the World Economy (0.5)
- EH429 History of Economics: Ideas, Policy and Performativity (0.5)
- EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
- EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
- EU476 Emotions and Memory in European Politics (0.5)
- GV4F5 Advanced Study of Key Political Thinkers (0.5) #
- GV4G7 Marx and Marxism (0.5)
- HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
- HY411 European Integration in the Twentieth Century (1.0) # (not available 2024/25)
- HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
- HY424 The Napoleonic Empire: The Making of Modern Europe (1.0)
- HY429 Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)
- HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
- HY435 Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0)
- HY436 Race, Violence and Colonial Rule in Africa (1.0)
- HY440 The Iranian Revolution (1.0)
- HY444 Latin America in the Cold War (1.0)
- HY446 Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)
- HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)
- HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) #
- HY463 The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)

- HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #
- HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)
- HY471 European Empires and Global Conflict, 1935-1948 (1.0)
- HY478 Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
- HY483 Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)
- HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
- HY487 Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)
- HY488 European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)
- HY489 China and the External World, 1644-1839 (0.5)
- HY491 Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)
- HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
- HY4B2 The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)
- HY4B3A Citizenship in 20th century political thought: intellectual history in case studies (0.5) 3
- HY4B3W Citizenship in 20th century political thought: intellectual history in case studies (0.5) 4
- HY4B4 Maritime Asia in Transition, 1405-1839 (0.5)
- HY4B7 Asian Borderlands (1.0)
- HY4B9 China and the United States Since 1949 (1.0)
- HY4C1 Fighting and Enduring the Great War (1.0)
- MC436 Mediating the Past (0.5) #
- SO407 Politics and Society (1.0)
- SO426 Classical Social Thought (0.5)
- SO427 Modern Social Thought (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: HY4B3A can not be taken with HY4B3W
- 2: HY4B3W can not be taken with HY4B3A
- 3: HY4B3A can not be taken with HY4B3W
- 4: HY4B3W can not be taken with HY4B3A

MSc in Operations Research & Analytics**Programme Code:** TMORA**Department:** Mathematics

For students starting this programme of study in 2024/25 Full-year programme. As below, students must take three compulsory courses (Papers 1-3, 1.5 units in all), options to the value of 1.5 units (Papers 4-6), and a project or dissertation (Paper 7, 1 unit).

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements and course size capping.

Paper	Course number, title (unit value)
Paper 1	MA423 Fundamentals of Operations Research (0.5) #
Paper 2	MA424 Modelling in Operations Research (0.5) #

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Paper 3	ST447	Data Analysis and Statistical Methods (0.5) #
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following:	
	MA402	Mathematical Game Theory (0.5) #
	MA407	Algorithms and Computation (0.5) #
	MA421	Topics in Algorithms (0.5) #
	MA427	Mathematical Optimisation (0.5) #
	MA428	Combinatorial Optimisation (0.5) #
	MA429	Algorithmic Techniques in Machine Learning (0.5) #
	MA434	Algorithmic Game Theory (0.5) # (not available 2024/25)
	Students may take at most one of MA407 and MA421 under Papers 4 & 5, but may take the other under Paper 6.	
Paper 6	Courses to the value of 0.5 unit(s) from the following:	
	Another course from those listed under Papers 4 & 5.	
	FM445	Portfolio Management (0.5)
	MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2024/25)
	MA433	Mathematics of Networks (0.5) #
	MG422	Thinking Strategically (0.5) # (not available 2024/25)
	MG455	Decisions, Biases and Nudges (0.5) #
	ST418	Advanced Time Series Analysis (0.5) #
	ST449	Artificial Intelligence (0.5) #
	ST455	Reinforcement Learning (0.5) #
	ST456	Deep Learning (0.5) #
	ST457	Graph Data Analytics and Representation Learning (0.5) #
	ST459	Quantum Computation and Information (0.5) #
	ST463	Stochastic Simulation, Training, and Calibration (0.5) #
	<i>Papers 4 & 5 options list</i>	
	Or	
	Courses to the value of 0.5 unit(s) from the following:	
	Any other MSc-level course, with approval of the Programme Director and the teacher responsible for the course.	
Paper 7	MA425	Project in Operations Research & Analytics (1.0) # or
	MA426	Dissertation in Operations Research & Analytics (1.0)
	Papers 4 & 5 options list	
	MA402	Mathematical Game Theory (0.5) #
	MA407	Algorithms and Computation (0.5) #
	MA421	Topics in Algorithms (0.5) #
	MA427	Mathematical Optimisation (0.5) #
	MA428	Combinatorial Optimisation (0.5) #
	MA429	Algorithmic Techniques in Machine Learning (0.5) #
	MA434	Algorithmic Game Theory (0.5) # (not available 2024/25)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information. Students may choose at most one of: MA402, MA434, MG422.	
	Upon supplying satisfactory evidence to the course convenor of relevant previous courses taken, a student may be exempted from a course specified in Paper 1, 2, or 3, at the discretion of the Programme Director. A student shall replace such a course with another module, subject to approval of the Programme Director. Exemption from more	

than one course is rare.

Please note that not all optional courses are available every year.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Organisational and Social Psychology

Programme Code: TMOSOPS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2024/25 Full-year programme. Students must take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB402 Organisational Social Psychology (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience of quantitative techniques up to and including the topics covered in MY465:
	PB411 Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) or
	PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	GI403 Gender and Media Representation (0.5)
	PB417 Consumer Psychology for Sustainability (0.5)
	PB418 Corporate Communications (0.5)
	PB419 Creativity and Innovation (0.5) # (withdrawn 2024/25)
	PB421 Happiness (0.5)
	PB424 Organisational Life (0.5) (not available 2024/25)
	PB425 Organisations, Groups and Identity (0.5) #
	PB427 Organisational and Social Decision Making (0.5)
	PB428 Political Psychology: Inequality & Intergroup Relations (0.5)
	PB429 Science, Innovations and the Human Future (0.5) (not available 2024/25)
	PB430 Social Influence Modes and Modalities (0.5) # (not available 2024/25)
	PB431 Social Psychology of Economic Life: Advanced Topics (0.5)
	PB432 Social Representations: Social Knowledge and Contemporary Issues (0.5)
	PB433 Theory and Practice of Organisational Development (0.5)
	PB434 Behavioural Science in an Age of AI and New Technology (0.5)
	PB435 Behavioural Science for Planetary

	PB436	Wellbeing (0.5) (not available 2024/25)
	PB437	The Science of Time at Work (0.5)
	PB438	Conversation Analysis and the Science of Social Interaction (0.5) (not available 2024/25)
	PB438	Crossing Borders: The Moral Psychology of Intergroup Cooperation and Conflict (0.5)
	PB452	Behavioural Science for Health and Pandemic Responses (0.5) # (not available 2024/25)
	PB457	Organisational Culture (0.5)
	PB458	Dialogue: Conflict & Negotiation (0.5)
	Courses to the value of 0.5 unit(s) from another programme can be taken (subject to the approval of the candidate's Programme Director).	
Paper 4	PB410	Dissertation (1.0) A
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	Footnotes	
	A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%.	

MSc in Philosophy and Public Policy

Programme Code: TMPHPP

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2024/25 Full-year programme. Students must take two compulsory courses, one unit of optional courses, one compulsory seminar (non-assessed) and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	PH415	Philosophy and Public Policy (1.0)
Paper 2	PH416	Philosophy, Morals and Politics (1.0)
	Or	
	PH458	Evidence and Policy (0.5)
	and another half-unit (0.5) from the courses listed under Paper 3:	
	<i>Paper 3 options list</i>	
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	PH400	Philosophy of Science (1.0)
	PH416	Philosophy, Morals and Politics (1.0)
	PH425	Business and Organisational Ethics (0.5)
	PH426	Philosophy of Society (0.5)
	PH430	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH431	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
	PH433	Philosophy of Gender and Race (0.5)
	PH434	Philosophy of Economics: Methodology and Foundations of Economics (0.5) #
	PH435	Philosophy of Economics: Ethics and Economics (0.5) #
	PH439	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
	PH440	The Ethics of Data and AI (0.5)
	PH441	Animal Minds and Animal Ethics (0.5)
	PH456	Rationality and Choice (1.0) #
	PH458	Evidence and Policy (0.5)
	Alternatively, students can choose courses to the value of 1.0 unit from the wide array of policy courses at LSE on a space-available basis.	
Paper 4	PH499	Dissertation (1.0)

Students must also take the following non-assessed seminar:

PH421 Dissertation Seminar - Philosophy and Public Policy (0.0)

Paper 3 options list

PH400	sPhilosophy of Science (1.0)
PH416	Philosophy, Morals and Politics (1.0)
PH425	Business and Organisational Ethics (0.5)
PH426	Philosophy of Society (0.5)
PH430	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH431	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH433	Philosophy of Gender and Race (0.5)
PH434	Philosophy of Economics: Methodology and Foundations of Economics (0.5) #
PH435	Philosophy of Economics: Ethics and Economics (0.5) #
PH439	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH440	The Ethics of Data and AI (0.5)
PH441	Animal Minds and Animal Ethics (0.5)
PH456	Rationality and Choice (1.0) #
PH458	Evidence and Policy (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Philosophy of Science

Programme Code: TMPHYS

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2024/25 Full-year programme. Students must take courses to the value of 3.0 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	PH400	Philosophy of Science (1.0)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:	
	PH416	Philosophy, Morals and Politics (1.0)
	PH425	Business and Organisational Ethics (0.5)
	PH426	Philosophy of Society (0.5)
	PH430	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH431	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
	PH433	Philosophy of Gender and Race (0.5)
	PH434	Philosophy of Economics: Methodology and Foundations of Economics (0.5) #
	PH435	Philosophy of Economics: Ethics and Economics (0.5) #
	PH436	Set Theory (0.5) #
	PH437	Advanced Logic (0.5) #
	PH439	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
	PH440	The Ethics of Data and AI (0.5)
	PH441	Animal Minds and Animal Ethics (0.5)
	PH456	Rationality and Choice (1.0) #
	PH458	Evidence and Policy (0.5)
	Students may take up to 1.0 unit of non-PH courses not listed above, subject to approval.	
Paper 4	PH499	Dissertation (1.0)
	Students must also take the following non-assessed seminar:	
	PH445	Dissertation Seminar - Philosophy of

	Science (0.0) #
Papers 2 & 3 options list	
PH416	Philosophy, Morals and Politics (1.0)
PH425	Business and Organisational Ethics (0.5)
PH426	Philosophy of Society (0.5)
PH430	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH431	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH433	Philosophy of Gender and Race (0.5)
PH434	Philosophy of Economics: Methodology and Foundations of Economics (0.5) #
PH435	Philosophy of Economics: Ethics and Economics (0.5) #
PH436	Set Theory (0.5) #
PH437	Advanced Logic (0.5) #
PH439	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH440	The Ethics of Data and AI (0.5)
PH441	Animal Minds and Animal Ethics (0.5)
PH456	Rationality and Choice (1.0) #
PH458	Evidence and Policy (0.5)
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Philosophy of Economics and the Social Sciences

Programme Code: TMPHESS	
Department: Philosophy, Logic and Scientific Method	
For students starting this programme of study in 2024/25	
Please note that places are limited on some optional courses.	
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.	
Paper	Course number, title (unit value)
Year 1	
Paper 1	Courses to the value of at least 0.5 unit(s) from: Philosophy of Economics
	EH429 History of Economics: Ideas, Policy and Performativity (0.5)
	PH425 Business and Organisational Ethics (0.5)
	PH431 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
	PH434 Philosophy of Economics: Methodology and Foundations of Economics (0.5) #
	PH435 Philosophy of Economics: Ethics and Economics (0.5) #
	PH456 Rationality and Choice (1.0) #
Paper 2	Courses to the value of at least 0.5 unit(s) from: Philosophy of the Social Sciences
	PH426 Philosophy of Society (0.5)
	PH433 Philosophy of Gender and Race (0.5)
	PH440 The Ethics of Data and AI (0.5)
Paper 3	Courses up to the value of 2.0 unit(s) from:
	PH400 Philosophy of Science (1.0)
	PH416 Philosophy, Morals and Politics (1.0)
	PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH436 Set Theory (0.5) #
	PH437 Advanced Logic (0.5) #
	PH439 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
	PH441 Animal Minds and Animal Ethics (0.5)
	PH458 Evidence and Policy (0.5)
Subject to approval, students may take up to one unit of non-PH courses not listed above. This would be instead of EH429 and not in addition to this	

	course.
Paper 4	PH499 Dissertation (1.0)
Students must also take the following non-assessed seminar:	
	PH422 Dissertation Seminar - Philosophy of Economics and the Social Sciences (0.0)
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Political Economy of Europe

Programme Code: TMPOECEU	
Department: European Institute	
For students starting this programme of study in 2024/25	
Full-year programme. Students must take two out of three semi-compulsory courses, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU470 'How do we know? An introduction to research design and methods in political economy' in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.	
Please note that places are limited on some optional courses.	
Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.	
Paper	Course number, title (unit value)
Professional development course	EU450 Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:
	EU455 Concepts in Political Economy (0.5)
	EU491 Political Economy in Theory and History (0.5)
	EU492 Political Economy of Integration and Fragmentation in Europe (0.5)
Paper 2	Courses to the value of 1.0 unit from the following:
	Political Economy in Action:
	EU443 European Models of Capitalism (0.5)
	EU446 The Political Economy of European Monetary Integration (0.5) #
	EU453 The Political Economy of Welfare States and Migration in Europe (0.5)
	EU455 Concepts in Political Economy (0.5)
	EU469 The Political Economy of Finance in Europe (0.5) #
	EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU482 Europe in World Trade (0.5)
	EU491 Political Economy in Theory and History (0.5)
	EU492 Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A4 The Politics of Inequality and Redistribution (0.5)
	EU4A7 Political Economy of the Green Transition in Europe (0.5)
Paper 3	Courses to the value of 1.0 unit from the following:
	Politics and Policy:
	EU421 Policy-Making in the European Union (0.5) #
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
	EU440 The Balkans in Europe: Transition,

	Democratisation, Integration (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
EU4B1	Political Elites, Leadership, and Decision-Making (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5)
SP441	Politics of Social Policy (0.5)

Culture and Society:

EU432	The Philosophy of Europe (0.5)
EU437	Europe Beyond Modernity (0.5)
EU447	Democracy, Ideology and the European State (0.5)
EU476	Emotions and Memory in European Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A3	The Americas and Europe (0.5)

International Migration:

EU464	International Migration: EU Policies and Politics (0.5) #
EU484	Europe's Role in Global Migration Governance (0.5)
EU494	International Migration and Immigration Management (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

EU470	How do we know? An introduction to research design and methods in political economy (0.0) and EU499 Dissertation (1.0)
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Paper 2 options list

EU443	European Models of Capitalism (0.5)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of Welfare States and Migration in Europe (0.5)
EU455	Concepts in Political Economy (0.5)
EU469	The Political Economy of Finance in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU482	Europe in World Trade (0.5)
EU491	Political Economy in Theory and History (0.5)
EU492	Political Economy of Integration and Fragmentation in Europe (0.5)

EU4A4	The Politics of Inequality and Redistribution (0.5)
EU4A7	Political Economy of the Green Transition in Europe (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Political Economy of Late Development

Programme Code: TMPOECLD

Department: Economic History

For students starting this programme of study in 2024/25

Full year programme. Students must take courses to the value of four full units, including a half-unit or full-unit dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	EH401 Historical Analysis of Economic Change (0.5)
Paper 2	DV400 Development: History, Theory and Policy (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: A <i>Economic History courses</i> <i>International Development courses</i>
Paper 4	Either EH498 Dissertation (0.5) And DV or EH course(s) to the value of 1.0 unit(s) from the following: <i>Economic History courses</i> <i>International Development courses</i> Or EH499 Research Dissertation (1.0) And one DV or EH course to the value of 0.5 unit(s) from the following: <i>Economic History courses</i> <i>International Development courses</i> Economic History courses EH402 Quantitative Analysis in Economic History I (0.5) EH404 India and the World Economy (0.5) EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5) # EH413 African Economic Development in Historical Perspective (0.5) (not available 2024/25) EH421 Economic History of Colonialism (0.5) EH426A Quantitative Analysis in Economic History II (0.5) # EH426W Quantitative Analysis in Economic History II (0.5) # (not available 2024/25) EH427 Topics in Quantitative Analysis in Economic History (0.5) # EH429 History of Economics: Ideas, Policy and Performativity (0.5) EH430 Monetary and Financial History (1.0) # (not available 2024/25) EH431 Women in Economic History (0.5) EH432 Economic History and Geography: Advanced Topics and Methods (0.5) # (not available 2024/25) EH436 Economic History of the Early Modern New World (The Americas) (0.5) (not available 2024/25) EH442 Labour Markets in Historical Perspective

Paper 4

	(0.5)
EH443	The History of Premodern Money (0.5)
EH444	Population Dynamics and Economic Growth: A Historical Perspective (0.5) #
EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)
EH448	Craft, Human Capital and Innovation in Europe, 1400-1800 (0.5)
EH452	Latin American Development and Economic History (0.5) (not available 2024/25)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
International Development courses	
DV407	Poverty (0.5)
DV411	Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5) (not available 2024/25)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV423	Global Political Economy of Development (0.5) #
DV424	International Institutions and Late Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV432	China in Developmental Perspective (0.5) # (not available 2024/25)
DV433	The Informal Economy and Development (0.5) (not available 2024/25)
DV434	Human Security (0.5) (not available 2024/25)
DV435	African Political Economy (0.5) (not available 2024/25)
DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
DV445	Cutting Edge Issues in Development Thinking & Practice (0.0)
DV453	International Development Consultancy Project (0.5)
DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) (not available 2024/25)
DV455	Advocacy, Campaigning and Grassroots Activism (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2024/25)
DV464	Democracy and Development (0.5)
DV480	Transforming Society: Revolutions, Evolutions and Colonialism (0.5) #

DV483	Information Communication Technologies and Socio-economic Development (0.5)
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
DV494	Foundations of Applied Econometrics for Economic Development Policy (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: Students must take a minimum of 0.5 unit(s) of taught courses from DV and a minimum of 0.5 unit(s) of taught courses from EH in their selection for Papers 3 & 4.

MSc in Political Science (Political Behaviour)

Programme Code: TMPSPB

Department: Government

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GV481 Quantitative Analysis for Political Science (0.5)
Paper 2	GV4N4 Comparative Political Behaviour (1.0)
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	GV439 Government and Politics in Central and Eastern Europe (0.5)
	GV454 Parties, Elections and Governments (0.5)
	GV4A2 Citizens' Political Behaviour: Elections, Public Opinion and Identities (0.5) #
	GV4B9 The Second Europe (0.5)
	GV4C8 Game Theory for Political Science (0.5)
	GV4E8 Power Sharing and Institutional Design in Divided Societies (0.5)
	GV4F8 Institutions and Global Trade (0.5)
	GV4F9 The Challenges of Governance in sub-Saharan Africa (0.5)
	GV4H6 Behavioural Political Economy (0.5) #
	GV4J4 Citizen Representation and Democracy in the European Union (0.5)
	GV4J9 Populism (0.5)
	GV4K1 Participatory Governance (0.5)
	GV4K7 Conflict and Cooperation: Key Debates (0.5)
	GV4L5 Politics, Gender, and Development (0.5) #
	GV4L6 Political Economy of Inequality (0.5)
	GV4L7 Political Participation and Representation in Latin America (0.5) (not available 2024/25)

Or any other option to the value of 0.5 unit, approved by the stream convenor.

Paper 4

GV499 Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Political Science (Conflict Studies and Comparative Politics)

Programme Code: TMPSCP

Department: Government

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GV481 Quantitative Analysis for Political Science (0.5) or GV4N1 Qualitative Analysis for Political Science (0.5)
Paper 2	GV4N2 Introduction to Comparative Politics and Conflict Studies (1.0)
Paper 3	Courses to the value of 1.5 unit(s) from the following: AN436 The Anthropology of Development (0.5) * AN451 Anthropology of Politics (0.5) * DV435 African Political Economy (0.5) (not available 2024/25) DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2024/25) EU443 European Models of Capitalism (0.5) EU447 Democracy, Ideology and the European State (0.5) EU457 Culture and Security in Global Politics (0.5) * EU475 Europe and the Politics of Secularism (0.5) EU481 The Future: Political Responses to a Challenge (0.5) EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5) EU4A4 The Politics of Inequality and Redistribution (0.5) GI413 Gender, Race and Militarisation (0.5) GV439 Government and Politics in Central and Eastern Europe (0.5) GV441 States and Markets (0.5) (not available 2024/25) GV481 Quantitative Analysis for Political Science (0.5) GV4A2 Citizens' Political Behaviour: Elections, Public Opinion and Identities (0.5) # GV4A8 Political Violence and Terrorism (0.5) GV4B8 Civil Wars: Concepts and Cases (0.5) (not available 2024/25) GV4B9 The Second Europe (0.5) GV4C9 Globalization and Democratization in Southeast Asia (0.5) (not available 2024/25) GV4D3 Local Power in an Era of Globalization, Democratization, and Decentralization (0.5) GV4E1 Comparative Democratization in a Global Age (0.5) (not available 2024/25) GV4E2 Capitalism and Democracy (0.5) GV4E3 Conflict and State-Building in Eastern Europe and Eurasia (0.5) (not available 2024/25) GV4E8 Power Sharing and Institutional Design in Divided Societies (0.5) GV4F2 Popular Politics in the Middle East (0.5) GV4F8 Institutions and Global Trade (0.5) GV4F9 The Challenges of Governance in sub-Saharan Africa (0.5) GV4G1 Applied Quantitative Methods for Public

	Policy and Political Science (0.5) # (not available 2024/25)
GV4J4	Citizen Representation and Democracy in the European Union (0.5)
GV4J8	Middle East Politics in Transnational Perspective (0.5)
GV4J9	Populism (0.5)
GV4K1	Participatory Governance (0.5)
GV4K7	Conflict and Cooperation: Key Debates (0.5)
GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #
GV4L5	Politics, Gender, and Development (0.5) #
GV4L7	Political Participation and Representation in Latin America (0.5) (not available 2024/25)
GV4N1	Qualitative Analysis for Political Science (0.5)
HY411	European Integration in the Twentieth Century (1.0) ## (not available 2024/25)
IR411	Foreign Policy Analysis III (1.0) ##
MY421A	Qualitative Research Methods (0.5)
MY421W	Qualitative Research Methods (0.5)
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
MY426	Doing Ethnography (0.5) #
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
SP441	Politics of Social Policy (0.5) *
	Or another option to the value of 0.5 unit approved by the stream convenor.
Paper 4	GV499 Dissertation (1.0)
	Prerequisite Requirements and Mutually Exclusive Options
	* means available with permission
	# means there may be prerequisites for this course.
	Please view the course guide for more information.

MSc in Political Science (Global Politics)

Programme Code: TMPGLPO

Department: Government

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GV481 Quantitative Analysis for Political Science (0.5) or GV4N1 Qualitative Analysis for Political Science (0.5)
Paper 2	GV4N3 The Politics of Globalization (1.0)
Paper 3	Courses to the value of 1.5 unit(s) from the following: DV413 Environmental Problems and Development Interventions (0.5) # DV415 Global Environmental Governance (0.5) (not available 2024/25) DV418 African Development (0.5) DV421 Critical Perspectives on Global Health and Development (0.5) DV424 International Institutions and Late Development (0.5) DV434 Human Security (0.5) (not available

DV460	2024/25) Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2024/25)
EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)
EH483 T	he Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
EU443	European Models of Capitalism (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
GI420	Transnational Feminist Development Agendas (0.5)
GI421	Sexuality, Gender and Culture (0.5) #
GI422	Transnational Sexual Politics (1.0) 1
GI423	Globalisation and Sexuality (0.5) #2 (not available 2024/25)
GV441	States and Markets (0.5) (not available 2024/25)
GV481	Quantitative Analysis for Political Science (0.5)
GV4C9	Globalization and Democratization in Southeast Asia (0.5) (not available 2024/25)
GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
GV4E1	Comparative Democratization in a Global Age (0.5) (not available 2024/25)
GV4E2	Capitalism and Democracy (0.5)
GV4E8	Power Sharing and Institutional Design in Divided Societies (0.5)
GV4F2	Popular Politics in the Middle East (0.5)
GV4F9	The Challenges of Governance in sub-Saharan Africa (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5)
GV4J8	Middle East Politics in Transnational Perspective (0.5)
GV4K1	Participatory Governance (0.5)
GV4K2	Postcolonial and Comparative Political Theory (0.5) (not available 2024/25)
GV4K7	Conflict and Cooperation: Key Debates (0.5)
GV4K8	Global Public Policy (0.5)
GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #
GV4L3	Data Science Applications in Politics Research (0.5) # (not available 2024/25)
GV4L5	Politics, Gender, and Development (0.5) #
GV4L7	Political Participation and Representation in Latin America (0.5) (not available 2024/25)
GV4N1	Qualitative Analysis for Political Science (0.5)
HP412	Global Health Security (0.5)
IR412	International Institutions (1.0)
IR416	The EU in the World (1.0) #
IR419	International Relations of the Middle East (1.0) #

IR429	Economic Diplomacy (1.0) (not available 2024/25)
IR462	Theory of International Society (0.5) #
IR464	The Politics of International Human Rights (0.5) (not available 2024/25)
IR466	Genocide (0.5)
IR467	Political Economy of Climate Change (0.5)
IR479	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR480	The Politics of Inequality and Development (0.5)
IR489	Economic Diplomacy (0.5) (not available 2024/25)
IR494	Conflict and Peacebuilding (0.5) #
IR4B1	Islam in World Politics (0.5)
LL4C2	World Poverty and Human Rights (0.5)
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
Or any other option to the value of 0.5 unit, approved by the stream convenor.	
Paper 4	GV499 Dissertation (1.0)
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	
1: GI422 can not be taken with GI423	
2: GI423 can not be taken with GI422	

MSc in Political Science (Political Science and Political Economy)

Programme Code: TMPSPSPE

Department: Government

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Introductory course 1	Students are strongly recommended to take the following non-assessed introductory courses: GV4L8 Introductory Maths for Political Science (0.0) and GV4L9 Introductory R for Political Science (0.0)
Introductory course 2	Students who wish to choose an Economics course as an option are required to attend the following introductory course: EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	GV481 Quantitative Analysis for Political Science (0.5)
Paper 2	GV482 Political Science and Political Economy: Current Issues (0.5) # and GV4C8 Game Theory for Political Science (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: DV431 Development Management (1.0) DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) # DV491 Economic Development Policy II: Microeconomic Analysis (0.5) # DV494 Foundations of Applied Econometrics for Economic Development Policy (0.5) # EC453 Political Economy (1.0) # EU446 The Political Economy of European Monetary Integration (0.5) #

Paper 4	EU453	The Political Economy of Welfare States and Migration in Europe (0.5)
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU4A4	The Politics of Inequality and Redistribution (0.5)
	GV441	States and Markets (0.5) (not available 2024/25)
	GV454	Parties, Elections and Governments (0.5)
	GV4A2	Citizens' Political Behaviour: Elections, Public Opinion and Identities (0.5) #
	GV4E2	Capitalism and Democracy (0.5)
	GV4E8	Power Sharing and Institutional Design in Divided Societies (0.5)
	GV4F8	Institutions and Global Trade (0.5)
	GV4G1	Applied Quantitative Methods for Public Policy and Political Science (0.5) # (not available 2024/25)
	GV4H6	Behavioural Political Economy (0.5) #
	GV4J6	Game Theory for Research (0.5) #
	GV4K1	Participatory Governance (0.5)
	GV4K7	Conflict and Cooperation: Key Debates (0.5)
	GV4L1	Analytical Approaches to British Politics (0.5) # (not available 2024/25)
	GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #
	GV4L3	Data Science Applications in Politics Research (0.5) # (not available 2024/25)
	GV4L5	Politics, Gender, and Development (0.5) #
	GV4L6	Political Economy of Inequality (0.5)
	GV4L7	Political Participation and Representation in Latin America (0.5) (not available 2024/25)
	IR467	Political Economy of Climate Change (0.5) *
	IR468	The Political Economy of Trade (0.5) *
	IR469	Politics of Money in the World Economy (0.5) #*
	MY452A	Applied Regression Analysis (0.5) #
	MY452W	Applied Regression Analysis (0.5) #
	MY455	Multivariate Analysis and Measurement (0.5) #
	MY457	Causal Inference for Observational and Experimental Studies (0.5) #
	MY459	Quantitative Text Analysis (0.5) #
	PP440	Micro and Macro Economics (for Public Policy) (1.0) *
	PP4J5	Fiscal Governance and Budgeting (0.5) (not available 2024/25)
	SP434	Behavioural Public Policy (0.5)
	Or another option to the value of 0.5 unit approved by the stream convenor.	
	GV499	Dissertation (1.0)
	Prerequisite Requirements and Mutually Exclusive Options	
	* means available with permission	
	# means there may be prerequisites for this course.	
	Please view the course guide for more information.	

MSc in Political Sociology

Programme Code: TMPOSO(SO)

Department: Sociology

For students starting this programme of study in 2024/25 Full-year programme. Students must take three courses and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	SO407	Politics and Society (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	EU447	Democracy, Ideology and the European State (0.5)
	EU481	The Future: Political Responses to a Challenge (0.5)
	EU4A5	People and Politics in Europe (0.5)
	GV4J8	Middle East Politics in Transnational Perspective (0.5)
	GV4K7	Conflict and Cooperation: Key Debates (0.5)
	MC408	Theories and Concepts in Media and Communications (0.5) #
	MY423	Interview Methods for Social Science Research (0.5) #
	MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
	SO426	Classical Social Thought (0.5)
	SO427	Modern Social Thought (0.5)
	SO457	Political Reconciliation (0.5)
	SO458	Gendering, Identities, Difference (0.5)
	SO468	International Migration and Migrant Integration (0.5)
	SO470	The Sociology of Markets (0.5) (not available 2024/25)
	SO471	Technology, Power and Culture (0.5) (not available 2024/25)
	SO479	Human Rights and Postcolonial Theory (0.5)
	SO481	Class, Politics and Culture (0.5)
	SO490	Contemporary Social Thought (0.5)
	SO491	Quantitative Social Research Methods (0.5)
	SO492	Qualitative Social Research Methods (0.5)
	SO4B5	The Anticolonial Archive (0.5)
	SO4B7	Lawful Violence (0.5)
	SO4B8	Internationalism and Solidarity (0.5)
	SO4C1	Fascism, Authoritarianism, Populism (0.5)
	SO4C4	Global Mobilities: International Migration (0.5)
	SO4D1	Economic Sociology (1.0)
	SP441	Politics of Social Policy (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	Any of the MSc courses offered in any department or institute at the LSE, so long as they are relevant to the study of political sociology, and subject to the approval of both Programme Director and course teacher, or from the following:	
	<i>Paper 2 options list</i>	
Paper 4	SO494	MSc in Political Sociology Dissertation (1.0)
	Paper 2 options list	
	EU447	Democracy, Ideology and the European State (0.5)
	EU481	The Future: Political Responses to a Challenge (0.5)
	EU4A5	People and Politics in Europe (0.5)
	GV4J8	Middle East Politics in Transnational Perspective (0.5)
	GV4K7	Conflict and Cooperation: Key Debates (0.5)
	MC408	Theories and Concepts in Media and Communications (0.5) #
	MY423	Interview Methods for Social Science

	Research (0.5) #
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
SO426	Classical Social Thought (0.5)
SO427	Modern Social Thought (0.5)
SO457	Political Reconciliation (0.5)
SO458	Gendering, Identities, Difference (0.5)
SO468	International Migration and Migrant Integration (0.5)
SO470	The Sociology of Markets (0.5) (not available 2024/25)
SO471	Technology, Power and Culture (0.5) (not available 2024/25)
SO479	Human Rights and Postcolonial Theory (0.5)
SO481	Class, Politics and Culture (0.5)
SO490	Contemporary Social Thought (0.5)
SO491	Quantitative Social Research Methods (0.5)
SO492	Qualitative Social Research Methods (0.5)
SO4B5	The Anticolonial Archive (0.5)
SO4B7	Lawful Violence (0.5)
SO4B8	Internationalism and Solidarity (0.5)
SO4C1	Fascism, Authoritarianism, Populism (0.5)
SO4C4	Global Mobilities: International Migration (0.5)
SO4D1	Economic Sociology (1.0)
SP441	Politics of Social Policy (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Political Theory

Programme Code: TMPOTY

Department: Government

For students starting this programme of study in 2024/25 Full-year programme. Students must take 2.5 course units, a compulsory course (0.5 units) and dissertation (1 unit) as shown. Part-time students may take up to four half unit courses in their first year.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Papers 1, 2, 3, 4 & 5

Courses to the value of 2.5 units from the following, but no more than 1.5 units in any one term:

GV408	Contemporary Disputes about Justice (0.5) #
GV498	Multiculturalism (0.5)
GV4B6	Kant's Political Philosophy (0.5) #
GV4B7	The Idea of Freedom (0.5) #
GV4D7	Dilemmas of Equality (0.5)
GV4E2	Capitalism and Democracy (0.5)
GV4F5	Advanced Study of Key Political Thinkers (0.5) #
GV4G7	Marx and Marxism (0.5)
GV4H1	Chinese Political Thought (0.5) # (not available 2024/25)
GV4H3	Feminist Political Theory (0.5)
GV4H5	The Political Philosophy of Environmental Change (0.5) #
GV4K2	Postcolonial and Comparative Political Theory (0.5) (not available 2024/25)
GV4K7	Conflict and Cooperation: Key Debates

	(0.5)
GV4L4	Critical Theory and Political Action (0.5)
GV4M6	Modern African Political Philosophy (0.5) # (not available 2024/25)

Students can take courses to the value of one full unit from the following:

LL4BW	Law and Political Thought (0.5)
PH416	Philosophy, Morals and Politics (1.0)
SO427	Modern Social Thought (0.5)

A half-unit course from the Government or another department, by special permission only.

GV4H4	Foundations of Political Theory (0.5)
GV499	Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Politics and Communication

Programme Code: TMPOCOM

Department: Media and Communications

For students starting this programme of study in 2024/25

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) #
Paper 2	MC404 Political Communication in Democracies (0.5) #
	And one of the following 0.5 unit courses:
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	MC401 Mediated Resistance and Activism (0.5) # (not available 2024/25)
	MC402 The Audience in Media and Communications (0.5) #
	MC403 Contemporary Issues in Media and Communications Policy (0.5) #
	MC419 Modern Campaigning Politics (0.5) #
	MC422 Critical Studies in Media and Journalism (0.5) #
	MC423 Global Media Industries (0.5) #
	MC425 Interpersonal Mediated Communication (0.5) #
	MC428 Media Culture and Neoliberalism in the Global South (0.5) #
	MC432 Strategic Communication in Practice: Professional Perspectives (0.5) #
	MC433 Technology and Justice (0.5) # (not available 2024/25)
	MC436 Mediating the Past (0.5) #
	MC437 Media, Data and Social Order (0.5) #
	MC438 Mediated Feminisms (0.5) #
	MC439 Media, Technology, and the Body (0.5) # (not available 2024/25)
	MC440 Children, Youth and Media (0.5) #
	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's

Paper 4	programme convenor. MC499 Dissertation: Media and Communications (1.0) B
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	
Footnotes	
A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.	
B: 10,000-12,000 words. Passing this course is a requirement for passing the programme. Students can take no more than one full unit of courses from outside the Department of Media and Communications (non-MC-prefixed courses).	
Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm .	

MSc in Psychology of Economic Life

Programme Code: TMPSECL

Department: Psychological and Behavioural Science

For students starting this programme of study in 2024/25 Full-year programme. Students are required to take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB403 Psychology of Economic Life (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience on quantitative techniques up to and including the topics covered in MY465
	PB411 Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) or
	PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	PB417 Consumer Psychology for Sustainability (0.5)
	PB418 Corporate Communications (0.5)
	PB419 Creativity and Innovation (0.5) # (withdrawn 2024/25)
	PB421 Happiness (0.5)
	PB424 Organisational Life (0.5) (not available 2024/25)
	PB425 Organisations, Groups and Identity (0.5) #

PB427	Organisational and Social Decision Making (0.5)
PB428	Political Psychology: Inequality & Intergroup Relations (0.5)
PB429	Science, Innovations and the Human Future (0.5) (not available 2024/25)
PB430	Social Influence Modes and Modalities (0.5) # (not available 2024/25)
PB431	Social Psychology of Economic Life: Advanced Topics (0.5)
PB432	Social Representations: Social Knowledge and Contemporary Issues (0.5)
PB433	Theory and Practice of Organisational Development (0.5)
PB434	Behavioural Science in an Age of AI and New Technology (0.5)
PB435	Behavioural Science for Planetary Wellbeing (0.5) (not available 2024/25)
PB436	The Science of Time at Work (0.5)
PB437	Conversation Analysis and the Science of Social Interaction (0.5) (not available 2024/25)
PB438	Crossing Borders: The Moral Psychology of Intergroup Cooperation and Conflict (0.5)
PB452	Behavioural Science for Health and Pandemic Responses (0.5) # (not available 2024/25)
PB457	Organisational Culture (0.5)
PB458	Dialogue: Conflict & Negotiation (0.5)
A course from another programme (subject to the approval of the Candidate's Programme Director)	
PB410	Dissertation (1.0) A

Paper 4

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%.

Master of Public Administration

Programme Code: TMMPA

Department: School of Public Policy

For students starting this programme of study in 2024/25

The programme is taught over two academic years (21 months).

To be awarded the degree, students must complete courses to the value of 8.0 units in total over two years with 4.0 units in each year of study. Some courses have a unit value of 1.0 and some have a unit value of 0.5 indicated as (H).

No interim award is available: students completing courses with a total value of less than 8.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students who successfully complete courses to the value of 8.0 units may elect to have one of the titles below referenced on their degree certificate if the student has passed the courses attached to that specialism. The available specialisms are listed below with the courses attached to each specialism listed with them. If no such election is made, or if a student does not pass all of the courses listed under a specialism, the MPA degree certificate will state 'MPA' without further specification. Students may take courses from other specialisms as option courses.

Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme. Students who transfer to the Dual MPA will not be eligible to elect a specialism to be added to their degree certificate.

Paper	Course number, title (unit value)
Introductory course	<p>Before Year 1</p> <p>All students must attend the following MPA introductory course:</p> <p>PP408 MPA Introductory Course (0.0)</p>
Year 1	
Paper 1	<p>PP440 Micro and Macro Economics (for Public Policy) (1.0)</p> <p>Or</p> <p>Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.</p>
Paper 2	<p>PP455 Quantitative Approaches and Policy Analysis (1.0)</p> <p>Or</p> <p>PP456 Quantitative Approaches and Policy Analysis (0.5)</p> <p>and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from the first half of PP455</p> <p>Or</p> <p>PP419 Advanced Empirical Methods for Policy Analysis (0.5) #</p> <p>and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from PP455 in its entirety</p>
Paper 3	PP478 Political Science for Public Policy (1.0)
Paper 4	<p>Students take course(s) to the value of 1.0 unit from the MPA Course List (see below):</p> <p><i>MPA Course List</i></p>
Year 2	
Paper 5	PP4B3 MPA Capstone Project (1.0)
Paper 6	PP425 Strategic Policymaking: Economic Analysis, Narrative Development, Political Feasibility, and Implementation (0.5) # (not available 2024/25)
Papers 7 & 8	<p>Students take courses to the value of 2.5 units from the MPA Course List (see below):</p> <p><i>MPA Course List</i></p> <p>Prerequisite Requirements and Mutually Exclusive Options</p> <p># means there may be prerequisites for this course. Please view the course guide for more information.</p> <p>1: PP417W can not be taken with PP417A</p> <p>2: PP4B4 can not be taken with PP4V8</p> <p>3: PP4V8 can not be taken with PP4B4</p> <p>Footnotes</p> <p>A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.</p> <p>B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.</p> <p>C: Not available in Year 1.</p> <p>D: Not available in Year 1.</p> <p>E: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.</p> <p>F: Not available in Year 1.</p> <p>G: Not available in Year 1.</p> <p>H: Not available in Year 1.</p> <p>I: Not available in Year 1.</p> <p>SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF THE MPA AND DUAL MPA DEGREE</p> <ul style="list-style-type: none"> Students who attain at least a Pass grade in each of the first year courses will be eligible to proceed

into the second year of the MPA or Dual MPA programme.

- A student on the MPA programme who has attained a Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses to the value of 3.0 units will be eligible to proceed into the second year.
- A student holding an offer on the Dual MPA for their second year, who has attained a Fail grade in courses to the value of 1.0 unit, may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 330 has been achieved in the non-failed courses.
- A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the MPA or Dual MPA programme and will be entitled to repeat the failed courses as follows:

A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

- A student who has completed year one and is unable to complete year two of the MPA or Dual MPA programme will not receive an interim award.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Master of Public Administration

Programme Code: TMMPA

Department: School of Public Policy

For students starting this programme of study in 2023/24

The programme is taught over two academic years (21 months).

To be awarded the degree, students must complete courses to the value of 8.0 units in total over two years with 4.0 units in each year of study. Some courses have a unit value of 1.0 and some have a unit value of 0.5 indicated as (H).

No interim award is available: students completing courses with a total value of less than 8.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students who successfully complete courses to the value of 8.0 units may elect to have one of the titles below referenced on their degree certificate if the student has passed the courses attached to that specialism. The available specialisms are listed below with the courses attached to each specialism listed with them. If no such election is made, or if a student does not pass all of the courses listed under a specialism, the MPA degree certificate will state 'MPA' without further specification. Students may take courses from other specialisms as option courses.

Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme. Students who transfer to the Dual MPA will not be

eligible to elect a specialism to be added to their degree certificate.

Paper Course number, title (unit value)

Before Year 1

Introductory course

All students must attend the following MPA introductory course:
PP408 MPA Introductory Course (0.0)

Year 1

Paper 1

PP440 Micro and Macro Economics (for Public Policy) (1.0)

Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2

PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3

PP478 Political Science for Public Policy (1.0)

Paper 4

Students take course(s) to the value of 1.0 unit from the MPA Course List (see below):
MPA Course List

Year 2

Paper 5

PP4B3 MPA Capstone Project (1.0)

Papers 6, 7 & 8 Students take courses to the value of 3.0 units from the MPA Course List (see below):

MPA Course List

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

1: PP417W can not be taken with PP417A

2: PP4B4 can not be taken with PP4V8

3: PP4V8 can not be taken with PP4B4

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

H: Not available in Year 1.

I: Not available in Year 1.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF THE MPA AND DUAL MPA DEGREE

- Students who attain at least a Pass grade in each of the first year courses will be eligible to proceed into the second year of the MPA or Dual MPA programme.
- A student on the MPA programme who has attained a Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses to the value of 3.0 units will be eligible to proceed into the second year.
- A student holding an offer on the Dual MPA for their second year, who has attained a Fail grade in courses to the value of 1.0 unit, may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 330 has been achieved in the non-failed courses.
- A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the

second year of the MPA or Dual MPA programme and will be entitled to repeat the failed courses as follows:

A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

- A student who has completed year one and is unable to complete year two of the MPA or Dual MPA programme will not receive an interim award.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MPA Course List

Economic Policy Specialism

Students must pass two of the following three courses to qualify for this specialism.

- PP410 Public Economics for Public Policy (0.5) # A
PP418 Globalisation and Economic Policy (0.5) # B
PP419 Advanced Empirical Methods for Policy Analysis (0.5) # C

Inequality and Poverty Specialism

- PP4X6 Welfare Analysis and Measurement (1.0) (not available 2024/25)

International Development Specialism

- PP448 International Political Economy and Development (0.5)
PP449 Comparative Political Economy and Development (0.5)
PP454 Development Economics (1.0) # D

International Political Economy Specialism

- PP418 Globalisation and Economic Policy (0.5) # E
PP448 International Political Economy and Development (0.5)

Social Impact Specialism

- PP452 Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (0.5) # F
PP4J2 New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5) G

Courses not contributing to a specialism

- FM471 Sustainable Finance and Impact Investing (0.5) #
PP406 Philosophy for Public Policy (0.5)
PP411A Political Entrepreneurship (0.5) (not available 2024/25)
PP411W Political Economy Applications for Public Policy (0.5) #
PP412 Cold War II? Public Policy Implications of US-China Relations in the 2020s (0.5) (not available 2024/25)
PP413 Growth Diagnostics in Development: Theory and Practice (0.5) #

PP414	Policy-Making: Process, Challenges and Outcomes (0.5)
PP415	Technology, Data Science and Policy (0.5) #
PP417A	The Practice of Effective Climate Policy (0.5)
PP417W	The Practice of Effective Climate Policy (0.5) 1
PP423	Anticipatory Policymaking (0.5)
PP424	Happiness and Public Policy (0.5)
PP426	Public Policy for Blockchains and Digital Assets (0.5) #
PP431	Reimagining Capitalism (0.5)
PP432	International Organisations, Policymaking and Diplomacy in a contested world (0.5)
PP433	Topics in Model Based Quantitative Analysis for Public Policy (0.5) #
PP434	Automated Data Visualisation for Policymaking (0.5)
PP435	Trade Policy and Development (0.5) #
PP450	Public Organisations: Theory and Practice (0.5) # (not available 2024/25)
PP465	City-Making: the Politics of Urban Form (0.5)
PP4B4	Dissertation (1.0) 2 H
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
PP4J5	Fiscal Governance and Budgeting (0.5) (not available 2024/25)
PP4V8	Policy Paper (0.5) 3 I

In addition, students may choose courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

Master of Public Policy

Programme Code: TMMPP

Department: School of Public Policy

For students starting this programme of study in 2024/25

The programme is taught over 9 months.

To be awarded the degree, students must complete courses to the value of 4.0 units. Some courses have a unit value of 1.0 and some have a unit value of 0.5.

No interim award is available: students completing courses with a total value of less than 4.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students must take core courses to the value of 3.0 units, and a range of other courses from within the School of Public Policy to a total combined value of 4.0 units as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Core Courses All students must complete the following core courses:

Introductory course	PP409	Introductory Teaching for the Master of Public Policy (MPP) (0.0)
Paper 1	PP401	Political Science for Public Policy (0.5)
Paper 2	PP402	Quantitative Methods for Public Policy (0.5)
Paper 3	PP403	Public Management (0.5)
Paper 4	PP404	Economics for Public Policy (0.5)

Or

Upon satisfactorily demonstrating prior knowledge of Economics, students may be exempted from PP404 and will be free to take an additional half

unit option course subject to the approval of the Programme Director.

Paper 5	PP405	Public Policy Applications (0.5)
Paper 6	PP406	Philosophy for Public Policy (0.5)

Option Courses

Papers 7 & 8 Courses to the value of 1.0 unit(s) from the following:

FM471	Sustainable Finance and Impact Investing (0.5) #
FM473A	Financial Markets (0.5) #
FM473W	Financial Markets (0.5) #
FM474A	Managerial Finance (0.5)
FM474W	Managerial Finance (0.5)
GV4F8	Institutions and Global Trade (0.5)
GV4K1	Participatory Governance (0.5)
MG455	Decisions, Biases and Nudges (0.5) #
PP410	Public Economics for Public Policy (0.5) #
PP411A	Political Entrepreneurship (0.5) (not available 2024/25)
PP411W	Political Economy Applications for Public Policy (0.5) #
PP412	Cold War II? Public Policy Implications of US-China Relations in the 2020s (0.5) (not available 2024/25)
PP413	Growth Diagnostics in Development: Theory and Practice (0.5) #
PP414	Policy-Making: Process, Challenges and Outcomes (0.5)
PP415	Technology, Data Science and Policy (0.5) #
PP416	Beyond the policy cycle: how theory explains practice (0.5) (not available 2024/25)
PP417A	The Practice of Effective Climate Policy (0.5) 1
PP417W	The Practice of Effective Climate Policy (0.5) 2
PP418	Globalisation and Economic Policy (0.5) #
PP419	Advanced Empirical Methods for Policy Analysis (0.5) #
PP423	Anticipatory Policymaking (0.5)
PP424	Happiness and Public Policy (0.5)
PP425	Strategic Policymaking: Economic Analysis, Narrative Development, Political Feasibility, and Implementation (0.5) # (not available 2024/25)
PP426	Public Policy for Blockchains and Digital Assets (0.5) #
PP431	Reimagining Capitalism (0.5)
PP432	International Organisations, Policymaking and Diplomacy in a contested world (0.5)
PP433	Topics in Model Based Quantitative Analysis for Public Policy (0.5) #
PP434	Automated Data Visualisation for Policymaking (0.5)
PP435	Trade Policy and Development (0.5) #
PP448	International Political Economy and Development (0.5)
PP449	Comparative Political Economy and Development (0.5)
PP450	Public Organisations: Theory and Practice (0.5) # (not available 2024/25)
PP454	Development Economics (1.0) #
PP465	City-Making: the Politics of Urban Form (0.5)
PP4B4	Dissertation (1.0)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the

	Public Sector (0.5)
PP4J2	New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5)
PP4J4	Designing and Implementing Evidence-Informed Policies and Programmes (0.5) (not available 2024/25)
PP4J5	Fiscal Governance and Budgeting (0.5) (not available 2024/25)
PP4V8	Policy Paper (0.5)
PP4X6	Welfare Analysis and Measurement (1.0) (not available 2024/25)

In addition, students may choose up to 1.0 unit (per year of study) of courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: PP417A can not be taken with PP417W

2: PP417W can not be taken with PP417A

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MPA in Data Science for Public Policy

Programme Code: TMPPDS

Department: School of Public Policy

For students starting this programme of study in 2024/25

The programme is taught over two academic years (21 months).

To be awarded the degree, students must complete courses to the value of 8.0 units in total over two years with 4.0 units in each year of study. Some courses have a unit value of 1.0 and some have a unit value of 0.5 indicated as (H).

No interim award is available: students completing courses with a total value of less than 8.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Paper Course number, title (unit value) Before Year 1

Introductory course	PP407	Pre-Sessional Coding and Mathematics Bootcamp (0.0)
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Year 1

Paper 1	PP440	Micro and Macro Economics (for Public Policy) (1.0)
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Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2	PP478	Political Science for Public Policy (1.0)
Paper 3	PP455	Quantitative Approaches and Policy Analysis (1.0)

Or

PP456	Quantitative Approaches and Policy Analysis (0.5) 1
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and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from the first half of PP455

Or

PP419	Advanced Empirical Methods for Policy Analysis (0.5) #
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and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from PP455 in its entirety

Paper 4	PP422	Data Science for Public Policy (1.0) #
Year 2		
Paper 5	PP4B5	Capstone Project: MPA - Data Science for Public Policy (1.0)
Paper 6	PP415	Technology, Data Science and Policy (0.5) #
Paper 7	1.0 or 1.5 unit(s) from Public Policy:	
	PP406	Philosophy for Public Policy (0.5)
	PP410	Public Economics for Public Policy (0.5) #
	PP411W	Political Economy Applications for Public Policy (0.5) #
	PP413	Growth Diagnostics in Development: Theory and Practice (0.5) #
	PP414	Policy-Making: Process, Challenges and Outcomes (0.5)
	PP417A	The Practice of Effective Climate Policy (0.5)
	PP417W	The Practice of Effective Climate Policy (0.5)
	PP418	Globalisation and Economic Policy (0.5) #
	PP419	Advanced Empirical Methods for Policy Analysis (0.5) #
	PP423	Anticipatory Policymaking (0.5)
	PP424	Happiness and Public Policy (0.5)
	PP426	Public Policy for Blockchains and Digital Assets (0.5) #
	PP431	Reimagining Capitalism (0.5)
	PP432	International Organisations, Policymaking and Diplomacy in a contested world (0.5)
	PP433	Topics in Model Based Quantitative Analysis for Public Policy (0.5) #
	PP434	Automated Data Visualisation for Policymaking (0.5)
	PP435	Trade Policy and Development (0.5) #
	PP448	International Political Economy and Development (0.5)
	PP449	Comparative Political Economy and Development (0.5)
	PP452	Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (0.5) #
	PP454	Development Economics (1.0) #
	PP465	City-Making: the Politics of Urban Form (0.5)
	PP4E5	Innovations in the governance of public services delivery (0.5)
	PP4G3	Designing and Managing Change in the Public Sector (0.5)
	PP4J2	New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5)
Paper 8	1.0 or 1.5 unit(s) from Data Sciences: A	
	GY460	Techniques of Spatial Economic Analysis (0.5) #
	HP434	Methods and Data for Health Systems

	Performance Assessment (0.5)
MA402	Mathematical Game Theory (0.5) #
MA407	Algorithms and Computation (0.5) #*
MA423	Fundamentals of Operations Research (0.5) #*
MY459	Quantitative Text Analysis (0.5) #B
MY461	Social Network Analysis (0.5)
MY474	Applied Machine Learning for Social Science (0.5) #
MY475	Applied Deep Learning for Social Science (0.5) #
ST416	Multilevel Modelling (0.5) #* (not available 2024/25)
ST442	Longitudinal Data Analysis (0.5) #*
ST443	Machine Learning and Data Mining (0.5) #*
ST446	Distributed Computing for Big Data (0.5) #*
ST449	Artificial Intelligence (0.5) #*
ST454	Bayesian Data Analysis (0.5) #*
ST455	Reinforcement Learning (0.5) #*
ST456	Deep Learning (0.5) #*
MY472	Data for Data Scientists (0.5) 2 or
ST445	Managing and Visualising Data (0.5) #3*

In addition, students may choose courses from elsewhere in LSE not listed in these regulations with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy and not listed in these regulations is not guaranteed and is subject to space, regulations, and timetable constraints

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

1: PP456 can not be taken with PP455

2: MY472 can not be taken with ST445

3: ST445 can not be taken with MY472

Footnotes

A: MY459, MY461 and ST454 require knowledge of R

B: MY459: if instructor accepts a year of Econometrics and Data Science for Public Policy as pre-requisites.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF THE MPA in Data Science for Public Policy

• Students who attain at least a Pass grade in each of the first-year courses will be eligible to proceed into the second-year of the MPA in Data Science for Public Policy.

• A student on the MPA in Data Science for Public Policy programme who has attained a Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses to the value of 3.0 units will be eligible to proceed into the second year.

• A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the MPA in Data Science for Public Policy programme and will be entitled to repeat the failed courses as follows:

A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with paragraph 33 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a

repeated attempt at assessment shall bear their normal value.

A student who has completed year one and is unable to complete year two of the MPA in Data Science for Public Policy programme will not receive an interim award.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Public Policy and Administration

Programme Code: TMPPA

Department: Government

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take courses up to the value of two full course units in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under Paper 3 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered.

By choosing particular combinations of core courses, students can choose to have the title of a specialised stream added to the title of their degree:

MSc Public Policy and Administration (Comparative); or

MSc Public Policy and Administration (Public Management).

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)																		
Paper 1	GV4E9 Approaches and Issues in Public Policy and Administration (1.0)																		
Paper 2	Courses to the value of 0.5 unit(s) from the following: <table> <tr><td>GV477</td><td>Comparative Public Policy Change (0.5) #</td></tr> <tr><td>GV483</td><td>Public Management Theory and Doctrine (0.5)</td></tr> <tr><td>GV4F4</td><td>Policy Advice in Theory and Practice (0.5)</td></tr> </table>	GV477	Comparative Public Policy Change (0.5) #	GV483	Public Management Theory and Doctrine (0.5)	GV4F4	Policy Advice in Theory and Practice (0.5)												
GV477	Comparative Public Policy Change (0.5) #																		
GV483	Public Management Theory and Doctrine (0.5)																		
GV4F4	Policy Advice in Theory and Practice (0.5)																		
Paper 3	Courses to the value of 1.0 unit(s) from the following: <p>Public Management: A</p> <table> <tr><td>AC412</td><td>Accountability, Organisations and Risk Management (0.5)</td></tr> <tr><td>DV413</td><td>Environmental Problems and Development Interventions (0.5) #</td></tr> <tr><td>DV415</td><td>Global Environmental Governance (0.5) (not available 2024/25)</td></tr> <tr><td>GV483</td><td>Public Management Theory and Doctrine (0.5)</td></tr> <tr><td>GV4A2</td><td>Citizens' Political Behaviour: Elections, Public Opinion and Identities (0.5) #</td></tr> <tr><td>GV4C8</td><td>Game Theory for Political Science (0.5)</td></tr> <tr><td>GV4K1</td><td>Participatory Governance (0.5)</td></tr> <tr><td>GV4L2</td><td>The Politics and Policy of Climate Change and Sustainability (0.5) #</td></tr> <tr><td>LL4AT</td><td>Regulation: Strategies and Enforcement</td></tr> </table>	AC412	Accountability, Organisations and Risk Management (0.5)	DV413	Environmental Problems and Development Interventions (0.5) #	DV415	Global Environmental Governance (0.5) (not available 2024/25)	GV483	Public Management Theory and Doctrine (0.5)	GV4A2	Citizens' Political Behaviour: Elections, Public Opinion and Identities (0.5) #	GV4C8	Game Theory for Political Science (0.5)	GV4K1	Participatory Governance (0.5)	GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #	LL4AT	Regulation: Strategies and Enforcement
AC412	Accountability, Organisations and Risk Management (0.5)																		
DV413	Environmental Problems and Development Interventions (0.5) #																		
DV415	Global Environmental Governance (0.5) (not available 2024/25)																		
GV483	Public Management Theory and Doctrine (0.5)																		
GV4A2	Citizens' Political Behaviour: Elections, Public Opinion and Identities (0.5) #																		
GV4C8	Game Theory for Political Science (0.5)																		
GV4K1	Participatory Governance (0.5)																		
GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #																		
LL4AT	Regulation: Strategies and Enforcement																		

	(0.5)
MG402	Public Management: A Design-Oriented Approach (0.5)
PH415	Philosophy and Public Policy (1.0)
PP4J5	Fiscal Governance and Budgeting (0.5) (not available 2024/25)
SP477	Crime, Justice & Social Policy (0.5)
SP478	Special Issues in Criminology & Criminal Justice (0.5)

Comparative Public Policy and Administration:

EU421	Policy-Making in the European Union (0.5) #
EU443	European Models of Capitalism (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GV441	States and Markets (0.5) (not available 2024/25)
GV477	Comparative Public Policy Change (0.5) #
GV4C8	Game Theory for Political Science (0.5)
GV4E8	Power Sharing and Institutional Design in Divided Societies (0.5)
GV4K1	Participatory Governance (0.5)
GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #
GV4L3	Data Science Applications in Politics Research (0.5) # (not available 2024/25)
GV4L5	Politics, Gender, and Development (0.5) #
GV4L6	Political Economy of Inequality (0.5)
GV4L7	Political Participation and Representation in Latin America (0.5) (not available 2024/25)
GY413	Regional Development and Policy (0.5) #
SP434	Behavioural Public Policy (0.5)
SP441	Politics of Social Policy (0.5)
SP473	Policing, Security and Globalisation (0.5)

Another course with the permission of the programme convenor.

One from:

GV4G1	Applied Quantitative Methods for Public Policy and Political Science (0.5) # (not available 2024/25)
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
GV499	Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: *Public Management stream*

To qualify for this stream, the following courses must be taken:

GV4E9	Approaches and Issues in Public Policy and Administration
GV483	Public Management Theory and Doctrine (H)

Courses to the value on 1.0 unit from the Public Management stream under Paper 3.

B: *Comparative Public Policy and Administration stream* To qualify for this stream, the following courses must be taken: GV4E9 Approaches and Issues in Public Policy and Administration

GV477	Comparative Public Policy Change (H) or
GV4F4	The Politics of Policy Advice (H)

Courses to the value on 1.0 unit from the Comparative Public Policy and Administration stream under Paper 3.

MSc in Quantitative Methods for Risk Management

Programme Code: TMQMRM

Department: Statistics

For students starting this programme of study in 2024/25

Students take three compulsory half unit courses and 2.5 units of optional courses.

Students are required to take a two-week compulsory introductory course MA400 September Introductory Course (Financial Mathematics) in September.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Introductory Course	MA400	September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (0.0)
Paper 1	ST409	Stochastic Processes (0.5) #
Paper 2	ST429	Statistical Methods for Risk Management (0.5) #
Paper 3	MA417	Computational Methods in Finance (0.5) #
Papers 4 & 5	Courses to the value of 1.5 unit(s) from the following:	
	MA411	Probability and Measure (0.5) #
	MA415	The Mathematics of the Black and Scholes Theory (0.5) #
	MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #
	MA420	Topics in Financial Mathematics (0.5) #
	MA435	Machine Learning in Financial Mathematics (0.5) #
	ST418	Advanced Time Series Analysis (0.5) #
	ST426	Applied Stochastic Processes (0.5) (not available 2024/25)
	ST436	Financial Statistics (0.5) #
	ST439	Stochastics for Derivatives Modelling (0.5) # (not available 2024/25)
	ST440	Recent Developments in Finance and Insurance (0.5) # (not available 2024/25)
	ST443	Machine Learning and Data Mining (0.5) #
	ST446	Distributed Computing for Big Data (0.5) #
	ST448	Insurance Risk (0.5) # (not available 2024/25)
	ST449	Artificial Intelligence (0.5) #
	ST451	Bayesian Machine Learning (0.5) #
	ST455	Reinforcement Learning (0.5) #
	ST456	Deep Learning (0.5) #
	ST457	Graph Data Analytics and Representation Learning (0.5) #
	ST458	Financial Statistics II (0.5) #
	ST463	Stochastic Simulation, Training, and Calibration (0.5) #
Paper 6	Courses to the value of 1.0 unit(s) from the following:	
	FM441	Derivatives (0.5) #
	FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
	MA409	Continuous Time Optimisation (0.5) #
	ST452	Probability and Mathematical Statistics I (0.5)

Additional
course

- ST453 Probability and Mathematical Statistics II (0.5) #
- ST459 Quantum Computation and Information (0.5) #
- Further half-unit(s) from the Paper 5 options list, or from other appropriate MSc courses subject to the approval of the Programme Director and the teacher responsible for the course.
Papers 4 & 5 options list

Students can also take the following non-assessed course taken in addition to the required five compulsory half unit courses and three half units of optional courses detailed above:

- MA422 Research Topics in Financial Mathematics (0.0)

Papers 4 & 5 options list

- MA411 Probability and Measure (0.5) #
- MA415 The Mathematics of the Black and Scholes Theory (0.5) #
- MA416 The Foundations of Interest Rate and Credit Risk Theory (0.5) #
- MA420 Topics in Financial Mathematics (0.5) #
- MA435 Machine Learning in Financial Mathematics (0.5) #
- ST426 Applied Stochastic Processes (0.5) (not available 2024/25)
- ST436 Financial Statistics (0.5) #
- ST439 Stochastics for Derivatives Modelling (0.5) # (not available 2024/25)
- ST440 Recent Developments in Finance and Insurance (0.5) # (not available 2024/25)
- ST443 Machine Learning and Data Mining (0.5) #
- ST446 Distributed Computing for Big Data (0.5) #
- ST448 Insurance Risk (0.5) # (not available 2024/25)
- ST449 Artificial Intelligence (0.5) #
- ST451 Bayesian Machine Learning (0.5) #
- ST455 Reinforcement Learning (0.5) #
- ST456 Deep Learning (0.5) #
- ST457 Graph Data Analytics and Representation Learning (0.5) #
- ST458 Financial Statistics II (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Real Estate Economics and Finance

Programme Code: TMREEF

Department: Geography and Environment

For students starting this programme of study in 2024/25 Full-year programme. Students must take three compulsory courses, in addition to either FM429 or FM473W / FM473A, one optional half-unit course and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Year 1		
Paper 1	GY458	Real Property Market Practice (0.5) #
Paper 2	GY457	Applied Urban and Real Estate Economics (1.0) #
Paper 3	GY462	Real Estate Finance (0.5)
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following: FM429 Asset Markets A (0.5) # FM473A Financial Markets (0.5) # FM473W Financial Markets (0.5) # GY472 Real Estate Investment (0.5) # And a relevant half-unit course where offered, subject to the approval of the Programme Director via LSEforYou.	
Paper 6	GY485	Dissertation - MSc Geographic Data Science and MSc Real Estate Economics and Finance (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. This programme is externally accredited by the IPF and RICS. Further information is available on the Geography and Environment Department lse.ac.uk/geographyAndEnvironment/Home.aspx website.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Regional And Urban Planning Studies

Programme Code: TMRUP

Department: Geography and Environment

For students starting this programme of study in 2024/25 Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take the non-assessed compulsory course GY450 Planning Practice and Research.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	GY447	The Economics of Regional and Urban Planning (0.5) #
Paper 2	GY448	Social and Political Aspects of Planning (0.5)
Paper 3	GY454	Urban Policy and Planning (0.5) #
Paper 4	Courses to the value of 1.5 unit(s) from the following:	

GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
GI420	Transnational Feminist Development Agendas (0.5)
GY400	The Economics of Urbanisation (0.5) #
GY403	Contemporary Debates in Human Geography (0.5)
GY410	Economics of Local and Regional Development (0.5)
GY413	Regional Development and Policy (0.5) #
GY415	Local Capacity and Economic Development Policy (0.5)
GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
GY432	Urban Ethnography (0.5)
GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
GY441	The Politics of Housing (0.5)
GY446	Planning for Sustainable Cities (0.5)
GY449	Urban Futures (0.5) #
GY455	Economic Appraisal and Valuation (0.5)
GY460	Techniques of Spatial Economic Analysis (0.5) #
GY465	Concepts in Environmental Regulation (0.5)
GY470	Urban Africa (0.5) (not available 2024/25)
GY476	Applied Geographical Information Systems (0.5)
GY477	Race and Capitalism in North America (0.5) (not available 2024/25)
GY479	Urban Transformations (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
PP465	City-Making: the Politics of Urban Form (0.5)
SO473	Crime, Control and the City (0.5) (not available 2024/25)
SO480	Urban Inequalities (0.5) (not available 2024/25)

A half-unit course from another programme at the discretion of the Programme Director by special permission only.

Paper 5
Paper 6

GY450 Planning Practice and Research (0.0)
GY484 Dissertation - MSc Regional and Urban Planning Studies (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Regional and Urban Planning Studies).

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Regulation

Programme Code: TMREG

Department: Government

For students starting this programme of study in 2024/25 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GV488 Law and Politics of Regulation (1.0)
Papers 2 & 3	Courses to the value of two full units from the following: A
Environmental Regulation	
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5) (not available 2024/25)
GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #
GY465	Concepts in Environmental Regulation (0.5)
GY475	Issues in Environmental Governance (0.5)
IR467	Political Economy of Climate Change (0.5) *
LL4BV	Transnational Environmental Law (0.5)
Financial and Commercial Regulation	
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
FM473A	Financial Markets (0.5) #
FM473W	Financial Markets (0.5) #
FM474A	Managerial Finance (0.5)
FM474W	Managerial Finance (0.5)
LL4AH	Corporate Governance (0.5) #
LL4BF	International Financial Regulation (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CP	Tax Avoidance (0.5)
LL4K9	European Capital Markets Law (0.5)
SO4C9	Risk Governance (0.5)
Social Regulation	
AN451	Anthropology of Politics (0.5)
AN456	Anthropology of Economy (1): Production and Exchange (0.5)
AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)
HP433	Health Care Regulation (0.5)
Utilities Regulation	
LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4S1	Cyberlaw (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)
Government and Law	
GV477	Comparative Public Policy Change (0.5) #
GV483	Public Management Theory and Doctrine (0.5)
GV4G1	Applied Quantitative Methods for Public Policy and Political Science (0.5) # (not available 2024/25)
GV4L5	Politics, Gender, and Development (0.5)

	#
GV4L6	Political Economy of Inequality (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (withdrawn 2024/25)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
SP434	Behavioural Public Policy (0.5)
A course from another programme by special permission only.	
Paper 4	GV499 Dissertation (1.0)
Prerequisite Requirements and Mutually Exclusive Options	
* means available with permission	
# means there may be prerequisites for this course. Please view the course guide for more information.	
Footnotes	
A: Students who take courses to the value of two full units from one of the categories shown in bold above, or courses to the value of one full unit and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate.	

MSc in Social and Cultural Psychology

Programme Code: TMSCPS

Department: Psychological and Behavioural Science

For students starting this programme of study in 2024/25

Full-year programme. Students are required to take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB401 Contemporary Social and Cultural Psychology (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience on quantitative techniques up to and including the topics covered in MY465
	PB411 Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) or
	PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	PB417 Consumer Psychology for Sustainability (0.5)
	PB418 Corporate Communications (0.5)
	PB419 Creativity and Innovation (0.5) # (withdrawn 2024/25)
	PB421 Happiness (0.5)
	PB424 Organisational Life (0.5) (not available 2024/25)
	PB425 Organisations, Groups and Identity (0.5) #
	PB427 Organisational and Social Decision Making (0.5)
	PB428 Political Psychology: Inequality & Intergroup Relations (0.5)
	PB429 Science, Innovations and the Human

	Future (0.5) (not available 2024/25)
PB430	Social Influence Modes and Modalities (0.5) # (not available 2024/25)
PB431	Social Psychology of Economic Life: Advanced Topics (0.5)
PB432	Social Representations: Social Knowledge and Contemporary Issues (0.5)
PB433	Theory and Practice of Organisational Development (0.5)
PB434	Behavioural Science in an Age of AI and New Technology (0.5)
PB435	Behavioural Science for Planetary Wellbeing (0.5) (not available 2024/25)
PB436	The Science of Time at Work (0.5)
PB437	Conversation Analysis and the Science of Social Interaction (0.5) (not available 2024/25)
PB438	Crossing Borders: The Moral Psychology of Intergroup Cooperation and Conflict (0.5)
PB452	Behavioural Science for Health and Pandemic Responses (0.5) # (not available 2024/25)
PB457	Organisational Culture (0.5)
PB458	Dialogue: Conflict & Negotiation (0.5)
A course from another programme (subject to the approval of the Candidate's Programme Director).	
Paper 4	PB410 Dissertation (1.0) A
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	
Footnotes	
A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%.	

MSc in Social and Public Communication

Programme Code: TMSOPUCO

Department: Psychological and Behavioural Science

For students starting this programme of study in 2024/25

Full year programme. Students are required to take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	PB404 The Social Psychology of Communication (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience on quantitative techniques up to and including the topics covered in MY465
	PB411 Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) or
	PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	PB417 Consumer Psychology for Sustainability (0.5)
	PB418 Corporate Communications (0.5)
	PB421 Happiness (0.5)
	PB424 Organisational Life (0.5) (not available 2024/25)

Paper 4	PB425	Organisations, Groups and Identity (0.5) #
	PB427	Organisational and Social Decision Making (0.5) (not available 2024/25)
	PB428	Political Psychology: Inequality & Intergroup Relations (0.5)
	PB429	Science, Innovations and the Human Future (0.5) (not available 2024/25)
	PB430	Social Influence Modes and Modalities (0.5) # (not available 2024/25)
	PB431	Social Psychology of Economic Life: Advanced Topics (0.5)
	PB432	Social Representations: Social Knowledge and Contemporary Issues (0.5)
	PB433	Theory and Practice of Organisational Development (0.5)
	PB434	Behavioural Science in an Age of AI and New Technology (0.5)
	PB435	Behavioural Science for Planetary Wellbeing (0.5) (not available 2024/25)
	PB436	The Science of Time at Work (0.5) (not available 2024/25)
	PB437	Conversation Analysis and the Science of Social Interaction (0.5) (not available 2024/25)
	PB452	Behavioural Science for Health and Pandemic Responses (0.5) # (not available 2024/25)
	PB457	Organisational Culture (0.5)
	PB458	Dialogue: Conflict & Negotiation (0.5)
	Courses to the value of 0.5 unit(s) from another programme (subject to the approval of the candidate's Programme Director).	
	PB410	Dissertation (1.0) A
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	Footnotes	

A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%. Students who complete PB404 and PB418 can be granted exemption from up to two CIPR Diploma units. Further information is available from the Department of Psychological and Behavioural Science website <https://www.lse.ac.uk/PBS>.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Social Anthropology

Programme Code: TMAN

Department: Anthropology

For students starting this programme of study in 2024/25 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Attendance at seminars and at non-assessed tutorials is compulsory.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting

specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	AN404 Anthropology: Theory and Ethnography (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following: AN402 The Anthropology of Religion (1.0) AN405 The Anthropology of Kinship, Sex and Gender (1.0) AN451 Anthropology of Politics (0.5) AN456 Anthropology of Economy (1): Production and Exchange (0.5) AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) AN479 Anthropology of Law (0.5) AN485 Mind and Society (0.5) AN495 Digital Anthropology (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from a paper under paper 2 above not already taken or from the following: AN419 The Anthropology of Christianity (0.5) (not available 2024/25) AN420 The Anthropology of Southeast Asia (0.5) (not available 2024/25) AN424 The Anthropology of Melanesia (0.5) AN436 The Anthropology of Development (0.5) AN447 China in Comparative Perspective (1.0) AN458 Children and Youth in Contemporary Ethnography (0.5) (not available 2024/25) AN467 The Anthropology of South Asia (0.5) # AN469 The Anthropology of Amazonia (0.5) AN475 The Anthropology of Revolution (0.5) (not available 2024/25) AN476 Anthropology and the Anthropocene (0.5) AN477 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2024/25) AN480 Public Anthropology (0.5) (not available 2024/25) AN481 Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25) AN483 Anthropology, Art, and Poetics (0.5) (not available 2024/25) AN484 Anthropological Approaches to Race, Racism, and Decolonisation (0.5) AN486 Research Methods in Anthropology (0.5) AN492 Anthropological Entanglements in the Middle East (0.5) (not available 2024/25) AN493 Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) (not available 2024/25)
Paper 4	<i>Paper 2 options list</i> AN499 Dissertation (1.0) Paper 2 options list AN402 The Anthropology of Religion (1.0) AN405 The Anthropology of Kinship, Sex and Gender (1.0) AN451 Anthropology of Politics (0.5) AN456 Anthropology of Economy (1): Production and Exchange (0.5) AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) AN479 Anthropology of Law (0.5) AN485 Mind and Society (0.5) AN495 Digital Anthropology (0.5) Prerequisite Requirements and Mutually Exclusive Options # means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Social Anthropology (Religion in the Contemporary World)

Programme Code: TMSARCW

Department: Anthropology

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of four full units. Attendance at seminars and at non-assessed tutorials is compulsory.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	AN402 The Anthropology of Religion (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	AN419 The Anthropology of Christianity (0.5) (not available 2024/25)
	AN420 The Anthropology of Southeast Asia (0.5) (not available 2024/25)
	AN424 The Anthropology of Melanesia (0.5)
	AN467 The Anthropology of South Asia (0.5) #
	EU437 Europe Beyond Modernity (0.5)
	EU475 Europe and the Politics of Secularism (0.5)
	GV4C9 Globalization and Democratization in Southeast Asia (0.5) (not available 2024/25)
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2024/25)
	IR4B1 Islam in World Politics (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	AN404 Anthropology: Theory and Ethnography (1.0)
	AN405 The Anthropology of Kinship, Sex and Gender (1.0)
	AN451 Anthropology of Politics (0.5)
	AN456 Anthropology of Economy (1): Production and Exchange (0.5)
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
	AN479 Anthropology of Law (0.5)
	AN480 Public Anthropology (0.5) (not available 2024/25)
	AN481 Health and Welfare: Anthropological Perspectives (0.5) (not available 2024/25)
	AN483 Anthropology, Art, and Poetics (0.5) (not available 2024/25)
	AN484 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
	AN485 Mind and Society (0.5)
	AN492 Anthropological Entanglements in the Middle East (0.5) (not available 2024/25)
	AN493 Language, Signs, World, Action! Introduction to Linguistic Anthropology (0.5) (not available 2024/25)
	AN495 Digital Anthropology (0.5)
	EU478 The Culture of European Politics (0.5)
	HY435 Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0)
	PB416 Cognition and Culture (0.5) (withdrawn 2024/25)
	An additional unit from Paper 2 not previously taken or a course from another MSc subject to the

approval of programme director.

Paper 2 options list

AN497 Dissertation: Religion in the Contemporary World (1.0)

Paper 2 options list

AN419 The Anthropology of Christianity (0.5) (not available 2024/25)

AN420 The Anthropology of Southeast Asia (0.5) (not available 2024/25)

AN424 The Anthropology of Melanesia (0.5)

AN467 The Anthropology of South Asia (0.5) #

EU437 Europe Beyond Modernity (0.5)

EU475 Europe and the Politics of Secularism (0.5)

GV4C9 Globalization and Democratization in Southeast Asia (0.5) (not available 2024/25)

IR465 The International Politics of Culture and Religion (1.0) # (not available 2024/25)

IR4B1 Islam in World Politics (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in Social Innovation and Entrepreneurship

Programme Code: TMMGSIE

Department: Management

For students starting this programme of study in 2024/25

Full-year programme. Students must take four compulsory courses, options to the value of 1.0 unit and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MG4F8 Managerial Economics and Quantitative Measurement for Social Entrepreneurs (0.5) and MG4F9 Organisational Behaviour and Marketing for Social Entrepreneurs (0.5)
Paper 2	MG4G1 Understanding Social Problems for Innovation and Entrepreneurship (0.5) and MG4G2 Social Innovation Design (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	DV413 Environmental Problems and Development Interventions (0.5) #
	FM471 Sustainable Finance and Impact Investing (0.5) #
	FM476 Entrepreneurial Finance (0.5) #
	MG404 Consumer Insights: Behavioural Fundamentals (0.5)
	MG418 Open Innovation (0.5)
	MG421 International Business Strategy and Emerging Markets (0.5) #
	MG455 Decisions, Biases and Nudges (0.5) #
	MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)
	MG473 Negotiation Analysis (0.5)
	MG476 Corporate Social Responsibility and International Labour Standards (0.5) #
	MG482 Innovation and Technology Management (0.5)
	MG4B3 International Marketing: A Strategic Approach (0.5)

	MG4C3	Information Technology and Service Innovation (0.5)
	MG4D4	Cross Cultural Management (0.5) # (not available 2024/25)
	MG4D5	Leadership in Organisations: Theory and Practice (0.5)
	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
	PP4E5	Innovations in the governance of public services delivery (0.5)
	PP4G3	Designing and Managing Change in the Public Sector (0.5)
	Or any graduate course not listed above, subject to permission from the Programme Director and the relevant Course Leader.	
Paper 4	MG4J5	Dissertation: Social Innovation and Entrepreneurship (1.0)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

MSc in Social Research Methods

Programme Code: TMSORM

Department: Methodology

For students starting this programme of study in 2024/25 Full-year programme.

Part 1: Social Research Methods. Students must take courses to the value of two full units and a dissertation as shown.

Part 2: Optional courses. For all students other than those on the 'Gender' or 'Population' streams of the MSc Social Research Methods, courses to the value of one full unit can be taken from the courses listed under the heading 'Part 2 - Optional Courses' below. Please click the 'Optional courses' link to expand the list. Students on the 'Gender' or 'Population' streams of the MSc must select courses from the options listed under their respective headings at the foot of the 'Part 2 - Optional Courses' section below. Please click the 'Optional courses' link to expand the list.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
	Part 1 - Social Research Methods
Paper 1	Research design
	MY400 Fundamentals of Social Science Research Design (0.5)
Paper 2	Quantitative research methods
	MY451A Introduction to Quantitative Analysis (0.5) 1
	MY451W Introduction to Quantitative Analysis (0.5) 2
	Or
	MY452A Applied Regression Analysis (0.5) #3
	MY452W Applied Regression Analysis (0.5) #4
	Exceptionally, students who can demonstrate sufficient prior training in quantitative research methods commensurate with those covered in MY451/MY452 can substitute a more advanced MY45* course from the following list for MY451/MY452. This would be subject to the approval of the MSc Programme Director.
	MY455 Multivariate Analysis and Measurement (0.5) #*
	MY457 Causal Inference for Observational and Experimental Studies (0.5) #*
	MY459 Quantitative Text Analysis (0.5) #*
Paper 3	Qualitative research methods
	MY421A Qualitative Research Methods (0.5) 5 or

	MY421W Qualitative Research Methods (0.5) 6 or
	Exceptionally students who can demonstrate sufficient prior training in qualitative research methods commensurate with those covered in MY421 can substitute a more advanced MY42* course from the following list for MY421. This would be subject to the approval of the MSc Programme Director.
	MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #*
	MY426 Doing Ethnography (0.5) #*
	MY428 Qualitative Text and Discourse Analysis (0.5) #*
Paper 4	Optional social research methods course
	For this paper students can choose any one of the MY4** courses which are listed under the Optional courses list below, or a half-unit course in statistics (ST4**, subject to the approval of the MSc Programme Director).
	<i>Optional courses (click here to expand)</i>
Paper 5	MY499 Dissertation (1.0) A
	Part 2 - Optional Courses
Paper 6	Optional courses B
	For all students other than those on the 'Gender' or 'Population' streams of the MSc in Social Research Methods, courses to the value of one full unit can be taken from the courses listed in the 'Optional Courses' section below. Please click the 'Optional courses' link to expand the list. Students on the 'Gender' or 'Population' streams of the MSc must select courses from the options listed under their respective headings at the foot of the 'Optional Courses' section below. Please click the 'Optional courses' link to expand the list.
	<i>Optional courses (click here to expand)</i>
	Optional courses (click here to expand)
	Non-stream
	DV434 Human Security (0.5) (not available 2024/25)
	MY405 Research Design for Policy and Programme Evaluation (0.5)
	MY423 Interview Methods for Social Science Research (0.5) #
	MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #
	MY426 Doing Ethnography (0.5) #
	MY428 Qualitative Text and Discourse Analysis (0.5) #
	MY455 Multivariate Analysis and Measurement (0.5) #
	MY456 Survey Methodology (0.5) #
	MY457 Causal Inference for Observational and Experimental Studies (0.5) #
	MY459 Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5)
	MY470 Computer Programming (0.5)
	MY472 Data for Data Scientists (0.5)
	MY474 Applied Machine Learning for Social Science (0.5) #
	MY475 Applied Deep Learning for Social Science (0.5) #
	SO407 Politics and Society (1.0)
	ST416 Multilevel Modelling (0.5) # (not available 2024/25)
	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
	ST442 Longitudinal Data Analysis (0.5) #
	Or any other Graduate level courses from across the LSE (subject the approval of your Academic Mentor and the MSc Social Research Methods Programme Director).
	Or

Gender stream

This stream applies only to students who are taking MSc Social Research Methods as part of a 1+3 PhD programme, in conjunction with the MPhil/PhD Gender. Other students can select these courses as standard unlisted optional courses under Paper 6 (where this is allowed by the Department of Gender Studies, and subject to the approval of your Academic Mentor and the MSc Social Research Methods Programme Director).

One half-unit from the following:

- | | |
|-------|---|
| GI402 | Gender, Knowledge and Research Practice (0.5) |
| GI424 | Gender Theories: An Interdisciplinary Approach (0.5) |
| GI429 | Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) # |

And one optional half unit graduate level course (typically from the Department of Gender Studies) as agreed with your Academic Mentor.

Or

Population stream

This stream applies only to students who are taking MSc Social Research Methods as part of a 1+3 PhD programme, in conjunction with the MPhil/PhD Demography (Social/Formal). Other students can select these courses as standard unlisted optional courses under Paper 6 (where this is allowed by the host department of the course, and subject to the approval of your Academic Mentor and the MSc Social Research Methods Programme Director).

One compulsory half-unit:

- | | |
|-------|--|
| DV456 | Population, Health and Development: Evidence and Projections (0.5) # |
|-------|--|

And courses to the value of 0.5 units from the following:

- | | |
|-------|---|
| DV411 | Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25) |
| DV444 | Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # |
| DV457 | Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) |
| GI415 | Gender and Welfare Regimes: Developments and Change (0.5) |
| GI417 | Feminist Population Politics (0.5) (not available 2024/25) |
| MY476 | Population Analysis: Methods and Models (0.5) # |

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: MY451A can not be taken with MY451W
- 2: MY451W can not be taken with MY451A
- 3: MY452A can not be taken with MY452W
- 4: MY452W can not be taken with MY452A
- 5: MY421A can not be taken with MY421W
- 6: MY421W can not be taken with MY421A

Footnotes

A: The Dissertation is due in August.

B: Students may only register for one MY47* course as part of the MSc Social Research Methods degree.

MSc in Sociology

Programme Code: TMSO

Department: Sociology

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of three units and write a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)	
Paper 1	SO491	Quantitative Social Research Methods (0.5) or
	SO492	Qualitative Social Research Methods (0.5)
Papers 2 & 3	Courses to the value of 2.5 unit(s) from the following:	
	SO407	Politics and Society (1.0)
	SO426	Classical Social Thought (0.5)
	SO427	Modern Social Thought (0.5)
	SO451	Cities by Design (0.5)
	SO454	Families and Inequalities (0.5) (not available 2024/25)
	SO457	Political Reconciliation (0.5)
	SO458	Gendering, Identities, Difference (0.5)
	SO468	International Migration and Migrant Integration (0.5)
	SO470	The Sociology of Markets (0.5) (not available 2024/25)
	SO471	Technology, Power and Culture (0.5) (not available 2024/25)
	SO473	Crime, Control and the City (0.5) (not available 2024/25)
	SO475	Material Culture and Design (0.5) (not available 2024/25)
	SO477	Urban Social Theory (0.5)
	SO481	Class, Politics and Culture (0.5)
	SO489	Family and International Migration (0.5) (not available 2024/25)
	SO490	Contemporary Social Thought (0.5)
	SO491	Quantitative Social Research Methods (0.5)
	SO492	Qualitative Social Research Methods (0.5)
	SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2024/25)
	SO4B9	The Sociology of Consumption (0.5)
	SO4C1	Fascism, Authoritarianism, Populism (0.5)
	SO4C4	Global Mobilities: International Migration (0.5)
	SO4C5	The Social Life of Infrastructure (0.5)
	SO4D1	Economic Sociology (1.0)
	SO4D2	Modern Personhoods and Identitarian Thought (0.5)
Any of the MSc courses offered in any department or institute at LSE if they are relevant to the programme of study, and subject to the approval of both Programme Director and course teacher. Options taken outside the department should not normally exceed the value of 0.5.		
Paper 4	SO499	MSc in Sociology Dissertation (1.0)

MSc in Statistics

Programme Code: TMST

Department: Statistics

For students starting this programme of study in 2024/25 Academic-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) # (not available 2024/25)
	ST418 Advanced Time Series Analysis (0.5) #
	ST433 Computational Methods in Finance and Insurance (0.5) # (withdrawn 2024/25)
	ST442 Longitudinal Data Analysis (0.5) #
	ST443 Machine Learning and Data Mining (0.5) #*
	ST444 Computational Data Science (0.5) #*
	ST445 Managing and Visualising Data (0.5) #*
	ST446 Distributed Computing for Big Data (0.5) #*
	ST449 Artificial Intelligence (0.5) #*
	ST451 Bayesian Machine Learning (0.5) #*
	ST454 Bayesian Data Analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #*
	ST456 Deep Learning (0.5) #*
	ST457 Graph Data Analytics and Representation Learning (0.5) #
	ST463 Stochastic Simulation, Training, and Calibration (0.5) #
	MY459 Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5) #
Paper 4	Courses to the value of 1.0 unit from the following:
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) # (not available 2024/25)
	ST418 Advanced Time Series Analysis (0.5) #
	ST426 Applied Stochastic Processes (0.5) (not available 2024/25)
	ST433 Computational Methods in Finance and Insurance (0.5) # (withdrawn 2024/25)
	ST442 Longitudinal Data Analysis (0.5) #
	ST443 Machine Learning and Data Mining (0.5) #*
	ST444 Computational Data Science (0.5) #*
	ST445 Managing and Visualising Data (0.5) #*
	ST446 Distributed Computing for Big Data (0.5) #*
	ST449 Artificial Intelligence (0.5) #*
	ST451 Bayesian Machine Learning (0.5) #*
	ST454 Bayesian Data Analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #*
	ST456 Deep Learning (0.5) #*
	ST457 Graph Data Analytics and Representation Learning (0.5) #
	ST459 Quantum Computation and Information (0.5) #
	ST463 Stochastic Simulation, Training, and

Calibration (0.5) #

MA407 Algorithms and Computation (0.5) #

MA427 Mathematical Optimisation (0.5) #

MY456 Survey Methodology (0.5) #

MY457 Causal Inference for Observational and Experimental Studies (0.5) #

MY459 Quantitative Text Analysis (0.5) #

MY461 Social Network Analysis (0.5)

MY476 Population Analysis: Methods and Models (0.5) #

Other courses may be taken with permission, except for: ST429, ST436, ST440, MA415, MA416, MA420 and any courses indexed FM.

Students can take up to a maximum of 1.0 unit from the following courses: ST443, ST444, ST445, ST446, ST449, ST455, ST456.

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

The total value of all non-ST courses should not exceed one unit.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](https://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Statistics (Financial Statistics)

Programme Code: TMSTFS

Department: Statistics

For students starting this programme of study in 2024/25 Academic-year programme. Students take three compulsory courses (two units) and options to the value of two units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST436 Financial Statistics (0.5) # and ST458 Financial Statistics II (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	MA417 Computational Methods in Finance (0.5) #
	ST405 Multivariate Methods (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) # (not available 2024/25)
	ST418 Advanced Time Series Analysis (0.5) #
	ST429 Statistical Methods for Risk Management (0.5) #
	ST439 Stochastics for Derivatives Modelling (0.5) # (not available 2024/25)
	ST440 Recent Developments in Finance and Insurance (0.5) # (not available 2024/25)
	ST442 Longitudinal Data Analysis (0.5) #
	ST443 Machine Learning and Data Mining (0.5)

Paper 4	#
	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST448 Insurance Risk (0.5) # (not available 2024/25)
	ST449 Artificial Intelligence (0.5) #
	ST451 Bayesian Machine Learning (0.5) #
	ST454 Bayesian Data Analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #
	ST456 Deep Learning (0.5) #
	ST457 Graph Data Analytics and Representation Learning (0.5) #
	ST463 Stochastic Simulation, Training, and Calibration (0.5) #
	MY459 Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5)
	Courses to the value of 1.0 unit from the following:
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) # (not available 2024/25)
	ST418 Advanced Time Series Analysis (0.5) #
	ST426 Applied Stochastic Processes (0.5) (not available 2024/25)
	ST429 Statistical Methods for Risk Management (0.5) #
	ST439 Stochastics for Derivatives Modelling (0.5) # (not available 2024/25)
	ST440 Recent Developments in Finance and Insurance (0.5) # (not available 2024/25)
	ST442 Longitudinal Data Analysis (0.5) #
	ST443 Machine Learning and Data Mining (0.5) #
	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST448 Insurance Risk (0.5) # (not available 2024/25)
	ST449 Artificial Intelligence (0.5) #
	ST451 Bayesian Machine Learning (0.5) #
	ST454 Bayesian Data Analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #
	ST456 Deep Learning (0.5) #
	ST457 Graph Data Analytics and Representation Learning (0.5) #
	ST459 Quantum Computation and Information (0.5) #
	ST463 Stochastic Simulation, Training, and Calibration (0.5) #
	FM402 Financial Risk Analysis (0.5) #
	FM413 Fixed Income Markets (0.5) #
	FM429 Asset Markets A (0.5) #
	FM441 Derivatives (0.5) #
	FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
	MA407 Algorithms and Computation (0.5) #
	MA415 The Mathematics of the Black and Scholes Theory (0.5) #
	MA416 The Foundations of Interest Rate and Credit Risk Theory (0.5) #
	MA417 Computational Methods in Finance (0.5) #
	MA427 Mathematical Optimisation (0.5) #
	MA435 Machine Learning in Financial Mathematics (0.5) #
	MY456 Survey Methodology (0.5) #
	MY457 Causal Inference for Observational and

Experimental Studies (0.5) #
MY459 Quantitative Text Analysis (0.5) #
MY461 Social Network Analysis (0.5)

Or other non-ST course(s), with permission.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not exceed one unit.

The Bologna Process lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Statistics (Financial Statistics) (Research)

Programme Code: TMSTFSRE

Department: Statistics

For students starting this programme of study in 2024/25 Academic-year programme. Students take three compulsory courses (two units), a dissertation, and optional courses to the value of one unit.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST436 Financial Statistics (0.5) #
Paper 3	ST458 Financial Statistics II (0.5) #
Paper 4	ST499 Dissertation (1.0)
Paper 5	Courses to the value of 1.0 unit(s) from the following:
	MA417 Computational Methods in Finance (0.5) #
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) # (not available 2024/25)
	ST418 Advanced Time Series Analysis (0.5) #
	ST426 Applied Stochastic Processes (0.5) (not available 2024/25)
	ST429 Statistical Methods for Risk Management (0.5) #
	ST439 Stochastics for Derivatives Modelling (0.5) # (not available 2024/25)
	ST440 Recent Developments in Finance and Insurance (0.5) # (not available 2024/25)
	ST442 Longitudinal Data Analysis (0.5) #
	ST443 Machine Learning and Data Mining (0.5) #
	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST448 Insurance Risk (0.5) # (not available 2024/25)

ST449	Artificial Intelligence (0.5) #
ST451	Bayesian Machine Learning (0.5) #
ST454	Bayesian Data Analysis (0.5) #
ST455	Reinforcement Learning (0.5) #
ST456	Deep Learning (0.5) #
ST457	Graph Data Analytics and Representation Learning (0.5) #
ST459	Quantum Computation and Information (0.5) #
ST463	Stochastic Simulation, Training, and Calibration (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM429	Asset Markets A (0.5) #
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
MA407	Algorithms and Computation (0.5) #
MA415	The Mathematics of the Black and Scholes Theory (0.5) #
MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #
MA427	Mathematical Optimisation (0.5) #
MA435	Machine Learning in Financial Mathematics (0.5) #
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)

Or other non-ST course(s), with permission

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not exceed one unit.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

ST416	Multilevel Modelling (0.5) # (not available 2024/25)
ST418	Advanced Time Series Analysis (0.5) #
ST426	Applied Stochastic Processes (0.5) (not available 2024/25)
ST433	Computational Methods in Finance and Insurance (0.5) # (withdrawn 2024/25)
ST442	Longitudinal Data Analysis (0.5) #
ST443	Machine Learning and Data Mining (0.5) #*
ST444	Computational Data Science (0.5) #*
ST445	Managing and Visualising Data (0.5) #*
ST446	Distributed Computing for Big Data (0.5) #*
ST449	Artificial Intelligence (0.5) #*
ST451	Bayesian Machine Learning (0.5) #*
ST454	Bayesian Data Analysis (0.5) #
ST455	Reinforcement Learning (0.5) #*
ST456	Deep Learning (0.5) #*
ST457	Graph Data Analytics and Representation Learning (0.5) #
ST459	Quantum Computation and Information (0.5) #
ST463	Stochastic Simulation, Training, and Calibration (0.5) #
MA407	Algorithms and Computation (0.5) #
MA427	Mathematical Optimisation (0.5) #
MY400	Fundamentals of Social Science Research Design (0.5)
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)
MY476	Population Analysis: Methods and Models (0.5) #

Other courses may be taken with permission, except for: ST429, ST436, ST440, MA415, MA416, MA420 and any courses indexed FM.

Students can take up to a maximum of 1.0 unit from the following courses: ST443, ST444, ST445, ST446, ST449, ST455, ST456.

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not exceed one unit.

This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website. lse.ac.uk/collections/statistics

MSc in Statistics (Research)

Programme Code: TMSTRE

Department: Statistics

For students starting this programme of study in 2024/25 Full-year programme. Students must take courses to the value of three full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST499 Dissertation (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #

MSc in Statistics (Social Statistics)

Programme Code: TMSTSS

Department: Statistics

For students starting this programme of study in 2024/25 Academic-year programme. Students must take two compulsory courses and options to the value of 2.5 units as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #

And

Courses to the value of 0.5 unit(s) from the following:

ST405 Multivariate Methods (0.5) #
ST416 Multilevel Modelling (0.5) # (not available 2024/25)

Paper 3

ST442 Longitudinal Data Analysis (0.5) #

Courses to the value of 1.0 unit(s) from the following:

ST405 Multivariate Methods (0.5) #
ST416 Multilevel Modelling (0.5) # (not available 2024/25)

ST442 Longitudinal Data Analysis (0.5) #

ST443 Machine Learning and Data Mining (0.5) #

ST444 Computational Data Science (0.5) #

ST445 Managing and Visualising Data (0.5) #

ST446 Distributed Computing for Big Data (0.5) #

ST449 Artificial Intelligence (0.5) #

ST451 Bayesian Machine Learning (0.5) #

ST454 Bayesian Data Analysis (0.5) #

ST455 Reinforcement Learning (0.5) #

ST456 Deep Learning (0.5) #

ST457 Graph Data Analytics and Representation Learning (0.5) #

MY459 Quantitative Text Analysis (0.5) #

MY461 Social Network Analysis (0.5)

Paper 4

Courses to the value of 1.0 unit(s) from the following:

ST405 Multivariate Methods (0.5) #
ST416 Multilevel Modelling (0.5) # (not available 2024/25)

ST442 Longitudinal Data Analysis (0.5) #

ST454 Bayesian Data Analysis (0.5) #

GY460 Techniques of Spatial Economic Analysis (0.5) #

MA427 Mathematical Optimisation (0.5) #

MY456 Survey Methodology (0.5) #

MY457 Causal Inference for Observational and Experimental Studies (0.5) #

MY459 Quantitative Text Analysis (0.5) #

MY461 Social Network Analysis (0.5)

MY476 Population Analysis: Methods and Models (0.5) #

Other courses may be taken with permission, except for: ST429, ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not exceed one unit.

The Bologna Process [ise.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](https://www.ise.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

MSc in Statistics (Social Statistics) (Research)

Programme Code: TMSTSSRE

Department: Statistics

For students starting this programme of study in 2024/25

Full-year programme. Students must take two compulsory courses, options to the value of 1.5 units and a dissertation as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Paper 1 ST425 Statistical Inference: Principles, Methods and Computation (1.0) #

Paper 2 ST411 Generalised Linear Modelling and Survival Analysis (0.5) #

Paper 3 Courses to the value of 0.5 unit(s) from the following:

ST405 Multivariate Methods (0.5) #

ST416 Multilevel Modelling (0.5) # (not available 2024/25)

ST442 Longitudinal Data Analysis (0.5) #

Paper 4 Courses to the value of 1.0 unit(s) from the following:

ST405 Multivariate Methods (0.5) #

ST416 Multilevel Modelling (0.5) # (not available 2024/25)

ST442 Longitudinal Data Analysis (0.5) #

ST443 Machine Learning and Data Mining (0.5) #

ST444 Computational Data Science (0.5) #

ST445 Managing and Visualising Data (0.5) #

ST446 Distributed Computing for Big Data (0.5) #

ST449 Artificial Intelligence (0.5) #

ST451 Bayesian Machine Learning (0.5) #

ST454 Bayesian Data Analysis (0.5) #

ST455 Reinforcement Learning (0.5) #

ST456 Deep Learning (0.5) #

ST457 Graph Data Analytics and Representation Learning (0.5) #

GY460 Techniques of Spatial Economic Analysis (0.5) #

MA427 Mathematical Optimisation (0.5) #

MY456 Survey Methodology (0.5) #

MY457 Causal Inference for Observational and Experimental Studies (0.5) #

MY459 Quantitative Text Analysis (0.5) #

MY461 Social Network Analysis (0.5)

MY476 Population Analysis: Methods and Models (0.5) #

Other courses may be taken with permission, except for: ST429, ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.

Paper 5 ST499 Dissertation (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not exceed one unit.

MSc in Strategic Communications and Society

Programme Code: TMSTCOSO

Department: Media and Communications

For students starting this programme of study in 2024/25

Full-year programme. Students must take three compulsory courses, courses to the value of 1.5 units and a dissertation as shown below.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) # And one of the following 0.5 unit courses: MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 2	MC431 Critical Approaches to Strategic Communications (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: MC402 The Audience in Media and Communications (0.5) # MC425 Interpersonal Mediated Communication (0.5) # MC429 Humanitarian Communication: Realities, Challenges and Critiques (0.5) # MC432 Strategic Communication in Practice: Professional Perspectives (0.5) # MC434 Digital Platforms and Media Infrastructures (0.5) # MC436 Mediating the Past (0.5) # MC437 Media, Data and Social Order (0.5) # MC440 Children, Youth and Media (0.5) # MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25) MG4B3 International Marketing: A Strategic Approach (0.5) MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5) MG4F3 Digital Marketing (0.5) # PB418 Corporate Communications (0.5) PB427 Organisational and Social Decision Making (0.5) Any other course which is offered in the School at master's level, subject to the consent of the candidate's programme director.
Paper 4	MC499 Dissertation: Media and Communications (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

Note: Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses).

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future

academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Theory and History of International Relations

Programme Code: TMTHHYIR2

Department: International History

For students starting this programme of study in 2024/25
Full-year programme. Students must take courses to the value of four units, including a dissertation as shown.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 1.0 unit(s) from the following: HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) # HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0) HY429 Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0) HY435 Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0) HY436 Race, Violence and Colonial Rule in Africa (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following: IR411 Foreign Policy Analysis III (1.0) # IR412 International Institutions (1.0) IR416 The EU in the World (1.0) # IR419 International Relations of the Middle East (1.0) # IR462 Theory of International Society (0.5) # IR464 The Politics of International Human Rights (0.5) (not available 2024/25) IR466 Genocide (0.5) IR471 Critical International Law (0.5) IR479 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) # IR480 The Politics of Inequality and Development (0.5) IR488 International Politics of Southeast Asia (0.5) IR490 The Strategy of Conflict in International Relations (0.5) IR494 Conflict and Peacebuilding (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: EH452 Latin American Development and Economic History (0.5) (not available 2024/25) EU475 Europe and the Politics of Secularism (0.5) EU476 Emotions and Memory in European Politics (0.5) HY411 European Integration in the Twentieth Century (1.0) # (not available 2024/25) HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0) HY440 The Iranian Revolution (1.0) HY444 Latin America in the Cold War (1.0) HY446 Geo-Interventions and the Genealogy of the Anthropocene: The Transformation

	of Nature, Space, and Territory, 19th-21st centuries (1.0)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY463	The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY471	European Empires and Global Conflict, 1935-1948 (1.0)
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)
HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)
HY488	European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)
HY489	China and the External World, 1644-1839 (0.5)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)
HY4B3A	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 1
HY4B3W	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 2 (not available 2024/25)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B7	Asian Borderlands (1.0)
HY4B9	China and the United States Since 1949 (1.0)
HY4C1	Fighting and Enduring the Great War (1.0)
<i>Paper 1 options list</i>	
<i>Paper 2 options list</i>	
Paper 4	HY498 Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations (1.0)
Paper 1 options list	
HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #*
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0) *
HY429	Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0) *
HY435	Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0) *
HY436	Race, Violence and Colonial Rule in Africa (1.0) *
Paper 2 options list	
IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR415	The Strategy of Conflict in International Relations (1.0) # (not available 2024/25)

IR416	The EU in the World (1.0) #
IR419	International Relations of the Middle East (1.0) #
IR462	Theory of International Society (0.5) #
IR464	The Politics of International Human Rights (0.5) (not available 2024/25)
IR466	Genocide (0.5)
IR471	Critical International Law (0.5)
IR479	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
IR480	The Politics of Inequality and Development (0.5)
IR488	International Politics of Southeast Asia (0.5)
IR490	The Strategy of Conflict in International Relations (0.5)
IR494	Conflict and Peacebuilding (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission
means there may be prerequisites for this course. Please view the course guide for more information.
1: HY4B3A can not be taken with HY4B3W
2: HY4B3W can not be taken with HY4B3A

MSc in Urbanisation and Development

Programme Code: TMURDV

Department: Geography and Environment

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.

Paper	Course number, title (unit value)
Paper 1	GY452 Urban Research Methods (0.5) <i>and</i> GY459 Urban Theory and Policy in the Global South (0.5)
Paper 2	Courses to the value of between 0.5 unit(s) (minimum) and 1.0 unit(s) (maximum) from the following: <div> <div>DV400 Development: History, Theory and Policy (1.0) #</div> <div>DV407 Poverty (0.5) A</div> <div>DV411 Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25)</div> <div>DV418 African Development (0.5)</div> <div>DV420 Complex Emergencies (0.5)</div> <div>DV421 Critical Perspectives on Global Health and Development (0.5) B</div> <div>DV433 The Informal Economy and Development (0.5) (not available 2024/25)</div> <div>DV442 Key Issues in Development Studies (0.5)</div> <div>DV456 Population, Health and Development: Evidence and Projections (0.5) #</div> <div>DV458 Key issues in Global Health and Development (0.5)</div> <div>DV464 Democracy and Development (0.5)</div> <div>DV465 Labour, Social Services and Development (0.5) (not available 2024/25)</div> </div> <p>In exceptional cases it may be possible to make alternative choices for Paper 2 with the approval of the Programme Director.</p>
Paper 3	Courses up to the value of 1.0 unit (or 1.5 units if only choosing a half unit from Paper 2) from the following: <div> <div>GY400 The Economics of Urbanisation (0.5) #</div> </div>

GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
GY432	Urban Ethnography (0.5)
GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
GY441	The Politics of Housing (0.5)
GY446	Planning for Sustainable Cities (0.5)
GY449	Urban Futures (0.5) #
GY455	Economic Appraisal and Valuation (0.5)
GY470	Urban Africa (0.5) (not available 2024/25)
GY471	Urban environments and more-than-human cities (0.5) (not available 2024/25)
GY474	Politics of Environment and Development (0.5)
GY476	Applied Geographical Information Systems (0.5)
GY477	Race and Capitalism in North America (0.5) (not available 2024/25)
GY479	Urban Transformations (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
SO480	Urban Inequalities (0.5) (not available 2024/25)

Other urban and/or development courses available in the School as approved by the programme director.

Paper 4

GY488 Dissertation - MSc Urbanisation and Development (1.0) C

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: Capped course with priority for International Development students so admission not guaranteed.

B: Capped course with priority for International Development students so admission not guaranteed.

C: On an approved topic.

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Executive Taught Master's Programme Regulations

Key to Regulations

(H) means a half-unit course

(AT) means Autumn Term

(WT) means Winter Term

(ST) means Spring Term

Executive MSc in Behavioural Science

Programme Code: TMBSEX

Department: Psychological and Behavioural Science

For students starting this programme of study in 2024/25

16 month, part-time modular programme consisting of three full units of taught courses and one full unit dissertation. Students take four compulsory half unit courses to the value of two units, and two optional half unit courses to the value of one unit. Alternative exit points are available to students who are not able to complete the degree. An LSE Diploma is available on the completion of six taught courses and an LSE Certificate on the completion of four taught courses - please see the footnote at the bottom of this regulation for more information.

Paper **Course number, title (unit value)**

Year 1

September 2024

Paper 1 PB450E Behavioural Science and Policy (0.5)

Paper 2 MG406E Behavioural Decision Science (0.5)

January 2025

Paper 3 PB471E Research Methods for Behavioural Science (0.5)

Paper 4 One of the following courses:

PB436E The Science of Time at Work (0.5)

PB453E Corporate Behaviour and Decision Making (0.5)

PB454E Policy Appraisal and Ethics (0.5)

April 2025

Paper 5 PB413E Frontiers in Behavioural Science Methods (0.5)

Paper 6 One of the following courses:

PB434E Behavioural Science in an Age of AI and New Technology (0.5) **or**

PB452E Behavioural Science for Health and Regulation (0.5)

Year 2

Paper 7 PB451E Dissertation in Behavioural Science (1.0)

Exit options: The following alternative exit points are available to students who are not eligible for the award of a Degree as outlined below:

A) As a result of academic failure after fully completing the programme as set out in the programme regulations above; or

B) As a result of being unable to complete the programme as a result of unforeseen circumstances. Students must notify the Department that they are unable to continue as Absent marks could result in the student being ineligible for an exit award.

In either case, students will be eligible for one of the exit awards listed below provided they meet the designated criteria as follows:

Diploma: This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>, as a 3 unit programme subject to the following provisions.

Students eligible for the award of a Diploma will have registered on the Executive MSc Behavioural Science programme and have successfully completed courses to the value of 3.0 full units (three teaching sessions).

Results from each of the three units (or equivalent where half unit courses have been taken) count towards the Diploma classification. Students must achieve a mark of 50 or higher in each of the three courses (or equivalent where half unit courses have been taken) to achieve an overall Pass in the Diploma.

Certificate: Students wishing to earn a Certificate will have registered on the Executive MSc Behavioural Science programme and have successfully completed courses to the value of 2.0 full units (two teaching sessions).

The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in each of the two units (or equivalent where half unit courses have been taken) for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course.

Resits for the award of the degree: A student shall normally be entitled to re-sit any failed courses on one occasion only.

The results for the taught courses and dissertation will be ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in February/ March the year following dissertation submission. Once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made due to a fail in a taught course, the faculty member responsible for the failed course will set the new assessment and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set and does not have permission to defer <https://info.lse.ac.uk/current-students/services/assessment-and-results/exceptional-circumstances/deferral> the attempt, they will be deemed to have failed the course. Provided that students submit by the deadline and pass, they will graduate with their cohort subject to the normal classification rules.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

Executive MSc in Behavioural Science

Programme Code: TMBSEX

Department: Psychological and Behavioural Science

For students starting this programme of study in 2023/24

16 month, part-time modular programme consisting of three full units of taught courses and one full unit dissertation. Students take four compulsory half unit courses to the value of two units, and two optional half unit courses to the value of one unit. Alternative exit points are available to students who are not able to complete the degree. An LSE Diploma is available on the completion of six taught courses and an LSE Certificate on the completion of four taught courses - please see the footnote at the bottom of this regulation for more information.

Paper **Course number, title (unit value)**

Year 1

September 2023

Paper 1 PB450E Behavioural Science and Policy (0.5)

Paper 2	MG406E Behavioural Decision Science (0.5)
Paper 3	PB471E Research Methods for Behavioural Science (0.5)
Paper 4	One of the following courses: PB453E Corporate Behaviour and Decision Making (0.5) or PB454E Policy Appraisal and Ethics (0.5)
Paper 5	PB413E Frontiers in Behavioural Science Methods (0.5)
Paper 6	One of the following courses: PB434E Behavioural Science in an Age of AI and New Technology (0.5) or PB436E The Science of Time at Work (0.5)
Year 2	
Paper 7	PB451E Dissertation in Behavioural Science (1.0)
<p>Exit options: The following alternative exit points are available to students who are not eligible for the award of a Degree as outlined below:</p> <p>A) As a result of academic failure after fully completing the programme as set out in the programme regulations above; or</p> <p>B) As a result of being unable to complete the programme as a result of unforeseen circumstances. Students must notify the Department that they are unable to continue as Absent marks could result in the student being ineligible for an exit award. In either case, students will be eligible for one of the exit awards listed below provided they meet the designated criteria as follows:</p> <p>Diploma: This Diploma is classified according to the Scheme for the Award of a Diploma https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf, as a 3 unit programme subject to the following provisions.</p> <p>Students eligible for the award of a Diploma will have registered on the Executive MSc Behavioural Science programme and have successfully completed courses to the value of 3.0 full units (three teaching sessions). Results from each of the three units (or equivalent where half unit courses have been taken) count towards the Diploma classification. Students must achieve a mark of 50 or higher in each of the three courses (or equivalent where half unit courses have been taken) to achieve an overall Pass in the Diploma.</p> <p>Certificate: Students wishing to earn a Certificate will have registered on the Executive MSc Behavioural Science programme and have successfully completed courses to the value of 2.0 full units (two teaching sessions).</p> <p>The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in each of the two units (or equivalent where half unit courses have been taken) for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course.</p> <p>Resits for the award of the degree: A student shall normally be entitled to re-sit any failed courses on one occasion only.</p> <p>The results for the taught courses and dissertation will be ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in February/ March the year following dissertation submission. Once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made due to a fail in a taught course, the faculty member responsible for the failed course will set the new assessment and deadline for re-submission to take place as soon as possible. Results for resits</p>	

and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set and does not have permission to defer <https://info.lse.ac.uk/current-students/services/assessment-and-results/exceptional-circumstances/deferral> the attempt, they will be deemed to have failed the course. Provided that students submit by the deadline and pass, they will graduate with their cohort subject to the normal classification rules.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

Executive MSc in Cities

Programme Code: TMCIEX

Department: School of Public Policy

For students starting this programme of study in 2024/25 18 month programme. Students must take four compulsory half-unit courses, one optional full-unit course and an Urban Consultancy Project.

Paper	Course number, title (unit value)
Year 1	
Paper 1	PP4A1E Cities in an Urban Age: Challenges and Opportunities (0.5) and PP4A2E Cities and Society: Design and Social Cohesion (0.5)
Paper 2	PP4A3E Cities and the Environment: Urban Environmental Transitions (0.5)
	And
	PP4A4E Cities and the Economy: Urban Economic Development and Finance (0.5)
Paper 3	Either
	PP4A5E Urban Infrastructure and Strategic Planning (1.0) or
	PP4A6E Urban Development and Master Planning (1.0)
Year 2	
Paper 4	PP4A7E Urban Consultancy Project (1.0)

Exit options

Diploma: Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses.

Students in this position must achieve passing grades (50 and above) in courses to the value of at least 3.0 units to be eligible for the award of Diploma. The Diploma is classified according to the Scheme for the Award of a Diploma. The Diploma is a final exit award with no option to be subsequently awarded the degree of Executive MSc in Cities.

Certificate: Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses.

Students in this position must have achieved passing

grades (50 and above) in courses to the value of at least 2.0 units to be eligible for the award of Certificate. The Certificate is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate is a final exit award with no option to be subsequently awarded the degree of Executive MSc in Cities.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Executive MSc in Cities

Programme Code: TMCIEX

Department: School of Public Policy

For students starting this programme of study in 2023/24 18 month programme. Students must take four compulsory half-unit courses, one optional full-unit course and an Urban Consultancy Project.

Paper	Course number, title (unit value)
Year 1	
Paper 1	PP4A1E Cities in an Urban Age: Challenges and Opportunities (0.5) and PP4A2E Cities and Society: Design and Social Cohesion (0.5)
Paper 2	PP4A3E Cities and the Environment: Urban Environmental Transitions (0.5)
	And
	PP4A4E Cities and the Economy: Urban Economic Development and Finance (0.5)
Paper 3	Either
	PP4A5E Urban Infrastructure and Strategic Planning (1.0) or
	PP4A6E Urban Development and Master Planning (1.0)
Year 2	
Paper 4	PP4A7E Urban Consultancy Project (1.0)

Exit options

Diploma: Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses.

Students in this position must achieve passing grades (50 and above) in courses to the value of at least 3.0 units to be eligible for the award of Diploma. The Diploma is classified according to the Scheme for the Award of a Diploma. The Diploma is a final exit award with no option to be subsequently awarded the degree of Executive MSc in Cities.

Certificate: Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses.

Students in this position must have achieved passing grades (50 and above) in courses to the value of

at least 2.0 units to be eligible for the award of Certificate. The Certificate is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate is a final exit award with no option to be subsequently awarded the degree of Executive MSc in Cities.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MSc in Finance (part-time)

Programme Code: TMFI

Department: Finance

For students starting this programme of study in 2024/25 Academic year programme lasting 21 months part-time (evenings). Students must take two full unit compulsory courses in the first year and four of the half-unit options available in the second year. They must submit a structured project in one of the optional half-unit courses and take an examination in the other three half-unit courses.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1	FM422E	Corporate Finance (1.0) #
Paper 2	FM423E	Asset Markets (1.0) #

Year 2

Papers 3 & 4 Courses to the value of 2.0 units from the list below:

Courses assessed by Exam or Coursework

Dedicated list of options:

FM405E	Fixed Income Securities and Credit Markets (0.5) #
FM406E	Topics in Portfolio Management (0.5) #
FM407E	Mergers, Buyouts and Corporate Restructurings (0.5) #
FM410E	Private Equity (0.5)
FM417E	Venture Capital and Entrepreneurial Finance (0.5) #1
FM471E	Sustainable Finance and Impact Investing (0.5) #A

Other options: B

FM408	Financial Engineering (0.5) #
FM409	Risk Management in Financial Markets (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM476	Entrepreneurial Finance (0.5) #2C
FM477	International Finance A (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: FM417E can not be taken with FM476

2: FM476 can not be taken with FM417E

Footnotes

A: Structured Projects cannot be written on FM471E.

B: FM408, FM409, FM412, FM476 and FM477 are taught during the daytime only. To take this course,

students must be able to attend teaching during the day.

C: Structured Projects cannot be written on FM476.

Supplementary criteria for progression from the first to the second year of the MSc Finance (part-time)

To be eligible to proceed into the second year, candidates must attain at least a Pass grade in the two compulsory courses: FM422E and FM423E. If a candidate fails (but does not 'Bad Fail') one compulsory course, the Board may exceptionally allow progression to the second year. Exceptional progression will be at the sole discretion of the Board. If a candidate fails both of these compulsory courses they will not be allowed to progress to year two. If a candidate has a 'Bad Fail' in one or both courses they will not be allowed to progress to year two. A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>. The School may consider an application for repeat tuition in any failed courses from a student. Results obtained at re-sit shall bear their normal value.

MSc in Finance (part-time)

Programme Code: TMFI

Department: Finance

For students starting this programme of study in 2023/24 Academic year programme lasting 21 months part-time (evenings). Students must take two full unit compulsory courses in the first year and four of the half-unit options available in the second year. They must submit a structured project in one of the optional half-unit courses and take an examination in the other three half-unit courses.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper Course number, title (unit value)

Year 1

Paper 1 FM422E Corporate Finance (1.0) #

Paper 2 FM423E Asset Markets (1.0) #

Year 2

Papers 3 & 4 Courses to the value of 2.0 units from the list below:

Courses assessed by Exam or Coursework

Dedicated list of options:

FM405E Fixed Income Securities and Credit Markets (0.5) #

FM406E Topics in Portfolio Management (0.5) #

FM407E Mergers, Buyouts and Corporate

Restructurings (0.5) #

FM410E Private Equity (0.5)

FM417E Venture Capital and Entrepreneurial

Finance (0.5) #

FM471E Sustainable Finance and Impact Investing (0.5) #1A

Other options: B

FM408 Financial Engineering (0.5) #

FM409 Risk Management in Financial Markets (0.5) #

FM412 Quantitative Security Analysis (0.5) #

FM476 Entrepreneurial Finance (0.5) #2C

FM477 International Finance A (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

1: FM471E can not be taken with FM476

2: FM476 can not be taken with FM471E

Footnotes

A: Structured Projects cannot be written on FM471E.

B: FM408, FM409, FM412, FM476 and FM477 are taught during the daytime only. To take this course, students must be able to attend teaching during the day.

C: Structured Projects cannot be written on FM476.

Supplementary criteria for progression from the first to the second year of the MSc Finance (part-time)

To be eligible to proceed into the second year, candidates must attain at least a Pass grade in the two compulsory courses: FM422E and FM423E. If a candidate fails (but does not 'Bad Fail') one compulsory course, the Board may exceptionally allow progression to the second year. Exceptional progression will be at the sole discretion of the Board. If a candidate fails both of these compulsory courses they will not be allowed to progress to year two. If a candidate has a 'Bad Fail' in one or both courses they will not be allowed to progress to year two. A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>. The School may consider an application for repeat tuition in any failed courses from a student. Results obtained at re-sit shall bear their normal value.

Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences

Programme Code: TMHECSEX3

Department: Health Policy

For students starting this programme of study in 2024/25

(Previously titled 'Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Science')

24 month modular programme. Students take five compulsory half unit courses and options to the value of 1.5 units.

Paper Course number, title (unit value)

Year 1

Paper 1 HP4C1E Economic Analysis for Health Policy (0.5)

Paper 2 HP4C2E Quality and Outcomes in Clinical Sciences (0.5)

Paper 3 HP4C3E Economic Evaluation in Health Care (0.5)

Paper 4 HP4D7E Fundamentals of Management and Leadership in Health Care (0.5)

Year 2

Paper 5 HP4C5E Using Health Economics to Analyse and Inform Policy and Practice (0.5)

Paper 6 Courses to the value of 1.5 unit(s) from the following:

HP4A1E Financing Health Care (0.5)

HP4A2E Health Administration and Management (0.5)

HP4B2E Health Care Quality Management (0.5)

HP4B5E Statistical Methods in Health Care Economic Evaluation (0.5) (not available 2024/25)

HP4C4E Systematic Review and Meta-analysis (0.5)

HP4D2E Principles of Health Technology Assessment (0.5)

HP4D5E Methods for Evaluating Health Programs and Policies (0.5)

HP4D6E Behavioural Insights for Health Incentive

Design (0.5)
 HP4G1E Statistical Methods in Health Care
 Economic Evaluation (0.5)

Classification: For students starting *in or after* the 2018/19 academic year:

Students will take a total of four units of courses. All four units will count towards the calculation of the overall award according to the conditions set out in the Classification Scheme listed above.

Progression: Students wishing to defer sitting one or more examinations must seek permission according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>. Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

Diploma: This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the degree classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

Certificate: Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One. The Certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

[registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf](https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf).

Executive MSc in Health Economics, Policy and Management

Programme Code: TMHEPMEX

Department: Health Policy

For students starting this programme of study in 2024/25

Students take four compulsory half unit courses, options to the value of two units, and a dissertation.

Paper	Course number, title (unit value)
Year 1	
Paper 1	HP4A1E Financing Health Care (0.5)
Paper 2	HP4A4E Health Economics (0.5)
Paper 3	HP4D1E Introduction to Management in Health Care (0.5)
Paper 4	HP4A3E Resource Allocation and Cost-effectiveness Analysis (0.5)
Year 2	
Paper 5	HP4B9E Dissertation in Health Economics, Policy and Management (0.5)
Paper 6	Courses to the value of 2.0 unit(s) from the following:
	HP4A2E Health Administration and Management (0.5)
	HP4B1E Pharmaceutical Economics and Policy (0.5)
	HP4B2E Health Care Quality Management (0.5)
	HP4B3E Measuring Health System Performance (0.5)
	HP4B4E Principles of Evidence-Based Medicine and Clinical Trials (0.5) (not available 2024/25)
	HP4B5E Statistical Methods in Health Care Economic Evaluation (0.5) (not available 2024/25)
	HP4B7E Advanced Health Economics (0.5)
	HP4C4E Systematic Review and Meta-analysis (0.5)
	HP4D2E Principles of Health Technology Assessment (0.5)
	HP4D5E Methods for Evaluating Health Programs and Policies (0.5)
	HP4D6E Behavioural Insights for Health Incentive Design (0.5)

Classification: Eight marks count towards classification: the four compulsory courses in Year One, the dissertation, and the best three marks from the optional courses in Year Two. The lowest mark of the optional courses (listed at Paper 6 in the programme Regulations) will automatically be excluded from the marks that will count towards the degree classification. Any failed or Bad Failed courses that count towards classification will be treated in accordance with paragraph 3.1 of the Classification Scheme above. A degree cannot be awarded where a candidate receives a Bad Fail mark in any course.

Progression: Students wishing to defer sitting one or more examinations must seek permission according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>. Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's General

Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

Diploma: Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the Diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

Certificate: Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One. The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed exams in line with the School's General Academic Regulations and Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

Executive MSc in Health Economics, Policy and Management

Programme Code: TMHEPMEX

Department: Health Policy

For students starting this programme of study in 2023/24

Students take four compulsory half unit courses, options to the value of two units, and a dissertation.

Paper **Course number, title (unit value)**

Year 1

Paper 1	HP4A1E	Financing Health Care (0.5)
Paper 2	HP4A4E	Health Economics (0.5)
Paper 3	HP4D1E	Introduction to Management in Health Care (0.5)
Paper 4	HP4A3E	Resource Allocation and Cost-effectiveness Analysis (0.5)
Year 2		
Paper 5	HP4B9E	Dissertation in Health Economics, Policy and Management (0.5)
Paper 6	Courses to the value of 2.0 unit(s) from the following:	
	HP4A2E	Health Administration and Management (0.5)
	HP4B1E	Pharmaceutical Economics and Policy (0.5)
	HP4B2E	Health Care Quality Management (0.5)
	HP4B3E	Measuring Health System Performance (0.5)
	HP4B4E	Principles of Evidence-Based Medicine and Clinical Trials (0.5) (not available 2024/25)
	HP4B5E	Statistical Methods in Health Care Economic Evaluation (0.5) (not available 2024/25)
	HP4B7E	Advanced Health Economics (0.5)
	HP4C4E	Systematic Review and Meta-analysis (0.5)
	HP4D2E	Principles of Health Technology Assessment (0.5)
	HP4D5E	Methods for Evaluating Health Programs and Policies (0.5)
	HP4D6E	Behavioural Insights for Health Incentive Design (0.5)

Classification: Eight marks count towards classification: the four compulsory courses in Year One, the dissertation, and the best three marks from the optional courses in Year Two. The lowest mark of the optional courses (listed at Paper 6 in the programme Regulations) will automatically be excluded from the marks that will count towards the degree classification. Any failed or Bad Failed courses that count towards classification will be treated in accordance with paragraph 3.1 of the Classification Scheme above. A degree cannot be awarded where a candidate receives a Bad Fail mark in any course.

Progression: Students wishing to defer sitting one or more examinations must seek permission according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>. Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

Diploma: Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One and two half

units in Year Two. All courses count towards the Diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

Certificate: Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One. The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed exams in line with the School's General Academic Regulations and Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

Executive MSc in Healthcare Decision-Making, in collaboration with NICE

Programme Code: TMHDMNEX

Department: Health Policy

For students starting this programme of study in 2024/25

(previously titled 'Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE')

This is a two-year part-time modular programme in collaboration with the National Institute for Health and Care Excellence (NICE).

Students must take all eight half unit courses from the following:

Modules are staged in a progressive manner, that is, from introductory courses to general and then more specific and technical modules.

Paper	Course number, title (unit value)
Paper 1	HP4G2E Principles of Health Technology Assessment (0.5)
Paper 2	HP4F1E Impact Evaluation in Healthcare (0.5)
Paper 3	HP4F5E Health Care Regulation (0.5)
Paper 4	HP4G3E Economic Modelling for Health Care Decision Making (0.5)
Paper 5	HP4E5E Economics of the Pharmaceutical Sector (0.5)
Paper 6	HP4G4E Systematic Review and Meta-analysis (0.5)
Paper 7	HP4F6E Critical Appraisals of Clinical Trials and Real-World Evidence in Decision Making

Paper 8	HP4G1E Statistical Methods in Health Care Economic Evaluation (0.5)
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Notes: Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The MSc is a 24-month executive modular part-time degree programme. It features four intensive two-week on-campus teaching sessions, delivering eight 0.5 unit compulsory core courses. Assessment for each taught course will take place after the relevant teaching session, and consist of a combination of essays, take-home assessments, research projects and protocols.

All marks count towards degree classification. It may be a requirement to achieve Pass marks in some courses in order to be eligible for the award of the degree. Please consult with the Department until further details have been published.

Alternative exit options will be provided for students who cannot complete the MSc due to unforeseen circumstances.

An LSE Diploma is available following successful completion of 3.0 full units across six taught courses. Results from each 0.5 unit modules count toward the Diploma classification. Students must satisfy the conditions set out in the Scheme for the Award of a Diploma <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf> in order to be eligible for the award of a Diploma.

Students eligible for an LSE Certificate will have been registered on the programme and then cease studies following the completion of 2.0 full units across four taught courses over three teaching sessions. Students must achieve a mark of 50 or higher in each of these four courses in order to be eligible for the award of an LSE Certificate. LSE Certificate is classified on a Pass / Fail basis only.

MSc in International Strategy and Diplomacy

Programme Code: TMISDIP

Department: International Relations

For students starting this programme of study in 2024/25

Full-year programme. Students take 2.5 units of compulsory courses and a 1.5 unit dissertation.

Paper	Course number, title (unit value)
Paper 1	IR442E Diplomacy and Challenges (1.0)
Paper 2	IR443E Strategy in a Changing World (1.0)
Paper 3	IR444E Strategy in Action (0.5)
Paper 4	IR496E Dissertation: MSc International Strategy and Diplomacy (1.5 units) (1.5)

Executive Master of Laws (ELLM)

Programme Code: TMLL2EX

Department: Law School

For students starting this programme of study in 2024/25

1. The general regulations for MA and MSc Degrees and the Code of Practice for Taught Masters Programmes in the online Calendar apply to the Executive LLM programme except in the event of inconsistency when these regulations for the Executive LLM take priority.

2. In order to obtain the Degree, students must complete eight Executive LLM courses (see list below). Students must complete the requirements as a part-time student over a period of four years, or with the approval of the Programme Director within a period of six years. The minimum period within which the Degree can be completed is three years.

3. Alternative exit points are available to students who are not able to complete the Degree. An LSE Diploma in Legal Studies is available on completion of six courses and a Certificate of Legal Studies on the completion of four courses. There is no minimum period for completion of the alternative exit points of Certificate of Legal Studies or Diploma in Legal Studies. Please see the footnote at the bottom of this regulation for more information.

4. Courses should be chosen from the list below and are subject to availability as not every course will be offered each year. Subject to the availability of teaching staff, it is intended that every course be offered at least once within the four year degree period. No other courses at LSE or elsewhere may be taken as part of the Executive LLM programme.

Intensive Teaching

5. The Executive LLM courses will be taught in short intensive week-long sessions, which will typically be taught in the first half of April, September and December. Each course will provide between 24 and 26 hours of contact teaching time. Teaching will normally run from Monday to Friday. However, in the exceptional event where a course cannot be taught on the set weekday/s (e.g. due to last minute teacher illness), teaching may be extended to the Saturday and Sunday morning of that week. Accordingly, students are expected to book trains or flights for the day before teaching commences and should, where possible, book return trains or flights on the Sunday afternoon or evening following the completion of the course.

6. Where there is student demand we may elect also to offer some courses in two intensive weekends. The two weekends will not be more than four weekends apart. Where courses are offered in the intensive weekend format the same course will also be offered in week-long intensive format at least once every four years.

Payment of Fees

7. All Executive LLM offer holders will be required to pay a Registration Fee within 14 days of receiving their offer of admission. The registration fee is non-refundable. Only on receipt of the registration fee, may students register onto the programme. Registered students are then required to pay a per course tuition fee in advance of their chosen course date, to secure their place. Students will only be permitted to attend a module if payment is received in time. Fee payment deadlines can be found here: <https://info.lse.ac.uk/staff/divisions/Finance-Division/Fees-Income-and-Credit-Control/Instalment-options-Executive-Programmes>

8. The registration fee is non-refundable. If you withdraw from the course before starting a session or are unable to attend a session for which you have registered, all module fees will be credited to a module in a later session. You must inform the Programme Manager if you are unable to attend a module you are registered for. In exceptional circumstances, at the Director's discretion, the funds paid for that session will be refunded. Changes in fee levels may occur over the course of the programme. The student will remain liable for any difference between the fees chargeable at the later session and the fee credit from the module which the student withdrew from. Module fees are non-refundable, and will not be credited to another session, if you have attended classes but withdraw before the assessment.

9. It is our intent to offer each advertised module at least once

during the four year degree period. This may not always be possible due, for example, to teacher illness or resignation. It is possible that a module may need to be cancelled at short notice, such as where the teacher is unavailable or participant numbers are very low. If this happens, students will be given the option of taking another module during the same session or, alternatively, the fees paid towards that module will be held in credit for your next chosen module/session or refunded if preferred. Students will be informed of the withdrawal of a module no later than two weeks prior to the commencement of the module.

Assessment

10. All Executive LLM courses are assessed by either take-home examination or 8,000 word extended essay.

11. To comply with the Department's writing requirement at master's level, all students are required to write one extended essay of 8,000 words as the assessment for one of their courses to obtain the Degree, the Diploma or the Certificate. Students are not permitted to take more than three courses assessed by extended essay to obtain the Degree or the Diploma or more than one course assessed by extended essay to obtain a Certificate.

12. Extended essays must not exceed the set word limit and must be submitted by a set deadline. Students must provide evidence of original work or a capacity for critical analysis. Students will be required, at the time of submission of their work, to sign a statement on plagiarism. An oral examination may be held if the examiners so determine.

13. The take-home examinations will be set two months after the completion of the intensive teaching. The date of the examination will be provided at the date courses are available for selection. They will be uploaded and submitted electronically.

14. All students are required to write an extended essay of 8,000 words as the assessment for one of their courses to obtain the Degree, the Diploma or the Certificate. Students are not permitted to take more than three courses assessed by extended essay to obtain the Degree or the Diploma or more than one course assessed by extended essay to obtain a Certificate. The extended essay topic will be set by the course teacher. The student may propose essay topics and ideas to the teacher.

15. All students will be required to be online during the examination period in case there is any need to contact them.

16. Students will be able to re-sit a course examination once. A re-sit examination will be set as soon as possible after the student is notified of the failure. At the Programme Director's sole discretion in lieu of a re-sit or deferred examination the student may be required to submit an 8,000 word essay. This can only occur when the student has not already completed the maximum of three 8,000 word essays.

17. Any student who fails an exam twice in the same course will not be able to proceed to complete the Executive LLM programme. Students will not be able to proceed to take further courses if at the first sit and the re-sit examination are both bad fails or if the failure is not a bad fail but the student has failed another course following the re-sit. If such a student has already successfully completed 4 courses or 6 courses prior to such a failure, the student will be awarded a Certificate of Legal Studies or Diploma of Legal Studies.

Registration

18. The maximum period of registration on the programme is six years. Therefore completion of all the degree requirements (or Diploma, Certificate) must be within a six year period.

Course Completion Rate

19. Students will be expected to take one to two courses per year. Any student who fails to take a course for a two year period will be asked to provide reasons for the failure to complete courses. Any student who following such a request either fails to provide a response to the Programme Director or fails to complete a course in the year following the giving of these reasons, may be deregistered from the programme.

Degree Certificate

20. Students who successfully complete the Executive LLM examination requirements may elect to have one of the following titles attached to their degree certificate if, in the opinion of the

Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean taking a minimum of 4 courses within a specialist area. The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

Paper Course number, title (unit value)

Papers 1, 2,
3 & 4

Corporate and Commercial Law

LL400E	European Capital Markets Law (0.5)
LL410E	International Financial Law and Practice I (0.5)
LL411E	International Financial Law and Practice II (0.5) #
LL415E	Fundamentals of International Commercial Arbitration (0.5)
LL416E	Advanced Issues of International Commercial Arbitration (0.5) #
LL417E	International Commercial Contracts: General Principles (0.5) #
LL418E	Comparative Corporate Governance (0.5)
LL419E	Law of Corporate Finance (0.5)
LL431E	Takeover regulation in the UK and US (0.5)
LL432E	Mergers, Acquisitions and Restructurings in Europe (0.5) #
LL433E	State and Market in the EU (0.5)
LL438E	Commercial Remedies (0.5) #
LL439E	UK Corporate Law (0.5)
LL441E	Employment Law (0.5)
LL442E	Corporate Restructuring (0.5)
LL443E	Corporate Bankruptcy (0.5)
LL450E	Banking and Finance Law: Regulating Retail, Consumer, and SME Markets (0.5)
LL451E	Anglo-American Contract Law (0.5)
LL452E	Tort Law: Foundations and Contemporary Issues (0.5)
LL4COE	Taxation of Wealth (0.5) #
LL4CPE	Tax Avoidance (0.5)
LL4CQE	Legal Aspects of Private Equity and Venture Capital (0.5)

Financial Law and Regulation

LL400E	European Capital Markets Law (0.5)
LL406E	Regulation of Financial Markets I (0.5)
LL407E	Regulation of Financial Markets II (0.5)
LL410E	International Financial Law and Practice I (0.5)
LL411E	International Financial Law and Practice II (0.5) #
LL419E	Law of Corporate Finance (0.5)
LL431E	Takeover regulation in the UK and US (0.5)
LL432E	Mergers, Acquisitions and Restructurings in Europe (0.5) #
LL434E	Regulation: Strategies and Enforcement (0.5)
LL443E	Corporate Bankruptcy (0.5)
LL450E	Banking and Finance Law: Regulating Retail, Consumer, and SME Markets (0.5)
LL4COE	Taxation of Wealth (0.5) #
LL4CPE	Tax Avoidance (0.5)
LL4CQE	Legal Aspects of Private Equity and Venture Capital (0.5)

Regulating Innovation, Communication and Technology

LL423E	Media Law: Regulating Publication (0.5)
LL424E	Media Law: Regulating Newsgathering (0.5)
LL425E	Competition Law (0.5)
LL433E	State and Market in the EU (0.5)
LL435E	Innovation, Technology and Patent Law (0.5)
LL440E	Digital Rights, Privacy and Security (0.5) #
LL449E	Cyberlaw (0.5)

LL4CTE Brands and Trademark Law (0.5)

Human Rights and Constitutional Law

LL403E	International Human Rights: Concepts, Law and Practice (0.5)
LL404E	European and UK Human Rights Law (0.5)
LL408E	Comparative Constitutional Law (0.5)
LL409E	Comparative Human and Constitutional Rights (0.5)
LL426E	Rights Adjudication and Global Constitutionalism (0.5) #
LL427E	Constitutional Law and Theory (0.5)
LL436E	Rethinking EU Law (0.5)
LL448E	Terrorism and the Rule of Law (0.5)
LL453E	Law and Politics of the EU (0.5)

International Law

LL401E	The Law of Armed Conflict (0.5)
LL402E	Key Issues in Transnational Environmental Law (0.5)
LL403E	International Human Rights: Concepts, Law and Practice (0.5)
LL412E	International Economic Law I (0.5)
LL413E	International Economic Law II (0.5)
LL420E	International Law and Climate Change (0.5)
LL430E	International Investment Law and Arbitration (0.5) #
LL437E	International Criminal Law (0.5) #
LL444E	International Law and the Use of Force (0.5) #
LL447E	International Law: Courts and Tribunals (0.5)
LL448E	Terrorism and the Rule of Law (0.5)

EU Law

LL400E	European Capital Markets Law (0.5)
LL402E	Key Issues in Transnational Environmental Law (0.5)
LL404E	European and UK Human Rights Law (0.5)
LL425E	Competition Law (0.5)
LL432E	Mergers, Acquisitions and Restructurings in Europe (0.5) #
LL433E	State and Market in the EU (0.5)
LL436E	Rethinking EU Law (0.5)
LL441E	Employment Law (0.5)
LL453E	Law and Politics of the EU (0.5)

Courses with no Specialism Area

LL405E	Dispute Resolution and Advanced Mediation (0.5)
LL445E	Cultural Property and Heritage Law (0.5)
LL446E	Art Law (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Exit Options

Diploma: This diploma is classified according to the Scheme for the Award of a Diploma, as a 3 unit programme subject to the following provisions. Students wishing to earn a diploma will have registered as Executive LLM students and then cease their studies after completing six courses (3 full units). All courses count towards the diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the diploma. Assessments for each of the courses will take place at the beginning of the next teaching session. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations no later than eight weeks prior to the assessment date except in the case of exceptional circumstances, as set out in the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and

Regulations for Diplomas.

Certificate: Students wishing to earn a certificate will have registered as Executive LLM students and then cease their studies after completing four courses (2 full units). The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations no later than eight weeks prior to the assessment date except in the case of exceptional circumstances, as set out in the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Certificates.

Executive Global MSc in Management

Programme Code: TMGLMG

Department: Management

For students starting this programme of study in 2024/25
A 17 month programme. Students take eight compulsory half unit courses (four units in total) and one non-assessed courses in Foundations of Management 2: Financial Control and Governance (modular) (MG457E).

Paper	Course number, title (unit value)	
Year 1		
Paper 1	MG440E	Managerial Economics (modular) (0.5)
Paper 2	MG441E	Foundations of Management (modular) (0.5)
Paper 3	MG443E	Organisational Behaviour and Leadership (modular) (0.5)
Paper 4	FM475E	Financial Management (modular) (0.5)
Paper 5	MG445E	Marketing Strategy (modular) (0.5)
Additional course	MG457E	Foundations of Management 2: Financial Control and Governance (modular) (0.0)
Year 2		
Paper 6	MG446E	Strategy, Organisation and Innovation (modular) (0.5)
Paper 7	MG447E	International Business Strategy and Emerging Markets (modular) (0.5)
Paper 8	MG498E	Dissertation/Capstone Project (modular) (0.5)

Executive Global Masters in Management - Progression Rules

Candidates who attain at least a Pass grade in MG440E, MG441E and MG443E will be eligible to proceed into the second year. FM475E and MG445E are not required for progression.

A student who does not meet this criterion must resit all failed/deferred papers in accordance with the resit process detailed below. If, following the resit attempt, a student:

- has attained at least a Pass grade in each of the first year papers, he/she will be eligible to proceed into the second year.
- has attained at least a Pass grade in at least one of the first year papers, he/she will be eligible to proceed into the second year:
- at the discretion of the Chair of the Sub-Board of Examiners; and
- subject to ratification by the Graduate School Board of Examiners (GSBE).
- Has failed all of the first year papers, he/she will not be eligible to proceed into the second year, as he/she will no longer be able to successfully complete the programme according to the School's Scheme for

the Award of a Taught Master's Degree (four units). The marks of any student who fails up to two papers over the course of the programme will be subject to the penalty rules stipulated at paragraph 3.2 of the School's Scheme for the Award of a Taught Master's Degree (four units).

Executive Global Masters in Management - Resit Process

A student shall normally be entitled to re-sit any failed courses only (on one occasion).

For first year courses required for progression, where the individual assessment takes the form of an assignment or take home exam, once grades have been ratified, the faculty member responsible for the failed first year course will set the new paper and deadline for re-submission to take place as soon as possible and before the beginning of the second year. Results for resits and any subsequent progression will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course.

The results of first year courses FM475E and MG445E will be formally ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in November. If it is determined that as a result of a fail in one or both of these courses an award cannot be made the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. A candidate resitting these courses cannot graduate until the July Sub-Board and Graduate School Board of Examiners has met to ratify their results.

For second year courses, once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed second year course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course. Resits for second year courses will result in delayed Graduation.

Executive Global MSc in Management

Programme Code: TMGLMG

Department: Management

For students starting this programme of study in 2023/24
A 17 month programme. Students take eight compulsory half unit courses (four units in total) and one non-assessed courses in Foundations of Management 2: Financial Control and Governance (modular) (MG457E).

Paper	Course number, title (unit value)	
Year 1		
Paper 1	MG440E	Managerial Economics (modular) (0.5)
Paper 2	MG441E	Foundations of Management (modular) (0.5)
Paper 3	MG443E	Organisational Behaviour and Leadership (modular) (0.5)
Paper 4	FM475E	Financial Management (modular) (0.5)
Paper 5	MG445E	Marketing Strategy (modular) (0.5)
Additional course	MG457E	Foundations of Management 2: Financial Control and Governance (modular) (0.0)
Year 2		
Paper 6	MG446E	Strategy, Organisation and Innovation

Paper 7	MG447E	(modular) (0.5) International Business Strategy and Emerging Markets (modular) (0.5)
Paper 8	MG498E	Dissertation/Capstone Project (modular) (0.5)

Executive Global Masters in Management - Progression Rules

Candidates who attain at least a Pass grade in MG440E, MG441E and MG443E will be eligible to proceed into the second year. FM475E and MG445E are not required for progression.

A student who does not meet this criterion must resit all failed/deferred papers in accordance with the resit process detailed below. If, following the resit attempt, a student:

- has attained at least a Pass grade in each of the first year papers, he/she will be eligible to proceed into the second year.
- has attained at least a Pass grade in at least one of the first year papers, he/she will be eligible to proceed into the second year:
- at the discretion of the Chair of the Sub-Board of Examiners; and
- subject to ratification by the Graduate School Board of Examiners (GSBE).
- Has failed all of the first year papers, he/she will not be eligible to proceed into the second year, as he/she will no longer be able to successfully complete the programme according to the School's Scheme for the Award of a Taught Master's Degree (four units). The marks of any student who fails up to two papers over the course of the programme will be subject to the penalty rules stipulated at paragraph 3.2 of the School's Scheme for the Award of a Taught Master's Degree (four units).

Executive Global Masters in Management - Resit Process

A student shall normally be entitled to re-sit any failed courses only (on one occasion).

For first year courses required for progression, where the individual assessment takes the form of an assignment or take home exam, once grades have been ratified, the faculty member responsible for the failed first year course will set the new paper and deadline for re-submission to take place as soon as possible and before the beginning of the second year. Results for resits and any subsequent progression will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course.

The results of first year courses FM475E and MG445E will be formally ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in November. If it is determined that as a result of a fail in one or both of these courses an award cannot be made the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. A candidate resitting these courses cannot graduate until the July Sub-Board and Graduate School Board of Examiners has met to ratify their results.

For second year courses, once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed second year course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board

of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course. Resits for second year courses will result in delayed Graduation.

Executive Master of Public Administration

Programme Code: TMMPAEX

Department: School of Public Policy

For students starting this programme of study in 2024/25

The EMPA is a 21 month programme. Students must take courses to the value of eight half units as set out below.

Paper Course number, title (unit value)

Year 1

Pre-sessionals
course

PP430E Introduction to Statistics for Public Policy (0.0)

Paper 1 PP4G8E Introduction to Public Policy (EMPA) (0.5)

Paper 2 PP478E Political Science and Public Policy (0.5) #

Paper 3 PP455E Empirical Methods for Public Policy (0.5) #

Paper 4 PP440E Economic Policy Analysis (0.5) #

Paper 5 PP4G9E Public Policy in Practice Workshop I (EMPA) (0.5)

Year 2

Papers 6 & 7 Courses to the value of 1.0 unit(s) from the following:

PP410E Public Economics for Public Policy (0.5) #

PP421E Global Market Economics (0.5) #

PP454E Development Economics (0.5) #

PP488E Regulatory Analysis (0.5) #

PP4J5E Fiscal Governance and Budgeting (0.5) #

PP4V8E Policy Paper (0.5) #

Paper 8 PP409E Public Policy in Practice Workshop II (EMPA) (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP478E, PP455E and PP440E will be eligible to progress to Year 2. The Year 1 courses PP4G8E and PP4G9E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students>.

pdf prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP478E, PP455E and PP440E in Year 1.

Students failing one but not more than one of PP478E, PP455E and PP440E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP478E, PP455E and PP440E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students failing up to one unit of courses but that still satisfy the progression rules may not need to resit those failed courses if they satisfy the compensation rules according to the Scheme for the Award of a Taught Master's Degree <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf> at the end of the second year. Students that have more than one unit of fail at the end of the programme or those with one unit of fail that do not meet the progression rules must resit in order to be eligible for the award of the degree.

Students that fail courses and as a result fail to meet the progression rules must resit and satisfy the progression rules before they can proceed to Year 2. Students that receive a Bad Fail in any course will not be permitted to progress and must satisfy the progression rules after achieving a resit mark to proceed to Year 2.

Students are permitted to re-sit failed assessments in failed courses on one occasion only and in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

Paper 1	PP4G8E	Public Policy in Practice Workshop I (EMPA) (0.5)
Paper 2	PP478E	Political Science and Public Policy (0.5) #
Paper 3	PP455E	Empirical Methods for Public Policy (0.5) #
Paper 4	PP440E	Economic Policy Analysis (0.5) #
Paper 5	PP4G9E	Public Policy in Practice Workshop II (EMPA) (0.5)

Year 2

Papers 6 & 7 Courses to the value of 1.0 unit(s) from the following:

	PP410E	Public Economics for Public Policy (0.5) #
	PP421E	Global Market Economics (0.5) #
	PP454E	Development Economics (0.5) #
	PP488E	Regulatory Analysis (0.5) #
	PP4J5E	Fiscal Governance and Budgeting (0.5) #
	PP4V8E	Policy Paper (0.5) #
Paper 8	PP409E	Public Policy in Practice Workshop III (EMPA) (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP478E, PP455E and PP440E will be eligible to progress to Year 2. The Year 1 courses PP4G8E and PP4G9E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf> prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP478E, PP455E and PP440E in Year 1.

Students failing one but not more than one of PP478E, PP455E and PP440E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP478E, PP455E and PP440E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students

Executive Master of Public Administration

Programme Code: TMMPAEX

Department: School of Public Policy

For students starting this programme of study in 2023/24 The EMPA is a 21 month programme. Students must take courses to the value of eight half units as set out below.

Paper **Course number, title (unit value)**

Year 1

Pre-sessional

course	PP430E	Introduction to Statistics for Public Policy (0.0)
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failing up to one unit of courses but that still satisfy the progression rules may not need to resit those failed courses if they satisfy the compensation rules according to the Scheme for the Award of a Taught Master's Degree <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf> at the end of the second year. Students that have more than one unit of fail at the end of the programme or those with one unit of fail that do not meet the progression rules must resit in order to be eligible for the award of the degree.

Students that fail courses and as a result fail to meet the progression rules must resit and satisfy the progression rules before they can proceed to Year 2. Students that receive a Bad Fail in any course will not be permitted to progress and must satisfy the progression rules after achieving a resit mark to proceed to Year 2.

Students are permitted to re-sit failed assessments in failed courses on one occasion only and in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

Executive Master of Public Policy

Programme Code: TMMPPEX

Department: School of Public Policy

For students starting this programme of study in 2024/25

The EMPP is a 21 month programme. Students must take courses to the value of eight half units as set out below.

Paper Course number, title (unit value)

Year 1

Pre-sessionals course	PP430E	Introduction to Statistics for Public Policy (0.0)
Paper 1	PP4J1E	Introduction to Public Policy (EMPP) (0.5)
Paper 2	PP478E	Political Science and Public Policy (0.5) #
Paper 3	PP455E	Empirical Methods for Public Policy (0.5) #
Paper 4	PP440E	Economic Policy Analysis (0.5) #
Paper 5	PP4J2E	Public Policy in Practice Workshop I (EMPP) (0.5)

Year 2

Papers 6 & 7 Courses to the value of 1.0 unit(s) from the following:

	PP410E	Public Economics for Public Policy (0.5) #
	PP421E	Global Market Economics (0.5) #
	PP454E	Development Economics (0.5) #
	PP488E	Regulatory Analysis (0.5) #
	PP4B3E	Executive MPP Capstone Project (0.5) #
	PP4J5E	Fiscal Governance and Budgeting (0.5) #
	PP4V8E	Policy Paper (0.5) #
Paper 8	PP4J3E	Public Policy in Practice Workshop II (EMPP) (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP478E, PP455E and PP440E will be eligible to progress to Year 2. The Year 1 courses PP4J1E and PP4J2E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf> prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP478E, PP455E and PP440E in Year 1.

Students failing one but not more than one of PP478E, PP455E and PP440E in Year 1 will normally be able to progress to Year 2, although this fail will count towards their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP478E, PP455E and PP440E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students failing up to one unit of courses but that still satisfy the progression rules may not need to resit those failed courses if they satisfy the compensation rules according to the Scheme for the Award of a Taught Master's Degree <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf> at the end of the second year. Students that have more than one unit of fail at the end of the programme or those with one unit of fail that do not meet the progression rules must resit in order to be eligible for the award of the degree.

Students that fail courses and as a result fail to meet the progression rules must resit and satisfy the progression rules before they can proceed to Year 2. Students that receive a Bad Fail in any course will

not be permitted to progress and must satisfy the progression rules after achieving a resit mark to proceed to Year 2.

Students are permitted to re-sit failed assessments in failed courses on one occasion only and in line with the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

(a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;

(b) the GSBE approves the Sub-Board's recommendation.

Executive Master of Public Policy

Programme Code: TMMPPEX

Department: School of Public Policy

For students starting this programme of study in 2023/24

The EMPP is a 21 month programme. Students must take courses to the value of eight half units as set out below.

Paper	Course number, title (unit value)
Year 1	
Pre-session course	PP430E Introduction to Statistics for Public Policy (0.0)
Paper 1	PP4J1E Public Policy in Practice Workshop I (EMPP) (0.5)
Paper 2	PP478E Political Science and Public Policy (0.5) #
Paper 3	PP455E Empirical Methods for Public Policy (0.5) #
Paper 4	PP440E Economic Policy Analysis (0.5) #
Paper 5	PP4J2E Public Policy in Practice Workshop II (EMPP) (0.5)

Year 2

Papers 6 & 7 Courses to the value of 1.0 unit(s) from the following:

	PP410E Public Economics for Public Policy (0.5) #
	PP421E Global Market Economics (0.5) #
	PP454E Development Economics (0.5) #
	PP488E Regulatory Analysis (0.5) #
	PP4B3E Executive MPP Capstone Project (0.5) #
	PP4J5E Fiscal Governance and Budgeting (0.5) #
	PP4V8E Policy Paper (0.5) #
Paper 8	PP4J3E Public Policy in Practice Workshop III (EMPP) (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course

cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP478E, PP455E and PP440E will be eligible to progress to Year 2. The Year 1 courses PP4J1E and PP4J2E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf> prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP478E, PP455E and PP440E in Year 1.

Students failing one but not more than one of PP478E, PP455E and PP440E in Year 1 will normally be able to progress to Year 2, although this fail will count towards their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP478E, PP455E and PP440E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students failing up to one unit of courses but that still satisfy the progression rules may not need to resit those failed courses if they satisfy the compensation rules according to the Scheme for the Award of a Taught Master's Degree <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf> at the end of the second year. Students that have more than one unit of fail at the end of the programme or those with one unit of fail that do not meet the progression rules must resit in order to be eligible for the award of the degree.

Students that fail courses and as a result fail to meet the progression rules must resit and satisfy the progression rules before they can proceed to Year 2. Students that receive a Bad Fail in any course will not be permitted to progress and must satisfy the progression rules after achieving a resit mark to proceed to Year 2.

Students are permitted to re-sit failed assessments in failed courses on one occasion only and in line with the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an

exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

Executive MSc in Social Business and Entrepreneurship

Programme Code: TMMGSBEEEX

Department: Management

For students starting this programme of study in 2024/25 12 month programme. Students must take six compulsory half-unit courses and a full unit Altruistic Entrepreneur Project.

Paper **Course number, title (unit value)**

Paper 1	MG4H3E Social Impact and Its Evaluation (0.5) and MG4H6E The Hybrid Economy (0.5)
Paper 2	MG4H1E Foundations of Social Business I (0.5) and MG4H2E Foundations of Social Business II (0.5)
Paper 3	MG4H7E The Purpose-Driven Corporation (0.5) and MG4H8E Social Entrepreneurship in Context (0.5)
Paper 4	MG4H4E The Altruistic Entrepreneur Project (1.0)

Resit process: Once all grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course. Resits will result in delayed Graduation from December to July.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Collaborative Programmes

CEMS Exchange

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TOMNCEMS2

Department: Management

For students starting this programme of study in 2024/25

CEMS Exchange (Autumn Term)

A one term (Autumn Term only) exchange programme for visiting CEMS MIM students. The CEMS MIM exchange programme is attached to the Global MSc in Management programme. Students from 33 partner exchange schools160 www.cems.org/academic-members/our-members/list/spend one term at LSE. Students should choose 4 half-unit courses from the list below to the total value of 2.0 units.

One half unit must be the compulsory MG464 CEMS Global Business Strategy course (0.5 units).

Autumn Term students are in addition required to attend the compulsory Block Seminar, as per the CEMS MIM curriculum requirements.

Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

Students are not permitted to take one (1.0) unit elective courses.

Paper 1 MG464 CEMS Global Business Strategy (0.5)

Papers 2, 3 & 4

Optional Courses

Courses to the value of 1.5 units selected from the option list below:

AC411	Accounting, Strategy and Control (0.5)
AC491	Financial Accounting, Reporting and Disclosure (0.5)
DV432	China in Developmental Perspective (0.5) # (not available 2024/25)
DV435	African Political Economy (0.5) (not available 2024/25)
EH413	African Economic Development in Historical Perspective (0.5)
EU432	The Philosophy of Europe (0.5)
FM473A	Financial Markets (0.5) #
FM474A	Managerial Finance (0.5)
GI403	Gender and Media Representation (0.5)
GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
GY447	The Economics of Regional and Urban Planning (0.5) #
MA402	Mathematical Game Theory (0.5) #
MA423	Fundamentals of Operations Research (0.5) #
MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG452	Behavioural Economics for Management (0.5) # (not available 2024/25)
MG456	Group & Team Decision-Making Processes (0.5) #
MG481	Innovating Organisational Information Technology (0.5) #
MG482	Innovation and Technology Management (0.5)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4A8	Strategy for the Information Economy (0.5) #
MG4B3	International Marketing: A Strategic Approach (0.5)
MG4B9	The World Trading System (0.5) # (not available 2024/25)
MG4C2	Organisational Behaviour (0.5)
MG4D2	International Employment Relations (0.5) #

MG4G4	Topics in Management Research (0.5)
PH425	Business and Organisational Ethics (0.5)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2024/25)
PP4G3	Designing and Managing Change in the Public Sector (0.5)

CEMS Exchange (Winter Term)

A one term (Winter Term only) exchange programme for visiting CEMS MIM students. The CEMS MIM exchange programme is attached to the Global MSc Management programme. Students from 33 partner exchange schools160 www.cems.org/academic-members/our-members/list/spend one term at LSE. One half unit must be the compulsory MG463 CEMS Global Leadership (0.5 units) and one unit must be the compulsory CEMS Business Project (1.0 unit)

Winter Term students are in addition required to attend the compulsory Global Citizenship Seminar, as per the CEMS MIM curriculum requirements.

Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

Students are not permitted to take one (1.0) unit elective courses.

Paper 1

Paper 2

MG463 CEMS Global Leadership (0.5) #

Courses to the value of 0.5 unit(s) from the following:

AC412	Accountability, Organisations and Risk Management (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
DV424	International Institutions and Late Development (0.5)
EH404	India and the World Economy (0.5)
EU437	Europe Beyond Modernity (0.5)
FM472	International Finance (0.5) #
FM473W	Financial Markets (0.5) #
FM474W	Managerial Finance (0.5)
FM476	Entrepreneurial Finance (0.5) #
GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
IR452	Empire and Conflict in World Politics (0.5)
MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2024/25)
MG401	Operations Management for Management Consultancy (0.5) #
MG409	Auctions and Game Theory (0.5) #
MG421	International Business Strategy and Emerging Markets (0.5) #
MG422	Thinking Strategically (0.5) # (not available 2024/25)
MG455	Decisions, Biases and Nudges (0.5) #
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)
MG473	Negotiation Analysis (0.5)
MG477	The Power of Incentives in Organisations (0.5)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4B1	Corporate Strategy (0.5) #

	MG4B6	Design and Management of Organisations (0.5)
	MG4B7	Leading Organisational Change (0.5)
	MG4D3	The Dark Side of the Organisation (0.5) # (not available 2024/25)
	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	MG4F3	Digital Marketing (0.5) #
	MG4J3	Principles of Pricing (0.5) (not available 2024/25)
	MG4J6	Brand Strategy (0.5)
	MG4J7	Consumer Neuroscience (0.5)
	MG4J8	Managing Artificial Intelligence (0.5)
	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
	PB418	Corporate Communications (0.5)
	PB419	Creativity and Innovation (0.5) # (withdrawn 2024/25)
	PB427	Organisational and Social Decision Making (0.5) (not available 2024/25)
	PP4E5	Innovations in the governance of public services delivery (0.5)
Paper 3	CEMS Business Project (1.0)	More information about the CEMS Business Project can be found here: https://www.cems.org/mim/curriculum/business-projects
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

Global MSc in Management (CEMS MiM)

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMGLMGCEMS

Department: Management

For students starting this programme of study in 2024/25
A two-year programme. Students are also awarded the CEMS Master's in International Management (MIM) degree, subject to successful completion of the CEMS MIM requirements.
Students take courses to the value of eight units which are spread over the two years. The programme includes: two units at a partner CEMS Institution (MG410 Term Abroad); CEMS compulsory MG463 CEMS Global Leadership (H); and the course MG488 GMiM Capstone Course - Management in Action (H) taught over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2. All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Introductory

course	MG4A1	Introduction to Studying for GMiM (0.0)
Paper 1	MG458	Foundations of Management I: Organisations and Management Theory (0.5) and MG459 Foundations of Management 2 (0.5)

Paper 2	MG431	Managerial Economics (0.5)
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And either one from:

MY451A	Introduction to Quantitative Analysis (0.5)
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MY451W Introduction to Quantitative Analysis (0.5)
MY465 Intermediate Quantitative Analysis (0.5) #
or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:

MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY465	Intermediate Quantitative Analysis (0.5) #

Or

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select one from:
MY451A Introduction to Quantitative Analysis (0.5)
MY451W Introduction to Quantitative Analysis (0.5)
MY465 Intermediate Quantitative Analysis (0.5) #
or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:

MY452A	Applied Regression Analysis (0.5) # or
MY452W	Applied Regression Analysis (0.5) # or
MY465	Intermediate Quantitative Analysis (0.5) #

and 0.5 units from the Elective Courses listed below:

Elective Courses	MG434	Organisational Behaviour and Leadership (0.5) and MG4E2 Marketing Management (0.5)
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Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:

MG434	Organisational Behaviour and Leadership (0.5)
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and 0.5 units from the Elective Courses listed below:
Elective Courses

Or

Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below:

MG4E2	Marketing Management (0.5)
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Elective Courses

Paper 4	Electives to the value of 1.0 full units
	<i>Elective Courses</i>

Compulsory course

As part of Paper 4, students also take the compulsory unassessed part of MG488:	MG488A	GMiM Capstone Course - Management in Action (0.0)
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Year 2

Paper 5	MG488B	GMiM Capstone Course - Management in Action (0.5) # and MG468 https://www.lse
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ac.uk/resources/calendar/courseGuides/
MG/2024_MG468.htm Foundations of
Management III: Business Ethics and
Corporate Social Responsibility (0.5) #

Paper 6 Courses to the value of two units to be taken at one of
the partner CEMS Institutions ([https://www.cems.org/
academic-members/our-members/list/](https://www.cems.org/academic-members/our-members/list/)):

MG410 Term Abroad (2.0)
MG463 CEMS Global Leadership (0.5) #
Paper 8 Electives to the value of 0.5 units

Elective Courses

Elective Courses

The following elective courses are available to all
GMiM students regardless of whether a specialism
is taken or not, subject to pre-requisites and course
availability:

AC411 Accounting, Strategy and Control (0.5)
AC412 Accountability, Organisations and Risk
Management (0.5)
AC415 Management Accounting for Decision
Making (0.5)
AC416 Topics in Financial Reporting (0.5) #1
AC417 Corporate Financial Disclosure and
Investor Relations (0.5)
AC444 Valuation and Security Analysis (0.5) #
AC470 Accounting in the Global Economy (0.5) #
AC490 Management Accounting, Decisions and
Control (0.5)
AC491 Financial Accounting, Reporting and
Disclosure (0.5)
DV424 International Institutions and Late
Development (0.5)
FM471 Sustainable Finance and Impact Investing
(0.5) #
FM472 International Finance (0.5) #
FM473A Financial Markets (0.5) #
FM473W Financial Markets (0.5) #
FM474A Managerial Finance (0.5)
FM474W Managerial Finance (0.5)
FM476 Entrepreneurial Finance (0.5) #
GI407 Globalisation, Gender and Development
(1.0) 2 (not available 2024/25)
GI409 Conceptual Foundations in Gender,
Development and Globalization (0.5)
GI420 Transnational Feminist Development
Agendas (0.5)
MA423 Fundamentals of Operations Research
(0.5) #
MA427 Mathematical Optimisation (0.5) #
MC408 Theories and Concepts in Media and
Communications (0.5) #
MG401 Operations Management for Management
Consultancy (0.5) #
MG402 Public Management: A Design-Oriented
Approach (0.5)
MG404 Consumer Insights: Behavioural
Fundamentals (0.5)
MG409 Auctions and Game Theory (0.5) #
MG418 Open Innovation (0.5)
MG421 International Business Strategy and
Emerging Markets (0.5) #
MG422 Thinking Strategically (0.5) # (not available
2024/25)
MG430 Firms & Markets in Emerging Economies
(0.5)
MG452 Behavioural Economics for Management
(0.5) #
MG455 Decisions, Biases and Nudges (0.5) #
MG456 Group & Team Decision-Making Processes
(0.5) #
MG460 Emergencies Management: Humanitarian
Intervention and Digital Innovation

(0.5) (not available 2024/25)
MG469 Extended Essay for Management (0.5) #
MG472 Management and Socioeconomics of
Digital Innovation (0.5) #
MG473 Negotiation Analysis (0.5)
MG477 The Power of Incentives in Organisations
(0.5)
MG479 Information Systems for the Public Sector:
Digital Government and Service Innovation
(0.5) (not available 2024/25)
MG481 Innovating Organisational Information
Technology (0.5) #
MG482 Innovation and Technology Management
(0.5)
MG483 eHealth: Policy, Strategy and Systems (0.5)

MG486 Social Computing, Data Analytics, and
Information Services (0.5) (not available
2024/25)
MG487 Innovation and Information Systems:
Concepts and Perspectives (0.5)
MG492 Data Governance: Privacy, Openness and
Transparency (0.5)
MG4A3 Incentives and Governance in
Organisations (0.5) #
MG4A8 Strategy for the Information Economy (0.5)

MG4B1 Corporate Strategy (0.5) #
MG4B6 Design and Management of Organisations
(0.5)
MG4B7 Leading Organisational Change (0.5)
MG4B9 The World Trading System (0.5) # (not
available 2024/25)
MG4C3 Information Technology and Service
Innovation (0.5)
MG4D2 International Employment Relations (0.5) #
MG4D3 The Dark Side of the Organisation (0.5)
(not available 2024/25)
MG4F2 Marketing Analytics II: Analytics for
Managing Innovations, Products and
Brands (0.5)
MG4F3 Digital Marketing (0.5) #
MG4G4 Topics in Management Research (0.5)
MG4J2 Social Business Design: Strategies for
Enhancing Sustainable Impact (0.5)
MG4J3 Principles of Pricing (0.5) (not available
2024/25)
MG4J6 Brand Strategy (0.5)
MG4J7 Consumer Neuroscience (0.5)
MG4J8 Managing Artificial Intelligence (0.5)
MG4J9 Responsible Digital Innovation: Ethics at
Work (0.5) (not available 2024/25)
MY451A Introduction to Quantitative Analysis (0.5)
MY451W Introduction to Quantitative Analysis (0.5)
MY452A Applied Regression Analysis (0.5) #
MY452W Applied Regression Analysis (0.5) #
MY455 Multivariate Analysis and Measurement
(0.5) #
PB418 Corporate Communications (0.5)
PP4E4 Analytic frameworks for policy evaluation
(0.5) # (not available 2024/25)
PP4E5 Innovations in the governance of public
services delivery (0.5)
PP4G3 Designing and Managing Change in the
Public Sector (0.5)
ST429 Statistical Methods for Risk Management
(0.5) #

Or another MSc-level elective course which is offered
in the School, subject to approval of the course leader
and the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

means there may be prerequisites for this course.

Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark, or a half unit deferral, with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark), or a full unit of deferral, with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails, Bad Fail marks or deferrals will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Exchange Term Abroad

Students successful in securing a place on the CEMS exchange will spend Autumn Term in Year 2 abroad at one of our CEMS partner schools. Students must meet all progression requirements for year 1 Global Master's in Management. The Department of Management reserves the right to withdraw an exchange offer in the event of academic misconduct or non-compliance with School guidelines.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Global MSc in Management (CEMS MiM)

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMGLMGCEMS

Department: Management

For students starting this programme of study in 2023/24

A two-year programme. Students are also awarded the CEMS Master's in International Management (MIM) degree, subject to successful completion of the CEMS MIM requirements.

Students take courses to the value of eight units which are spread over the two years. The programme includes: two units at a partner CEMS Institution (MG410 Term Abroad); CEMS compulsory MG463 CEMS Global Leadership (H); and the course MG488 GMiM Capstone Course - Management in Action (H) taught over both

years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Introductory

course MG4A1 Introduction to Studying for GMiM (0.0)

Paper 1 MG458 Foundations of Management I: Organisations and Management Theory (0.5) **and** MG459 Foundations of Management 2 (0.5)

Paper 2 MG431 Managerial Economics (0.5)

And either one from:

MY451A Introduction to Quantitative Analysis (0.5)

MY451W Introduction to Quantitative Analysis (0.5)

MY465 Intermediate Quantitative Analysis (0.5) #

or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:

MY452A Applied Regression Analysis (0.5) #

MY452W Applied Regression Analysis (0.5) #

MY465 Intermediate Quantitative Analysis (0.5) #

Or

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select one from: MY451A Introduction to Quantitative Analysis (0.5) MY451W Introduction to Quantitative Analysis (0.5) MY465 Intermediate Quantitative Analysis (0.5) # **or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:**

MY452A Applied Regression Analysis (0.5) # **or**

MY452W Applied Regression Analysis (0.5) # **or**

MY465 Intermediate Quantitative Analysis (0.5) #

and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 3 MG434 Organisational Behaviour and Leadership (0.5) **and** MG4E2 Marketing Management (0.5)

Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:

MG434 Organisational Behaviour and Leadership (0.5)

and 0.5 units from the Elective Courses listed below:

Elective Courses

Or

Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below:

MG4E2 Marketing Management (0.5)

Elective Courses

Paper 4 Electives to the value of 1.0 full units

Elective Courses**Compulsory**

course As part of Paper 4, students also take the compulsory unassessed part of MG488:

MG488A GMiM Capstone Course - Management in Action (0.0)

Year 2

Paper 5 MG468 Foundations of Management III: Business Ethics and Corporate Social Responsibility (0.5) # **and** MG488B GMiM Capstone Course - Management in Action (0.5) #

Paper 6 Courses to the value of two units to be taken at one of the partner CEMS Institutions (<https://www.cems.org/academic-members/our-members/list/>):

MG410 Term Abroad (2.0)

Paper 7 MG463 CEMS Global Leadership (0.5) #

Paper 8 Electives to the value of 0.5 units

Elective Courses

The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability:

AC411 Accounting, Strategy and Control (0.5)

AC412 Accountability, Organisations and Risk Management (0.5)

AC415 Management Accounting for Decision Making (0.5)

AC416 Topics in Financial Reporting (0.5) #1

AC417 Corporate Financial Disclosure and Investor Relations (0.5)

AC444 Valuation and Security Analysis (0.5) #

AC470 Accounting in the Global Economy (0.5) #

AC490 Management Accounting, Decisions and Control (0.5)

AC491 Financial Accounting, Reporting and Disclosure (0.5)

DV424 International Institutions and Late Development (0.5)

FM471 Sustainable Finance and Impact Investing (0.5) #

FM472 International Finance (0.5) #

FM473A Financial Markets (0.5) #

FM473W Financial Markets (0.5) #

FM474A Managerial Finance (0.5)

FM474W Managerial Finance (0.5)

FM476 Entrepreneurial Finance (0.5) #

GI407 Globalisation, Gender and Development (1.0) 2 (not available 2024/25)

GI409 Conceptual Foundations in Gender, Development and Globalization (0.5)

GI420 Transnational Feminist Development Agendas (0.5)

MA423 Fundamentals of Operations Research (0.5) #

MA427 Mathematical Optimisation (0.5) #

MC408 Theories and Concepts in Media and Communications (0.5) #

MG401 Operations Management for Management Consultancy (0.5) #

MG402 Public Management: A Design-Oriented Approach (0.5)

MG404 Consumer Insights: Behavioural Fundamentals (0.5)

MG409 Auctions and Game Theory (0.5) #

MG418 Open Innovation (0.5)

MG421 International Business Strategy and Emerging Markets (0.5) #

MG422 Thinking Strategically (0.5) # (not available 2024/25)

MG430 Firms & Markets in Emerging Economies (0.5)

MG452 Behavioural Economics for Management (0.5) #

MG455 Decisions, Biases and Nudges (0.5) #

MG456 Group & Team Decision-Making Processes (0.5) #

MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)

MG466 Supply Chain Management (0.5) # (withdrawn 2024/25)

MG467 Strategy and Change in Public Sector Management (0.5) (withdrawn 2024/25)

MG469 Extended Essay for Management (0.5) #

MG472 Management and Socioeconomics of Digital Innovation (0.5) #

MG473 Negotiation Analysis (0.5)

MG477 The Power of Incentives in Organisations (0.5)

MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25)

MG481 Innovating Organisational Information Technology (0.5) #

MG482 Innovation and Technology Management (0.5)

MG483 eHealth: Policy, Strategy and Systems (0.5) #

MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)

MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)

MG492 Data Governance: Privacy, Openness and Transparency (0.5)

MG4A3 Incentives and Governance in Organisations (0.5) #

MG4A8 Strategy for the Information Economy (0.5) #

MG4B1 Corporate Strategy (0.5) #

MG4B6 Design and Management of Organisations (0.5)

MG4B7 Leading Organisational Change (0.5)

MG4B9 The World Trading System (0.5) # (not available 2024/25)

MG4C3 Information Technology and Service Innovation (0.5)

MG4D2 International Employment Relations (0.5) #

MG4D3 The Dark Side of the Organisation (0.5) # (not available 2024/25)

MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)

MG4F3 Digital Marketing (0.5) #

MG4G4 Topics in Management Research (0.5)

MG4J2 Social Business Design: Strategies for Enhancing Sustainable Impact (0.5)

MG4J3 Principles of Pricing (0.5) (not available 2024/25)

MG4J6	Brand Strategy (0.5)
MG4J7	Consumer Neuroscience (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (withdrawn 2024/25)
PB426	Knowledge Processes in Organisations (0.5) (withdrawn 2024/25)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2024/25)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

means there may be prerequisites for this course.

Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSc MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark, or a half unit deferral, with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark), or a full unit of deferral, with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails, Bad Fail marks or deferrals will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value. Exchange Term Abroad

Students successful in securing a place on the CEMS exchange will spend Autumn Term in Year 2 abroad at one of our CEMS partner schools. Students must meet all progression requirements for year 1 Global Master's in Management. The Department of Management reserves the right to withdraw an exchange offer in the event of academic misconduct or non-compliance with School guidelines.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

Global MSc in Management (MBA Exchange)

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMGLMG MBA

Department: Management

For students starting this programme of study in 2024/25

A two-year programme. Students take courses to the value of eight units spread evenly over the two years.

Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2. Students also complete two units at a partner institution (MG410 Term Abroad).

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Introductory

course	MG4A1	Introduction to Studying for GMiM (0.0)
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Paper 1	MG458	Foundations of Management I: Organisations and Management Theory (0.5) and MG459 Foundations of Management 2 (0.5)
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Paper 2	MG431	Managerial Economics (0.5)
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And one from:

MY451A	Introduction to Quantitative Analysis (0.5)
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MY451W	Introduction to Quantitative Analysis (0.5)
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MY452A	Applied Regression Analysis (0.5) #
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MY452W	Applied Regression Analysis (0.5) #
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MY465	Intermediate Quantitative Analysis (0.5) #
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Or

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select one from:

MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY465	Intermediate Quantitative Analysis (0.5) #

and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 3	MG434	Organisational Behaviour and Leadership (0.5) and MG4E2 Marketing Management (0.5)
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Or

Upon satisfactorily demonstrating that they have a

degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:

MG434 Organisational Behaviour and Leadership (0.5) and 0.5 units from the Elective Courses listed below:

Elective Courses

Or

Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below:

MG4E2 Marketing Management (0.5)

Elective Courses

Paper 4 Electives to the value of 0.5 or 1.0 units

Elective Courses

Compulsory

course As part of Paper 4, students also take the compulsory unassessed part of MG488:

MG488A GMiM Capstone Course - Management in Action (0.0)

Year 2

Paper 5 MG488B GMiM Capstone Course - Management in Action (0.5) # **and** MG468 https://www.lse.ac.uk/resources/calendar/courseGuides/MG/2024_MG468.htm Foundations of Management III: Business Ethics and Corporate Social Responsibility (0.5)#

Paper 6 Courses to the value of two units to be taken at one of the partner institutions.

MG410 Term Abroad (2.0)

Paper 7 Elective Courses to the value of 1.0 units

Elective Courses

Elective Courses

The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability:

AC411 Accounting, Strategy and Control (0.5)

AC412 Accountability, Organisations and Risk Management (0.5)

AC415 Management Accounting for Decision Making (0.5)

AC416 Topics in Financial Reporting (0.5) #1

AC417 Corporate Financial Disclosure and Investor Relations (0.5)

AC444 Valuation and Security Analysis (0.5) #

AC470 Accounting in the Global Economy (0.5) #

AC490 Management Accounting, Decisions and Control (0.5)

AC491 Financial Accounting, Reporting and Disclosure (0.5)

DV423 Global Political Economy of Development (0.5) #

DV424 International Institutions and Late Development (0.5)

FM471 Sustainable Finance and Impact Investing (0.5) #

FM472 International Finance (0.5) #

FM473A Financial Markets (0.5) #

FM473W Financial Markets (0.5) #

FM474A Managerial Finance (0.5)

FM474W Managerial Finance (0.5)

FM476 Entrepreneurial Finance (0.5) #

GI407 Globalisation, Gender and Development (1.0) 2 (not available 2024/25)

GI409 Conceptual Foundations in Gender, Development and Globalization (0.5)

GI420 Transnational Feminist Development Agendas (0.5)

MA423 Fundamentals of Operations Research (0.5) #

MA427 Mathematical Optimisation (0.5) #

MC408 Theories and Concepts in Media and Communications (0.5) #

MG401 Operations Management for Management Consultancy (0.5) #

MG402 Public Management: A Design-Oriented Approach (0.5)

MG404 Consumer Insights: Behavioural Fundamentals (0.5)

MG418 Open Innovation (0.5)

MG421 International Business Strategy and Emerging Markets (0.5) #

MG422 Thinking Strategically (0.5) # (not available 2024/25)

MG452 Behavioural Economics for Management (0.5) #

MG455 Decisions, Biases and Nudges (0.5) #

MG456 Group & Team Decision-Making Processes (0.5) #

MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)

MG469 Extended Essay for Management (0.5) #

MG472 Management and Socioeconomics of Digital Innovation (0.5) #

MG473 Negotiation Analysis (0.5)

MG477 The Power of Incentives in Organisations (0.5)

MG478 The Management of People in Global Companies (0.5)

MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25)

MG481 Innovating Organisational Information Technology (0.5) #

MG482 Innovation and Technology Management (0.5)

MG483 eHealth: Policy, Strategy and Systems (0.5) #

MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)

MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)

MG492 Data Governance: Privacy, Openness and Transparency (0.5)

MG4A3 Incentives and Governance in Organisations (0.5) #

MG4A8 Strategy for the Information Economy (0.5) #

MG4B1 Corporate Strategy (0.5) #

MG4B6 Design and Management of Organisations (0.5)

MG4B7 Leading Organisational Change (0.5)

MG4B9 The World Trading System (0.5) # (not available 2024/25)

MG4C3 Information Technology and Service Innovation (0.5)

MG4D2 International Employment Relations (0.5) #

MG4D3 The Dark Side of the Organisation (0.5) # (not available 2024/25)

MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) #
MG4G4	Topics in Management Research (0.5)
MG4J2	Social Business Design: Strategies for Enhancing Sustainable Impact (0.5)
MG4J3	Principles of Pricing (0.5) (not available 2024/25)
MG4J6	Brand Strategy (0.5)
MG4J7	Consumer Neuroscience (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2024/25)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

means there may be prerequisites for this course. Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark, or a half unit deferral, with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark), or a full unit of deferral, with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails, Bad Fail marks or deferrals will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Exchange Term Abroad

Students successful in securing a place on the MBA

exchange will spend Autumn Term in Year 2 abroad at one of our MBA exchange partner schools. Students must meet all progression requirements for year 1 Global Master's in Management. The Department of Management reserves the right to withdraw an offer in the event of academic misconduct or non-compliance with School guidelines.

Global MSc in Management (MBA Exchange)

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMGLMG MBA

Department: Management

For students starting this programme of study in 2023/24

A two-year programme. Students take courses to the value of eight units spread evenly over the two years.

Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2. Students also complete two units at a partner institution (MG410 Term Abroad).

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Introductory

course MG4A1 Introduction to Studying for GMiM (0.0)

Paper 1 MG458 Foundations of Management I: Organisations and Management Theory (0.5) **and** MG459 Foundations of Management 2 (0.5)

Paper 2 MG431 Managerial Economics (0.5)

And one from:

MY451A Introduction to Quantitative Analysis (0.5)

MY451W Introduction to Quantitative Analysis (0.5)

MY452A Applied Regression Analysis (0.5) #

MY452W Applied Regression Analysis (0.5) #

MY465 Intermediate Quantitative Analysis (0.5) #

Or

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select one from: MY451A Introduction to Quantitative Analysis (0.5) MY451W Introduction to Quantitative Analysis (0.5) MY452A Applied Regression Analysis (0.5) # MY452W Applied Regression Analysis (0.5) # MY465 Intermediate Quantitative Analysis (0.5) # and 0.5 units from the Elective Courses listed below:

Elective Courses

Paper 3 MG434 Organisational Behaviour and Leadership (0.5) **and** MG4E2 Marketing Management (0.5)

Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be

free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:

MG434 Organisational Behaviour and Leadership (0.5)

and 0.5 units from the Elective Courses listed below:
Elective Courses

Or

Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below:

MG4E2 Marketing Management (0.5)

Elective Courses

Paper 4 Electives to the value of 0.5 or 1.0 units

Elective Courses

Compulsory

course As part of Paper 4, students also take the compulsory unassessed part of MG488:

MG488A GMiM Capstone Course - Management in Action (0.0)

Year 2

Paper 5 MG468 Foundations of Management III: Business Ethics and Corporate Social Responsibility (0.5) # **and** MG488B GMiM Capstone Course - Management in Action (0.5) #

Paper 6 Courses to the value of two units to be taken at one of the partner institutions.

MG410 Term Abroad (2.0)

Paper 7 Elective Courses to the value of 1.0 units

Elective Courses

Elective Courses

The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability:

AC411 Accounting, Strategy and Control (0.5)

AC412 Accountability, Organisations and Risk Management (0.5)

AC415 Management Accounting for Decision Making (0.5)

AC416 Topics in Financial Reporting (0.5) #1

AC417 Corporate Financial Disclosure and Investor Relations (0.5)

AC444 Valuation and Security Analysis (0.5) #

AC470 Accounting in the Global Economy (0.5) #

AC490 Management Accounting, Decisions and Control (0.5)

AC491 Financial Accounting, Reporting and Disclosure (0.5)

DV423 Global Political Economy of Development (0.5) #

DV424 International Institutions and Late Development (0.5)

FM471 Sustainable Finance and Impact Investing (0.5) #

FM472 International Finance (0.5) #

FM473A Financial Markets (0.5) #

FM473W Financial Markets (0.5) #

FM474A Managerial Finance (0.5)

FM474W Managerial Finance (0.5)

FM476 Entrepreneurial Finance (0.5) #

GI407 Globalisation, Gender and Development

(1.0) 2 (not available 2024/25)

GI409 Conceptual Foundations in Gender, Development and Globalization (0.5)

GI420 Transnational Feminist Development Agendas (0.5)

MA423 Fundamentals of Operations Research (0.5) #

MA427 Mathematical Optimisation (0.5) #

MC408 Theories and Concepts in Media and Communications (0.5) #

MG401 Operations Management for Management Consultancy (0.5) #

MG402 Public Management: A Design-Oriented Approach (0.5)

MG404 Consumer Insights: Behavioural Fundamentals (0.5)

MG418 Open Innovation (0.5)

MG421 International Business Strategy and Emerging Markets (0.5) #

MG422 Thinking Strategically (0.5) # (not available 2024/25)

MG452 Behavioural Economics for Management (0.5) #

MG455 Decisions, Biases and Nudges (0.5) #

MG456 Group & Team Decision-Making Processes (0.5) #

MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)

MG466 Supply Chain Management (0.5) # (withdrawn 2024/25)

MG467 Strategy and Change in Public Sector Management (0.5) (withdrawn 2024/25)

MG469 Extended Essay for Management (0.5) #

MG472 Management and Socioeconomics of Digital Innovation (0.5) #

MG473 Negotiation Analysis (0.5)

MG477 The Power of Incentives in Organisations (0.5)

MG478 The Management of People in Global Companies (0.5)

MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25)

MG481 Innovating Organisational Information Technology (0.5) #

MG482 Innovation and Technology Management (0.5)

MG483 eHealth: Policy, Strategy and Systems (0.5) #

MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)

MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)

MG492 Data Governance: Privacy, Openness and Transparency (0.5)

MG4A3 Incentives and Governance in Organisations (0.5) #

MG4A8 Strategy for the Information Economy (0.5) #

MG4B1 Corporate Strategy (0.5) #

MG4B6 Design and Management of Organisations (0.5)

MG4B7 Leading Organisational Change (0.5)

MG4B9 The World Trading System (0.5) # (not available 2024/25)

MG4C3 Information Technology and Service Innovation (0.5)

MG4D2 International Employment Relations (0.5) #

MG4D3 The Dark Side of the Organisation (0.5) # (not available 2024/25)

MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) #
MG4G4	Topics in Management Research (0.5)
MG4J2	Social Business Design: Strategies for Enhancing Sustainable Impact (0.5)
MG4J3	Principles of Pricing (0.5) (not available 2024/25)
MG4J6	Brand Strategy (0.5)
MG4J7	Consumer Neuroscience (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
MY451L	Introduction to Quantitative Analysis (0.5) (withdrawn 2023/24)
MY451M	Introduction to Quantitative Analysis (0.5) (withdrawn 2023/24)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (withdrawn 2024/25)
PB426	Knowledge Processes in Organisations (0.5) (withdrawn 2024/25)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2024/25)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

means there may be prerequisites for this course. Please view the course guide for more information.

SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSc MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark, or a half unit deferral, with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark), or a full unit of deferral, with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails, Bad Fail marks or deferrals will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a

degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

Exchange Term Abroad

Students successful in securing a place on the MBA exchange will spend Autumn Term in Year 2 abroad at one of our MBA exchange partner schools. Students must meet all progression requirements for year 1 Global Master's in Management. The Department of Management reserves the right to withdraw an offer in the event of academic misconduct or non-compliance with School guidelines.

LSE-Bocconi Double Degree in European and International Public Policy & Politics

Year 1 at Bocconi University

The first year is spent at Bocconi University. Students will join the MSc in Politics and Policy Analysis, on their own track. Students are also required to study languages and undertake an internship.

Year 2 at LSE

Students will enrol on the MSc in European and International Politics and Policy.

MSc in European and International Politics and Policy (LSE and Bocconi)

Programme Code: TMEIPP5

Department: European Institute

For students starting this programme of study in 2024/25

Students must take 1 unit of compulsory courses; choose 0.5 units of semi-compulsory courses; optional courses to the value of 1.0 units; and a dissertation or applied policy project as shown below. Additionally, all students must select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development course		
	EU450	Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:	
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
Paper 2	Courses to the value of 0.5 unit(s) from the following:	
	European and International Politics and Policy	
	EU421	Policy-Making in the European Union (0.5) #
	EU430	Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
	EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
	EU4A5	People and Politics in Europe (0.5)

Paper 3	EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
	EU4B1	Political Elites, Leadership, and Decision-Making (0.5)
	IR434	European Defence and Security (0.5)
	Optional courses	
	Courses to the value of 1.0 unit(s) from the following:	
	European Political Economy	
	EU446	The Political Economy of European Monetary Integration (0.5) #
	EU453	The Political Economy of Welfare States and Migration in Europe (0.5)
	EU469	The Political Economy of Finance in Europe (0.5) #
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU482	Europe in World Trade (0.5)
	EU4A4	The Politics of Inequality and Redistribution (0.5)
	EU4A7	Political Economy of the Green Transition in Europe (0.5)
	EU4B1	Political Elites, Leadership, and Decision-Making (0.5)
	GI415	Gender and Welfare Regimes: Developments and Change (0.5)
	PP414	Policy-Making: Process, Challenges and Outcomes (0.5)
	European Culture and Conflict	
	EU457	Culture and Security in Global Politics (0.5)
	EU475	Europe and the Politics of Secularism (0.5)
	EU476	Emotions and Memory in European Politics (0.5)
	EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
	EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	EU4A3	The Americas and Europe (0.5)
	Europe and International Migration	
	EU464	International Migration: EU Policies and Politics (0.5) #
	EU494	International Migration and Immigration Management (0.5)
	EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
	European Politics and the World	
	GV439	Government and Politics in Central and Eastern Europe (0.5)
	GV454	Parties, Elections and Governments (0.5)
	GV4B9	The Second Europe (0.5)
	GV4J4	Citizen Representation and Democracy in the European Union (0.5)
	IR416	The EU in the World (1.0) #
	European Law	
	LL468	European Human Rights Law (0.5)
	LL4BG	Rethinking EU Law (0.5) #
	LL4BH	Law and Government of the European Union (0.5) #
	Methods (maximum 0.5 units)	
	MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
	MY428	Qualitative Text and Discourse Analysis (0.5) #
	MY451A	Introduction to Quantitative Analysis (0.5)
	MY451W	Introduction to Quantitative Analysis (0.5)
	MY452A	Applied Regression Analysis (0.5) #
	MY452W	Applied Regression Analysis (0.5) #
	MY457	Causal Inference for Observational and Experimental Studies (0.5) #
	Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed	

above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

Paper 4

Choose from one of the following:

EU495 Applied Policy Project (1.0) #

EU499 Dissertation (1.0)

Students must also choose 0.5 unit(s) from the following:

MY451A Introduction to Quantitative Analysis (0.5) **or**

MY452A Applied Regression Analysis (0.5) #

Optional

EU410 Interdisciplinary Research Methods and Design (0.0)

EU470 How do we know? An introduction to research design and methods in political economy (0.0)

Paper 2 options list

EU421 Policy-Making in the European Union (0.5) #

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)

EU4B1 Political Elites, Leadership, and Decision-Making (0.5)

IR434 European Defence and Security (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

LSE-Bocconi Double Degree in European and International Public Policy & Politics

Year 1 at Bocconi University

The first year is spent at Bocconi University. Students will join the MSc in Politics and Policy Analysis, on their own track. Students are also required to study languages and undertake an internship.

Year 2 at LSE

Students will enrol on the MSc in European and International Public Policy.

MSc in European and International Public Policy (LSE and Bocconi)

Programme Code: TMEIPP2

Department: European Institute

For students starting this programme of study in 2023/24

Students must take 1 unit of compulsory courses; choose 0.5 units of semi-compulsory courses; optional courses to the value of 1.0 units; and a dissertation or applied policy project as shown

below. Additionally, all students must select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development

course EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1 Courses to the value of 1.0 unit(s) from the following:
EU487 European Integration from a Global Governance Perspective (0.5) #
EU488 European Policy-Making and International Cooperation (0.5) #
EU489 Analytical Politics and Policymaking in Europe (0.5)

Students with a limited background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0) (withdrawn 2024/25)

EU4V9 Concepts in Political Science and Public Policy (0.0) (withdrawn 2024/25)

Paper 2 Courses to the value of 0.5 unit(s) from the following:
European and International Politics and Policy

EU421 Policy-Making in the European Union (0.5) #

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)

IR434 European Defence and Security (0.5)

Paper 3 **Optional courses**

Courses to the value of 1.0 unit(s) from the following:

European Political Economy

EU446 The Political Economy of European Monetary Integration (0.5) #

EU453 The Political Economy of Welfare States and Migration in Europe (0.5)

EU469 The Political Economy of Finance in Europe (0.5) #

EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #

EU482 Europe in World Trade (0.5)

EU4A4 The Politics of Inequality and Redistribution (0.5)

EU4A7 Political Economy of the Green Transition in Europe (0.5)

EU4B1 Political Elites, Leadership, and Decision-Making (0.5)

GI415 Gender and Welfare Regimes: Developments and Change (0.5)

PP414 Policy-Making: Process, Challenges and Outcomes (0.5)

European Culture and Conflict

EU457 Culture and Security in Global Politics (0.5)

EU475 Europe and the Politics of Secularism (0.5)

EU476 Emotions and Memory in European Politics (0.5)

EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)

EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

EU4A3 The Americas and Europe (0.5)

Europe and International Migration

EU464 International Migration: EU Policies and Politics (0.5) #

EU468 The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)

EU494 International Migration and Immigration Management (0.5)

EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

European Politics and the World

GV439 Government and Politics in Central and Eastern Europe (0.5)

GV454 Parties, Elections and Governments (0.5)

GV4B9 The Second Europe (0.5)

GV4J4 Citizen Representation and Democracy in the European Union (0.5)

IR416 The EU in the World (1.0) #

European Law

LL468 European Human Rights Law (0.5)

LL4BG Rethinking EU Law (0.5) #

LL4BH Law and Government of the European Union (0.5) #

Methods (maximum 0.5 units)

MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #

MY428 Qualitative Text and Discourse Analysis (0.5) #

MY451A Introduction to Quantitative Analysis (0.5)

MY451W Introduction to Quantitative Analysis (0.5)

MY452A Applied Regression Analysis (0.5) #

MY452W Applied Regression Analysis (0.5) #

MY457 Causal Inference for Observational and Experimental Studies (0.5) #

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convener. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

Paper 4

Choose from one of the following:

EU495 Applied Policy Project (1.0) #

EU499 Dissertation (1.0)

Students must also choose 0.5 unit(s) from the following:

MY451A Introduction to Quantitative Analysis (0.5)
or

MY452A Applied Regression Analysis (0.5) #

Optional

EU410 Interdisciplinary Research Methods and Design (0.0)

EU470 How do we know? An introduction to research design and methods in political economy (0.0)

Paper 2 options list

EU421 Policy-Making in the European Union (0.5) #

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available

	2024/25)
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
IR434	European Defence and Security (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

LSE-Columbia Double Degree in European Politics, Conflict and Culture

Year 1 at Columbia

The first year is spent at Columbia University. Students will join the MA in European History, Politics and Society, on their own track. In addition to the Columbia-LSE Colloquium, students take concentration and elective courses.

Year 2 at LSE

The second year runs from September until September of the following year. Students will join the MSc Culture and Conflict in a Global Europe as follows.

MSc in Culture and Conflict in a Global Europe (LSE & Columbia)

Programme Code: TMCCGLEU3

Department: European Institute

For students starting this programme of study in 2024/25 Full-year programme. Students must take two semi-compulsory courses, optional courses to the value of two units and a Dissertation (EU499) or the Applied Policy Project (EU495) as shown below. Additionally, all students must take EU410 Research Methods and Design. Students must also select EU4A9 European Politics, Conflict and Culture: LSE-Columbia European Seminar, and EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific requirements.

Professional development

course	EU450	Engaging with Europe: Professional Skills (0.0)
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Paper 1 Students must take:

EU4A9	European Politics, Conflict and Culture: LSE-Columbia European Seminar (0.0)
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And courses to the value of 1.0 unit(s) from the following:

EU447	Democracy, Ideology and the European State (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)

Paper 2 Courses to the value of 1.0 unit(s) from the following:

Culture and Society

EU432	The Philosophy of Europe (0.5)
EU437	Europe Beyond Modernity (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU458	Narrating Migration in a Global Europe (0.5)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A3	The Americas and Europe (0.5)

Conflict studies

EU475	Europe and the Politics of Secularism (0.5)
EU476	Emotions and Memory in European Politics (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Muslims in Europe (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

Politics and Policy

EU430	Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU447	Democracy, Ideology and the European State (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
EU4A7	Political Economy of the Green Transition in Europe (0.5)
EU4B1	Political Elites, Leadership, and Decision-Making (0.5)

International Migration

EU464	International Migration: EU Policies and Politics (0.5) #
EU484	Europe's Role in Global Migration Governance (0.5)
EU494	International Migration and Immigration Management (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)

Paper 3

Courses to the value of 1.0 unit(s) from the following:

Identity and Culture

GI421	Sexuality, Gender and Culture (0.5) #
GI422	Transnational Sexual Politics (1.0)
GV498	Multiculturalism (0.5)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2024/25)
IR4B1	Islam in World Politics (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)

Conflict in World Politics

GV4B8	Civil Wars: Concepts and Cases (0.5) (not available 2024/25)
GV4B9	The Second Europe (0.5)
GV4K7	Conflict and Cooperation: Key Debates (0.5)
IR452	Empire and Conflict in World Politics (0.5)
IR465	The International Politics of Culture and

Religion (1.0) # (not available 2024/25)

Methodology

MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #

MY428 Qualitative Text and Discourse Analysis (0.5) #

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

EU410 Interdisciplinary Research Methods and Design (0.0)

Plus choose one from:EU495 Applied Policy Project (1.0) # **or**

EU499 Dissertation (1.0)

Paper 2 options list

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)

EU432 The Philosophy of Europe (0.5)

EU437 Europe Beyond Modernity (0.5)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU447 Democracy, Ideology and the European State (0.5)

EU457 Culture and Security in Global Politics (0.5)

EU458 Narrating Migration in a Global Europe (0.5)

EU464 International Migration: EU Policies and Politics (0.5) #

EU475 Europe and the Politics of Secularism (0.5)

EU476 Emotions and Memory in European Politics (0.5)

EU478 The Culture of European Politics (0.5)

EU481 The Future: Political Responses to a Challenge (0.5)

EU484 Europe's Role in Global Migration Governance (0.5)

EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)

EU486 Muslims in Europe (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU494 International Migration and Immigration Management (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)

EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

EU4A3 The Americas and Europe (0.5)

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)

EU4A7 Political Economy of the Green Transition in Europe (0.5)

EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

EU4B1 Political Elites, Leadership, and Decision-Making (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

LSE-Columbia University Double MA Degree in International and World History

Twenty-two month programme. Students take the first year at Columbia University, and the second year at the LSE as follows: Optional courses to the value of three full units, a dissertation and a language course as shown below.

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.****Programme Code:** TMINWOHY**Department:** International History

For students starting this programme of study in 2024/25

Paper 1 HY458 LSE-Columbia University Double Degree Dissertation (1.0) #

Papers 2, 3

& 4 Courses to the value of 3.0 unit(s) from the following:

International History:

HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #

HY411 European Integration in the Twentieth Century (1.0) # (not available 2024/25)

HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)

HY424 The Napoleonic Empire: The Making of Modern Europe (1.0)

HY429 Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)

HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)

HY435 Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0)

HY436 Race, Violence and Colonial Rule in Africa (1.0)

HY440 The Iranian Revolution (1.0)

HY444 Latin America in the Cold War (1.0)

HY446 Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)

HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)

HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) #

HY463 The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)

HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #

HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)

HY471 European Empires and Global Conflict, 1935-1948 (1.0)

HY478 Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)

HY483 Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)

HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)

HY487 Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)

HY488 European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)

HY489	China and the External World, 1644-1839 (0.5)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)
HY4B3A	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 1
HY4B3W	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 2 (not available 2024/25)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B7	Asian Borderlands (1.0)
HY4B9	China and the United States Since 1949 (1.0)
HY4C1	Fighting and Enduring the Great War (1.0)

Economic History:

EH404	India and the World Economy (0.5)
EH413	African Economic Development in Historical Perspective (0.5) (not available 2024/25)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH452	Latin American Development and Economic History (0.5) (not available 2024/25)

Regarding Economic History (EH) courses only: it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree. One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).

Paper 5

Compulsory Language Requirement

Students can fulfil the language requirement of the dual Master's degree in three different ways:

- 1) By taking two years of language training while at Columbia and the London School of Economics.
- 2) By taking, and passing, two translation exams. (Both translation exams must be taken at Columbia. See sample translation exams on the CU History Department website).
- 3) By taking, and passing, one translation exam and studying a language for one year, either at Columbia or at the LSE Language Centre.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: HY4B3A can not be taken with HY4B3W
- 2: HY4B3W can not be taken with HY4B3A

Department: International History

For students starting this programme of study in 2023/24

Paper 1	HY458	LSE-Columbia University Double Degree Dissertation (1.0) #
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Papers 2, 3 & 4

Courses to the value of 3.0 unit(s) from the following:

International History:

HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY411	European Integration in the Twentieth Century (1.0) # (not available 2024/25)
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0)
HY429	Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY435	Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0)
HY440	The Iranian Revolution (1.0)
HY444	Latin America in the Cold War (1.0)
HY446	Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY463	The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)
HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)
HY488	European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)
HY489	China and the External World, 1644-1839 (0.5)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)
HY4A8	Asian Borderlands (0.5) (not available 2024/25)
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)
HY4B3	Citizenship in 20th century political thought: intellectual history in case studies (0.5)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B7	Asian Borderlands (1.0)
HY4B8	On German Memory Politics: From the Cold War to New Global Challenges (1.0) (withdrawn 2024/25)

LSE-Columbia University Double MA Degree in International and World History

Twenty-two month programme. Students take the first year at Columbia University, and the second year at the LSE as follows: Optional courses to the value of three full units, a dissertation and a language course as shown below.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMINWOHY

HY4B9	China and the United States Since 1949 (1.0)
HY4C1	Fighting and Enduring the Great War (1.0)
Economic History:	
EH404	India and the World Economy (0.5)
EH413	African Economic Development in Historical Perspective (0.5) (not available 2024/25)
EH428	History of Economics: Making Political Economy into a Social Science (0.5) (withdrawn 2024/25)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH452	Latin American Development and Economic History (0.5) (not available 2024/25)

Regarding Economic History (EH) courses only: it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree. One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).

Paper 5

Compulsory Language Requirement

Students can fulfil the language requirement of the dual Master's degree in three different ways:

- 1) By taking two years of language training while at Columbia and the London School of Economics.
- 2) By taking, and passing, two translation exams. (Both translation exams must be taken at Columbia. See sample translation exams on the CU History Department website).
- 3) By taking, and passing, one translation exam and studying a language for one year, either at Columbia or at the LSE Language Centre.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

LSE-Fudan Double Degree in the Global Political Economy of China and Europe

Year 1 at LSE

The first year is spent at LSE, studying the MSc in Political Economy of Europe.

Year 2 at Fudan

Students will join the Master of Management Science in Public Policy at Fudan University.

MSc in Political Economy of Europe (LSE and Fudan)

Programme Code: TMEUPE

Department: European Institute

For students starting this programme of study in 2024/25 Full-year programme. Students must take one unit of semi-compulsory courses, optional courses to the value of two units and a policy incubator project as shown. Additionally, all students must take EU470 *'How do we know? An introduction to research design and methods in political economy'* in preparation for the policy incubator. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development

course	EU450	Engaging with Europe: Professional Skills (0.0)
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Paper 1	Courses to the value of 1.0 unit(s) from the following:
	EU455 Concepts in Political Economy (0.5)
	EU491 Political Economy in Theory and History (0.5)
	EU492 Political Economy of Integration and Fragmentation in Europe (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	Political Economy in Action:
	EU421 Policy-Making in the European Union (0.5) #
	EU443 European Models of Capitalism (0.5)
	EU446 The Political Economy of European Monetary Integration (0.5) #
	EU453 The Political Economy of Welfare States and Migration in Europe (0.5)
	EU455 Concepts in Political Economy (0.5)
	EU469 The Political Economy of Finance in Europe (0.5) #
	EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU482 Europe in World Trade (0.5)
	EU491 Political Economy in Theory and History (0.5)
	EU492 Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A4 The Politics of Inequality and Redistribution (0.5)
	EU4A7 Political Economy of the Green Transition in Europe (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	Politics and Policy:
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
	EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)
	EU487 European Integration from a Global Governance Perspective (0.5) #
	EU488 European Policy-Making and International Cooperation (0.5) #
	EU489 Analytical Politics and Policymaking in Europe (0.5)
	EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
	EU4A5 People and Politics in Europe (0.5)
	EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
	EU4B1 Political Elites, Leadership, and Decision-Making (0.5)
	GV4J4 Citizen Representation and Democracy in the European Union (0.5)
	SP441 Politics of Social Policy (0.5)
	China in Perspective:
	AN447 China in Comparative Perspective (1.0)
	DV432 China in Developmental Perspective (0.5) # (not available 2024/25)
	GY480 Remaking China: Geographical aspects of Development and Disparity (0.5)
	Culture and Society:
	EU432 The Philosophy of Europe (0.5)
	EU437 Europe Beyond Modernity (0.5)
	EU447 Democracy, Ideology and the European State (0.5)
	EU476 Emotions and Memory in European Politics (0.5)
	EU478 The Culture of European Politics (0.5)
	EU481 The Future: Political Responses to a Challenge (0.5)
	EU4A3 The Americas and Europe (0.5)

International Migration:

- EU464 International Migration: EU Policies and Politics (0.5) #
- EU484 Europe's Role in Global Migration Governance (0.5)
- EU494 International Migration and Immigration Management (0.5)
- EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

- EU4C9 Policy Incubator (1.0)

And

- EU470 How do we know? An introduction to research design and methods in political economy (0.0)

Paper 2 options list

- EU421 Policy-Making in the European Union (0.5) #
- EU443 European Models of Capitalism (0.5)
- EU446 The Political Economy of European Monetary Integration (0.5) #
- EU453 The Political Economy of Welfare States and Migration in Europe (0.5)
- EU455 Concepts in Political Economy (0.5)
- EU469 The Political Economy of Finance in Europe (0.5) #
- EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #
- EU482 Europe in World Trade (0.5)
- EU491 Political Economy in Theory and History (0.5)
- EU492 Political Economy of Integration and Fragmentation in Europe (0.5)
- EU4A4 The Politics of Inequality and Redistribution (0.5)
- EU4A7 Political Economy of the Green Transition in Europe (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Progression:

1 Students who attain at least a Pass grade in each of their four LSE units will be eligible to proceed into the second year of the programme.

1.2 A student who has attained a (good) Fail grade in courses to the value of 0.5 units and at least a Pass grade in the remaining courses will be eligible to proceed into the second year.

1.3 A student who has attained a (good) Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 330 has been achieved in the non-failed courses.

1.4 A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the programme and will be entitled to repeat the failed courses at LSE as follows: A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal

opportunity, in accordance with the General Academic Regulations. Results obtained following a repeated attempt at an LSE assessment shall bear their normal value but the resit attempt will be capped at the grade of Pass.

1.5 A student who has completed year one and is unable to complete year two of the programme in Fudan will not receive an interim award. A student who has successfully completed year one, but who can produce evidence of very exceptional circumstances requiring that they withdraw from year 2 of the degree may seek permission from both LSE and Fudan University to transfer onto the MSc Political Economy of Europe degree at LSE.

LSE-Fudan Double Degree in the Global Political Economy of China and Europe

Year 1 at LSE

The first year is spent at LSE, studying the MSc in Political Economy of Europe.

Year 2 at Fudan

Students will join the Master of Management Science in Public Policy at Fudan University.

MSc in Political Economy of Europe (LSE and Fudan)

Programme Code: TMEUPE

Department: European Institute

For students starting this programme of study in 2023/24

Full-year programme. Students must take one unit of semi-compulsory courses, optional courses to the value of two units and a policy incubator project as shown. Additionally, all students must take EU470 **'How do we know? An introduction to research design and methods in political economy'** in preparation for the policy incubator. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development

course EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1 Courses to the value of 1.0 unit(s) from the following:

- EU455 Concepts in Political Economy (0.5)
- EU491 Political Economy in Theory and History (0.5)
- EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

- EU409 Basic Economic Concepts for European Political Economy (0.0) (withdrawn 2024/25)
- EU4V9 Concepts in Political Science and Public Policy (0.0) (withdrawn 2024/25)

Paper 2 Courses to the value of 1.0 unit(s) from the following:

Political Economy in Action:

- EU421 Policy-Making in the European Union (0.5) #
- EU443 European Models of Capitalism (0.5)
- EU446 The Political Economy of European Monetary Integration (0.5) #
- EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (withdrawn)

	2024/25)		Management (0.5)
Paper 3	EU453 The Political Economy of Welfare States and Migration in Europe (0.5)	Paper 4	EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)
	EU455 Concepts in Political Economy (0.5)		Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.
	EU467 The Political Economy of the Neoliberal State (0.5) (withdrawn 2024/25)		<i>Paper 2 options list</i>
	EU468 The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)		EU4C9 Policy Incubator (1.0)
	EU469 The Political Economy of Finance in Europe (0.5) #		And
	EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #		EU470 How do we know? An introduction to research design and methods in political economy (0.0)
	EU482 Europe in World Trade (0.5)	Optional course	EU410 Interdisciplinary Research Methods and Design (0.0)
	EU491 Political Economy in Theory and History (0.5)		Paper 2 options list
	EU492 Political Economy of Integration and Fragmentation in Europe (0.5)		EU421 Policy-Making in the European Union (0.5) #
	EU4A4 The Politics of Inequality and Redistribution (0.5)		EU443 European Models of Capitalism (0.5)
	EU4A7 Political Economy of the Green Transition in Europe (0.5)		EU446 The Political Economy of European Monetary Integration (0.5) #
	Courses to the value of 1.0 unit(s) from the following:		EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (withdrawn 2024/25)
	Politics and Policy:		EU453 The Political Economy of Welfare States and Migration in Europe (0.5)
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)		EU455 Concepts in Political Economy (0.5)
	EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)		EU467 The Political Economy of the Neoliberal State (0.5) (withdrawn 2024/25)
	EU487 European Integration from a Global Governance Perspective (0.5) #		EU468 The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)
	EU488 European Policy-Making and International Cooperation (0.5) #		EU469 The Political Economy of Finance in Europe (0.5) #
	EU489 Analytical Politics and Policymaking in Europe (0.5)		EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU490 Evidence and Analysis in Policy-Making (0.5) (withdrawn 2024/25)		EU482 Europe in World Trade (0.5)
	EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)		EU491 Political Economy in Theory and History (0.5)
	EU4A5 People and Politics in Europe (0.5)		EU492 Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)		EU4A4 The Politics of Inequality and Redistribution (0.5)
	EU4B1 Political Elites, Leadership, and Decision-Making (0.5)		EU4A7 Political Economy of the Green Transition in Europe (0.5)
	GV4J4 Citizen Representation and Democracy in the European Union (0.5)		Prerequisite Requirements and Mutually Exclusive Options
	SP441 Politics of Social Policy (0.5)		# means there may be prerequisites for this course. Please view the course guide for more information.
	China in Perspective:		Progression:
	AN447 China in Comparative Perspective (1.0)		1 Students who attain at least a Pass grade in each of their four LSE units will be eligible to proceed into the second year of the programme.
	DV432 China in Developmental Perspective (0.5) # (not available 2024/25)		1.2 A student who has attained a (good) Fail grade in courses to the value of 0.5 units and at least a Pass grade in the remaining courses will be eligible to proceed into the second year.
	GY480 Remaking China: Geographical aspects of Development and Disparity (0.5)		1.3 A student who has attained a (good) Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 330 has been achieved in the non-failed courses.
	Culture and Society:		1.4 A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for
	EU432 The Philosophy of Europe (0.5)		
	EU437 Europe Beyond Modernity (0.5)		
	EU447 Democracy, Ideology and the European State (0.5)		
	EU476 Emotions and Memory in European Politics (0.5)		
	EU478 The Culture of European Politics (0.5)		
	EU481 The Future: Political Responses to a Challenge (0.5)		
	EU4A3 The Americas and Europe (0.5)		
	International Migration:		
	EU464 International Migration: EU Policies and Politics (0.5) #		
	EU484 Europe's Role in Global Migration Governance (0.5)		
	EU494 International Migration and Immigration		

progression will not be able to progress to the second year of the programme and will be entitled to repeat the failed courses at LSE as follows: A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations. Results obtained following a repeated attempt at an LSE assessment shall bear their normal value but the resit attempt will be capped at the grade of Pass.

1.5 A student who has completed year one and is unable to complete year two of the programme in Fudan will not receive an interim award. A student who has successfully completed year one, but who can produce evidence of very exceptional circumstances requiring that they withdraw from year 2 of the degree may seek permission from both LSE and Fudan University to transfer onto the MSc Political Economy of Europe degree at LSE.

LSE-Leipzig Double Degree in Global Studies and Economic History

Two-year programme. Students take the first year at The University of Leipzig, and the second year at the LSE as follows.

MSc in Global Economic History

Programme Code: TMGLHY4

Department: Economic History

For students starting this programme of study in 2024/25

Full-year programme. Students must take compulsory courses to the value of 2 units, optional courses to the value of one unit, and a full-unit dissertation (EH499).

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	Courses to the value of 1.0 unit(s) from the following:
	EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0) or
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
	OR any HY400-level course(s), subject to availability, timetabling and the approval of the programme director.
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	Options List
Paper 4	EH499 Research Dissertation (1.0)
	Options List
	EH402 Quantitative Analysis in Economic History I (0.5)
	EH404 India and the World Economy (0.5)
	EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5) #
	EH413 African Economic Development in Historical Perspective (0.5) (not available 2024/25)
	EH421 Economic History of Colonialism (0.5)
	EH426A Quantitative Analysis in Economic History II (0.5) #
	EH426W Quantitative Analysis in Economic History II (0.5) # (not available 2024/25)
	EH427 Topics in Quantitative Analysis in Economic

	History (0.5) #
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH430	Monetary and Financial History (1.0) # (not available 2024/25)
EH431	Women in Economic History (0.5)
EH432	Economic History and Geography: Advanced Topics and Methods (0.5) # (not available 2024/25)
EH436	Economic History of the Early Modern New World (The Americas) (0.5) (not available 2024/25)
EH442	Labour Markets in Historical Perspective (0.5)
EH443	The History of Premodern Money (0.5)
EH444	Population Dynamics and Economic Growth: A Historical Perspective (0.5) #
EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)
EH448	Craft, Human Capital and Innovation in Europe, 1400-1800 (0.5)
EH452	Latin American Development and Economic History (0.5) (not available 2024/25)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

LSE-LSHTM MSc in Health Policy, Planning and Financing

Programme Code: TIHPPF

Department: Health Policy

For students starting this programme of study in 2024/25

Full-year programme taught jointly with the London School of Hygiene and Tropical Medicine (LSHTM). Students must take courses to the value of five units as shown below, and undertake a 10,000 word dissertation (value of one unit). It is mandatory that students take equal number of half-unit value courses (4:4 split) between the two institutions. It is required that exactly two first-term courses are taken at the London School of Hygiene and Tropical Medicine. The dissertation will be completed during the summer.

Course guides for all LSE courses can be accessed via the hyperlinks below. For information about LSHTM courses, the LSHTM module specifications can be viewed here <https://www.lshtm.ac.uk/study/courses/short-courses/modules-london#modules>.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	HP400 Financing Health Care (0.5)
Paper 2	(LSHTM) 1107 Health Services (0.5) or (LSHTM) 1117 Health Policy Process and Power (0.5) A
Paper 3	Obligation for all students to take one additional course to the value of 0.5 units at LSE from the following:
	HP401 Introduction to Health Policy and Politics (0.5) A
	HP420 Health Economics (0.5) B

Paper 4	<p>HP424 Pharmaceutical Economics and Policy (0.5)</p> <p>Obligation for all students to take one additional course to the value of 0.5 units at LSHTM from the following:</p> <p>(LSHTM) 1107 Health Services (0.5)</p> <p>(LSHTM) 1117 Health Policy, Process and Power (0.5)</p> <p>A</p> <p>(LSHTM) 1123 Issues in Public Health (0.5)</p> <p>(LSHTM) 2001 Basic Epidemiology (0.5) #</p> <p>(LSHTM) 1103 Introduction to Health Economics (0.5)</p> <p>B</p>
Papers 5 & 6	<p>Two LSE courses from the following:</p> <p>DV465 Labour, Social Services and Development (0.5) (not available 2024/25)</p> <p>HP402 Measuring Health System Performance (0.5)</p> <p>HP404 Global Health Policy: Institutions, Actors and Politics (0.5)</p> <p>HP405 Social Determinants of Health (0.5)</p> <p>HP407 Evidence Review and Synthesis for Decision Making (0.5)</p> <p>HP412 Global Health Security (0.5)</p> <p>HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)</p> <p>HP422 Health Care Economic Evaluation (0.5) C</p> <p>HP423 Advanced Health Economics (0.5) #</p> <p>HP425 Statistical Methods in Health Care Economic Evaluation (0.5) #</p> <p>HP428 Randomised evaluations of health programmes: from design to implementation (0.5)</p> <p>HP429 Behavioural Incentive Design in Health and Health Care (0.5) (not available 2024/25)</p> <p>HP432 Mental Health Policy (0.5) #</p> <p>HP433 Health Care Regulation (0.5)</p> <p>HP435 Global Access to Medicines (0.5)</p> <p>HP436 Evidence Appraisal for Health Policy Analysis (0.5)</p> <p>HP437 Health Equity, Climate Change and the Common Good (0.5) #</p> <p>Another LSE course (not listed above) with permission.</p> <p>Or any additional LSE course listed under Paper 3: <i>Paper 3 options list</i></p>
Papers 7 & 8 D	<p>Two LSHTM courses from the following:</p> <p>(LSHTM) 1127 Evaluation of Public Health Interventions (0.5)</p> <p>(LSHTM) 1400 Health Care Evaluation (0.5)</p> <p>(LSHTM) 1402 Conflict and Health (0.5)</p> <p>(LSHTM) 1403 Organisational Management (0.5)</p> <p>(LSHTM) 1501 Economic Evaluation (0.5) C</p> <p>(LSHTM) 1503 Globalisation and Health (0.5)</p> <p>(LSHTM) 1504 Economic Analysis for Health Policy (0.5)</p> <p>(LSHTM) 1606 Health Decision Science (0.5)</p> <p>(LSHTM) 1701 Reviewing the Literature (0.5)</p> <p>(LSHTM) 1803 Sociological Approaches to Health (0.5)</p> <p>(LSHTM) 1807 Health Promotion Approaches and Methods (0.5)</p> <p>(LSHTM) 1808 Health Systems (0.5)</p> <p>(LSHTM) 2342 Design and Evaluation of Mental Health Programmes (0.5)</p> <p>(LSHTM) 2401 Family Planning Programmes (0.5)</p> <p>(LSHTM) 2402 Statistical Methods in Epidemiology (0.5)</p> <p>(LSHTM) 2407 Epidemiology of Non-Communicable Diseases (0.5)</p> <p>(LSHTM) 2417 Design & Analysis of Epidemiological Studies (0.5)</p> <p>(LSHTM) 2437 Epidemiology and Control of</p>

Communicable Diseases (0.5)

(LSHTM) 2459 Current Issues in Safe Motherhood and Perinatal Health (0.5)

(LSHTM) 2472 Social Epidemiology (0.5)

(LSHTM) 3135 Spatial Epidemiology in Public Health (0.5)

(LSHTM) 3189 Ethics, Public Health and Human Rights (0.5)

(LSHTM) 3195 Epidemiology and Control of Malaria (0.5)

(LSHTM) 3198 Applying Public Health Principles in Developing Countries (0.5)

Another LSHTM course (not listed above) with permission.

Paper 9

HP409 Dissertation for MSc Health Policy, Planning and Financing (1.0)

Paper 3 options list

HP401 Introduction to Health Policy and Politics (0.5)

HP420 Health Economics (0.5)

HP424 Pharmaceutical Economics and Policy (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: HP401 Introduction to Health Policy and Politics may not be combined with LSHTM 1117 Health Policy, Process and Power.

B: HP420 Health Economics may not be combined with LSHTM 1103 Introduction to Health Economics.

C: HP422 Health Care Economic Evaluation may not be combined with LSHTM 1501 Economic Evaluation.

D: Up to 1 unit of LSHTM option courses may be taken as the distance learning version of the course.

means there may be prerequisites for this course. Please view the course guide for more information.

For any pre-requisites on LSHTM courses, check LSHTM course specifications.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

LSE-NUS Double Degree MA in Asian and International History

Two-year programme. Students take the first year at National University of Singapore, and the second year at LSE as follows.

Programme Code: TMHYNUS

Department: International History

For students starting this programme of study in 2024/25

Full-year programme. Students take courses to the value of three full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1 HY4A4 Dissertation with an Asian focus (1.0)

Paper 2 **International History**

Courses to the value of 1.0 unit(s) from the following:

HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #

HY411 European Integration in the Twentieth

	Century (1.0) # (not available 2024/25)
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0)
HY429	Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0)
HY444	Latin America in the Cold War (1.0)
HY446	Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)
HY463	The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY471	European Empires and Global Conflict, 1935-1948 (1.0)
HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)
HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
HY488	European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)
HY4B3A	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 1
HY4B3W	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 2
HY4C1	Fighting and Enduring the Great War (1.0)
Paper 3	Asian History, Politics and Society
	Courses to the value of 1.0 unit(s) from the following:
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)
HY489	China and the External World, 1644-1839 (0.5)
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B7	Asian Borderlands (1.0)
HY4B9	China and the United States Since 1949 (1.0)
AN420	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN447	China in Comparative Perspective (1.0)
DV432	China in Developmental Perspective (0.5) # (not available 2024/25)
EH404	India and the World Economy (0.5)

	EH409	Chinese Economic History: Culture, Institutions and Economic Growth (0.5) #
	EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
Paper 4		Courses to the value of 1.0 unit(s) from the following: A course from another LSE department (subject to approval by the Masters Programmes Tutor and the Teacher Responsible for the Course) Or another course from papers 2 or 3: <i>Paper 2 options list</i> <i>Paper 3 options list</i> Paper 2 options list
	HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
	HY411	European Integration in the Twentieth Century (1.0) # (not available 2024/25)
	HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
	HY424	The Napoleonic Empire: The Making of Modern Europe (1.0)
	HY429	Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)
	HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
	HY436	Race, Violence and Colonial Rule in Africa (1.0)
	HY444	Latin America in the Cold War (1.0)
	HY446	Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)
	HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)
	HY463	The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)
	HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #
	HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
	HY471	European Empires and Global Conflict, 1935-1948 (1.0)
	HY483	Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)
	HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
	HY488	European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)
	HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)
	HY4A8	Asian Borderlands (0.5) (not available 2024/25)
	HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
	HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)
	HY4B3A	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 3
	HY4B3W	Citizenship in 20th century political thought: intellectual history in case studies (0.5) 4

HY4C1 Fighting and Enduring the Great War (1.0)

Paper 3 options list

AN420	The Anthropology of Southeast Asia (0.5) (not available 2024/25)
AN447	China in Comparative Perspective (1.0)
DV432	China in Developmental Perspective (0.5) # (not available 2024/25)
EH404	India and the World Economy (0.5)
EH409	Chinese Economic History: Culture, Institutions and Economic Growth (0.5) #
EH446	Economic Development of East and Southeast Asia (1.0) # (not available 2024/25)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)
HY489	China and the External World, 1644-1839 (0.5)
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B7	Asian Borderlands (1.0)
HY4B9	China and the United States Since 1949 (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: HY4B3A can not be taken with HY4B3W
- 2: HY4B3W can not be taken with HY4B3A
- 3: HY4B3A can not be taken with HY4B3W
- 4: HY4B3W can not be taken with HY4B3A

LSE-PKU Double Degree in Environmental Policy, Technology and Health

Year 1 at Peking University

Some of the options available include:

Environmental Pollution: air, soil and water pollution
Global Environmental Health: Principles and case studies
Environmental Health Research
Energy and Society: driving forces, problem and solutions of environmental issues at various dimension
Seminars on China's Environment and Development
Climate Change Mitigation and Adaptation: engineering solutions
Environmental Policy and Management
Integrated Assessment of Climate Change Mitigation for Sustainable Development
Please note that courses are subject to change.

Year 2 at LSE

Students will enrol on **either**:

MSc in Environmental Policy, Technology and Health (Environment and Development);
MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) **or** MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) as follows:

MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University)

Programme Code: TMEPTHEP

Department: Geography and Environment

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	GY473	Economic Development and the Environment (0.5) # and GY474 Politics of Environment and Development (0.5)
Paper 2		One full unit or two half units offered by the Department for International Development (Not DV431).
Paper 3		Courses to the value of 1.0 unit(s) from the following:
	GY400	The Economics of Urbanisation (0.5) #
	GY403	Contemporary Debates in Human Geography (0.5)
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY427	Climate Change: Science, Economics and Policy (0.5)
	GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
	GY432	Urban Ethnography (0.5)
	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
	GY455	Economic Appraisal and Valuation (0.5)
	GY459	Urban Theory and Policy in the Global South (0.5)
	GY465	Concepts in Environmental Regulation (0.5)
	GY470	Urban Africa (0.5) (not available 2024/25)
	GY471	Urban environments and more-than-human cities (0.5) (not available 2024/25)
	GY475	Issues in Environmental Governance (0.5)
	GY479	Urban Transformations (0.5)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
Paper 4	GY489	Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

Or

Courses to the value of 1.0 unit(s) from the following:

Paper 3 options list

Paper 3 options list

GY400	The Economics of Urbanisation (0.5) #
GY403	Contemporary Debates in Human Geography (0.5)
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY413	Regional Development and Policy (0.5) #
GY427	Climate Change: Science, Economics and Policy (0.5)
GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
GY432	Urban Ethnography (0.5)
GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
GY455	Economic Appraisal and Valuation (0.5)
GY459	Urban Theory and Policy in the Global

	South (0.5)
GY465	Concepts in Environmental Regulation (0.5)
GY470	Urban Africa (0.5) (not available 2024/25)
GY471	Urban environments and more-than-human cities (0.5) (not available 2024/25)
GY475	Issues in Environmental Governance (0.5)
GY479	Urban Transformations (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University)

Programme Code: TMEPTHEECC

Department: Geography and Environment

For students starting this programme of study in 2024/25 Full-year programme. Students must take three compulsory courses, one full unit of options, and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	GY426	Environmental and Resource Economics (1.0) #
Paper 2	GY427	Climate Change: Science, Economics and Policy (0.5)
Paper 3	GY428	Applied Quantitative Methods (0.5) # or
	PB421	Happiness (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the following:	
	DV477	Rural Livelihoods, Development and Agrarian Transformation (0.5) # (not available 2024/25)
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #
	DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
	DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
	EC411	Microeconomics (1.0) #1
	EC426	Public Economics (1.0) #2
	EC428	Development and Growth (1.0) #3
	EC453	Political Economy (1.0) #4
	EC476	Contracts and Organisations (1.0) #5
	GY400	The Economics of Urbanisation (0.5) #
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410	Economics of Local and Regional Development (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY460	Techniques of Spatial Economic Analysis (0.5) #
	GY465	Concepts in Environmental Regulation (0.5)
	GY473	Economic Development and the Environment (0.5) #
	GY474	Politics of Environment and Development (0.5)
	GY475	Issues in Environmental Governance (0.5)
	PB415	Behavioural Science (0.5) (withdrawn 2024/25)
	PB421	Happiness (0.5)
	SP434	Behavioural Public Policy (0.5)
	Or other relevant courses to the value of one full unit, subject to approval of the programme director and the relevant course proprietor.	
Paper 5	GY489	Dissertation - Environment Programme

- MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: Before taking EC411 you must take EC400
- 2: Before taking EC426 you must take EC400
- 3: Before taking EC428 you must take EC400
- 4: Before taking EC453 you must take EC400
- 5: Before taking EC476 you must take EC400

MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University)

Programme Code: TMEPTHEPR

Department: Geography and Environment

For students starting this programme of study in 2024/25 Full-year programme. Students must take two compulsory courses, a dissertation, and either 1.0 or 1.5 units of optional courses.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	GY465	Concepts in Environmental Regulation (0.5) and GY475 Issues in Environmental Governance (0.5)
Paper 2	One or both courses from:	
	GY473	Economic Development and the Environment (0.5) #
	GY474	Politics of Environment and Development (0.5)
Paper 3	Courses to the value of 1.5 units if taking only GY473 or GY474 or 1.0 unit if taking both lse.ac.uk/resources/calendar/courseGuides/GY/2017_GY423.htm (under Paper 2 above):	
	DV415	Global Environmental Governance (0.5) (not available 2024/25)
	EU421	Policy-Making in the European Union (0.5) #
	GY427	Climate Change: Science, Economics and Policy (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY471	Urban environments and more-than-human cities (0.5) (not available 2024/25)
	LL4A6	Climate Change and International Law (0.5)
	LL4BV	Transnational Environmental Law (0.5)
Paper 4	GY489	Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

LSE-PKU Double Degree in MSc International Affairs

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMINAF**Department:** International History

For students starting this programme of study in 2024/25

Paper 1 The following compulsory course:

HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #

Paper 2 Courses to the value of 1.0 unit(s) from the following:

IR411 Foreign Policy Analysis III (1.0) #

IR412 International Institutions (1.0)

IR416 The EU in the World (1.0) #

IR419 International Relations of the Middle East (1.0) #

IR434 European Defence and Security (0.5)

IR462 Theory of International Society (0.5) #

IR466 Genocide (0.5)

IR467 Political Economy of Climate Change (0.5)

IR468 The Political Economy of Trade (0.5)

IR469 Politics of Money in the World Economy (0.5) #*A

IR471 Critical International Law (0.5)

IR479 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #

IR480 The Politics of Inequality and Development (0.5)

IR488 International Politics of Southeast Asia (0.5)

IR489 Economic Diplomacy (0.5) (not available 2024/25)

IR490 The Strategy of Conflict in International Relations (0.5)

IR494 Conflict and Peacebuilding (0.5) #

Paper 3 Courses to the value of 1.0 unit from the list below, not already taken under Paper 2:

HY411 European Integration in the Twentieth Century (1.0) # (not available 2024/25)

HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)

HY429 Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)

HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)

HY435 Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0)

HY436 Race, Violence and Colonial Rule in Africa (1.0)

HY440 The Iranian Revolution (1.0)

HY444 Latin America in the Cold War (1.0)

HY446 Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)

HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)

HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) #

HY463 The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)

HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #

HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)

HY471 European Empires and Global Conflict, 1935-1948 (1.0)

HY478 Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)

HY483 Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)

HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)

HY487 Islam, State and Conflict in Southeast Asia

(0.5) (not available 2024/25)

HY488 European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)

HY489 China and the External World, 1644-1839 (0.5)

HY491 Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)

HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)

HY4B2 The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)

HY4B3A Citizenship in 20th century political thought: intellectual history in case studies (0.5) 1

HY4B3W Citizenship in 20th century political thought: intellectual history in case studies (0.5) 2 (not available 2024/25)

HY4B4 Maritime Asia in Transition, 1405-1839 (0.5)

HY4B7 Asian Borderlands (1.0)

HY4B9 China and the United States Since 1949 (1.0)

HY4C1 Fighting and Enduring the Great War (1.0)

IR411 Foreign Policy Analysis III (1.0) #

IR412 International Institutions (1.0)

IR416 The EU in the World (1.0) #

IR419 International Relations of the Middle East (1.0) #

IR434 European Defence and Security (0.5)

IR462 Theory of International Society (0.5) #

IR466 Genocide (0.5)

IR467 Political Economy of Climate Change (0.5)

IR468 The Political Economy of Trade (0.5)

IR469 Politics of Money in the World Economy (0.5) #*B

IR471 Critical International Law (0.5)

IR479 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #

IR480 The Politics of Inequality and Development (0.5)

IR488 International Politics of Southeast Asia (0.5)

IR489 Economic Diplomacy (0.5) (not available 2024/25)

IR490 The Strategy of Conflict in International Relations (0.5)

IR494 Conflict and Peacebuilding (0.5) #

Paper 4 HY498 Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: HY4B3A can not be taken with HY4B3W

2: HY4B3W can not be taken with HY4B3A

Footnotes

A: With permission of the course teacher.

B: With permission of the course teacher.

LSE-PKU Double Degree in MSc International Affairs

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows.

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may**

be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TMINAF

Department: International History

For students starting this programme of study in 2023/24

Paper 1 The following compulsory course:

HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #

Paper 2 Courses to the value of 1.0 unit(s) from the following:

IR411 Foreign Policy Analysis III (1.0) #

IR412 International Institutions (1.0)

IR416 The EU in the World (1.0) #

IR419 International Relations of the Middle East (1.0) #

IR422 Conflict and Peacebuilding (1.0) # (not available 2024/25)

IR434 European Defence and Security (0.5)

IR462 Theory of International Society (0.5) #

IR466 Genocide (0.5)

IR467 Political Economy of Climate Change (0.5)

IR468 The Political Economy of Trade (0.5)

IR469 Politics of Money in the World Economy (0.5) #*A

IR471 Critical International Law (0.5)

IR479 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #

IR480 The Politics of Inequality and Development (0.5)

IR488 International Politics of Southeast Asia (0.5)

IR489 Economic Diplomacy (0.5) (not available 2024/25)

IR490 The Strategy of Conflict in International Relations (0.5)

Paper 3 Courses to the value of 1.0 unit from the list below, not already taken under Paper 2:

HY411 European Integration in the Twentieth Century (1.0) # (not available 2024/25)

HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)

HY429 Anglo-American Relations from World War to Cold War and Beyond, 1939-2003 (1.0)

HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)

HY435 Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS (1.0)

HY436 Race, Violence and Colonial Rule in Africa (1.0)

HY440 The Iranian Revolution (1.0)

HY444 Latin America in the Cold War (1.0)

HY446 Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)

HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2024/25)

HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) #

HY463 The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)

HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0) #

HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)

HY478 Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)

HY483 Land and Conflict in Latin America since 1750 (1.0) (not available 2024/25)

HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)

HY487 Islam, State and Conflict in Southeast Asia (0.5) (not available 2024/25)

HY488 European Empires and Global Conflict, 1935-1948 (0.5) (not available 2024/25)

HY489 China and the External World, 1644-1839 (0.5)

HY491 Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5) (not available 2024/25)

HY4A8 Asian Borderlands (0.5) (not available 2024/25)

HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)

HY4B2 The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2024/25)

HY4B3 Citizenship in 20th century political thought: intellectual history in case studies (0.5)

HY4B4 Maritime Asia in Transition, 1405-1839 (0.5)

HY4B7 Asian Borderlands (1.0)

HY4B8 On German Memory Politics: From the Cold War to New Global Challenges (1.0) (withdrawn 2024/25)

HY4B9 China and the United States Since 1949 (1.0)

HY4C1 Fighting and Enduring the Great War (1.0)

IR411 Foreign Policy Analysis III (1.0) #

IR412 International Institutions (1.0)

IR416 The EU in the World (1.0) #

IR419 International Relations of the Middle East (1.0) #

IR422 Conflict and Peacebuilding (1.0) # (not available 2024/25)

IR434 European Defence and Security (0.5)

IR462 Theory of International Society (0.5) #

IR466 Genocide (0.5)

IR467 Political Economy of Climate Change (0.5)

IR468 The Political Economy of Trade (0.5)

IR469 Politics of Money in the World Economy (0.5) #*B

IR471 Critical International Law (0.5)

IR479 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #

IR480 The Politics of Inequality and Development (0.5)

IR488 International Politics of Southeast Asia (0.5)

IR489 Economic Diplomacy (0.5) (not available 2024/25)

IR490 The Strategy of Conflict in International Relations (0.5)

Paper 4 HY498 Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations (1.0)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: With permission of the course teacher.

B: With permission of the course teacher.

LSE-Sciences Po Double Degree in Affaires Internationales

Year 1 at Sciences Po

Joint IR seminar with the whole group (28 hours)
 Political Issues or World Politics (56 hours)
 Social Science (including Economics) (56 hours)
 Specialisation (140 hours)
 Compulsory French/English language class (28 hours)
 Second foreign language for all students (28 hours)

Year 2 at LSE

Students will enrol in **either** the MSc in International Relations **or** the MSc in International Political Economy as follows:

MSc in International Relations (LSE and Sciences Po)

Programme Code: TMIR2

Department: International Relations

For students starting this programme of study in 2024/25

Full-year programme. Students must take optional courses to the value of three full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	IR4A1	International Relations: Core Theories and Debates (0.5)
	IR4A2	International Relations: Global Applications (0.5)
	IR4A3	International Relations: Critical Perspectives (0.5)
	MY4IR	Research Design for International Relations (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR416	The EU in the World (1.0) #
	IR419	International Relations of the Middle East (1.0) #
	IR434	European Defence and Security (0.5)
	IR445	Global Politics of China (1.0) (not available 2024/25)
	IR448	American Grand Strategy (0.5)
	IR452	Empire and Conflict in World Politics (0.5)
	IR462	Theory of International Society (0.5) #
	IR464	The Politics of International Human Rights (0.5) (not available 2024/25)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2024/25)
	IR466	Genocide (0.5)
	IR467	Political Economy of Climate Change (0.5)
	IR471	Critical International Law (0.5)
	IR472	Diplomacy in the 21st Century (0.5) (not available 2024/25)
	IR473	China and the Global South (0.5)
	IR475	Race and Gender in International Relations (0.5)
	IR476	Gender, Sexuality, Race and the Politics of Violence (0.5)
	IR477	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR478	Critical War Studies (0.5)
	IR479	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	IR488	International Politics of Southeast Asia (0.5)
	IR490	The Strategy of Conflict in International Relations (0.5)
	IR492	The Political Economy of China's Technological Rise (0.5)
	IR493	Global Governance of Technological Risks (0.5)

IR494	Conflict and Peacebuilding (0.5) #
IR495	The Politics of Displacement and Refuge (0.5)
IR4B1	Islam in World Politics (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from Paper 1, Paper 2 or a course from another programme approved by the Programme Director
	<i>Paper 1 options list</i>
	<i>Paper 2 options list</i>
Paper 4	IR499 Dissertation in International Relations (1.0)
	Paper 1 options list
	IR4A1 International Relations: Core Theories and Debates (0.5)
	IR4A2 International Relations: Global Applications (0.5)
	IR4A3 International Relations: Critical Perspectives (0.5)
	MY4IR Research Design for International Relations (0.5)
	Paper 2 options list
	IR411 Foreign Policy Analysis III (1.0) #
	IR412 International Institutions (1.0)
	IR416 The EU in the World (1.0) #
	IR419 International Relations of the Middle East (1.0) #
	IR434 European Defence and Security (0.5)
	IR445 Global Politics of China (1.0) (not available 2024/25)
	IR448 American Grand Strategy (0.5)
	IR452 Empire and Conflict in World Politics (0.5)
	IR462 Theory of International Society (0.5) #
	IR464 The Politics of International Human Rights (0.5) (not available 2024/25)
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2024/25)
	IR466 Genocide (0.5)
	IR467 Political Economy of Climate Change (0.5)
	IR471 Critical International Law (0.5)
	IR472 Diplomacy in the 21st Century (0.5) (not available 2024/25)
	IR473 China and the Global South (0.5)
	IR475 Race and Gender in International Relations (0.5)
	IR476 Gender, Sexuality, Race and the Politics of Violence (0.5)
	IR477 The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR478 Critical War Studies (0.5)
	IR479 Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	IR488 International Politics of Southeast Asia (0.5)
	IR490 The Strategy of Conflict in International Relations (0.5)
	IR492 The Political Economy of China's Technological Rise (0.5)
	IR493 Global Governance of Technological Risks (0.5)
	IR494 Conflict and Peacebuilding (0.5) #
	IR495 The Politics of Displacement and Refuge (0.5)
	IR4B1 Islam in World Politics (0.5)
	MY4IR Research Design for International Relations (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Political Economy (LSE and Sciences Po)

Programme Code: TMIPE2

Department: International Relations

For students starting this programme of study in 2024/25

Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	IR470	International Political Economy (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	DV424	International Institutions and Late Development (0.5)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2024/25)
	IR467	Political Economy of Climate Change (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR489	Economic Diplomacy (0.5) (not available 2024/25)
	IR491	Globalisation and Development (0.5)
	IR492	The Political Economy of China's Technological Rise (0.5)
	MY4IR	Research Design for International Relations (0.5)
Paper 3	Courses to the value of 1.5 units either from the Paper 2 options list or from another programme approved by the Programme Director.	
	<i>Paper 2 options list</i>	
Paper 4	IR485	Dissertation in International Political Economy (1.0)
	Paper 2 options list	
	DV424	International Institutions and Late Development (0.5)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2024/25)
	IR467	Political Economy of Climate Change (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR489	Economic Diplomacy (0.5) (not available 2024/25)
	IR491	Globalisation and Development (0.5)
	IR492	The Political Economy of China's Technological Rise (0.5)
	MY4IR	Research Design for International Relations (0.5)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course	

LSE-Sciences Po Double Degree in Affaires Internationales

Year 1 at Sciences Po

Joint IR seminar with the whole group (28 hours)

Political Issues or World Politics (56 hours)

Social Science (including Economics) (56 hours)

Specialisation (140 hours)

Compulsory French/English language class (28 hours)

Second foreign language for all students (28 hours)

Year 2 at LSE

Students will enrol in **either** the MSc in International

Relations **or** the MSc in International Political Economy as follows:

MSc in International Relations (LSE and Sciences Po)

Programme Code: TMIR2

Department: International Relations

For students starting this programme of study in 2023/24

Full-year programme. Students must take optional courses to the value of three full units and a dissertation.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	IR4A1	International Relations: Core Theories and Debates (0.5)
	IR4A2	International Relations: Global Applications (0.5)
	IR4A3	International Relations: Critical Perspectives (0.5)
	MY4IR	Research Design for International Relations (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR416	The EU in the World (1.0) #
	IR419	International Relations of the Middle East (1.0) #
	IR422	Conflict and Peacebuilding (1.0) # (not available 2024/25)
	IR434	European Defence and Security (0.5)
	IR445	Global Politics of China (1.0) (not available 2024/25)
	IR448	American Grand Strategy (0.5)
	IR452	Empire and Conflict in World Politics (0.5)
	IR462	Theory of International Society (0.5) #
	IR464	The Politics of International Human Rights (0.5) (not available 2024/25)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2024/25)
	IR466	Genocide (0.5)
	IR467	Political Economy of Climate Change (0.5)
	IR471	Critical International Law (0.5)
	IR472	Diplomacy in the 21st Century (0.5) (not available 2024/25)
	IR473	China and the Global South (0.5)
	IR475	Race and Gender in International Relations (0.5)
	IR476	Gender, Sexuality, Race and the Politics of Violence (0.5)
	IR477	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR478	Critical War Studies (0.5)
	IR479	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	IR488	International Politics of Southeast Asia (0.5)
	IR490	The Strategy of Conflict in International Relations (0.5)
	IR493	Global Governance of Technological Risks (0.5)

	IR495	The Politics of Displacement and Refuge (0.5)
	IR4B1	Islam in World Politics (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from Paper 1, Paper 2 or a course from another programme approved by the Programme Director	
	<i>Paper 1 options list</i>	
	<i>Paper 2 options list</i>	
Paper 4	IR499	Dissertation in International Relations (1.0)
	Paper 1 options list	
	IR4A1	International Relations: Core Theories and Debates (0.5)
	IR4A2	International Relations: Global Applications (0.5)
	IR4A3	International Relations: Critical Perspectives (0.5)
	MY4IR	Research Design for International Relations (0.5)
	Paper 2 options list	
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR416	The EU in the World (1.0) #
	IR419	International Relations of the Middle East (1.0) #
	IR422	Conflict and Peacebuilding (1.0) # (not available 2024/25)
	IR434	European Defence and Security (0.5)
	IR445	Global Politics of China (1.0) (not available 2024/25)
	IR448	American Grand Strategy (0.5)
	IR452	Empire and Conflict in World Politics (0.5)
	IR462	Theory of International Society (0.5) #
	IR464	The Politics of International Human Rights (0.5) (not available 2024/25)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2024/25)
	IR466	Genocide (0.5)
	IR467	Political Economy of Climate Change (0.5)
	IR471	Critical International Law (0.5)
	IR472	Diplomacy in the 21st Century (0.5) (not available 2024/25)
	IR473	China and the Global South (0.5)
	IR475	Race and Gender in International Relations (0.5)
	IR476	Gender, Sexuality, Race and the Politics of Violence (0.5)
	IR477	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR478	Critical War Studies (0.5)
	IR479	Eastern Europe: Domestic Regimes and Foreign Policies (0.5) #
	IR488	International Politics of Southeast Asia (0.5)
	IR490	The Strategy of Conflict in International Relations (0.5)
	IR493	Global Governance of Technological Risks (0.5)
	IR495	The Politics of Displacement and Refuge (0.5)
	IR4B1	Islam in World Politics (0.5)
	MY4IR	Research Design for International Relations (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Political Economy (LSE and Sciences Po)

Programme Code: TMIPE2

Department: International Relations

For students starting this programme of study in 2023/24

Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 units and a dissertation as shown.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	IR470	International Political Economy (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	DV424	International Institutions and Late Development (0.5)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2024/25)
	IR467	Political Economy of Climate Change (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR489	Economic Diplomacy (0.5) (not available 2024/25)
	IR491	Globalisation and Development (0.5)
	MY4IR	Research Design for International Relations (0.5)
Paper 3	Courses to the value of 1.5 units either from the Paper 2 options list or from another programme approved by the Programme Director.	
	<i>Paper 2 options list</i>	
Paper 4	IR485	Dissertation in International Political Economy (1.0)
	Paper 2 options list	
	DV424	International Institutions and Late Development (0.5)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5) (not available 2024/25)
	IR467	Political Economy of Climate Change (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR489	Economic Diplomacy (0.5) (not available 2024/25)
	IR491	Globalisation and Development (0.5)
	MY4IR	Research Design for International Relations (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

LSE-Sciences Po Double Degree in European Studies

Year 1 at Sciences Po

Students study for the Masters en Affaires Européennes at Sciences Po.

Year 2 at LSE

Students will enrol on **either** the MSc in Political Economy of

Europe, the MSc in Culture and Conflict in a Global Europe, the MSc in European and International Politics and Policy or the MSc in International Migration and Public Policy as follows.

MSc in Political Economy of Europe (LSE and Sciences Po)

Programme Code: TMPOECEU2

Department: European Institute

For students starting this programme of study in 2024/25

Full-year programme. Students must take two out of three semi-compulsory courses, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU470 **'How do we know? An introduction to research design and methods in political economy'** in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development

course	EU450	Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:	
	EU455	Concepts in Political Economy (0.5)
	EU491	Political Economy in Theory and History (0.5)
	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
Paper 2	Courses to the value of 1.0 unit from the following:	
	Political Economy in Action:	
	EU443	European Models of Capitalism (0.5)
	EU446	The Political Economy of European Monetary Integration (0.5) #
	EU453	The Political Economy of Welfare States and Migration in Europe (0.5)
	EU455	Concepts in Political Economy (0.5)
	EU469	The Political Economy of Finance in Europe (0.5) #
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU482	Europe in World Trade (0.5)
	EU491	Political Economy in Theory and History (0.5)
	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A4	The Politics of Inequality and Redistribution (0.5)
	EU4A7	Political Economy of the Green Transition in Europe (0.5)
Paper 3	Courses to the value of 1.0 unit from the following:	
	Politics and Policy:	
	EU421	Policy-Making in the European Union (0.5) #
	EU430	Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
	EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)

EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
EU4B1	Political Elites, Leadership, and Decision-Making (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5)
SP441	Politics of Social Policy (0.5)

Culture and Society:

EU432	The Philosophy of Europe (0.5)
EU437	Europe Beyond Modernity (0.5)
EU447	Democracy, Ideology and the European State (0.5)
EU476	Emotions and Memory in European Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A3	The Americas and Europe (0.5)

International Migration:

EU464	International Migration: EU Policies and Politics (0.5) #
EU484	Europe's Role in Global Migration Governance (0.5)
EU494	International Migration and Immigration Management (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

Paper 4	EU470	How do we know? An introduction to research design and methods in political economy (0.0) and EU499 Dissertation (1.0)
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Paper 2 options list

EU443	European Models of Capitalism (0.5)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of Welfare States and Migration in Europe (0.5)
EU455	Concepts in Political Economy (0.5)
EU469	The Political Economy of Finance in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU482	Europe in World Trade (0.5)
EU491	Political Economy in Theory and History (0.5)
EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
EU4A7	Political Economy of the Green Transition in Europe (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po)

Programme Code: TMCCGLEU2

Department: European Institute

For students starting this programme of study in 2024/25

(formerly MSc in Global Europe: Culture and Conflict (LSE & Sciences Po))

Full-year programme. Students must take two semi-compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific requirements.

Professional development

course EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1 Courses to the value of 1.0 unit(s) from the following:
EU447 Democracy, Ideology and the European State (0.5)
EU457 Culture and Security in Global Politics (0.5)
EU478 The Culture of European Politics (0.5)
EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

Paper 2 Courses to the value of 1.0 unit(s) from the following:

Culture and Society

EU432 The Philosophy of Europe (0.5)
EU437 Europe Beyond Modernity (0.5)
EU457 Culture and Security in Global Politics (0.5)
EU458 Narrating Migration in a Global Europe (0.5)
EU478 The Culture of European Politics (0.5)
EU481 The Future: Political Responses to a Challenge (0.5)
EU4A3 The Americas and Europe (0.5)

Conflict studies

EU475 Europe and the Politics of Secularism (0.5)
EU476 Emotions and Memory in European Politics (0.5)
EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486 Muslims in Europe (0.5)
EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

Politics and Policy

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU447 Democracy, Ideology and the European State (0.5)
EU487 European Integration from a Global Governance Perspective (0.5) #
EU488 European Policy-Making and International Cooperation (0.5) #
EU489 Analytical Politics and Policymaking in Europe (0.5)
EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
EU4A5 People and Politics in Europe (0.5)
EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
EU4A7 Political Economy of the Green Transition in Europe (0.5)

EU4B1 Political Elites, Leadership, and Decision-Making (0.5)

International Migration

EU464 International Migration: EU Policies and Politics (0.5) #
EU484 Europe's Role in Global Migration Governance (0.5)
EU494 International Migration and Immigration Management (0.5)
EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

Paper 3 Courses to the value of 1.0 unit(s) from the following:

Identity and Culture

GI421 Sexuality, Gender and Culture (0.5) #
GI422 Transnational Sexual Politics (1.0)
GV498 Multiculturalism (0.5)
IR465 The International Politics of Culture and Religion (1.0) # (not available 2024/25)
IR4B1 Islam in World Politics (0.5)
SO479 Human Rights and Postcolonial Theory (0.5)

Conflict in World Politics

GV4B8 Civil Wars: Concepts and Cases (0.5) (not available 2024/25)
GV4B9 The Second Europe (0.5)
GV4K7 Conflict and Cooperation: Key Debates (0.5)
IR452 Empire and Conflict in World Politics (0.5)

Methodology

MY423 Interview Methods for Social Science Research (0.5) #
MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #
MY428 Qualitative Text and Discourse Analysis (0.5) #

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

Paper 4 EU410 Interdisciplinary Research Methods and Design (0.0) **and** EU499 Dissertation (1.0)

Optional Students on the MSc in Culture and Conflict in a Global Europe programme are invited to participate in the LSE-Columbia double degree seminars as part of their studies:

EU4A9 European Politics, Conflict and Culture: LSE-Columbia European Seminar (0.0)

Paper 2 options list

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
EU432 The Philosophy of Europe (0.5)
EU437 Europe Beyond Modernity (0.5)
EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU447 Democracy, Ideology and the European State (0.5)
EU457 Culture and Security in Global Politics (0.5)
EU458 Narrating Migration in a Global Europe (0.5)
EU464 International Migration: EU Policies and Politics (0.5) #
EU475 Europe and the Politics of Secularism (0.5)
EU476 Emotions and Memory in European Politics (0.5)
EU478 The Culture of European Politics (0.5)

EU481	The Future: Political Responses to a Challenge (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Muslims in Europe (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
EU4A7	Political Economy of the Green Transition in Europe (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
EU4B1	Political Elites, Leadership, and Decision-Making (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in European and International Politics and Policy (LSE and Sciences Po)

Programme Code: TMEIPP6

Department: European Institute

For students starting this programme of study in 2024/25 Students must take 1 unit of compulsory courses; choose 0.5 units of semi-compulsory courses; optional courses to the value of 1.0 units; and a dissertation or applied policy project as shown below. Additionally, all students must select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development

course	EU450	Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:	
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
Paper 2	Courses to the value of 0.5 unit(s) from the following:	
	European and International Politics and Policy	
	EU421	Policy-Making in the European Union (0.5) #
	EU430	Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
	EU487	European Integration from a Global Governance Perspective (0.5) #

EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
EU4B1	Political Elites, Leadership, and Decision-Making (0.5)
IR434	European Defence and Security (0.5)

Paper 3

Optional courses

Courses to the value of 1.0 unit(s) from the following:

European Political Economy

EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of Welfare States and Migration in Europe (0.5)
EU469	The Political Economy of Finance in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU482	Europe in World Trade (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
EU4A7	Political Economy of the Green Transition in Europe (0.5)
GI415	Gender and Welfare Regimes: Developments and Change (0.5)
PP414	Policy-Making: Process, Challenges and Outcomes (0.5)

European Culture and Conflict

EU457	Culture and Security in Global Politics (0.5)
EU475	Europe and the Politics of Secularism (0.5)
EU476	Emotions and Memory in European Politics (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)

Europe and International Migration

EU464	International Migration: EU Policies and Politics (0.5) #
EU494	International Migration and Immigration Management (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)

European Politics and the World

GV439	Government and Politics in Central and Eastern Europe (0.5)
GV454	Parties, Elections and Governments (0.5)
GV4B9	The Second Europe (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5)
IR416	The EU in the World (1.0) #

European Law

LL468	European Human Rights Law (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #

Methods (maximum 0.5 units)

MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)

MY452A Applied Regression Analysis (0.5) #
 MY452W Applied Regression Analysis (0.5) #
 MY457 Causal Inference for Observational and
 Experimental Studies (0.5) #

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

Paper 4

Choose from one of the following:

EU495 Applied Policy Project (1.0) #
 EU499 Dissertation (1.0)

Students must also choose 0.5 unit(s) from the following:

MY451A Introduction to Quantitative Analysis (0.5)
or

MY452A Applied Regression Analysis (0.5) #

Paper 2 options list

EU421 Policy-Making in the European Union (0.5)
 #

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)

EU4B1 Political Elites, Leadership, and Decision-Making (0.5)

IR434 European Defence and Security (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in International Migration and Public Policy (LSE and Sciences Po)

Programme Code: TMIMPP2

Department: European Institute

For students starting this programme of study in 2024/25

Students must take courses to the value of three units and a dissertation as shown below, plus SO476 Researching Migration: Research Questions and Research Methods. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development

course EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1

EU494 International Migration and Immigration Management (0.5)

EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

SO468 International Migration and Migrant Integration (0.5)

Paper 2

Courses to the value of 1.0 unit(s) from the following:

International Migration

DV462 Forced Migration and Refugees (0.5)

EU458 Narrating Migration in a Global Europe (0.5)

EU464 International Migration: EU Policies and Politics (0.5) #

EU475 Europe and the Politics of Secularism (0.5)

EU484 Europe's Role in Global Migration Governance (0.5)

EU494 International Migration and Immigration Management (0.5)

EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

SO468 International Migration and Migrant Integration (0.5)

SO489 Family and International Migration (0.5) (not available 2024/25)

SO4C4 Global Mobilities: International Migration (0.5)

SP410 Migration: Current Research, Critical Approaches (0.5)

Paper 3

Courses to the value of 1.0 unit(s) from the following:

Politics and Policy

DV465 Labour, Social Services and Development (0.5) (not available 2024/25)

EU421 Policy-Making in the European Union (0.5) #

EU457 Culture and Security in Global Politics (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)

EU4B1 Political Elites, Leadership, and Decision-Making (0.5)

GV4F4 Policy Advice in Theory and Practice (0.5)

Law and Justice

DV420 Complex Emergencies (0.5)

DV434 Human Security (0.5) (not available 2024/25)

EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)

EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

LL4BA International Law and the Movement of Persons within States (0.5)

LL4BB International Law and the Movement of Persons Between States (0.5)

SO424 Approaches to Human Rights (1.0)

SO457 Political Reconciliation (0.5)

SO479 Human Rights and Postcolonial Theory (0.5)

Society

EU478 The Culture of European Politics (0.5)

EU4A3 The Americas and Europe (0.5)

GI422 Transnational Sexual Politics (1.0)

GV498 Multiculturalism (0.5)

GY403 Contemporary Debates in Human Geography (0.5)

HY436 Race, Violence and Colonial Rule in Africa (1.0)

SO454 Families and Inequalities (0.5) (not available 2024/25)

- SO477 Urban Social Theory (0.5)
 SP414 Ethnicity, Race and Social Policy (0.5)

Political Economy

- DV435 African Political Economy (0.5) (not available 2024/25)
 EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #
 EU4A4 The Politics of Inequality and Redistribution (0.5)
 EU4A7 Political Economy of the Green Transition in Europe (0.5)
 SO4C2 Racial Capitalism (0.5) (not available 2024/25)

Methodology

- MY400 Fundamentals of Social Science Research Design (0.5)
 MY421A Qualitative Research Methods (0.5) 1
 MY421W Qualitative Research Methods (0.5) 2
 MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #
 MY428 Qualitative Text and Discourse Analysis (0.5) #
 MY451A Introduction to Quantitative Analysis (0.5) 3
 MY451W Introduction to Quantitative Analysis (0.5) 4
 MY452A Applied Regression Analysis (0.5) #5
 MY452W Applied Regression Analysis (0.5) #6
 Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

Paper 4

- EU499 Dissertation (1.0) **and** EU471 Researching Migration: research questions and research methods (0.0)

Paper 2 options list

- DV462 Forced Migration and Refugees (0.5)
 EU458 Narrating Migration in a Global Europe (0.5)
 EU464 International Migration: EU Policies and Politics (0.5) #
 EU475 Europe and the Politics of Secularism (0.5)
 EU484 Europe's Role in Global Migration Governance (0.5)
 EU494 International Migration and Immigration Management (0.5)
 EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)
 SO468 International Migration and Migrant Integration (0.5)
 SO489 Family and International Migration (0.5) (not available 2024/25)
 SO4C4 Global Mobilities: International Migration (0.5)
 SP410 Migration: Current Research, Critical Approaches (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: MY421A can not be taken with MY421W
 2: MY421W can not be taken with MY421A
 3: MY451A can not be taken with MY451W
 4: MY451W can not be taken with MY451A
 5: MY452A can not be taken with MY452W
 6: MY452W can not be taken with MY452A

LSE-Sciences Po Double Degree in European Studies**Year 1 at Sciences Po**

Students study for the Masters en Affaires Européennes at Sciences Po.

Year 2 at LSE

Students will enrol on **either** the MSc in Political Economy of Europe, the MSc in Culture and Conflict in a Global Europe, the MSc in European and International Public Policy or the MSc in International Migration and Public Policy as follows.

MSc in Political Economy of Europe (LSE and Sciences Po)

Programme Code: TMPOECEU2

Department: European Institute

For students starting this programme of study in 2023/24

Full-year programme. Students must take two out of three semi-compulsory courses, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU470 **'How do we know? An introduction to research design and methods in political economy'** in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development

course EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1 Courses to the value of 1.0 unit(s) from the following:
 EU455 Concepts in Political Economy (0.5)
 EU491 Political Economy in Theory and History (0.5)

EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following as an additional course to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0) (withdrawn 2024/25)

EU4V9 Concepts in Political Science and Public Policy (0.0) (withdrawn 2024/25)

Paper 2 Courses to the value of 1.0 unit from the following:

Political Economy in Action:

EU443 European Models of Capitalism (0.5)

EU446 The Political Economy of European Monetary Integration (0.5) #

EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (withdrawn 2024/25)

EU453 The Political Economy of Welfare States and Migration in Europe (0.5)

EU455 Concepts in Political Economy (0.5)

EU467 The Political Economy of the Neoliberal State (0.5) (withdrawn 2024/25)

EU468 The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)

EU469 The Political Economy of Finance in Europe (0.5) #

EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #

EU482 Europe in World Trade (0.5)

EU491 Political Economy in Theory and History (0.5)

Paper 3	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A4	The Politics of Inequality and Redistribution (0.5)
	EU4A7	Political Economy of the Green Transition in Europe (0.5)
	Courses to the value of 1.0 unit from the following:	
	Politics and Policy:	
	EU421	Policy-Making in the European Union (0.5) #
	EU430	Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
	EU490	Evidence and Analysis in Policy-Making (0.5) (withdrawn 2024/25)
	EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
	EU4A5	People and Politics in Europe (0.5)
	EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
	EU4B1	Political Elites, Leadership, and Decision-Making (0.5)
	GV4J4	Citizen Representation and Democracy in the European Union (0.5)
	SP441	Politics of Social Policy (0.5)
	Culture and Society:	
	EU432	The Philosophy of Europe (0.5)
	EU437	Europe Beyond Modernity (0.5)
	EU447	Democracy, Ideology and the European State (0.5)
	EU476	Emotions and Memory in European Politics (0.5)
	EU478	The Culture of European Politics (0.5)
	EU481	The Future: Political Responses to a Challenge (0.5)
	EU4A3	The Americas and Europe (0.5)
	International Migration:	
	EU464	International Migration: EU Policies and Politics (0.5) #
	EU484	Europe's Role in Global Migration Governance (0.5)
	EU494	International Migration and Immigration Management (0.5)
	EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
	Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.	
	<i>Paper 2 options list</i>	
Paper 4	EU470	How do we know? An introduction to research design and methods in political economy (0.0) and EU499 Dissertation (1.0)
Optional	EU410	Interdisciplinary Research Methods and

Design (0.0)

Paper 2 options list

EU443	European Models of Capitalism (0.5)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (withdrawn 2024/25)
EU453	The Political Economy of Welfare States and Migration in Europe (0.5)
EU455	Concepts in Political Economy (0.5)
EU467	The Political Economy of the Neoliberal State (0.5) (withdrawn 2024/25)
EU468	The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)
EU469	The Political Economy of Finance in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU482	Europe in World Trade (0.5)
EU491	Political Economy in Theory and History (0.5)
EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
EU4A7	Political Economy of the Green Transition in Europe (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po)**Programme Code:** TMCCGLEU2**Department:** European Institute

For students starting this programme of study in 2023/24

(formerly MSc in Global Europe: Culture and Conflict (LSE & Sciences Po))

Full-year programme. Students must take two semi-compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific requirements.**

Professional development

course	EU450	Engaging with Europe: Professional Skills (0.0)
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Paper 1 Courses to the value of 1.0 unit(s) from the following:

EU447	Democracy, Ideology and the European State (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

Students on the MSc in Culture and Conflict in a Global Europe programme are invited to participate in the LSE-Columbia double degree seminars as part of their studies:

EU4A9	European Politics, Conflict and Culture: LSE-Columbia European Seminar (0.0)
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Students without some background in European politics and policy-making or economics may consider taking one or both of the following to support their

	studies:
	EU409 Basic Economic Concepts for European Political Economy (0.0) (withdrawn 2024/25)
	EU4V9 Concepts in Political Science and Public Policy (0.0) (withdrawn 2024/25)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	Culture and Society
	EU432 The Philosophy of Europe (0.5)
	EU437 Europe Beyond Modernity (0.5)
	EU457 Culture and Security in Global Politics (0.5)
	EU458 Narrating Migration in a Global Europe (0.5)
	EU478 The Culture of European Politics (0.5)
	EU481 The Future: Political Responses to a Challenge (0.5)
	EU4A3 The Americas and Europe (0.5)
	Conflict studies
	EU475 Europe and the Politics of Secularism (0.5)
	EU476 Emotions and Memory in European Politics (0.5)
	EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
	EU486 Muslims in Europe (0.5)
	EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	Politics and Policy
	EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
	EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)
	EU447 Democracy, Ideology and the European State (0.5)
	EU487 European Integration from a Global Governance Perspective (0.5) #
	EU488 European Policy-Making and International Cooperation (0.5) #
	EU489 Analytical Politics and Policymaking in Europe (0.5)
	EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
	EU4A5 People and Politics in Europe (0.5)
	EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
	EU4A7 Political Economy of the Green Transition in Europe (0.5)
	EU4B1 Political Elites, Leadership, and Decision-Making (0.5)
	International Migration
	EU464 International Migration: EU Policies and Politics (0.5) #
	EU468 The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)
	EU484 Europe's Role in Global Migration Governance (0.5)
	EU494 International Migration and Immigration Management (0.5)
	EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	Identity and Culture
	GI421 Sexuality, Gender and Culture (0.5) #
	GI422 Transnational Sexual Politics (1.0)
	GV498 Multiculturalism (0.5)
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2024/25)
	IR4B1 Islam in World Politics (0.5)
	SO479 Human Rights and Postcolonial Theory (0.5)

Conflict in World Politics

- GV4B8 Civil Wars: Concepts and Cases (0.5) (not available 2024/25)
- GV4B9 The Second Europe (0.5)
- GV4K7 Conflict and Cooperation: Key Debates (0.5)
- IR452 Empire and Conflict in World Politics (0.5)

Methodology

- EU490 Evidence and Analysis in Policy-Making (0.5) (withdrawn 2024/25)
- MY423 Interview Methods for Social Science Research (0.5) #
- MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) #
- MY428 Qualitative Text and Discourse Analysis (0.5) #

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

- Paper 4 EU410 Interdisciplinary Research Methods and Design (0.0) **and** EU499 Dissertation (1.0)
- Optional EU470 How do we know? An introduction to research design and methods in political economy (0.0)

Paper 2 options list

- EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
- EU432 The Philosophy of Europe (0.5)
- EU437 Europe Beyond Modernity (0.5)
- EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)
- EU447 Democracy, Ideology and the European State (0.5)
- EU457 Culture and Security in Global Politics (0.5)
- EU458 Narrating Migration in a Global Europe (0.5)
- EU464 International Migration: EU Policies and Politics (0.5) #
- EU468 The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)
- EU475 Europe and the Politics of Secularism (0.5)
- EU476 Emotions and Memory in European Politics (0.5)
- EU478 The Culture of European Politics (0.5)
- EU481 The Future: Political Responses to a Challenge (0.5)
- EU484 Europe's Role in Global Migration Governance (0.5)
- EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
- EU486 Muslims in Europe (0.5)
- EU487 European Integration from a Global Governance Perspective (0.5) #
- EU488 European Policy-Making and International Cooperation (0.5) #
- EU489 Analytical Politics and Policymaking in Europe (0.5)
- EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
- EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
- EU4A3 The Americas and Europe (0.5)

EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)
EU4A7	Political Economy of the Green Transition in Europe (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
EU4B1	Political Elites, Leadership, and Decision-Making (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.
Please view the course guide for more information.

MSc in European and International Public Policy (LSE and Sciences Po)

Programme Code: TMEIPP3

Department: European Institute

For students starting this programme of study in 2023/24 Students must take 1 unit of compulsory courses; choose 0.5 units of semi-compulsory courses; optional courses to the value of 1.0 units; and a dissertation or applied policy project as shown below. Additionally, all students must select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development

course	EU450	Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:	
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)

Students with limited background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

	EU409	Basic Economic Concepts for European Political Economy (0.0) (withdrawn 2024/25)
	EU4V9	Concepts in Political Science and Public Policy (0.0) (withdrawn 2024/25)
Paper 2	Courses to the value of 0.5 unit(s) from the following:	
	European and International Politics and Policy	
	EU421	Policy-Making in the European Union (0.5) #
	EU430	Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
	EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)
	EU4A5	People and Politics in Europe (0.5)
	EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available

Paper 3

2024/25)

IR434 European Defence and Security (0.5)

Optional courses

Courses to the value of 1.0 unit(s) from the following:

European Political Economy

EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of Welfare States and Migration in Europe (0.5)
EU469	The Political Economy of Finance in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU482	Europe in World Trade (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
EU4A7	Political Economy of the Green Transition in Europe (0.5)
EU4B1	Political Elites, Leadership, and Decision-Making (0.5)
GI415	Gender and Welfare Regimes: Developments and Change (0.5)
PP414	Policy-Making: Process, Challenges and Outcomes (0.5)

European Culture and Conflict

EU457	Culture and Security in Global Politics (0.5)
EU475	Europe and the Politics of Secularism (0.5)
EU476	Emotions and Memory in European Politics (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)

Europe and International Migration

EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)
EU494	International Migration and Immigration Management (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)

European Politics and the World

GV439	Government and Politics in Central and Eastern Europe (0.5)
GV454	Parties, Elections and Governments (0.5)
GV4B9	The Second Europe (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5)
IR416	The EU in the World (1.0) #

European Law

LL468	European Human Rights Law (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #

Methods (maximum 0.5 units)

MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY451A	Introduction to Quantitative Analysis (0.5)
MY451W	Introduction to Quantitative Analysis (0.5)
MY452A	Applied Regression Analysis (0.5) #
MY452W	Applied Regression Analysis (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the

Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

Paper 4

Choose from one of the following:

EU495 Applied Policy Project (1.0) #

EU499 Dissertation (1.0)

Students must also choose 0.5 unit(s) from the following:

MY451A Introduction to Quantitative Analysis (0.5) **or**

MY452A Applied Regression Analysis (0.5) #

Optional

EU410 Interdisciplinary Research Methods and Design (0.0)

EU470 How do we know? An introduction to research design and methods in political economy (0.0)

Paper 2 options list

EU421 Policy-Making in the European Union (0.5) #

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5) (not available 2024/25)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2024/25)

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)

IR434 European Defence and Security (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

MSc in International Migration and Public Policy (LSE and Sciences Po)

Programme Code: TMIMPP2

Department: European Institute

For students starting this programme of study in 2023/24

Students must take courses to the value of three units and a dissertation as shown below, plus SO476 Researching Migration: Research Questions and Research Methods. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Professional development

course EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1

EU494 International Migration and Immigration Management (0.5)

EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

SO468 International Migration and Migrant Integration (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0) (withdrawn 2024/25)

EU4V9 Concepts in Political Science and Public Policy (0.0) (withdrawn 2024/25)

Paper 2

Courses to the value of 1.0 unit(s) from the following:

International Migration

DV462 Forced Migration and Refugees (0.5)

EU458 Narrating Migration in a Global Europe (0.5)

EU464 International Migration: EU Policies and Politics (0.5) #

EU468 The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)

EU475 Europe and the Politics of Secularism (0.5)

EU484 Europe's Role in Global Migration Governance (0.5)

EU494 International Migration and Immigration Management (0.5)

EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

SO468 International Migration and Migrant Integration (0.5)

SO489 Family and International Migration (0.5) (not available 2024/25)

SO4C4 Global Mobilities: International Migration (0.5)

SP410 Migration: Current Research, Critical Approaches (0.5)

Paper 3

Courses to the value of 1.0 unit(s) from the following:

Politics and Policy

DV465 Labour, Social Services and Development (0.5) (not available 2024/25)

EU421 Policy-Making in the European Union (0.5) #

EU457 Culture and Security in Global Politics (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5) (not available 2024/25)

EU4B1 Political Elites, Leadership, and Decision-Making (0.5)

GV4F4 Policy Advice in Theory and Practice (0.5)

Law and Justice

DV420 Complex Emergencies (0.5)

DV434 Human Security (0.5) (not available 2024/25)

EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)

EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

LL4BA International Law and the Movement of Persons within States (0.5)

LL4BB International Law and the Movement of Persons Between States (0.5)

SO424 Approaches to Human Rights (1.0)

SO457 Political Reconciliation (0.5)

SO479 Human Rights and Postcolonial Theory (0.5)

Society

EU475 Europe and the Politics of Secularism (0.5)

EU478 The Culture of European Politics (0.5)

EU4A3 The Americas and Europe (0.5)

GI422 Transnational Sexual Politics (1.0)

GV498 Multiculturalism (0.5)

GY403	Contemporary Debates in Human Geography (0.5)
HY436	Race, Violence and Colonial Rule in Africa (1.0)
SO454	Families and Inequalities (0.5) (not available 2024/25)
SO477	Urban Social Theory (0.5)
SP414	Ethnicity, Race and Social Policy (0.5)

Political Economy

DV435	African Political Economy (0.5) (not available 2024/25)
EU467	The Political Economy of the Neoliberal State (0.5) (withdrawn 2024/25)
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU4A4	The Politics of Inequality and Redistribution (0.5)
EU4A7	Political Economy of the Green Transition in Europe (0.5)
SO4C2	Racial Capitalism (0.5) (not available 2024/25)

Methodology

EU490	Evidence and Analysis in Policy-Making (0.5) (withdrawn 2024/25)
MY400	Fundamentals of Social Science Research Design (0.5)
MY421A	Qualitative Research Methods (0.5) 1
MY421W	Qualitative Research Methods (0.5) 2
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY451A	Introduction to Quantitative Analysis (0.5) 3
MY451W	Introduction to Quantitative Analysis (0.5) 4
MY452A	Applied Regression Analysis (0.5) #5
MY452W	Applied Regression Analysis (0.5) #6

Any course(s) not taken previously from the Paper 2 options list below; or exceptionally: 0.5 units maximum of either an EU-coded course not listed above, or 0.5 units maximum of any course from outside the department, with the approval of the Programme Director and relevant course convenor. Students must refer to the European Institutes approval policy (available via Moodle) when applying for permission to take courses not listed within these programme regulations.

Paper 2 options list

Paper 4	EU499	Dissertation (1.0) and SO476 Researching Migration: research questions and research methods (0.0) (not available 2024/25)
Optional	EU410	Interdisciplinary Research Methods and Design (0.0)
	EU470	How do we know? An introduction to research design and methods in political economy (0.0)

Paper 2 options list

	DV462	Forced Migration and Refugees (0.5)
	EU458	Narrating Migration in a Global Europe (0.5)
	EU464	International Migration: EU Policies and Politics (0.5) #
	EU468	The Political Economy of Migration in Europe (0.5) # (withdrawn 2024/25)
	EU475	Europe and the Politics of Secularism (0.5)
	EU484	Europe's Role in Global Migration Governance (0.5)
	EU494	International Migration and Immigration Management (0.5)
	EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
	SO468	International Migration and Migrant Integration (0.5)
	SO489	Family and International Migration

	(0.5) (not available 2024/25)
SO4C4	Global Mobilities: International Migration (0.5)
SP410	Migration: Current Research, Critical Approaches (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: MY421A can not be taken with MY421W
- 2: MY421W can not be taken with MY421A
- 3: MY451A can not be taken with MY451W
- 4: MY451W can not be taken with MY451A
- 5: MY452A can not be taken with MY452W
- 6: MY452W can not be taken with MY452A

LSE-Sciences Po Double Degree in the Political Economy of Development

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for the MSc in Development Management.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

MSc in Development Management (LSE and Sciences Po)

Programme Code: TMDMSP

Department: International Development

For students starting this programme of study in 2024/25

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development", "Population Studies" or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

African Development: This specialism is not available 2024/25.

Population Studies: students must take two courses from DV444, DV456, and MY476 and their dissertation topic must be approved as being appropriate for this specialism.

Applied Development Economics: students must take DV494 plus two courses from DV490, DV491, DV492.

If no such election is made, the degree certificate will state "Development Management" without further specification.

Paper 1	DV431	Development Management (1.0)
Paper 2	DV443	Development Management Consultancy Project (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	AC470	Accounting in the Global Economy (0.5) #
	DV407	Poverty (0.5)
	DV411	Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25)
	DV413	Environmental Problems and Development Interventions (0.5) #
	DV415	Global Environmental Governance (0.5) (not available 2024/25)
	DV418	African Development (0.5)
	DV420	Complex Emergencies (0.5)
	DV421	Critical Perspectives on Global Health and Development (0.5)
	DV423	Global Political Economy of Development (0.5) #
	DV424	International Institutions and Late Development (0.5)
	DV428	Managing Humanitarianism (0.5)

DV432	China in Developmental Perspective (0.5) # (not available 2024/25)
DV433	The Informal Economy and Development (0.5) (not available 2024/25)
DV434	Human Security (0.5) (not available 2024/25)
DV435	African Political Economy (0.5) (not available 2024/25)
DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) #
DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) (not available 2024/25)
DV455	Advocacy, Campaigning and Grassroots Activism (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2024/25)
DV462	Forced Migration and Refugees (0.5)
DV464	Democracy and Development (0.5)
DV465	Labour, Social Services and Development (0.5) (not available 2024/25)
DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) (not available 2024/25)
DV473	Health, conflict and crises (0.5)
DV480	Transforming Society: Revolutions, Evolutions and Colonialism (0.5) #
DV483	Information Communication Technologies and Socio-economic Development (0.5)
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) #
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
DV494	Foundations of Applied Econometrics for Economic Development Policy (0.5) #
GI407	Globalisation, Gender and Development (1.0) 1 (not available 2024/25)
GI409	Conceptual Foundations in Gender, Development and Globalization (0.5) 2
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #
GI418	Feminist Economics and Policy: An Introduction (0.5) #
GI420	Transnational Feminist Development Agendas (0.5) 3
GV483	Public Management Theory and Doctrine (0.5)
GV4C9	Globalization and Democratization in Southeast Asia (0.5) (not available 2024/25)
GY403	Contemporary Debates in Human Geography (0.5)
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY410	Economics of Local and Regional Development (0.5)
GY431	Cities, People and Poverty in the South

	(0.5) # (not available 2024/25)
GY432	Urban Ethnography (0.5)
GY447	The Economics of Regional and Urban Planning (0.5) #
GY459	Urban Theory and Policy in the Global South (0.5)
GY473	Economic Development and the Environment (0.5) #
GY474	Politics of Environment and Development (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
MG402	Public Management: A Design-Oriented Approach (0.5)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)
MG4B7	Leading Organisational Change (0.5)
MY476	Population Analysis: Methods and Models (0.5) #
PP449	Comparative Political Economy and Development (0.5)
SP415	Urbanisation and Social Policy in the Global Souths (0.5) #

Another course with the approval of the supervisor/course tutor.

Paper 4	DV410	Research Design and Dissertation in International Development (1.0) and DV445
		Cutting Edge Issues in Development Thinking & Practice (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: GI407 can not be taken with GI409, GI420
- 2: GI409 can not be taken with GI420, GI407
- 3: GI420 can not be taken with GI407, GI409

LSE-Sciences Po Double Degree in Urban Policy

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for **either** the MSc in Local Economic Development; **or** MSc in Regional and Urban Planning Studies; **or** MSc in Urbanisation and Development as follows:

Programme Code: TMURPO

Department: Geography and Environment

For students starting this programme of study in 2024/25

MSc in Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

Papers 1 & 2 Courses to the value of 2.0 unit(s) from the following:

GY404	Inclusive Growth (0.5) #
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY410	Economics of Local and Regional Development (0.5)
GY413	Regional Development and Policy (0.5) #
GY415	Local Capacity and Economic Development Policy (0.5)

Paper 3 Courses to the value of 1.0 unit(s) from the following: Any course not already taken under Papers 1 & 2, from the Papers 1 & 2 options list below

EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
GY400	The Economics of Urbanisation (0.5) #
GY428	Applied Quantitative Methods (0.5) #
GY431	Cities, People and Poverty in the South

	(0.5) # (not available 2024/25)
GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
GY447	The Economics of Regional and Urban Planning (0.5) #
GY455	Economic Appraisal and Valuation (0.5)
GY460	Techniques of Spatial Economic Analysis (0.5) #
GY465	Concepts in Environmental Regulation (0.5)
GY470	Urban Africa (0.5) (not available 2024/25)
GY475	Issues in Environmental Governance (0.5)
GY476	Applied Geographical Information Systems (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
MY452A	Applied Regression Analysis (0.5) #1
MY452W	Applied Regression Analysis (0.5) #2
A relevant course from another programme as approved by the Programme Director.	
<i>Papers 1 & 2 options list</i>	
Paper 4	GY486 Dissertation - MSc Local Economic Development (1.0)

MSc in Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research. This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Regional and Urban Planning Studies).

Paper 1	GY447	The Economics of Regional and Urban Planning (0.5) #
Paper 2	GY448	Social and Political Aspects of Planning (0.5)
Paper 3	GY454	Urban Policy and Planning (0.5) #
Paper 4	Courses to the value of 1.5 unit(s) from the following:	
	GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
	GI420	Transnational Feminist Development Agendas (0.5)
	GY400	The Economics of Urbanisation (0.5) #
	GY403	Contemporary Debates in Human Geography (0.5)
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410	Economics of Local and Regional Development (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5)
	GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
	GY432	Urban Ethnography (0.5)
	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
	GY441	The Politics of Housing (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY449	Urban Futures (0.5) #
	GY455	Economic Appraisal and Valuation (0.5)
	GY460	Techniques of Spatial Economic Analysis (0.5) #
	GY462	Real Estate Finance (0.5)
	GY465	Concepts in Environmental Regulation (0.5)
	GY470	Urban Africa (0.5) (not available 2024/25)
	GY476	Applied Geographical Information Systems (0.5)
	GY479	Urban Transformations (0.5)
	GY480	Remaking China: Geographical aspects of

	Development and Disparity (0.5)
PP465	City-Making: the Politics of Urban Form (0.5)
SO480	Urban Inequalities (0.5) (not available 2024/25)
A half-unit course from another programme at the discretion of the Programme Director, by special permission only.	
Paper 5	GY450 Planning Practice and Research (0.0) A
Paper 6	GY484 Dissertation - MSc Regional and Urban Planning Studies (1.0)
MSc in Urbanisation and Development Full-year programme. Students must take courses to the value of four full units.	
Paper 1	GY452 Urban Research Methods (0.5)
	GY459 Urban Theory and Policy in the Global South (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	DV400 Development: History, Theory and Policy (1.0) #
	DV407 Poverty (0.5) B
	DV411 Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25)
	DV418 African Development (0.5)
	DV420 Complex Emergencies (0.5)
	DV421 Critical Perspectives on Global Health and Development (0.5) C
	DV433 The Informal Economy and Development (0.5) (not available 2024/25)
	DV442 Key Issues in Development Studies (0.5)
In exceptional cases it may be possible to make alternative choices for Papers 2 & 3 with the approval of the Programme Director.	
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	GY400 The Economics of Urbanisation (0.5) #
	GY431 Cities, People and Poverty in the South (0.5) # (not available 2024/25)
	GY432 Urban Ethnography (0.5)
	GY438 Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY439 Cities, Politics and Citizenship (0.5) (not available 2024/25)
	GY441 The Politics of Housing (0.5)
	GY446 Planning for Sustainable Cities (0.5)
	GY449 Urban Futures (0.5) #
	GY455 Economic Appraisal and Valuation (0.5)
	GY470 Urban Africa (0.5) (not available 2024/25)
	GY476 Applied Geographical Information Systems (0.5)
	GY479 Urban Transformations (0.5)
	SO480 Urban Inequalities (0.5) (not available 2024/25)
Other urban and/or development courses available in the School as approved by the Programme Director.	
Paper 4	GY488 Dissertation - MSc Urbanisation and Development (1.0)
Papers 1 & 2 options list	
	GY404 Inclusive Growth (0.5) #
	GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410 Economics of Local and Regional Development (0.5)
	GY413 Regional Development and Policy (0.5) #
	GY415 Local Capacity and Economic Development Policy (0.5)
Prerequisite Requirements and Mutually Exclusive Options	
# means there may be prerequisites for this course. Please view the course guide for more information.	
1: MY452A can not be taken with MY452W	
2: MY452W can not be taken with MY452A	

Footnotes

A: GY450 is non-assessed but compulsory.

B: DV407 is a capped course with priority for International Development students so admission is not guaranteed.

C: DV421 is a capped course with priority for International Development students so admission is not guaranteed.

LSE-Sciences Po Double Degree in Urban Policy

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for **either** the MSc in Local Economic Development; **or** MSc in Regional and Urban Planning Studies; **or** MSc in Urbanisation and Development as follows:

Programme Code: TMURPO

Department: Geography and Environment

For students starting this programme of study in 2023/24

MSc in Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

Papers 1 & 2 Courses to the value of 2.0 unit(s) from the following:

- GY404 Inclusive Growth (0.5) #
- GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)
- GY410 Economics of Local and Regional Development (0.5)
- GY413 Regional Development and Policy (0.5) #
- GY415 Local Capacity and Economic Development Policy (0.5)

Paper 3 Courses to the value of 1.0 unit(s) from the following: Any course not already taken under Papers 1 & 2, from the Papers 1 & 2 options list below

- EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #
- GY400 The Economics of Urbanisation (0.5) #
- GY420 Environmental Regulation: Implementing Policy (1.0) (withdrawn 2024/25)
- GY428 Applied Quantitative Methods (0.5) #
- GY431 Cities, People and Poverty in the South (0.5) # (not available 2024/25)
- GY438 Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
- GY447 The Economics of Regional and Urban Planning (0.5) #
- GY455 Economic Appraisal and Valuation (0.5)
- GY460 Techniques of Spatial Economic Analysis (0.5) #
- GY465 Concepts in Environmental Regulation (0.5)
- GY470 Urban Africa (0.5) (not available 2024/25)
- GY475 Issues in Environmental Governance (0.5)
- GY476 Applied Geographical Information Systems (0.5)
- GY480 Remaking China: Geographical aspects of Development and Disparity (0.5)
- MY452A Applied Regression Analysis (0.5) #1
- MY452W Applied Regression Analysis (0.5) #2

A relevant course from another programme as approved by the Programme Director.

Papers 1 & 2 options list

Paper 4 GY486 Dissertation - MSc Local Economic Development (1.0)

MSc in Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research.

This programme is externally accredited by the RICS.

Further information is available on the Geography and Environment Department lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Regional and Urban Planning Studies).

Paper 1	GY447	The Economics of Regional and Urban Planning (0.5) #
Paper 2	GY448	Social and Political Aspects of Planning (0.5)
Paper 3	GY454	Urban Policy and Planning (0.5) #
Paper 4	Courses to the value of 1.5 unit(s) from the following:	
	GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
	GI420	Transnational Feminist Development Agendas (0.5)
	GY400	The Economics of Urbanisation (0.5) #
	GY403	Contemporary Debates in Human Geography (0.5)
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410	Economics of Local and Regional Development (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5)
	GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
	GY432	Urban Ethnography (0.5)
	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
	GY441	The Politics of Housing (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY449	Urban Futures (0.5) #
	GY455	Economic Appraisal and Valuation (0.5)
	GY460	Techniques of Spatial Economic Analysis (0.5) #
	GY462	Real Estate Finance (0.5)
	GY465	Concepts in Environmental Regulation (0.5)
	GY470	Urban Africa (0.5) (not available 2024/25)
	GY476	Applied Geographical Information Systems (0.5)
	GY479	Urban Transformations (0.5)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5)
	PP465	City-Making: the Politics of Urban Form (0.5)
	SO480	Urban Inequalities (0.5) (not available 2024/25)
	A half-unit course from another programme at the discretion of the Programme Director, by special permission only.	
Paper 5	GY450	Planning Practice and Research (0.0) A
Paper 6	GY484	Dissertation - MSc Regional and Urban Planning Studies (1.0)

MSc in Urbanisation and Development

Full-year programme. Students must take courses to the value of four full units.

Paper 1	GY452	Urban Research Methods (0.5)
	GY459	Urban Theory and Policy in the Global South (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	DV400	Development: History, Theory and Policy (1.0) #
	DV407	Poverty (0.5) B
	DV411	Population, Development and Environment: an Analytical Approach (0.5) (not available 2024/25)
	DV418	African Development (0.5)
	DV420	Complex Emergencies (0.5)

	DV421	Critical Perspectives on Global Health and Development (0.5) C
	DV433	The Informal Economy and Development (0.5) (not available 2024/25)
	DV442	Key Issues in Development Studies (0.5)
	In exceptional cases it may be possible to make alternative choices for Papers 2 & 3 with the approval of the Programme Director.	
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	GY400	The Economics of Urbanisation (0.5) #
	GY431	Cities, People and Poverty in the South (0.5) # (not available 2024/25)
	GY432	Urban Ethnography (0.5)
	GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
	GY439	Cities, Politics and Citizenship (0.5) (not available 2024/25)
	GY441	The Politics of Housing (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY449	Urban Futures (0.5) #
	GY455	Economic Appraisal and Valuation (0.5)
	GY470	Urban Africa (0.5) (not available 2024/25)
	GY476	Applied Geographical Information Systems (0.5)
	GY479	Urban Transformations (0.5)
	SO480	Urban Inequalities (0.5) (not available 2024/25)
	Other urban and/or development courses available in the School as approved by the Programme Director.	
Paper 4	GY488	Dissertation - MSc Urbanisation and Development (1.0)
	Papers 1 & 2 options list	
	GY404	Inclusive Growth (0.5) #
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410	Economics of Local and Regional Development (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5)
	Prerequisite Requirements and Mutually Exclusive Options	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	1: MY452A can not be taken with MY452W	
	2: MY452W can not be taken with MY452A	
	Footnotes	
	A: GY450 is non-assessed but compulsory.	
	B: DV407 is a capped course with priority for International Development students so admission is not guaranteed.	
	C: DV421 is a capped course with priority for International Development students so admission is not guaranteed.	

Double Master of Public Administration (LSE-Columbia)

Programme Code: TMPPC

Department: School of Public Policy

For students starting this programme of study in 2024/25

The programme is taught over two academic years (21 months).

Year 1 at LSE

The first year is spent at the London School of Economics.

Year 2 at Columbia University

Students will join the Master of Public Administration at the School of International and Public Affairs at Columbia University.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting

specific prerequisite requirements.

Before Year 1

Introductory course

All students must attend the following MPA introductory course:

PP408 MPA Introductory Course (0.0)

Year 1

Paper 1

PP440 Micro and Macro Economics (for Public Policy) (1.0)

Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2

PP455 Quantitative Approaches and Policy Analysis (1.0)

Or

PP456 Quantitative Approaches and Policy Analysis (0.5)

and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from the first half of PP455

Or

PP419 Advanced Empirical Methods for Policy Analysis (0.5) #

and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from PP455 in its entirety

Paper 3

PP478 Political Science for Public Policy (1.0)

Paper 4

Courses to the value of 1.0 unit(s) from the following:
FM471 Sustainable Finance and Impact Investing (0.5) #

PP406 Philosophy for Public Policy (0.5)

PP410 Public Economics for Public Policy (0.5) #A

PP413 Growth Diagnostics in Development: Theory and Practice (0.5) #

PP414 Policy-Making: Process, Challenges and Outcomes (0.5)

PP415 Technology, Data Science and Policy (0.5) #

PP417A The Practice of Effective Climate Policy (0.5)

PP417W The Practice of Effective Climate Policy (0.5)

PP418 Globalisation and Economic Policy (0.5) #B

PP419 Advanced Empirical Methods for Policy Analysis (0.5) #C

PP423 Anticipatory Policymaking (0.5)

PP424 Happiness and Public Policy (0.5)

PP426 Public Policy for Blockchains and Digital Assets (0.5) #

PP431 Reimagining Capitalism (0.5)

PP432 International Organisations, Policymaking and Diplomacy in a contested world (0.5)

PP433 Topics in Model Based Quantitative Analysis for Public Policy (0.5) #

PP434 Automated Data Visualisation for Policymaking (0.5)

PP435 Trade Policy and Development (0.5) #

PP448 International Political Economy and Development (0.5)

PP449 Comparative Political Economy and Development (0.5)

PP454 Development Economics (1.0) #D

PP465 City-Making: the Politics of Urban Form (0.5)

PP4E5 Innovations in the governance of public services delivery (0.5)

PP4G3 Designing and Managing Change in the Public Sector (0.5)

In addition, students may choose courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

D: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

Supplementary criteria for progression from the first to the second year of the Double Master of Public Administration (LSE-University of Columbia)

1.1 Students who attain at least a Pass grade in each of the first year courses will be eligible to proceed into the second year of the degree at the University of Columbia.

1.2 A student who has attained a Fail grade in courses to the value of 0.5 units and at least a Pass grade in the remaining courses to the value of 3.5 units will be eligible to proceed into the second year.

1.3 A student who has attained a Fail grade in courses to the value of 1.0 unit, may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 330 has been achieved in the non-failed courses.

1.4 A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the degree at the University of Columbia and will be entitled to repeat the failed courses as follows:

- A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with paragraph 30 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

- A student who has completed year one at LSE and is unable to complete year two of the degree at the University of Columbia will not receive an interim award.

Double Master of Public Administration (LSE-Sciences Po)

Programme Code: TMPPSP

Department: School of Public Policy

For students starting this programme of study in 2024/25

The programme is taught over two academic years (21 months).

Year 1 at Sciences Po

The first year is spent at the School of Public Affairs at Sciences Po.

Year 2 at the LSE

Students will join the London School of Economics

To be awarded the LSE part of the degree, students must complete courses to the value of 4.0 units. Some courses have a unit value of 1.0 and some have a unit value of 0.5.

No interim award is available: students completing courses with

a total value of less than 4.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students who successfully complete courses to the value of 4.0 units may elect to have one of the specialism titles below referenced on their degree certificate if the student has passed the courses attached to that specialism. If no such election is made, or if a student does not pass all of the courses listed under a specialism, the LSE degree certificate will not state a specialism. Students may take courses from other specialisms as option courses.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	PP4B3	MPA Capstone Project (1.0)
Paper 2	PP425	Strategic Policymaking: Economic Analysis, Narrative Development, Political Feasibility, and Implementation (0.5) # (not available 2024/25)

Paper 3 & 4 Courses to the value of between 2.5 unit(s) from the following options list:

MPA Course List

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: PP417W can not be taken with PP417A

2: PP4B4 can not be taken with PP4V8

3: PP4V8 can not be taken with PP4B4

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

H: Not available in Year 1.

I: Not available in Year 1.

Double Master of Public Administration (LSE-University of Toronto)

Programme Code: TMPPUT

Department: School of Public Policy

For students starting this programme of study in 2024/25

The programme is taught over two academic years (21 months).

Year 1 at LSE

The first year is spent at the London School of Economics.

Year 2 at the University of Toronto

Students will join the Master of Global Affairs at the Munk School of Global Affairs and Public Policy, University of Toronto.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Before Year 1

Introductory

course All students must attend the following MPA introductory course:

PP408 MPA Introductory Course (0.0)

Year 1

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Or

Upon satisfactorily demonstrating prior knowledge

	of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.
Paper 2	PP455 Quantitative Approaches and Policy Analysis (1.0) 1
	Or
	PP456 Quantitative Approaches and Policy Analysis (0.5) 2
	and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from the first half of PP455
	Or
	PP419 Advanced Empirical Methods for Policy Analysis (0.5) #
	and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from PP455 in its entirety
Paper 3	PP478 Political Science for Public Policy (1.0)
Paper 4	One course of any unit value from the following:
	PP413 Growth Diagnostics in Development: Theory and Practice (0.5) #
	PP435 Trade Policy and Development (0.5) #
	PP448 International Political Economy and Development (0.5)
	PP449 Comparative Political Economy and Development (0.5)
	PP454 Development Economics (1.0) #
Paper 5	If PP454 was not taken under paper 4, students may choose a further 0.5 unit course from the following:
	FM471 Sustainable Finance and Impact Investing (0.5) #
	PP406 Philosophy for Public Policy (0.5)
	PP410 Public Economics for Public Policy (0.5) #*A
	PP411W Political Economy Applications for Public Policy (0.5) #
	PP413 Growth Diagnostics in Development: Theory and Practice (0.5) #
	PP414 Policy-Making: Process, Challenges and Outcomes (0.5)
	PP415 Technology, Data Science and Policy (0.5) #
	PP417A The Practice of Effective Climate Policy (0.5)
	PP417W The Practice of Effective Climate Policy (0.5) 3
	PP418 Globalisation and Economic Policy (0.5) #*B
	PP419 Advanced Empirical Methods for Policy Analysis (0.5) #*C
	PP423 Anticipatory Policymaking (0.5)
	PP424 Happiness and Public Policy (0.5)
	PP426 Public Policy for Blockchains and Digital Assets (0.5) #
	PP431 Reimagining Capitalism (0.5)
	PP432 International Organisations, Policymaking and Diplomacy in a contested world (0.5)
	PP433 Topics in Model Based Quantitative Analysis for Public Policy (0.5) #
	PP434 Automated Data Visualisation for Policymaking (0.5)
	PP448 International Political Economy and Development (0.5)
	PP449 Comparative Political Economy and Development (0.5)
	PP465 City-Making: the Politics of Urban Form (0.5)
	PP4E5 Innovations in the governance of public services delivery (0.5)
	PP4G3 Designing and Managing Change in the

Public Sector (0.5)

In addition, students may choose courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

1: PP455 can not be taken with PP456

2: PP456 can not be taken with PP455

3: PP417W can not be taken with PP417A

Footnotes

A: PP410: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: PP418: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: PP419: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

Supplementary criteria for progression from the first to the second year of the Double Master of Public Administration (LSE-University of Toronto)

1.1 Students who attain at least a Pass grade in each of the first year courses will be eligible to proceed into the second year of the degree at the University of Toronto.

1.2 A student who has attained a Fail grade in courses to the value of 0.5 units and at least a Pass grade in the remaining courses to the value of 3.5 units will be eligible to proceed into the second year.

1.3 A student who has attained a Fail grade in courses to the value of 1.0 unit, may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 330 has been achieved in the non-failed courses.

1.4 A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the degree at the University of Toronto and will be entitled to repeat the failed courses as follows:

- A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with paragraph 33 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

- A student who has completed year one at LSE and is unable to complete year two of the degree at the University of Toronto will not receive an interim award.

MBA Exchange

A one term (Autumn or Winter Term only) exchange programme for visiting MBA Exchange students. The MBA exchange programme is attached to the Global MSc Management programme. Students from partner exchange schools (**University of Chicago Booth School of Business, Yale School of Management, University of Michigan Ross School of Management, The Fuqua School of Business Duke University, Kellogg School of Management at Northwestern University, Guanghua School of Management Peking University, Emory University Goizueta Business School, Cornell University Johnson School of Management, University of**

Texas at Austin McCombs School of Business spend one term at LSE and choose 4 half-unit courses from the list below, according to which term they attend.

MBA exchange students are not here in the main examination period therefore are assessed during the term.

Students take 0.5 unit courses to the value of 2.0 units. Students are not permitted to take 1.0 unit courses.

Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TOMNMBA

Department: Management

For students starting this programme of study in 2024/25

MBA Exchange (Autumn Term)

Papers 1, 2,
3 & 4

Courses to the value of 2.0 unit(s) from the following:

AC411	Accounting, Strategy and Control (0.5)
AC491	Financial Accounting, Reporting and Disclosure (0.5)
DV432	China in Developmental Perspective (0.5) # (not available 2024/25)
DV435	African Political Economy (0.5) (not available 2024/25)
EH413	African Economic Development in Historical Perspective (0.5)
EU432	The Philosophy of Europe (0.5)
FM473A	Financial Markets (0.5) #
FM474A	Managerial Finance (0.5)
GI403	Gender and Media Representation (0.5)
GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
GY447	The Economics of Regional and Urban Planning (0.5) #
MA402	Mathematical Game Theory (0.5) #
MA423	Fundamentals of Operations Research (0.5) #
MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG452	Behavioural Economics for Management (0.5) # (not available 2024/25)
MG456	Group & Team Decision-Making Processes (0.5) #
MG481	Innovating Organisational Information Technology (0.5) #
MG482	Innovation and Technology Management (0.5)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4A8	Strategy for the Information Economy (0.5) #
MG4B3	International Marketing: A Strategic Approach (0.5)
MG4B9	The World Trading System (0.5) # (not available 2024/25)
MG4C2	Organisational Behaviour (0.5)
MG4D2	International Employment Relations (0.5) #
MG4G4	Topics in Management Research (0.5)
PH425	Business and Organisational Ethics (0.5)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2024/25)
PP4G3	Designing and Managing Change in the Public Sector (0.5)

MBA Exchange (Winter Term)

Papers 1, 2,
3 & 4

Courses to the value of 2.0 unit(s) from the following:

AC412	Accountability, Organisations and Risk
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	Management (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
DV424	International Institutions and Late Development (0.5)
EH404	India and the World Economy (0.5)
EU437	Europe Beyond Modernity (0.5)
FM471	Sustainable Finance and Impact Investing (0.5) #
FM472	International Finance (0.5) #
FM473W	Financial Markets (0.5) #
FM474W	Managerial Finance (0.5)
FM476	Entrepreneurial Finance (0.5) #
GY438	Urban Asia: Cities and Social Change (0.5) (not available 2024/25)
IR452	Empire and Conflict in World Politics (0.5)
MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2024/25)
MG401	Operations Management for Management Consultancy (0.5) #
MG409	Auctions and Game Theory (0.5) #
MG421	International Business Strategy and Emerging Markets (0.5) #
MG422	Thinking Strategically (0.5) # (not available 2024/25)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) (not available 2024/25)
MG473	Negotiation Analysis (0.5)
MG477	The Power of Incentives in Organisations (0.5)
MG478	The Management of People in Global Companies (0.5)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) (not available 2024/25)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2024/25)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4B1	Corporate Strategy (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Leading Organisational Change (0.5)
MG4D3	The Dark Side of the Organisation (0.5) # (not available 2024/25)
MG4D4	Cross Cultural Management (0.5) # (not available 2024/25)
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) #
MG4J3	Principles of Pricing (0.5) (not available 2024/25)
MG4J6	Brand Strategy (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5) (not available 2024/25)
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (withdrawn 2024/25)
PB427	Organisational and Social Decision Making (0.5) (not available 2024/25)
PP4E5	Innovations in the governance of public

services delivery (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.
Please view the course guide for more information.

MPA Dual Degree (LSE and Hertie)

This programme is 21 months.

Programme Code: TMDMPA4

Department: School of Public Policy

For students starting this programme of study in 2024/25

1.

Route 1

Year 1 at LSE

Before Year 1

All students attend the following MPA introductory course:

PP408 MPA Introductory Course (0.0)

During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Or

PP456 Quantitative Approaches and Policy Analysis (0.5) 1

and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from the first half of PP455

Or

PP419 Advanced Empirical Methods for Policy Analysis (0.5) #

and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from PP455 in its entirety

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at the Hertie School of Governance

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP programme at Hertie.

2.

Route 2

Year 1 at the Hertie School of Governance

Students will follow the MPP programme at Hertie.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Paper 2 PP4B4 Dissertation (1.0)

Paper 3 PP425 Strategic Policymaking: Economic Analysis, Narrative Development, Political Feasibility, and Implementation (0.5) # (not available

2024/25)

Papers 4 & 5 Courses to the value of 1.5 unit(s) from the following:

MPA Dual Degree Course List

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.
Please view the course guide for more information.

1: PP456 can not be taken with PP455

2: PP414 can not be taken with PP414W

3: PP414W can not be taken with PP414

4: PP417A can not be taken with PP417W

5: PP417W can not be taken with PP417A

6: PP4B4 can not be taken with PP4V8

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

MPA Dual Degree (LSE and Hertie)

This programme is 21 months.

Programme Code: TMDMPA4

Department: School of Public Policy

For students starting this programme of study in 2023/24

1.

Route 1

Year 1 at LSE

Before Year 1

All students attend the following MPA introductory course:

PP408 MPA Introductory Course (0.0)

During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at the Hertie School of Governance

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP programme at Hertie.

2.

Route 2

Year 1 at the Hertie School of Governance

Students will follow the MPP programme at Hertie.

Year 2 at LSE

Students must take courses to the value of four units

as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Paper 2 PP4B4 Dissertation (1.0)

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following:

MPA Dual Degree Course List

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

MPA Dual Degree (LSE and NUS)

This programme is 21 months.

Programme Code: TMDMPA5

Department: School of Public Policy

For students starting this programme of study in 2024/25

1.

Route 1

Year 1 at LSE

Before Year 1

All students attend the following MPA introductory course:

PP408 MPA Introductory Course (0.0)

During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Or

PP456 Quantitative Approaches and Policy Analysis (0.5) 1

and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from the first half of PP455

Or

PP419 Advanced Empirical Methods for Policy Analysis (0.5) #

and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from PP455 in its entirety

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at Lee Kuan Yew School of Public Policy
On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA

Dual Degree. Students will follow the MPP programme at Lee Kuan Yew.

2.

Route 2

Year 1 at Lee Kuan Yew School of Public Policy

Students will follow the MPP programme at Lee Kuan Yew.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Paper 2 PP425 Strategic Policymaking: Economic Analysis, Narrative Development, Political Feasibility, and Implementation (0.5) # (not available 2024/25)

Papers 3, 4 & 5

Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 Dissertation (1.0) 7

And 1.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 2.5 unit(s) from the following:

MPA Dual Degree Course List

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

1: PP456 can not be taken with PP455

2: PP414 can not be taken with PP414W

3: PP414W can not be taken with PP414

4: PP417A can not be taken with PP417W

5: PP417W can not be taken with PP417A

6: PP4B4 can not be taken with PP4V8

7: PP4B4 can not be taken with PP4V8

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

MPA Dual Degree (LSE and NUS)

This programme is 21 months.

Programme Code: TMDMPA5

Department: School of Public Policy

For students starting this programme of study in 2023/24

1.

Route 1

Year 1 at LSE

Before Year 1

All students attend the following MPA introductory course:

PP408 MPA Introductory Course (0.0)

During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take

	an additional unit of option course subject to the approval of the Programme Director.
Paper 2	PP455 Quantitative Approaches and Policy Analysis (1.0)
Paper 3	PP478 Political Science for Public Policy (1.0)
Paper 4	Courses to the value of 1.0 unit from the MPA Course List below: <i>MPA Dual Degree Course List</i>
Note:	The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5). Year 2 at Lee Kuan Yew School of Public Policy On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP programme at Lee Kuan Yew.

2.

Route 2

Year 1 at Lee Kuan Yew School of Public Policy

Students will follow the MPP programme at Lee Kuan Yew.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 & 4

Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 Dissertation (1.0)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

MPA Dual Degree Course List

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

MPA Dual Degree (LSE and Tokyo)

This programme is 24 months.

Programme Code: TMDMPA6

Department: School of Public Policy

For students starting this programme of study in 2024/25

1.

Route 1

Year 1 at LSE

Before Year 1

All students attend the following MPA introductory course:

PP408 MPA Introductory Course (0.0)

During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public

Policy) (1.0)

Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Or

PP456 Quantitative Approaches and Policy Analysis (0.5) 1

and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from the first half of PP455

Or

PP419 Advanced Empirical Methods for Policy Analysis (0.5) #

and an additional 0.5 unit option course - for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from PP455 in its entirety

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at the University of Tokyo Graduate School of Public Policy

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

2.

Route 2

Year 1 at the University of Tokyo Graduate School of Public Policy

Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Paper 2 PP425 Strategic Policymaking: Economic Analysis, Narrative Development, Political Feasibility, and Implementation (0.5) # (not available 2024/25)

Papers 3, 4 & 5

Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.0 units of optional courses from the following:

MPA Dual Degree Course List

Or

PP4B4 Dissertation (1.0)

And 1.5 units of optional courses from the following:

MPA Dual Degree Course List

Or

Courses to the value of 2.5 unit(s) from the following:

MPA Dual Degree Course List

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

1: PP456 can not be taken with PP455

2: PP414 can not be taken with PP414W

3: PP414W can not be taken with PP414

4: PP417A can not be taken with PP417W

5: PP417W can not be taken with PP417A

6: PP4B4 can not be taken with PP4V8

Footnotes

- A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.
- B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.
- C: Not available in Year 1.
- D: Not available in Year 1.
- E: Not available in Year 1.
- F: Not available in Year 1.
- G: Not available in Year 1.

MPA Dual Degree (LSE and Tokyo)

This programme is 24 months.

Programme Code: TMDMPA6

Department: School of Public Policy

For students starting this programme of study in 2023/24

Route 1

Year 1 at LSE

Before Year 1

All students attend the following MPA introductory course:
PP408 MPA Introductory Course (0.0)

During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1	PP440	Micro and Macro Economics (for Public Policy) (1.0)
Paper 2	PP455	Quantitative Approaches and Policy Analysis (1.0)
Paper 3	PP478	Political Science for Public Policy (1.0)
Paper 4	Courses to the value of 1.0 unit from the MPA Course List below:	

MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).
Year 2 at the University of Tokyo Graduate School of Public Policy
On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

2.

Route 2

Year 1 at the University of Tokyo Graduate School of Public Policy

Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1	PP4B3	MPA Capstone Project (1.0)
Papers 2, 3 & 4	Plus one of the following: PP4V8 Policy Paper (0.5) And 2.5 units of optional courses from the following: MPA Dual Degree Course List Or PP4B4 Dissertation (1.0) And 2.0 units of optional courses from the following: MPA Dual Degree Course List Or Courses to the value of 3.0 unit(s) from the following: MPA Dual Degree Course List Prerequisite Requirements and Mutually Exclusive Options	

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

- A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.
- B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.
- C: Not available in Year 1.
- D: Not available in Year 1.
- E: Not available in Year 1.
- F: Not available in Year 1.
- G: Not available in Year 1.

MSc in Global Media and Communications (with Fudan, USC or UCT)

Full-time programme taken over two calendar years. Students must take courses at LSE as shown below and follow either the programme at Fudan or USC or UCT in Year 2.

Progression rules: Progression to Year 2 of the programme will be subject to the satisfactory achievement of the academic requirements of Year 1 at LSE. This means that a student who has failed and/or deferred more than 1 unit cannot proceed to the second year. In such instances the student must sit or resit the required assessment/s and satisfy this progression rule in order to proceed to Year 2.

Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

MSc in Global Media and Communications (LSE and Fudan)

Programme Code: TMGLMEC02

Department: Media and Communications

For students starting this programme of study in 2024/25

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5) #
And one of the following 0.5 unit courses:		
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 2	MC411	Media and Globalisation (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	GI422	Transnational Sexual Politics (1.0)
	MC407	International Media and The Global South (0.5) #
	MC416	Representation in the Age of Globalisation (0.5) #
	MC420	Identity, Transnationalism and the Media (0.5) # (not available 2024/25)
	MC423	Global Media Industries (0.5) #
	MC426	Film Theory and World Cinema (0.5) #
	MC428	Media Culture and Neoliberalism in the Global South (0.5) #
	MC429	Humanitarian Communication: Realities, Challenges and Critiques (0.5) #
	MC433	Technology and Justice (0.5) # (not available 2024/25)
	MC436	Mediating the Past (0.5) #
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5) #
	MC439	Media, Technology, and the Body (0.5)

(not available 2024/25)
 MC440 Children, Youth and Media (0.5) #
 Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).

Paper 4 MC499 Dissertation: Media and Communications (1.0) B

Year 2 at Fudan

Paper 5 Core and optional courses in Chinese language, culture and media, including:
 Chinese Language and Culture
 Applied Communication Issues and Contexts
 Chinese Journalism History, Theory and Practice
 China's media and politics in the context of globalization
 Communicating in China: The Media and PR Perspectives
 Chinese Indie Films across the Century and Metamorphic Micro Cinema
 New Media and Society Theoretical Advances and Chinese Context
 Strategic Communication in China
 Applied Media Management

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MSc in Global Media and Communications (LSE and USC)

Programme Code: TMGLMECO

Department: Media and Communications

For students starting this programme of study in 2024/25

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1 MC408 Theories and Concepts in Media and Communications (0.5) #

And one of the following 0.5 unit courses:

MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) **or**

MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A

Paper 2 MC411 Media and Globalisation (0.5) #

Paper 3 Courses to the value of 1.5 unit(s) from the following:

GI422 Transnational Sexual Politics (1.0)

MC407 International Media and The Global South (0.5) #

MC416 Representation in the Age of Globalisation (0.5) #

MC420 Identity, Transnationalism and the Media (0.5) # (not available 2024/25)

MC423 Global Media Industries (0.5) #

MC426 Film Theory and World Cinema (0.5) #

MC428 Media Culture and Neoliberalism in the Global South (0.5) #

MC429 Humanitarian Communication: Realities, Challenges and Critiques (0.5) #

MC433 Technology and Justice (0.5) # (not available 2024/25)

MC436 Mediating the Past (0.5) #

MC437 Media, Data and Social Order (0.5) #

MC438 Mediated Feminisms (0.5) #

MC439 Media, Technology, and the Body (0.5) # (not available 2024/25)

MC440 Children, Youth and Media (0.5) #

Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).

Paper 4 MC499 Dissertation: Media and Communications (1.0) B

Year 2 at USC

Students take a total of 24 USC units.

Paper 5 COMM 598 Global Communication Research Practicum (4 USC units)

20 USC units (normally total of 5 courses; all

Communication courses 4 units each):

500 Managing Communication (4, Sp/Sm)

501 Communication Management Pro-Seminar (4, Fa/Sp)

502 Strategic Corporate Communication (4, Sp)

504x Seminar in Interpersonal Communication (4, Fa, even years)

505 Communication in Work Settings (4, Fa)

506 Images and Image Management (4, Sp)

507 Information Management (4, Fa)

508x Power, Politics and Conflict in Communication (4, 2 years, Sp)

509x Seminar in Classical Rhetorical Theory (4, Fa)

510 Communication, Values, Attitudes, and Behavior (4, Fa/Sp)

511x Seminar in Contemporary Rhetorical Theory (4, Sp)

512x Seminar in Rhetorical Criticism (4, Fa)

513x Seminar in Neoclassical Rhetorical Theory (4, 2 years, Sm)

514x Seminar: Social Movements as Rhetorical Form (4, 2 years, Sp)

515x Seminar in Postmodern Rhetorical Theory (4, 2 years, Fa)

516x Seminar: Feminist Theory and Communication (4, 2 years, Sp)

517x Seminar in Rhetorical Theory and Culture (4, Sp)

518x American Public Address (4, Sp, odd years)

519x Seminar: Cultural Studies in Communication (4, 2 years, Fa)

520 Social Roles of Communication Media (4, Fa/Sp)

521x Seminar in Argumentation (4, 2 years, Sp)

522x Seminar in Kenneth Burke's Dramatistic Theory (4)

524x Seminar in Small Group Process (4, Sp, even years)

528 Web Designs for Organizations (4, Fa/Sp)

530 Social Dynamics of Communication Technologies (4, Sp/Sm)

531 Communication and the International Economy (4, Fa)

532 Development of American Media Industry (4, Fa)

533 Emerging Communication Technologies (4, Fa/Sp)

534 The Culture of New Technologies (4, Fa/Sp)

535 Virtual Groups and Organizations (4, Fa/Sp)

540 Uses of Communication Research (4, Fa/Sp)

541 Integrated Communication Strategies (4, Sp)
 542 Business Strategies of Communication and Entertainment Firms (4, Sp)
 543 Managing Communication in the Entertainment Industry (4, Fa)
 544 The Arts and New Media (4, Fa)
 545 Communication and Global Competition (4, Sp)
 546 Seminar in Diffusion Theory and Research (4, 2 years, Sp)
 547 Distribution of Recordings: Media, Retail and Online Channels (4, Sp)
 548 Issues in Children's Media (4, Sp)
 553 Political Economy of Global Telecommunications and Information (4, Sp)
 557 Communication Policy in the Global Marketplace (4, Fa)
 558 The International Entertainment Marketplace (4, Fa)
 559 Globalization, Communication and Society (4, Fa)
 560 Communications Policy (4, Fa/Sm)
 562x Cognitive Approaches to Communication (4, 2 years, Fa)
 565 Communication Law and Broadcasting (4, Fa/Sp)
 566 Communication Law and New Technologies (4, Sp)
 567 Internet Policy, Practice and Regulation (4, Fa/Sp)
 570 Economics of the Communication Industries (4, Fa)
 571 Communications Technologies (4, Fa/Sp)
 572 Telephone, Data, and Video Telecommunication Systems (4, Sp)
 573 Evaluating Communication Needs (4, Sp)
 574 Tele-Media: A Strategic and Critical Analysis (4, FaSp)
 575 Advocacy and Social Change in Entertainment and the Media (4, Fa)
 576 Communication Strategies for Conflict Management (4, Sm)
 580 Media and Politics (4, Fa/Sp)
 581 Media in Social Services: Design and Evaluation of Campaigns (4, Fa)
 582 International Communication: National Development (4, Sm)
 583 Global Entertainment Education Programs (4, Sp)
 584 Seminar: Interpreting Popular Culture (4, Fa)
 585x Organizational Communication (4, 2 years, Sp)
 587 Audience Analysis (4, Fa)
 605 Advanced Macro Theories of Communication I (4, 2 years, Sp)
 610 Studies in Rhetorical Theory (4, max 8, Fa/Sp/Sm)
 618 Mass Media Effects (4, Fa)
 620 Studies in Communication Theory (2-4, max 8, Fa/Sp)
 625 Theory Construction in Communication (4, Sm)
 629 Global Culture (4, Fa)
 630 Communication Technology and Social Change (4, Sp)
 631x Minds and Media (4, Sp)
 635 Economics of Information (4, Sp)
 636 Interpretive and Cultural Approaches in Organizational Communication (4, 2 years, Fa)
 637 Current Readings in Organizational Communication (4, 2 years, Sp)
 638 Global, International and Intercultural Communication in Organizations (4, 2 years, Fa)
 640 Communication and Organizational Change (4, Fa)
 645 Communication Networks (4, 2 years, Sp)
 646 Negotiating Boundaries in Environmental Research (2)
 647x Seminar on the Network Society (4, Fa)
 599 Special Topics (various special one-time course

offerings

(Fa) means Fall semester

(Sp) means Spring semester

(Sm) means Summer semester

In addition to coursework offered at the Annenberg School of Communication, subject to the consent of the candidate's USC adviser and program director, students may take up to a maximum of 4 units of at the 400-level at Annenberg and graduate-level coursework from other schools or departments at the University of Southern California towards their remaining 20 unit requirement.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MSc in Global Media and Communications (LSE and UCT)

Programme Code: TMGLMEC03

Department: Media and Communications

For students starting this programme of study in 2024/25

(This programme is not available in 2024/25)

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5) #
	And	one of the following 0.5 unit courses:
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 2	MC411	Media and Globalisation (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	GI422	Transnational Sexual Politics (1.0)
	MC407	International Media and The Global South (0.5) #
	MC416	Representation in the Age of Globalisation (0.5) #
	MC420	Identity, Transnationalism and the Media (0.5) # (not available 2024/25)
	MC423	Global Media Industries (0.5) #
	MC426	Film Theory and World Cinema (0.5) #
	MC428	Media Culture and Neoliberalism in the Global South (0.5) #
	MC429	Humanitarian Communication: Realities, Challenges and Critiques (0.5) #
	MC433	Technology and Justice (0.5) # (not available 2024/25)
	MC436	Mediating the Past (0.5) #
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5) #
	MC439	Media, Technology, and the Body (0.5) # (not available 2024/25)
	MC440	Children, Youth and Media (0.5) #
	Any other MSc-level course which is offered in the	

School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).

Paper 4 MC499 Dissertation: Media and Communications (1.0) B

Year 2 at UCT

Paper 5 Students are required to complete a minor dissertation research project or creative production, two compulsory taught courses and two elective taught courses of which no more than one can be at HEQF Level 8 (4000 level).

Compulsory courses

FAM4011F/S Media Internship (HEQF Credits 24, HEQF Level 8)

FAM5013F Advanced Media Methodology (HEQF Credits 24, HEQF Level 9)

FAM5006W Master's Media Research Project

Or FAM5012W Master's Media Creative Production (HEQF Credits 96, HEQF Level 9)

Elective courses

Students select one F elective and one S elective course from the list below. Not all electives may be offered every year and only one elective may be on HEQF Level 8 (4000 level). One of the two elective courses may be taken in another cognate UCT department such as the Centre for African Studies, Historical Studies, Political Studies, or Anthropology:

AM4007F Narrative Literary Journalism

FAM4010F Media Markets and Media Strategy

FAM4013F Political Communication

FAM4017F Advanced Television Analysis

FAM4032F Understanding Public Argumentation

FAM4033F Screenwriting

FAM5039F Approaches to African Cinema

FAM4004S Avant-Garde Film

FAM4014S Political Journalism

FAM4015S Environmental Documentary

FAM4016S Wildlife Documentary

FAM4031S South African Public Rhetoric

FAM4034S Forms and Theories of Adaptation

FAM5011S Media and the Public Domain

FAM5016S Creative Non-Fiction

FAM5036S Rhetoric of SA Social Memory

FAM5038S Mobile Media and Communications

FAM5040S Conceptualising SA Cinema

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MPA Dual Degree Course List

FM471	Sustainable Finance and Impact Investing (0.5) #
PP406	Philosophy for Public Policy (0.5)
PP410	Public Economics for Public Policy (0.5) # A
PP411A	Political Entrepreneurship (0.5) (not available 2024/25)
PP411W	Political Economy Applications for Public Policy (0.5)

#	
PP412	Cold War II? Public Policy Implications of US-China Relations in the 2020s (0.5) (not available 2024/25)
PP413	Growth Diagnostics in Development: Theory and Practice (0.5) #
PP414	Policy-Making: Process, Challenges and Outcomes (0.5) 2
PP414W	Policy-Making: Process, Challenges and Outcomes (0.5) 3 (not available 2024/25)
PP415	Technology, Data Science and Policy (0.5) #
PP416	Beyond the policy cycle: how theory explains practice (0.5) (not available 2024/25)
PP417A	The Practice of Effective Climate Policy (0.5) 4
PP417W	The Practice of Effective Climate Policy (0.5) 5
PP418	Globalisation and Economic Policy (0.5) # B
PP419	Advanced Empirical Methods for Policy Analysis (0.5) # C
PP423	Anticipatory Policymaking (0.5)
PP424	Happiness and Public Policy (0.5)
PP425	Strategic Policymaking: Economic Analysis, Narrative Development, Political Feasibility, and Implementation (0.5) # (not available 2024/25)
PP426	Public Policy for Blockchains and Digital Assets (0.5) #
PP431	Reimagining Capitalism (0.5)
PP432	International Organisations, Policymaking and Diplomacy in a contested world (0.5)
PP433	Topics in Model Based Quantitative Analysis for Public Policy (0.5) #
PP434	Automated Data Visualisation for Policymaking (0.5)
PP435	Trade Policy and Development (0.5) #
PP448	International Political Economy and Development (0.5)
PP449	Comparative Political Economy and Development (0.5)
PP450	Public Organisations: Theory and Practice (0.5) # (not available 2024/25)
PP452	Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (0.5) # D
PP454	Development Economics (1.0) # E
PP465	City-Making: the Politics of Urban Form (0.5)
PP4B4	Dissertation (1.0) 6 F
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
PP4J2	New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5) G
PP4J4	Designing and Implementing Evidence-Informed Policies and Programmes (0.5) (not available 2024/25)
PP4J5	Fiscal Governance and Budgeting (0.5) (not available 2024/25)
PP4X6	Welfare Analysis and Measurement (1.0) (not available 2024/25)
	In addition, students may choose up to 1.0 unit (per year of study) of courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

MSc in Global Media and Communications (with Fudan, USC or UCT)

Full-time programme taken over two calendar years. Students must take courses at LSE as shown below and follow either the programme at Fudan or USC or UCT in Year 2.

Progression rules: Progression to Year 2 of the programme

will be subject to the satisfactory achievement of the academic requirements of Year 1 at LSE. This means that a student who has failed and/or deferred more than 1 unit cannot proceed to the second year. In such instances the student must sit or resit the required assessment/s and satisfy this progression rule in order to proceed to Year 2.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

MSc in Global Media and Communications (LSE and Fudan)

Programme Code: TMGLMEC02

Department: Media and Communications

For students starting this programme of study in 2023/24

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5) #
	And one of the following 0.5 unit courses:	
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 2	MC411	Media and Globalisation (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	GI422	Transnational Sexual Politics (1.0)
	MC407	International Media and The Global South (0.5) #
	MC416	Representation in the Age of Globalisation (0.5) #
	MC420	Identity, Transnationalism and the Media (0.5) # (not available 2024/25)
	MC423	Global Media Industries (0.5) #
	MC426	Film Theory and World Cinema (0.5) #
	MC428	Media Culture and Neoliberalism in the Global South (0.5) #
	MC429	Humanitarian Communication: Realities, Challenges and Critiques (0.5) #
	MC433	Technology and Justice (0.5) # (not available 2024/25)
	MC436	Mediating the Past (0.5) #
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5) #
	MC439	Media, Technology, and the Body (0.5) # (not available 2024/25)
	MC440	Children, Youth and Media (0.5) #
	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).	
Paper 4	MC499	Dissertation: Media and Communications (1.0) B

Year 2 at Fudan

Paper 5	Core and optional courses in Chinese language, culture and media, including: Chinese Language and Culture Applied Communication Issues and Contexts Chinese Journalism History, Theory and Practice China's media and politics in the context of globalization Communicating in China: The Media and PR Perspectives Chinese Indie Films across the Century and	
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Metamorphic Micro Cinema

New Media and Society Theoretical Advances and Chinese Context

Strategic Communication in China

Applied Media Management

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MSc in Global Media and Communications (LSE and USC)

Programme Code: TMGLMEC0

Department: Media and Communications

For students starting this programme of study in 2023/24

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5) #
	And one of the following 0.5 unit courses:	
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 2	MC411	Media and Globalisation (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	GI422	Transnational Sexual Politics (1.0)
	MC407	International Media and The Global South (0.5) #
	MC416	Representation in the Age of Globalisation (0.5) #
	MC420	Identity, Transnationalism and the Media (0.5) # (not available 2024/25)
	MC423	Global Media Industries (0.5) #
	MC426	Film Theory and World Cinema (0.5) #
	MC428	Media Culture and Neoliberalism in the Global South (0.5) #
	MC429	Humanitarian Communication: Realities, Challenges and Critiques (0.5) #
	MC433	Technology and Justice (0.5) # (not available 2024/25)
	MC436	Mediating the Past (0.5) #
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5) #
	MC439	Media, Technology, and the Body (0.5) # (not available 2024/25)
	MC440	Children, Youth and Media (0.5) #
	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).	
Paper 4	MC499	Dissertation: Media and Communications (1.0) B

Year 2 at USC

Paper 5

Students take a total of 24 USC units.
 COMM 598 Global Communication Research Practicum (4 USC units)
 20 USC units (normally total of 5 courses; all Communication courses 4 units each):
 500 Managing Communication (4, Sp/Sm)
 501 Communication Management Pro-Seminar (4, Fa/Sp)
 502 Strategic Corporate Communication (4, Sp)
 504x Seminar in Interpersonal Communication (4, Fa, even years)
 505 Communication in Work Settings (4, Fa)
 506 Images and Image Management (4, Sp)
 507 Information Management (4, Fa)
 508x Power, Politics and Conflict in Communication (4, 2 years, Sp)
 509x Seminar in Classical Rhetorical Theory (4, Fa)
 510 Communication, Values, Attitudes, and Behavior (4, Fa/Sp)
 511x Seminar in Contemporary Rhetorical Theory (4, Sp)
 512x Seminar in Rhetorical Criticism (4, Fa)
 513x Seminar in Neoclassical Rhetorical Theory (4, 2 years, Sm)
 514x Seminar: Social Movements as Rhetorical Form (4, 2 years, Sp)
 515x Seminar in Postmodern Rhetorical Theory (4, 2 years, Fa)
 516x Seminar: Feminist Theory and Communication (4, 2 years, Sp)
 517x Seminar in Rhetorical Theory and Culture (4, Sp)
 518x American Public Address (4, Sp, odd years)
 519x Seminar: Cultural Studies in Communication (4, 2 years, Fa)
 520 Social Roles of Communication Media (4, Fa/Sp)
 521x Seminar in Argumentation (4, 2 years, Sp)
 522x Seminar in Kenneth Burke's Dramatistic Theory (4)
 524x Seminar in Small Group Process (4, Sp, even years)
 528 Web Designs for Organizations (4, Fa/Sp)
 530 Social Dynamics of Communication Technologies (4, Sp/Sm)
 531 Communication and the International Economy (4, Fa)
 532 Development of American Media Industry (4, Fa)
 533 Emerging Communication Technologies (4, Fa/Sp)
 534 The Culture of New Technologies (4, Fa/Sp)
 535 Virtual Groups and Organizations (4, Fa/Sp)
 540 Uses of Communication Research (4, Fa/Sp)
 541 Integrated Communication Strategies (4, Sp)
 542 Business Strategies of Communication and Entertainment Firms (4, Sp)
 543 Managing Communication in the Entertainment Industry (4, Fa)
 544 The Arts and New Media (4, Fa)
 545 Communication and Global Competition (4, Sp)
 546 Seminar in Diffusion Theory and Research (4, 2 years, Sp)
 547 Distribution of Recordings: Media, Retail and Online Channels (4, Sp)
 548 Issues in Children's Media (4, Sp)
 553 Political Economy of Global Telecommunications and Information (4, Sp)
 557 Communication Policy in the Global Marketplace (4, Fa)
 558 The International Entertainment Marketplace (4, Fa)
 559 Globalization, Communication and Society (4, Fa)
 560 Communications Policy (4, Fa/Sm)
 562x Cognitive Approaches to Communication (4, 2

years, Fa)
 565 Communication Law and Broadcasting (4, Fa/Sp)
 566 Communication Law and New Technologies (4, Sp)
 567 Internet Policy, Practice and Regulation (4, Fa/Sp)
 570 Economics of the Communication Industries (4, Fa)
 571 Communications Technologies (4, Fa/Sp)
 572 Telephone, Data, and Video Telecommunication Systems (4, Sp)
 573 Evaluating Communication Needs (4, Sp)
 574 Tele-Media: A Strategic and Critical Analysis (4, FaSp)
 575 Advocacy and Social Change in Entertainment and the Media (4, Fa)
 576 Communication Strategies for Conflict Management (4, Sm)
 580 Media and Politics (4, Fa/Sp)
 581 Media in Social Services: Design and Evaluation of Campaigns (4, Fa)
 582 International Communication: National Development (4, Sm)
 583 Global Entertainment Education Programs (4, Sp)
 584 Seminar: Interpreting Popular Culture (4, Fa)
 585x Organizational Communication (4, 2 years, Sp)
 587 Audience Analysis (4, Fa)
 605 Advanced Macro Theories of Communication I (4, 2 years, Sp)
 610 Studies in Rhetorical Theory (4, max 8, Fa/Sp/Sm)
 618 Mass Media Effects (4, Fa)
 620 Studies in Communication Theory (2-4, max 8, Fa/Sp)
 625 Theory Construction in Communication (4, Sm)
 629 Global Culture (4, Fa)
 630 Communication Technology and Social Change (4, Sp)
 631x Minds and Media (4, Sp)
 635 Economics of Information (4, Sp)
 636 Interpretive and Cultural Approaches in Organizational Communication (4, 2 years, Fa)
 637 Current Readings in Organizational Communication (4, 2 years, Sp)
 638 Global, International and Intercultural Communication in Organizations (4, 2 years, Fa)
 640 Communication and Organizational Change (4, Fa)
 645 Communication Networks (4, 2 years, Sp)
 646 Negotiating Boundaries in Environmental Research (2)
 647x Seminar on the Network Society (4, Fa)
 599 Special Topics (various special one-time course offerings)

(Fa) means Fall semester

(Sp) means Spring semester

(Sm) means Summer semester

In addition to coursework offered at the Annenberg School of Communication, subject to the consent of the candidate's USC adviser and program director, students may take up to a maximum of 4 units of at the 400-level at Annenberg and graduate-level coursework from other schools or departments at the University of Southern California towards their remaining 20 unit requirement.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already

have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

MSc in Global Media and Communications (LSE and UCT)

Programme Code: TMGLMECO3

Department: Media and Communications

For students starting this programme of study in 2023/24

Year 1 at LSE

Students take a total of three LSE units and a dissertation as shown.

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5) #
	And	one of the following 0.5 unit courses:
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) or
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) #A
Paper 2	MC411	Media and Globalisation (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	GI422	Transnational Sexual Politics (1.0)
	MC407	International Media and The Global South (0.5) #
	MC416	Representation in the Age of Globalisation (0.5) #
	MC420	Identity, Transnationalism and the Media (0.5) # (not available 2024/25)
	MC423	Global Media Industries (0.5) #
	MC426	Film Theory and World Cinema (0.5) #
	MC428	Media Culture and Neoliberalism in the Global South (0.5) #
	MC429	Humanitarian Communication: Realities, Challenges and Critiques (0.5) #
	MC433	Technology and Justice (0.5) # (not available 2024/25)
	MC436	Mediating the Past (0.5) #
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5) #
	MC439	Media, Technology, and the Body (0.5) # (not available 2024/25)
	MC440	Children, Youth and Media (0.5) #
	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).	
Paper 4	MC499	Dissertation: Media and Communications (1.0) B

Year 2 at UCT

Paper 5 Students are required to complete a minor dissertation research project or creative production, two compulsory taught courses and two elective taught courses of which no more than one can be at HEQF Level 8 (4000 level).

Compulsory courses

FAM4011F/S Media Internship (HEQF Credits 24, HEQF Level 8)

FAM5013F Advanced Media Methodology (HEQF Credits 24, HEQF Level 9)

FAM5006W Master's Media Research Project

Or FAM5012W Master's Media Creative Production (HEQF Credits 96, HEQF Level 9)

Elective courses

Students select one F elective and one S elective course from the list below. Not all electives may be offered every year and only one elective may be on HEQF Level 8 (4000 level). One of the two elective courses may be taken in another cognate UCT department such as the Centre for African Studies, Historical Studies, Political Studies, or Anthropology:

AM4007F Narrative Literary Journalism

FAM4010F Media Markets and Media Strategy

FAM4013F Political Communication

FAM4017F Advanced Television Analysis

FAM4032F Understanding Public Argumentation

FAM4033F Screenwriting

FAM5039F Approaches to African Cinema

FAM4004S Avant-Garde Film

FAM4014S Political Journalism

FAM4015S Environmental Documentary

FAM4016S Wildlife Documentary

FAM4031S South African Public Rhetoric

FAM4034S Forms and Theories of Adaptation

FAM5011S Media and the Public Domain

FAM5016S Creative Non-Fiction

FAM5036S Rhetoric of SA Social Memory

FAM5038S Mobile Media and Communications

FAM5040S Conceptualising SA Cinema

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

University of Pennsylvania Law School LLM Visiting Students

A one term (Michaelmas) exchange programme for visiting Penn Law students. The Penn-LSE exchange programme is attached to the LLM programme. Students from Penn Law will spend one term at LSE and choose 4 half-unit courses from the list below. There is no guarantee that students will be able to enrol on any specific course. Penn-LSE exchange students are not here in the main examination period therefore are assessed during Michaelmas term.

Students take half unit courses to the value of two units.

Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

Students are not permitted to take one unit courses.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Programme Code: TOLL1

Department: Law School

For students starting this programme of study in 2024/25

Papers 1, 2,

3 & 4

Climate Change, Environment and Energy Law

LL4A6 Climate Change and International Law (0.5)

LL4AT Regulation: Strategies and Enforcement (0.5)

LL4AV Global Economic Governance (0.5)

LL4BV	Transnational Environmental Law (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4GD	International Energy Law (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)

Competition and Innovation

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AV	Global Economic Governance (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4B1	International Trade Law (0.5) #
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S1	Cyberlaw (0.5)
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)

Corporate and Commercial Law

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AH	Corporate Governance (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5) (not available 2024/25)
LL4AK	Principles of Corporate Insolvency Law (0.5) (not available 2024/25)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4CC	Commercial Remedies (0.5)
LL4CF	UK Corporate Law (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4E7	International Investment Law and Arbitration (0.5)
LL4F2	The Law and Practice of International Finance (0.5) (not available 2024/25)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4G8	Law of Corporate Finance (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2024/25)
LL4K8	Law of Corporate Finance: Securities

	Regulation (0.5) (not available 2024/25)
LL4K9	European Capital Markets Law (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Z1	Business Taxation: Principles and Practice (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)

Criminal Law and Justice

LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CE	Security and Criminal Law (0.5)
LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)

Dispute Resolution

LL4A8	International Law and the Use of Force (0.5) #
LL4AL	International Business Transactions: Commercial Litigation (0.5)
LL4AV	Global Economic Governance (0.5)
LL4B1	International Trade Law (0.5) #
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4E7	International Investment Law and Arbitration (0.5)
LL4GD	International Energy Law (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)

European, Comparative and Transnational Law

LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5) (not available 2024/25)
LL4AK	Principles of Corporate Insolvency Law (0.5) (not available 2024/25)
LL4AL	International Business Transactions: Commercial Litigation (0.5)
LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)

LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
LL4K9	European Capital Markets Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)
Financial Law and Regulation	
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BF	International Financial Regulation (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4F2	The Law and Practice of International Finance (0.5) (not available 2024/25)
LL4G8	Law of Corporate Finance (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5) (not available 2024/25)
LL4K9	European Capital Markets Law (0.5)
LL4Z9	Banking Law (0.5) (not available 2024/25)
Human Rights Law	
LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) #
LL4AD	Rethinking International Law (0.5) #
LL4AQ	Constitutional Theory (0.5)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AW	Foundations of International Human Rights Law (0.5) #
LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4C2	World Poverty and Human Rights (0.5)
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GD	International Energy Law (0.5)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)

LL4K4	The International Law of Self-Determination (0.5)
LL4L6	Theory of Constitutional Rights (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)
Intellectual Property Law	
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5)
LL4BT	Cultural Property and Heritage Law (0.5)
LL4BU	Art Law (0.5)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S1	Cyberlaw (0.5)
LL4S5	Regulation of Digital Creativity and Investment (0.5)
International Business Law	
LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AH	Corporate Governance (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5) (not available 2024/25)
LL4AK	Principles of Corporate Insolvency Law (0.5) (not available 2024/25)
LL4AL	International Business Transactions: Commercial Litigation (0.5)
LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5)
LL4AV	Global Economic Governance (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4B1	International Trade Law (0.5) #
LL4BF	International Financial Regulation (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4C5	International Commercial Arbitration (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4CC	Commercial Remedies (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4E7	International Investment Law and Arbitration (0.5)
LL4F2	The Law and Practice of International Finance (0.5) (not available 2024/25)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2024/25)
LL4GD	International Energy Law (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GJ	Legal Aspects of Sustainable Finance (0.5)

LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2024/25)
LL4K9	European Capital Markets Law (0.5)
LL4S2	E-Commerce Law (0.5)
LL4Y9	Comparative and Transnational Law (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
LL4Z5	State Aid and Subsidies Regulation (0.5) (not available 2024/25)
IT and Data Law	
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BM	The Legal Protection of Inventions (0.5) (not available 2024/25)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4GE	Advanced Digital Platform Regulation (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S1	Cyberlaw (0.5)
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5)
LL4S5	Regulation of Digital Creativity and Investment (0.5)
Law, Politics and Social Change	
LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4AD	Rethinking International Law (0.5) #
LL4AE	The Politics of International Law (0.5)
LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4C2	World Poverty and Human Rights (0.5)
LL4CE	Security and Criminal Law (0.5)
LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)
LL4EA	Race, Class, and Law (0.5)
LL4EB	Key Issues in Medical Law and Ethics (0.5)
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GB	Law and Critical Theory (0.5)
LL4GC	Global Commodities: the Foundations of International Law (0.5)
LL4GD	International Energy Law (0.5)
LL4GF	Law, Society and Development (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)
Public International Law	
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)

LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) #
LL4AD	Rethinking International Law (0.5) #
LL4AE	The Politics of International Law (0.5)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AV	Global Economic Governance (0.5)
LL4AW	Foundations of International Human Rights Law (0.5) #
LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4B1	International Trade Law (0.5) #
LL4BA	International Law and the Movement of Persons within States (0.5)
LL4BB	International Law and the Movement of Persons Between States (0.5)
LL4BT	Cultural Property and Heritage Law (0.5)
LL4BV	Transnational Environmental Law (0.5)
LL4C2	World Poverty and Human Rights (0.5)
LL4C6	Advanced Issues in International Arbitration (0.5) #
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4E7	International Investment Law and Arbitration (0.5)
LL4GC	Global Commodities: the Foundations of International Law (0.5)
LL4GD	International Energy Law (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4GK	Tackling Climate Change: Legal Strategies (0.5)
LL4K4	The International Law of Self-Determination (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
Public Law	
LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4AQ	Constitutional Theory (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5)
LL4BG	Rethinking EU Law (0.5) #
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CS	Law and Economics of Network Industries (0.5) (not available 2024/25)
LL4GA	Constitutionalisms in the Global South (0.5)
LL4GG	Sports: Law and Governance (0.5)
LL4GH	The European Market (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4L6	Theory of Constitutional Rights (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)
Taxation Law	
LL4AY	International Tax Systems: A Global Perspective (0.5)
LL4CG	Tax Policy and Design (0.5) #

LL4CO	Taxation of Wealth (0.5) #
LL4CP	Tax Avoidance (0.5)
LL4Z1	Business Taxation: Principles and Practice (0.5)
LL4Z2	Resolving International Tax Disputes: A Global Perspective (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.
Please view the course guide for more information.

Taught Master's Course Guides

AC411 Half Unit

Accounting, Strategy and Control

This information is for the 2024/25 session.

Teacher responsible: Dr Julia Morley MAR 3.22

Availability: This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MSc in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other students may be admitted only with the agreement, in writing, of the MSc Programme Director, if they have sufficient relevant background knowledge.

AC411 can accommodate up to 150 students. If demand exceeds capacity, priority will be given to students on the MSc Accounting, Organisations and Institutions and the MSc in Accounting and Finance.

Course content: This course provides an advanced overview of current theoretical and practical developments in organisational control, which is an essential function of management to ensure that the organisation's objectives and strategies are implemented effectively. Good management control increases the probability of organisational success.

Specifically, the course discusses what it means to have an organisation be in control, what alternatives managers have for ensuring good control, and how managers should choose from among various control system alternatives. Then the course turns to each of the elements of financial control systems, which provide the dominant form of control in the vast majority of decentralised organisations. These elements include financial target setting, performance measurement and evaluation and the assignment of various forms of organiThis course provides an advanced overview of current theoretical and practical developments in the essential management function of organisational control. Good management control ensures the effective implementation of organisational objectives and strategies, thereby increasing the probability of organisational success.

Students will learn what it means for an organisation to be in control, what alternatives managers have for ensuring good control, and how managers should choose from among various control system alternatives. The students will be introduced to the core components of financial control systems, which provide the dominant form of control in most decentralised organisations. These include financial target setting, performance measurement and evaluation and the assignment of various forms of organisational rewards, such as bonuses and promotions. The course will cover the following topics:

- Strategy and the design of management control systems, including plans and budgets
- Management control alternatives, including results controls, and organisational architecture
- Decision rights and results accountability in decentralised organisations
- Incentive compensation systems, including short-term and long-term incentive plans
- Performance measurement and evaluation, including objective and subjective performance evaluations

Teaching: Teaching is delivered in two weekly 90-minute sessions over 10 weeks in the Autumn Term.

The first 90-minute session each week introduces students to key theoretical concepts and techniques used in their application in practice, as well as the required and further readings. The second session then offers a further discussion and expansion of the issues through a case study analysis to explore the various management control issues in a broad range of settings. The case method of instruction requires thorough advance preparation by the students. Thus, students are expected to have done the recommended readings and to have read and thought about the

case before the second session.

Formative coursework: Students are expected to prepare for each session in advance, as detailed above.

Indicative reading: A detailed reading list is laid out for each session on the syllabus.

Reference textbook: Merchant & Van der Stede, Management Control Systems: Performance Measurement, Evaluation and Incentives, 5e (Prentice Hall, 2023).

Assessment: Exam (75%, duration: 2 hours) in the January exam period.

Group project (25%) in January.

AC412 Half Unit

Accountability, Organisations and Risk Management

This information is for the 2024/25 session.

Teacher responsible: Dr Tommaso Palermo, MAR 3.23 and Dr Alexa Scherf, MAR 3.32.

Availability: This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Economy and Society, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Programme Director.

Course content: The overall purpose of the course is to provide students with a critical appreciation of the management of risk as an organisational and social process. This course is recommended for students who wish to develop the critical-thinking skills to make strategic decisions about risks, uncertainty and corporate governance, especially those targeting roles in consulting, business management or regulatory agencies. It is equally applicable to develop the skills needed for further academic studies in different areas of the social sciences such as accounting, management, sociology, public administration.

The course is necessarily cross-disciplinary, drawing on scholarship within accounting, organisational sociology and regulation studies. The course combines an illustration of key theories and academic research as well as practical examples and cases for analysis. The course content is updated yearly to reflect topics of contemporary relevance. Recent examples are risk culture in the financial sector, safety culture in aviation, cybersecurity risks and responses to pandemic crisis.

The course is divided in two parts. The first explores the intersections of risk and corporate governance, by focusing on the risks that arise at the top management and board of directors level, including risks of misconduct, gatekeeper failure, performance-insensitive executive pay and non-diverse board composition. The second part also deals with senior management and organisational leaders, but this time by looking at their responsibilities for maintaining systems and processes that help to anticipate and/or respond to key organisational risks. The emphasis of these two parts of the course taken together is on the role of senior managers and directors both as potential sources of risk to various stakeholders and as significant consumers of risk information.

Teaching: 30 hours of seminars in the WT.

This course has a reading week in Week 6 of WT.

Formative coursework: Two pieces of written work will be assessed during the term. The grades for this work will not count towards the overall course assessment.

Indicative reading: No single book covers the entire course.

Indicative readings include:

- Bebchuk & Fried, Pay Without Performance (Harvard, 2004);

- Coffee, Gatekeepers: The Professions and Corporate Governance (Oxford, 2006);
- Power, Organized Uncertainty: Designing a World of Risk Management (Oxford, 2007);
- Power, Riskwork: Essays on the Organizational Life of Risk Management, (Oxford, 2016);
- Vaughan, The Challenger Launch Decision, (Chicago, 1997);
- Robison, Flying Blind: The 737 MAX Tragedy and the Fall of Boeing, (Penguin books, 2021);
- Weick & Sutcliffe, Managing the Unexpected: Assuring High Performance in an Age of Complexity (Jossey-Bass, 2007).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AC415 Half Unit Management Accounting for Decision Making

This information is for the 2024/25 session.

Teacher responsible: Dr Furkan Cetin MAR 3.42

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit. This course cannot be taken concurrently with **AC490**

Management Accounting, Decisions and Control.

Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Programme Director if they have sufficient relevant background knowledge. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.

Course content: This course is focused on management accounting, which is a key function in organisations that involves developing and using financial and non-financial information to support decision making, not only in a technical sense, but bearing in mind that the way in which management accounting systems are designed and implemented often determines whether employees will be motivated to act in ways that are congruent with the objectives of the organisation.

The discipline of management accounting is often partitioned into (1) cost and management accounting systems and (2) management control systems, where the latter is the key focus of another course, AC411. AC415 can, but is not required to, be taken with AC411. Students can take AC411 or AC415, or both. Returning to AC415, while financial accounting requires that product cost information be accumulated in particular ways for external reporting, the focus in AC415 is on cost and other accounting and non-accounting information systems that aid managerial decision making. This includes the study of management accounting systems in widespread use today as well as an analysis of the problems associated with these systems in today's business environment (such as their tendency to provide distorted product cost information), as well as approaches to mitigate these problems (eg, activity-based costing; use of non-financial information).

With the above brief overview in mind, this course analyses key concepts which form the discipline of management accounting:

- Product costing and pricing

- Activity-based costing/management (ABC/ABM)
- Profitability and variance analysis
- Transfer pricing including tax considerations for international transactions
- Performance measurement and incentive compensation systems

Teaching: 30 hours of seminars in the WT.

Teaching is delivered in two weekly 90-minute sessions over 10 weeks across Winter Term.

Each session is almost exclusively taught by way of the case method of instruction. Case studies permit the exploration of management accounting issues in a broad range of settings. The case method of instruction, however, requires good advance preparation by the students, and every person should be ready to contribute to the case discussion when called upon. Students should expect to be "cold called" and not count on being able to hide behind classmates who volunteer to participate.

There is a reading week in week 6 in accordance with the academic calendar.

Formative coursework: The course makes extensive use of case studies. Students are expected to contribute to the case discussions by having read the case study and related materials in advance of the session and by participating in the discussion and offering their own analysis, views and/or perspectives on the issue at hand during the session.

Indicative reading: A detailed reading list is laid out for each session on the syllabus.

Bhimani, A., C.T. Horngren, S.M. Datar, and M.V. Rajan ("BHDR"), 2023, Management and Cost Accounting, (Pearson, 8th Edition); Merchant, K.A., and W.A. Van der Stede, 2023, Management Control Systems: Performance Measurement, Evaluation, and Incentives (Pearson, 5th Edition).

Assessment: Exam (75%, duration: 2 hours) in the spring exam period.

Case assignment (25%) in the WT.

AC416 Half Unit Topics in Financial Reporting

This information is for the 2024/25 session.

Teacher responsible: Dr Maria Manuel Correia MAR 3.38

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit. Other students may be admitted if they have knowledge of financial accounting acquired at undergraduate level, and only with the agreement, in writing, of the MSc Programme Director.

The course has a limited number of places and demand is typically high. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.

Pre-requisites: Prior knowledge of financial accounting is assumed. AC480 (Qualitative Methods in Accounting and Finance) is a pre-requisite for students with no/little prior knowledge of financial accounting.

Course content: Corporate financial statements are a key source of information about the economic activities of a firm. This course is intended to enhance the student's ability to relate economic events to financial statements and disclosures. It also seeks to aid in developing a coordinated set of concepts and principles

to serve as a framework for analysing a wide variety of financial reporting issues. The goal is to enable students to understand the mapping between underlying economic events and the information in financial statements, and how this mapping affects inferences about the economic activities and position of the firm. The course also explores the regulatory environment and political climate, and how these link with the introduction of new standards and their underlying theories. Students are encouraged to relate economic events to diverse practices in financial statements, and to think critically of ongoing controversies and debates.

The emphasis of this course is on understanding and critical thinking, rather than bookkeeping. The course draws heavily on academic literature on the suggested topics.

The course objectives are achieved through teaching a variety of financial reporting issues and topics including the following: standard setting with respect to the conceptual frameworks; accounting for leases and pensions; accounting for value creation with special emphasis on cash flows statements and revenue recognition; capital markets efficiency; corporate disclosure; and corporate governance. Most topics are covered from an International Financial Reporting Standards and/or United States Generally Accepted Accounting Principles perspective. Detailed choice of subjects will be determined by those lecturing on the course and may vary to some extent from year to year. Knowledge of basic accounting is assumed.

Teaching: 30 hours of seminars in the AT.

Teaching is delivered in two one and a half hour sessions each week. Sessions contain a variety of technical content, practical exercises, and case analyses.

Formative coursework: Students are expected to prepare for each session in advance, having done the assigned readings and having prepared the assigned cases.

Indicative reading: Detailed reading lists are handed out at the start of the course. Relevant books covering specific parts of the course are:

- Financial Reporting and Analysis, by Revsine, Collins, Johnson, and Mittelstaedt, and Soffer (McGraw Hill, 8th ed.);
- Financial Accounting: An Introduction to Concepts, Methods and Uses, by Stickney, Weil, Schipper and Francis (Thomson Learning, South-Western, 14th ed.).

Assessment: Exam (75%, duration: 2 hours) in the January exam period.

Continuous assessment (5%) and group project (20%) in the AT. Continuous assessment consists of a set of quizzes to be submitted online. The group project will require students to search the press for issues of relevance to the topic they have been assigned and produce a five-page report which they will present.

AC417 Half Unit Corporate Financial Disclosure and Investor Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Pascal Frantz MAR 3.30

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit. Other students may be admitted if they have knowledge of financial accounting and finance acquired at undergraduate level, and only with the agreement, in writing, of the MSc Programme Director.

The course is capped to two sections of around 60 students; ie, 120 total. In previous years we have been able to provide places for all students that apply but that may not continue to be the case. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed,

students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.

Course content: Investors view firms through the lens of financial accounting and reporting. This course aims to examine this lens by covering topics on the interaction of financial accounting and reporting with capital markets with a focus on corporate disclosure and communication strategies. The course views corporate financial reporting as an information system and reviews the theories and empirical regularities on the demand for and supply of accounting information in capital markets while also assessing the stock market impact of communication strategies.

Some of the topics covered in the course include: The market for information – the role of sell-side analysts, investor relations and the buy-side; Voluntary disclosure theory and practices; Determinants of accounting choices; The signalling role of accounting information; Capital market consequences of accounting and disclosure choices; Investor relations; Capital markets and the earnings game; Corporate governance and financial reporting; On the role of proxy advisory firms; Corporate governance and shareholder activism; Investor relations during a corporate crisis; Investor relations during equity offerings and mergers and acquisitions.

The course is based on economic-based theories, empirical applications, and case studies, so that students gain an understanding of a firm's corporate information environment and communication strategies. It has a quantitative flavour as it relies in large parts on game theory. Prior knowledge of game theory is however not a prerequisite as the course introduces the relevant concepts. Also, the course does not rely on a strong mathematical background.

Detailed choice of subjects to be covered will be determined by those lecturing on the course and may vary to some extent from year to year. Knowledge of basic accounting and finance is assumed.

Teaching: 30 hours of seminars in the AT.

There will be two 90 minute sessions each week. Each session is conducted in groups of about 60 students, often involving case study analyses, application exercises and group presentations and discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

Formative coursework: Formative assessment will be in the form of class exercises and case-studies on topics covered during the course. Students will be expected to hand in a single group assignment in the AT.

Indicative reading: The course relies mostly on HBR readings, lecture notes, journal articles, and chapters from relevant books supplied in online study packs.

Assessment: Exam (70%, duration: 2 hours) in the January exam period.

Group assignment (30%) in the AT.

The group work will comprise two assignments, the last one including a presentation.

AC424 Accounting, Organisations and Institutions

This information is for the 2024/25 session.

Teacher responsible: Dr Andrea Mennicken MAR 3.24

Availability: This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is not available as an

outside option.

This course is not available to other students except in special circumstances and with the written permission of the Course Director.

There are no specific accounting pre-requisites. This course does not require a background in accounting and both the programme and this course are open to accounting specialists and non-specialists alike.

Course content: The objective of the course is to provide students with an advanced, social science- based and critical understanding of the changing role and position of accounting practices in organisations, both public and private, and in societies more generally. Students will be exposed to advanced scholarship and case materials which show how accounting practices are more than a collection of routine self-evident techniques but are shaped by their institutional contexts, have behavioural consequences and can represent different values. We will focus on how the fundamental assumptions of internal and external accounting practices are institutional in nature and are shaped by social and political aspirations in different jurisdictions. The role of accountants and other agents involved in the production and consumption of accounting numbers will also be addressed. The course will equip students to understand the inter-relations between technical, organisational and institutional issues. While some technical accounting knowledge may be helpful, it is not essential and each lecture will provide the necessary technical foundations.

Indicative topics include:

Foundations: Reporting, Calculation and Transparency; Quantification and Measurement; Accounting and the Notion of "Entity"; Audit and Assurance: The Audit Society; Organisational Boundaries, Structure and Control; Accountability, Incentives and Performance; Accounting for Sustainability; Organisational Failure; Accounting Standardisation and Harmonisation; the Political Economy of Financial Reporting and Standard Setting; the Rise of Concerns with Sustainability Reporting and Standard-setting; Accounting and Development; the Roles of Accounting in Global Financial Governance; Political, Institutional and Economic Influences in Changing National and International Financial Reporting Frameworks; Consequences of International Accounting Harmonization for Financial Statement Users, Business Entities and Wider Local and Global Stakeholders.

Teaching: Teaching will be delivered in the form of two weekly 90-minute sessions over 11 weeks across both Autumn and Winter Terms. Each session contains a variety of technical content, practical exercises, and case analyses.

This course has a reading and feedback week in Week 6 of both AT and WT so there is 30 hours of teaching per term.

Formative coursework: Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned cases and discussion questions.

Indicative reading:

- Chapman, Cooper & Miller (eds.), *Accounting, Organizations and Institutions* (Oxford, 2009);
- Hopwood & Miller (eds.), *Accounting as Social and Institutional Practice* (Cambridge, 1994);
- Power, *The Audit Society* (Oxford, 1999);
- Botzem, *The Politics of Accounting Regulation* (Edward Elgar, 2012);
- Mennicken & Salais (eds.), *The New Politics of Numbers* (Palgrave Macmillan, 2022);
- Ramanna, *Political Standards: Corporate Interest, Ideology and Leadership in the Shaping of Accounting Rules for the Market Economy* (University of Chicago Press, 2015);
- Nobes & Parker, *Comparative International Accounting* (Pearson, 2020);
- Weetman & Tsalavoutas (eds.), *The Routledge Companion to Accounting in Emerging Economies* (Routledge, 2020).

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Group assignment (15%) in the AT.

Assignment (15%) in the WT.

The assignment is an individual assignment.

AC425

MSc Accounting, Organisations and Institutions: Pre-sessional course

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Power MAR 3.43

Availability: This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is not available as an outside option.

The course is only available to MSc Accounting, Organisations and Institutions students. The purpose of this pre-sessional is to acquaint students, both with and without any prior, or little, background in accounting, to the critical approach to be adopted on the core course AC424. Any student with a proven accounting background who intends to take AC416 Topics in Financial Reporting is also required to take AC480 Quantitative Methods in Accounting and Finance.

Course content: Introduction to Accounting, Organizations and Institutions

Teaching: The sessions are held in September before the start of AT.

Formative coursework: Study materials for the pre-sessional will be made available by means of selected handouts.

Assessment: There is no assessment.

AC444 Half Unit

Valuation and Security Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Xi Li MAR 3.40

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Accounting, Organisations and Institutions, MSc in Finance and Risk and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other students may be admitted to the course if they have a strong knowledge of financial accounting and finance acquired at undergraduate or equivalent level, and only with the agreement, in writing, of the teacher responsible for this course.

Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, although MSc students on Accounting programmes will be given priority. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registrations or late changes to this course choice may be unsuccessful.

In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Pre-requisites: Students will be assumed to have a solid understanding of corporate finance as well as financial accounting principles, techniques and methods. Completion of AC416 in Michaelmas term is recommended for this course.

Course content: The aim of this course is to introduce students to security analysis and valuation from both academic and practical perspectives. The course materials include many real-world cases, where students are placed in the role of investors to conduct financial statement analysis and make investment decisions. At the end of the course, students are furthermore provided with an

opportunity to apply their skills by analysing and valuing, in small groups, from the point of view of a "sell-side analyst", a firm's equity of their choice. The course should appeal to students interested in equity research, investment banking, and fund management. The course is presented in two parts. The first part, financial analysis, focuses on past and present performance evaluation, which is used by financial analysts to generate expectations about future performance (prospective analysis). The second part, security valuation, focuses on the determination of intrinsic security prices, which, in efficient markets, reflect prospective performance. This second part provides students with a valuation 'toolkit' which they can draw on when valuing equities in a variety of contexts such as banking, asset management, research, accountancy or consulting.

Teaching: 30 hours of seminars in the WT.

Student group project presentations in week 11 of Winter Term.

Teaching is delivered in two 90-minute sessions per week.

Depending on the state of the ongoing pandemic, some or all of the teaching on this course may be delivered using virtual means as an alternative to face-to-face teaching due to social-distancing or other pandemic-related restrictions that may need to be observed. Each session involves both lecturing and case study analyses and discussions. In the case study sessions, students break into small groups to work and collaborate as a team. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

Indicative reading: For the business analysis section, there is no required textbook for this course. However, we recommend the following book for reading and additional exercises: Business Analysis & Valuation (Palepu, Healy and Peek), 4th IFRS edition, CENGAGE Learning, 2016.

Assessment: Exam (55%, duration: 2 hours) in the spring exam period.

Group project (40%) and quiz (5%) in the WT.

AC470 Half Unit Accounting in the Global Economy

This information is for the 2024/25 session.

Teacher responsible: Dr Andrea Mennicken MAR 3.24 and Prof Michael Power MAR 3.43

Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Accounting and Finance, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Economy and Society, MSc in Management and Strategy and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is not available to students on the MSc in Accounting, Organisations and Institutions programme.

The course is capped to one section of 55 students. Students on the waiting list will be admitted on a first-come first-served basis.

Pre-requisites: There are no specific pre-requisites and the course does not require a background in accounting.

Course content: This course examines the fast changing practices and institutions of accounting in the global economy, with a particular emphasis on the roles of accounting in global financial governance. International accounting and auditing standards have been advocated as a way of enhancing global financial stability, so as to stimulate the flow of cross-national investment, expand the scope for market-oriented development, and integrate local enterprises into global financial markets. This course critically examines dynamics of accounting regulation, including international standard-setting and consequences for financial

statement users, business entities and wider local and global stakeholders. In this context, we will also explore issues related to global sustainability reporting and standardisation.

Topics include:

Political, institutional and economic influences in changing national and international financial reporting frameworks. The political economy of accounting standard-setting. The work of the International Accounting Standards Board (IASB), the International Sustainability Standards Board (ISSB), the European Union, national accounting bodies, and their political and economic environments. The rise of concerns with sustainability reporting and standard-setting.

The effects of national financial reporting requirements and International Financial Reporting Standards (IFRS) on business entities and economic development, particularly developing and emerging economies (including the BRIC countries: Brazil, Russia, India, China). The enforcement of financial reporting requirements through auditors, securities regulators, the World Bank and others. Specific technical challenges (for example, transfer pricing, fair value accounting, impairment testing, derivatives and other financial instruments, sustainability reporting and standardisation). The course explores issues from different theoretical perspectives through comparative empirical analysis.

Teaching: Teaching is delivered in two weekly 90-minute sessions over 10 weeks across Winter Term. Each session draws on a variety of academic readings, practical exercises, and case analyses.

This course has no regular teaching in Week 6 of WT.

It is further intended to run a small number of additional sessions with invited speakers who are centrally involved at a senior level in the setting, enforcement and convergence of international accounting regulations. Further details will be provided at the start of the session.

Formative coursework: Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned class discussion questions.

Indicative reading: Detailed reading lists will be given out at the start of the session, and are largely based on academic journal articles. Other readings include academic cases, policy briefings, regulatory documents and green and white papers.

Relevant books:

- Camfferman & Zeff, Aiming for Global Accounting Standards, 2001-2011 (Oxford University Press, 2018);
- Botzem, The Politics of Accounting Regulation (Edward Elgar, 2012);
- Ramanna, Political Standards: Corporate Interest, Ideology and Leadership in the Shaping of Accounting Rules for the Market Economy (University of Chicago Press, 2015);
- Djelic & Quack, Transnational Communities: Shaping Global Economic Governance (Cambridge University Press, 2010);
- Nobes & Parker, Comparative International Accounting (Pearson, 2020);
- Weetman, Tsalavoutas & Gordon, International Corporate Reporting (Routledge 2020);
- Weetman & Tsalavoutas (eds.), The Routledge Companion to Accounting in Emerging Economies (Routledge, 2020);
- Walter, Governing Finance: East Asia's Adoption of International Standards (Cornell University Press, 2008).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AC480 Quantitative Methods in Accounting and Finance

This information is for the 2024/25 session.

Teacher responsible: Prof Ane Miren Tamayo and Dr Pascal Frantz

Availability: This course is available to students on the MSc in Accounting and Finance and students on the MSc in Accounting, Organisations and Institutions with prior knowledge of accounting

and finance wishing to take AC416 Topics in Financial Reporting. This course is not available as an outside option.

Course content: The objective of the course is to provide students with the necessary background required for core accounting and finance courses. The course is organised in two sections: Section 1 - "Accounting: Disclosure Principles and Practice" provides an overview of fundamental accounting concepts, practices and the main financial statements. This section emphasises users' perspective rather than preparers' perspective on financial reporting (eg, for valuation purposes). Section 2 - "Finance: Quantitative Methods" provides the basic quantitative tools needed for technical MSc courses. This section consists of an introduction to Basic Calculus, Probability and Statistics.

Teaching: Teaching takes place before the start of AT.

Indicative reading: A detailed reading list will be provided at the beginning of the course.

Assessment: This course is not assessed. However, students will be given a number of application exercises to complete on their own or in groups.

AC490 Half Unit Management Accounting, Decisions and Control

This information is for the 2024/25 session.

Teacher responsible: Prof Alnoor Bhimani MAR 3.21

Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Economics and Management, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

This introductory course may also be taken by MSc students who have not previously studied accounting subjects. Students in the MSc Accounting and Finance programme are not permitted to enrol in this course or in AC491. This course cannot be taken concurrently with **AC415 Management Accounting for Decision Making**.

The course is capped at 50 students.

Course content: Enterprises must today tackle markets that are affected by global economic and business forces and advances in digital technologies. They face intense competition from ever-changing corporate strategies of their competitors and new business models. At the same time, the interface between business decisions and management accounting has become more complex but significantly impacts corporate performance. This course provides students with an introduction to how accounting information and cost management techniques influence managerial decisions and performance evaluation. It discusses links between management accounting and corporate strategy, marketing and international control issues. Especial attention is placed on how management accounting is affected by technological advances such as robotics, AI, web-based systems, and digitalisation. The course includes both qualitative and quantitative material and is not purely calculations based. Extensive use is made of cases as a mode of instruction. The course will cover:

- established managerial accounting concepts such as cost-volume-profit relationships, overhead cost allocations, activity based costing, the balanced scorecard, target cost management and quality costing;
- relationships between accounting information and flexible organisational technologies such as just-in-time operations, enterprise resource planning, computer integrated system, 3-D manufacturing, robotics and AI systems;

- cost management and marketing, corporate strategy, e-business and internet-based enterprise issues;
- organisational arrangements such as functional and multidivisional firms and virtual enterprises;
- comparative international management accounting systems;
- accounting controls associated with responsibility centres, financial performance measurement, variance analysis, and incentives;
- strategic accounting tools and practices.

The course will provide participants with:

- an understanding of how strategic, market and technological innovations impact management accounting;
- an appreciation of how modern management accounting tools operate in competitive business environments;
- a knowledge of how behavioural, organisational and cultural factors affect management accounting practices.

Teaching: 30 hours of seminars with office hours in the WT.

Teaching is delivered in two 90 minutes sessions each week.

Sessions contain a variety of technical content, practical exercises, and case analyses.

There will be a reading week in week 6 of WT.

Formative coursework: Students are expected to analyse case studies. Two pieces of case-based written work will be collected during the course as advised by the instructor. Students should expect to actively contribute to case discussions which are key to understanding the applied and practical part of the course.

Indicative reading: A detailed reading list will be given out at the start of the course. The following books will be used:

- Bhimani A., Horngren C., Datar S. and Rajan M. Management and Cost Accounting (Pearson, 2023);
- Bhimani, A., Accounting Disrupted: How digitalization is changing finance (Wiley, 2021)
- Bhimani A., Financial Management for Technology Start-ups (Kogan Page, 2022).

Assessment: Exam (80%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Case study (20%) in the WT.

(This comprises two sets of case study analyses, each worth 10%.)

AC491 Half Unit Financial Accounting, Reporting and Disclosure

This information is for the 2024/25 session.

Teacher responsible: Professor Ane Tamayo, MAR 3.36

Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Accounting, Organisations and Institutions, MSc in Management and Strategy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is aimed at MSc students who have not previously studied accounting subjects to a significant extent.

Students on the MSc Accounting and Finance programme are not permitted to enrol on this course.

This course cannot be taken in conjunction with **AC416 Topics in Financial Reporting**.

This course has a limited number of places (it is controlled access) and is capped at 130 students. In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: This course provides students with an introduction to financial accounting, and highlights aspects of reporting that are important to users of financial information. The course covers the preparation of the main financial statements and discusses accounting issues related to intangible assets, equity,

debt, and intercorporate investments, among others. Students are also introduced to the basics of financial statement analysis and to research on the use of accounting information in financial markets.

Teaching: 30 hours of seminars in the AT, with an optional review session/surgery in week 11 of the AT.

Teaching is delivered in two one and a half hour sessions each week. Sessions contain a variety of technical content, practical exercises, and case analyses.

Formative coursework: Students are expected to complete weekly formative assessments.

Indicative reading: A detailed reading list will be made available at the start of the course. Some illustrative texts:

Harrison, Horngren, Thomas, Tietz and Suwardy, Financial Accounting (IFRS), 11th ed., Pearson Higher Education/Prentice Hall.

Weetman, Financial Accounting: an Introduction, 8th ed., Pearson Higher Education.

Stickney, Weil, Schipper and Francis, Financial Accounting: An Introduction to Concepts, Methods and Uses, 14th ed., Cengage, South-Western.

Assessment: Exam (80%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Problem sets (20%) in the AT.

AC493 Half Unit

Financial and Management Accounting for Managerial Decision Making

This information is for the 2024/25 session.

Teacher responsible: Prof Alnoor Bhimani MAR 3.21 and Dr Julia Morley MAR 3.22

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: This course covers introductions to both management accounting and financial accounting. The first half of AC493 introduces management accounting. Management accounting helps executives in managing and controlling enterprise activities and in making decisions that drive performance and increase competitiveness. We cover management accounting approaches that support operational, strategic and performance focused decision making. We will discuss accounting concepts and tools associated with cost management and decision-making taking account of technological, digitalisation, marketing and entrepreneurial issues. The management accounting part of the course will cover:

- Managerial accounting concepts such as incremental costing, break-even analysis, overhead cost allocations, activity-based accounting, and cost issues in complex enterprises;
- Operational, marketing and corporate strategy issues across industrial, e-business and internet-based business models;
- Accounting practices in different enterprise contexts including functional and multidivisional firms, strategic business units and web-based enterprises.
- The course will provide students with an understanding of:
- How management accounting and cost control practices align with marketing, technological and digitalisation pursuits and strategies.
- How modern cost management techniques can increase enterprise competitiveness.
- How organisations can apply management accounting concepts to achieve a balance between traditional financial objectives and innovative practices.

The second part of this course provides students with an introduction to financial accounting, and highlights aspects of financial reporting that are important to users of financial information. It covers the preparation of key financial statements and the frameworks of accounting regulation and aims to familiarise students with the current debates in practice. After the second half of the course, students should be able to:

- Distinguish between cash accounting and accrual accounting
- Explain traditional accounting concepts and conventions.
- Produce simple balance sheets, income statements and cash flow statements
- Perform elementary financial statement analysis using ratios.
- Understand contemporary issues in accounting.

Teaching: This course is delivered over 11 weeks in WT with two sessions of 90 minutes per week. Sessions make use of in-seminar exercises, case study analyses and real-world applications to bring the materials to life and to apply conceptual knowledge to problems faced in practice. The use of case studies permit the exploration of accounting issues in broader management perspectives (e.g., large and small firms, manufacturing and service firms, multinational firms, startups). The case method of instruction, however, requires good advance preparation by students, and every student should be ready to contribute to the case discussion when called upon. Students should expect to be 'cold called' and not count on being able to hide behind classmates who volunteer to participate.

Formative coursework: Students are expected to be prepared for the cases and/or other tasks for each session as indicated on the syllabus. Two of these will be collected and graded as shown below under Assessment.

Indicative reading: Reference Textbooks:

Management accounting:

- Bhimani, A., C.T. Horngren, S.M. Datar, and M.V. Rajan. 2023. Management and Cost Accounting (Pearson, 8th edition)
- Bhimani, A. Accounting Disrupted: How digitalization is changing finance (Wiley/AICPA, 2021)
- A. Bhimani, Financial Management for Technology Start-ups (Kogan Page, 2022)

Financial Accounting:

- Atrill, P. and E. J. McLeane. 2022, Financial accounting for decision makers (Pearson). Available as an e-book via the LSE library.

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Coursework (10%) and coursework (10%) in the WT.

AC494 Half Unit

Dissertation in Accounting, Organisations and Institutions

This information is for the 2024/25 session.

Teacher responsible: Dr Andrea Mennicken (MAR 3.24)

Availability: This course is available on the MSc in Accounting, Organisations and Institutions. This course is not available as an outside option.

The course is intended for students interested in pursuing an academic career, conducting policy research or with some other relevant research motive. Registration is by permission only. Students wishing to select this option must prepare a dissertation proposal in AT (approx. 500 words). This should be submitted to the programme manager by November 22nd. The course convener will then review the submissions, and for those with sufficient potential, will allocate a suitable supervisor. Approval for this option will only be forthcoming for those with submissions that reach the required standard and for which a suitable supervisor is available. Enrolment on this course is capped at 15 students.

Course content: The objective of this half-unit course is to enable Masters students to develop a research paper on institutional, social and political aspects accounting which could serve as the foundation for future doctoral studies or other research careers. The focus of the dissertation - theoretical, empirical and methodological - will be determined by students in conjunction with an allocated supervisor. Supervisors have expertise in a broad range of research areas including, for example, accounting and auditing as social practice, social studies of valuation and quantification, risk regulation and the creation of markets.

It is intended that the dissertation could be used in any application

for an advanced research degree.

Teaching: Students are expected to work largely independently on their own. There will be an introductory orientation at the beginning of Winter Term on how to write and research for a dissertation, including the use of library resources. Thereafter students receive two to three one-to-one supervisory sessions prior to final submission to help with the definition, orientation and execution of the research topic. In addition, a workshop will be organised for all students where they discuss and receive collective feedback on their dissertation outlines.

Formative coursework: Students will be required to produce written work in preparation for the meetings with their supervisors and for the joint workshop where the dissertation outlines are discussed.

Indicative reading: The following books provide an overview of key research themes in studies of accounting, organisations and institutions:

- Chapman, Cooper & Miller (eds), *Accounting, Organizations and Institutions* (Oxford, 2009);
- Hopwood & Miller (eds), *Accounting as Social and Institutional Practice* (Cambridge, 1994);
- Mennicken & Salais (eds), *The New Politics of Numbers* (Palgrave Macmillan, 2022);
- Power, *The Audit Society* (Oxford, 1999).

Students will be encouraged to develop their own reading lists, which will be specific to the area and focus of the dissertation.

Assessment: Dissertation (100%, 8000 words) in the ST. An electronic copy of the dissertation (6000-8000 words) must be emailed to the MSc Accounting, Organisations and Institutions Programme Manager by 30 May. An additional electronic copy must be uploaded to Moodle on the same day.

AC495 Half Unit

Dissertation in Economics of Accounting

This information is for the 2024/25 session.

Teacher responsible: Prof Ane Miren Tamayo MAR 3.36

Availability: This course is available on the MSc in Accounting and Finance. This course is not available as an outside option. Students wishing to select this option must first prepare a dissertation proposal in MT (approx. 500 words). This should be submitted to the programme manager by 22 November. The course convener will then review the submissions, and for those with sufficient potential, will allocate a suitable supervisor. Approval for this option will only be forthcoming for those with submissions that reach the required standard and for which a suitable supervisor is available.

Course content: The dissertation usually consists of an empirical investigation of a selected problem.

The dissertation must identify relevant issues, sustain reasoned argument, and draw supportable conclusions. It must be arranged in an organized manner and include a full bibliography.

Teaching: ca. 6 hours; this involves, amongst other things, a research essay workshop, a group discussion of research essay outlines and one-to-one supervisory meetings. Students are expected to work largely independently on their own. There will be an introductory orientation at the beginning of Winter Term on how to write and research for a long essay, including the use of library resources. Thereafter students receive at least two one-to-one supervisory sessions prior to final submission to help with the definition, orientation and execution of the research topic. In addition, a workshop will be organised for all students where they discuss and receive collective feedback on their dissertation outlines.

Formative coursework: Students will receive feedback on their dissertation outlines and draft work that they submit to their supervisors. Students will have two meetings with their supervisors where they receive feedback on submitted written work. Students will be required to produce written work in preparation

for the meetings with their supervisors and for the joint workshop where the dissertation outlines are discussed.

Indicative reading: Relevant readings will depend on the specific area of research. This will likely be self-managed by the student with guidance from their supervisor.

Assessment: Dissertation (100%, 8000 words) in the ST. Two typewritten copies of the research essay (6000-8000 words) must be submitted to the MSc Programme Manager by 30 May. An additional electronic copy must be uploaded to Moodle no later than 4.00pm on the same day.

AN402

The Anthropology of Religion

This information is for the 2024/25 session.

Teacher responsible: Dr Fenella Cannell

Dr Yazan Doughan

Availability: This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is available on the MA in Modern History, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in China in Comparative Perspective and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course covers current approaches to and reconsiderations of classic topics in the anthropology of religion, such as: myth, ritual, belief and doubt, supernatural experience, ethical self-cultivation, asceticism, sacrifice, authority and charisma. In the Michaelmas term, students will be introduced to debates concerning the ways in which 'religion' is said to influence or shape personal experience and collective public life in both western and non-western contexts. Students will explore some of the key concepts that inform contemporary understandings of religion as a force in the world, the history of these concepts, how they enter into various political and ethical projects, and the extent to which they predefine 'religion' as an object of anthropological study. Specific areas of focus may include: the relationship between 'religion' and 'secularism'; conceptions of 'religious freedom'; conversion; inter-religious conflict; the ethnography of religious minorities; the anthropology of religious movements; and the comparative anthropology of 'religions'. In the Lent term, students will be asked to rethink the category of 'religion' and its role in anthropological analysis. The guiding underlying approach will be to ask; what is the study of 'religion' for the social sciences, and what are the potentials and limitations of different answers to that question. We will also be asking where (if anywhere) religion is located as category, practice and experience for a range of interlocutors, and in different kinds of analytic writing. Topics facilitating this project may include some of the following: shamanism, spirit mediumship, death rituals and ritual theory, magic and witchcraft, 'spirituality' and new religious movements, religion and kinship, ghosts, spirits and ancestors, cosmology, faith-healing, life-cycle rituals, human-nonhuman relations, and religion in diaspora and social change, religion and 'ethics', problems of suffering and critical approaches to religion, violence and inequality, encounters with the divine and sacred, religion, capitalism and the fetish, religion, gender and the body, religion and development, implicit religion. Examples will be drawn both western and non-western contexts, and from both 'salvation religions' such as Hinduism, Judaism and Christianity, and other including so-called 'animist' contexts.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. 10 hours of lectures and 15 hours of seminars in the WT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 in AT and WT.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

Indicative reading:

- Talal Asad 2009, *Genealogies of Religion: Discipline and Reasons*

- of Power in Christianity and Islam;
- Tomoko Masuzawa 2005, *The Invention of World Religions: Or, How European Universalism Was Preserved in the Language of Pluralism*;
 - Hussein A. Agrama 2012, *Questioning Secularism: Islam, Sovereignty, and the Rule of Law in Modern Egypt*;
 - Mayanthi Fernando 2014, *The Republic Unsettled: Muslim French and the Contradictions of Secularism*;
 - Webb Keane 2007, *Christian Moderns: Freedom and Fetish in the Mission Encounter*;
 - W. F. Sullivan, E. S. Hurd, et al. (eds.) 2015, *Politics of Religious Freedom*;
 - Courtney Bender 2010, *The New Metaphysicals: Spirituality and the American Religious Imagination*;
 - Leigh Eric Schmidt 2000, *Hearing Things: Religion, Illusion, and the American Enlightenment*;
 - S. J. Tambiah 1992, *Buddhism Betrayed?: Religion, Politics, and Violence in Sri Lanka*;
 - A. Abramson and M. Holbraad (eds.) 2014, *Framing Cosmologies: The Anthropology of Worlds*;
 - G. Bateson and M. C. Bateson 1987, *Angels Fear: Towards an Epistemology of the Sacred*;
 - B. Kapferer (ed.) 2002, *Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery*;
 - L. Lévy-Bruhl 1926, *How Natives Think*;
 - P. Ingman, T. Utrianinen, et al. (eds.) 2016, *The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate*;
 - D. C. Posthumus 2018, *All My Relatives: Exploring Lakota Ontology, Belief, and Ritual*;
 - H. Whitehouse and J. Laidlaw (eds.) 2007, *Religion, Anthropology, and Cognitive Science*;
 - R. Willerslev 2007, *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs*;
 - D. E. Young and J-G. Goulet (eds.) 1994, *Being Changed: The Anthropology of Extraordinary Experience*.

Detailed reading lists provided at the start of each term.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

AN404

Anthropology: Theory and Ethnography

This information is for the 2024/25 session.

Teacher responsible: Prof Mathijs Pelkmans and Prof Michael Scott

Availability: This course is compulsory on the MSc in Social Anthropology. This course is available on the MA in Modern History, MSc in Anthropology and Development, MSc in China in Comparative Perspective and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The aim of this course is to examine the development of theory and ethnography in anthropology in the contexts of colonialism, anti-imperialism, postcolonialism, and decolonialization.

The first term focuses primarily on the period before the 1980s, with particular attention to the British, American, and French schools of anthropology and their interrelations. Work by intellectuals from oppressed minorities, the Global South, and indigenous communities elsewhere will be recognized alongside and in comparison with work often regarded as foundational. Through analytical examination of fieldwork practices, theoretical problems, core concepts, and the politics of exclusion and inclusion, this half of the course will explore how knowledge is produced (and forgotten) in anthropology and how those processes continue to inform disciplinary practice and debates today. Topics covered may include: expeditionary versus individual fieldwork practices; ethnography as a genre; ethnographic

particularism and the problem of comparison; origins and the idea of the 'primitive'; colonialism and colonial situations; race, culture, and relativism; the promise and perils of popular and public anthropology; gender in anthropology and the gender of the anthropologist; classic sites of theorization such as kinship, totemism, and animism.

The second term focuses on recent and ongoing debates in anthropology. How is anthropological knowledge produced and what are the politics of ethnographic writing? How should we think of cultural differences: as surface or substance? To what extent is an anthropology beyond the human necessary and possible? How do emotive energies affect human agency, the production of meaning and the circulation of knowledge? We will address these and other questions by exploring a range of theoretical frameworks, including interpretive anthropology, postmodernism, actor network theory, affect theory, and the anthropology of temporality and the future.

The precise emphasis and distribution of topics may vary from year to year.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. 10 hours of lectures and 15 hours of seminars in the WT. 2 hours of workshops in the ST.

The contact hours listed above are the minimum expected. The course has a reading week in Week 6 of AT and WT.

Formative coursework: Formative coursework consists of participation in weekly seminars, and the opportunity to discuss one formative essay in each of the AT and WT with the course convener or the student's academic mentor, as per normal departmental arrangements.

Indicative reading: Abu-Lughod, L. (1993) *Writing Women's Worlds: Bedouin Stories*.

Biehl, J. (2013) *Vita: Life in a Zone of Social Abandonment*.

Chua, L., and N. Mathur, eds (2018) *Who are 'We'? Reimagining Alterity and Affinity in Anthropology*.

Deloria, E. C. (2009 [1988]) *Waterlily*.

Firmin, A. (2002 [1885]) *The Equality of the Human Races*.

Geertz, C. (1973) *The Interpretation of Cultures*.

Hurston, Z. N. (1935) *Mules and Men*.

Kenyatta, J. (1938) *Facing Mount Kenya: Tribal Life of the Gikuyu*.

Kuper, A. (2005) *The Reinvention of Primitive Society: Transformations of a Myth*.

Larson, F. (2021) *Undreamed Shores: The Hidden Heroines of British Anthropology*.

Latour, B. (2005) *Reassembling the Social*.

Lévi-Strauss, C. (1966) *The Savage Mind*.

Malinowski, B. (1922) *Argonauts of the Western Pacific*.

Mead, M. (1935) *Sex and Temperament in Three Primitive Societies*.

Moore, H. (2011) *Still Life: Hopes, Desires, and Satisfaction*.

Navaro-Yashin, Y. (2012) *The Make-Believe Space: Affective Geography in a Postwar Polity*.

Powdermaker, H. (1966) *Stranger and Friend: The Way of an Anthropologist*.

Riberio, G. L., and Escobar, A. eds (2006) *World Anthropologies: Disciplinary Transformations within Systems of Power*.

Sahlins, M. (2000) *Culture in Practice*.

Srinivas, M. N. (1976) *The Remembered Village*.

Thomas, M. and A. Harris, eds (2018) *Expeditionary Anthropology: Teamwork, Travel and the 'Science of Man'*.

Trouillot, M.-R. (1991) *'Anthropology and the Savage Slot: The Poetics and Politics of Otherness'*.

Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

AN405

The Anthropology of Kinship, Sex and Gender

This information is for the 2024/25 session.

Teacher responsible: In the Autumn Term this course will be co-taught by Professor Sylvia Yanagisako and another teacher who is TBC.

In the Winter Term this course will be taught by Dr Mareike Winchell.

Availability: This course is available on the MA in Modern History, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Gender, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides an examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex', 'the person', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship, sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course charts the history of anthropological debates on kinship, relatedness, sex and gender, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. 10 hours of lectures and 15 hours of seminars in the WT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 in AT and WT.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

Indicative reading: Carsten, J. *After Kinship* (2003); Chodorow, N. *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture* (1999); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010); Levi-Strauss, C. *The Elementary Structures of Kinship* (1969); Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994); Schneider, D. *A Critique of the Study of Kinship* (1984); Stone, L. *Kinship and Gender: An Introduction* (2006).

Assessment: Essay (50%, 4000 words) in the WT.

Essay (50%, 4000 words) in the ST.

AN419 Half Unit Not available in 2024/25

The Anthropology of Christianity

This information is for the 2024/25 session.

Teacher responsible: Dr Fenella Cannell OLD 5.07

Availability: This course is available on the MSc in Anthropology and Development, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The ethnography of local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology. The course examines a number of anthropological and historical studies of local forms of Christianity, from a range including local forms of Catholicism, Mormonism, contemporary and historical Protestantisms including American Protestant forms and 'heretical' and other unorthodox Christianities. The course asks why anthropologists shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, had become widely established. It looks at the

relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, conversion and the appropriation of Christian doctrines by local populations, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christian texts, and Scriptural reading practices, Christian objects and materialities, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Where possible, the course will include a student fieldwork weekend and forms of reflection and reporting on that experience. Please check with the course teacher in any given year whether this is planned as part of the year's programme.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. There will be a reading week in Week 6 of the WT.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars. Students will be expected to produce 1 essay in the WT.

Indicative reading:

- M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*;
- F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London);
- W Christian, *Person and God in a Spanish Valley* (reprint 1988);
- J Comaroff, *Body of Power, Spirit of Resistance*;
- J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*;
- R Iletto, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*;
- J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*;
- M Taussig, *The Devil and Commodity Fetishism in South America*.

Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN420 Half Unit Not available in 2024/25

The Anthropology of Southeast Asia

This information is for the 2024/25 session.

Teacher responsible: Dr Christopher Chaplin

Availability: This course is available on the MSc in Anthropology and Development, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The region of Southeast Asia has made a major contribution to the anthropological and ethnographic study of religion, gender, identity, violence, environmentalism, and state sovereignty. This course aims to introduce students to ethnographic materials and theoretical topics pertaining to society and culture within the region. In providing a strong grounding in regionally based empirical studies, the course will offer students the tools to critically evaluate anthropological contributions to understanding Southeast Asia, and to consider what role the region and Southeast Asians play in broader theoretical debates within the discipline.

Course Topics

The course will examine how anthropology contributes to and responds to interpretative challenges relating to:

1. Imagining Southeast Asia
2. Power, Potency and Puppetry
3. Anarchy, Egalitarianism and Entangled Freedoms
4. Violence, Memory, and Absence
5. Piety and Ritual: Manifestations of Global Religion
6. Gender Pluralism
7. Development: Spectres of Modernity
8. Democratic Imaginaries and Authoritarian Turns
9. Southeast Asia's Periphery: Belonging, Statelessness and Liminality
10. Southeast Asia and the World

Intended Learning Aims/Outcomes

The course is intended to familiarise students to the diversity of cultures and social systems in Southeast Asia. By the end of the course, students will be expected to be familiar with key topics and theoretical debates in the anthropological study of the region, including ideas of power, freedom, violence and memory, gender & sexuality, religion & ritual, ecology, capitalism, democracy and belonging. Additionally, the course aims to enable students to discuss and appraise the major debates stemming from anthropological research in Southeast Asia, and be equipped to consider the extent to which such research might be applied and relevant to other regions of the world.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. Film screenings will also take place throughout the term. There will be a reading week in Week 6 of the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Useful histories of Southeast Asia / Southeast Asian anthropology

- M.C. Ricklefs, B. Lockhart, A. Lau, P. Reyes, and M.A. Thwin, A New History of Southeast Asia (2010);
- V.T. King and W.D. Wilder, The Modern Anthropology of South-East Asia: An Introduction (2003).
- E. Thompson and V. Sinha, Anthropology in Southeast Asia: National Traditions and Transnational Practices (2019). Ethnographies
- Barker, J., E. Harms, and J. Lindquist, eds. 2014. Figures of Southeast Asian Modernity. Honolulu: University of Hawai'i Press.
- Hinton, A. L. 2005. Why Did They Kill? Cambodia in the Shadow of Genocide. Berkeley: University of California Press.
- Keeler, W. 1987. Javanese Shadow Plays, Javanese Selves. Princeton: Princeton University Press.
- Langford, J. M. 2013. Consoling Ghosts: Stories of Medicine and Mourning from Southeast Asians in Exile. Minneapolis: University of Minnesota Press.
- Long, N. J. 2013. Being Malay in Indonesia: Histories, Hopes and Citizenship in the Riau Archipelago. Copenhagen: NIAS Press.
- Peletz, M. G. 2009. Gender Pluralism: Southeast Asia since Early Modern Times. London & New York: Routledge.
- Schwenkel, C. 2009. The American War in Contemporary Vietnam: Transnational Remembrance and Representation. Bloomington: Indiana University Press.
- Scott, J. C. 2009. The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia. New Haven & London: Yale University Press.
- Sloane, P. 1999. Islam, Modernity and Entrepreneurship among the Malays. Basingstoke: Macmillan.

Detailed reading lists are provided at the beginning of the course.

Assessment: Coursework (100%, 4000 words) in the WT.

Students will be asked to write a 4,000 word essay.

AN424 Half Unit

The Anthropology of Melanesia

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Scott

Availability: This course is available on the MSc in Anthropology and Development, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is

available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides an introduction to selected themes in the anthropology of the region in the Southwest Pacific Ocean known as Melanesia. It gives students a grounding in the contemporary anthropology of the region, primarily through a close reading of three book-length ethnographies.

The three ethnographies, which are all new since 2021, are Tom Bratrud's *Fire on the Island*, an analysis of the hopes and fears expressed in a Christian charismatic revival on the small island of Ahamb in the nation-state of Vanuatu; Melissa Demian's *In Memory of Times to Come*, an account of memory, time, and history among a people living on the southeastern coast of Papua New Guinea who feel nostalgia for the colonial past; and Matthew Lauer's *Sensing Disaster*, a study of how nearly everyone on Simbo in the western Solomon Islands managed to escape a destructive tsunami.

These ethnographies not only provide students with focused accounts of three very different national contexts in Melanesia, they also address histories, dynamics, and concerns familiar to people living throughout the region. Furthermore, because the three authors draw on different intellectual antecedents and disciplinary traditions, their work provides an entrée into the most influential theoretical debates animating Pacific anthropology today.

Topics to be traced throughout the course include landscape and place, personhood and sociality, religion and cosmology, the past and the present, colonialism and its consequences, development, globalization, the state, and the nature of ethnographic fieldwork. Engagement with these three books will be enhanced and supplemented by other readings, including works by Pacific Islanders.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Tom Bratrud, *Fire on the Island: Fear, Hope and a Christian Revival in Vanuatu* (2022); Melissa Demian, *In Memory of Times to Come: Ironies of History in Southeastern Papua New Guinea* (2021); Matthew Lauer, *Sensing Disaster: Local Knowledge and Vulnerability in Oceania* (2023). Detailed reading lists are provided at the beginning of the course.

Assessment: Essay (100%, 4000 words) in the ST.

The assessed essay must be between 3,500 – 4,000 words in length.

AN436 Half Unit

The Anthropology of Development

This information is for the 2024/25 session.

Teacher responsible: Dr Agathe Faure

Availability: This course is compulsory on the MSc in Anthropology and Development. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Social Anthropology and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course explores how anthropologists have evaluated, criticised and contributed to development. Focussing on both 'Big D' development (schemes of improvement or projects) and 'little d' development (change which occurs as the result of economic growth or modernisation) the course shows how anthropological insights have been used to change practices

from within as well as critique development from the outside. From anthropological work which seeks pragmatic engagement to that which deconstructs development as an oppressive and power laden discourse, the course aims to give students a broad background to the field. Topics covered include the role of the state; local politics and power relations; gender and empowerment; development as discourse and 'aidnography'; neo liberalism and global capital; corporate social responsibility; markets and micro credit; and the relationship between 'tradition' and modernity. Throughout, the course will draw upon a broad range of ethnographic examples.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of AT.

Formative coursework: Students are expected to prepare discussion material to participate in the seminars based on the core ethnographies of the course. Formative work will include a mock exam question.

Indicative reading: Gardner and Lewis 2015, *Anthropology and Development: Twenty First Century Challenges*; Ferguson, J. 1990 *The Anti-Politics Machine: Development, Depoliticisation and Bureaucratic Power in Lesotho*; Cambridge University Press; Li, T. 2014 *Land's End: Capitalist Relations on an Indigenous Frontier*; Karim, L., 2011 *Micro-Finance and its Discontents: Women and Debt in Bangladesh*; Elyachar, J. 2005; *Markets of Dispossession: NGOs, the Market and the State in Cairo*; Scherz, C. 2014. *Having People, Having Heart: Charity, Sustainable Development, and Problems of Dependence in Central Uganda*; Scott, J. 1998, *Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed*.

Detailed reading lists are provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN442

Supervised Reading Course and Fieldwork Preparation

This information is for the 2024/25 session.

Teacher responsible: Members of staff of the Anthropology Department (students' supervisors).

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: The programme of supervised reading aims to give students a detailed knowledge of the regional ethnographic literature relevant to their proposed research project, as well as providing them with a firm grounding in the theoretical literature relevant to their research objectives. The programme also aims to aid students in the practical organization of their field research (eg organizing language training, obtaining research permits and academic affiliations) through their supervisors' personal guidance. The programme of supervised reading will be specific to each student. It will be agreed with his/her supervisors at the beginning of the academic year and it will be closely reviewed during the course of the academic year.

Teaching: Students should expect to meet with at least one of their supervisors at 2-3 weekly intervals during term time, and to submit essays relevant to the preparation of their Research Proposal (AN443).

Formative coursework: Students will be required to write essays for their supervisors throughout the academic year.

Assessment: Research proposal (100%) in the ST. Students' progress will be monitored by their supervisors through verbal discussion of the submitted written work. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN443) and will be formally examined through it.

AN443

Research Proposal

This information is for the 2024/25 session.

Teacher responsible: Members of staff of the Anthropology Department

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: All students must prepare a formal Research Proposal of 8,000-10,000 words (excluding references) for submission to the Department on or before the deadline in June. The proposal is written under the guidance of their supervisors (as set out in AN442), and will normally draw on material studied as part of AN471 Qualitative and Quantitative Methods for Anthropologists and AN472 Evidence and Arguments in Anthropology and Other Social Sciences. It will be expected to demonstrate knowledge of the regional ethnography, and theoretical and methodological literatures, relevant to the proposed research.

Assessment: Research proposal (100%).

AN447

China in Comparative Perspective

This information is for the 2024/25 session.

Teacher responsible: Dr Johannes Steinmuller and Dr Gareth Breen

Availability: This course is compulsory on the MSc in China in Comparative Perspective. This course is available on the MA in Asian and International History (LSE and NUS), MSc in Anthropology and Development, MSc in International and Asian History, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places are limited and priority is given to MSc China in Comparative Perspective students.

Course content: The main object of the course is to help students develop ways of putting the politics, economy and social life of China into a framework in which they can compare and juxtapose it with other major examples. Main topics include China's imperial bureaucracy, Chinese religion, the great divergence debate, as well as current issues such as urban life, the family, the rule of law, and contentious politics. Students will bring whatever theoretical approaches they have already learned and are continuing to learn in the disciplines they bring to the course. They will be expected to demonstrate and explain how they are using them as well as to listen to other approaches and disciplinary perspectives.

Teaching: 15 hours of lectures and 10 hours of seminars in the AT. 15 hours of lectures and 10 hours of seminars in the WT. 1 hour and 30 minutes of lectures and 1 hour of seminars in the ST. The contact hours listed above are the minimum expected. This course has reading week in Week 6 of both AT and WT.

Formative coursework: Formative coursework consists of participation in weekly seminars, and the opportunity to discuss one formative essay in each of the AT and WT with the course convener or the student's academic mentor.

Indicative reading:

- Fei Xiaotong 1992 [1948]. *From the Soil, the Foundations of Chinese Society: A Translation of Fei Xiaotong's Xiangtu Zhongguo*, with an Introduction and Epilogue, transl. Gary Hamilton and Wang Zheng, Berkeley: University of California Press.
- Harrison, Henrietta 2001. *China (Inventing the Nation)*. London: Arnold.
- Stockman, Norman 2001. *Understanding Chinese Society*. Cambridge: Polity.
- Spence, Jonathan D. 1991. *The search for modern China*. New York: Norton.
- Weber, Max 1951. *The Religion of China: Confucianism and*

Taoism, transl. Hans H. Gerth, New York: The Free Press.

- Yan Yunxiang 2003. *Private Life under Socialism. Love, Intimacy, and Family Change in a Chinese Village 1949-1999*. Stanford, CA: Stanford University Press.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

AN451 Half Unit Anthropology of Politics

This information is for the 2024/25 session.

Teacher responsible: Prof Mukulika Banerjee

Availability: This course is available on the MA in Modern History, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Development Studies, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Regulation, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course focuses on politics and power in their cross-cultural application. Using Marxist, Weberian, and Foucauldian approaches it explores how power travels through different socio-cultural contexts, paying attention to issues such as leadership, ordered anarchy, brokerage, sovereignty, surveillance, spectacle, conspiracy, and violence. A recurring theme throughout the course concerns the state. How should the state be studied anthropologically? Processes of state formation and disintegration, nationalism in its various guises, and state-society relations will be reviewed in order to understand how European, post-colonial, and post-socialist societies are governed.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Anderson, B, 1991 [1983], *Imagined communities: reflections on the origin and spread of nationalism*; Appadurai, A, 2006, *Fear of small numbers: an essay on the geography of anger*; Blok, A, 1988, *The Mafia of a Sicilian Village 1860-1960: a study of violent peasant entrepreneurs*; Bryant, R, & Reeves, M, 2021, *The Everyday Lives of Sovereignty*; Clastres, P, 1987, *Society against the state: essays in political anthropology*; Evans-Pritchard, EE, *The Nuer*; Leach, Edmund, 1954, *The Political Systems of Highland Burma*; Kwon, H, & B. Chung, 2012, *North Korea: beyond charismatic politics*; Mbembe, A, 2001, *On the Postcolony*; Navaro, Y, 2021, *The make-believe space: affective geography in a postwar polity*. Tuckett, A, 2018, *Rules, Paper, Status: Migrants and Precarious Bureaucracy in Contemporary Italy*; Vincent, J, 2002, *The Anthropology of Politics*; Wolf, E. 1999. *Envisioning Power: Ideologies of Dominance and Crisis*.

Assessment: Essay (100%, 4000 words) in the WT.

AN456 Half Unit Anthropology of Economy (1): Production and Exchange

This information is for the 2024/25 session.

Teacher responsible: Dr Wesam Hassan

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Inequalities and Social Science, MSc in Regulation, MSc

in Social Anthropology, MSc in Social Anthropology (Religion in the Contemporary World) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: What is the economy? We will explore how the history of capitalism has been inextricably tied to producing an idea of the economy as a distinctive domain of life and how anthropologists have persistently challenged this understanding, showing how economic life is inextricably tied to religion, politics and kinship, for instance. We will show the radical possibilities of social relations that anthropologists have offered by studying communities that appear to be 'the original affluent society', seemingly not affected by capitalist societies, or incorporated on their own terms. At the same time, we will examine the impact of capitalism and the inequalities it has brought on diverse people around the world, looking at the role of colonialism and empire, industrialisation and neoliberalisation, which includes regimes of production, accumulation and dispossession. Central to our examination will be understanding processes and experiences of exploitation, oppression and domination. We will unveil the invisible work of the many that is never valued but gets hidden in precarity, by migration regimes and within households. We will highlight the ways in which gender, race, ethnicity, caste and class need to be central to any analysis of the economy. At all times, we will look for people's creative responses to the situations they find themselves in, whether it is through acquiescence, reincorporation, religious conversion, weapons of the weak or outright rejection and revolt.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: A few ethnographies to whet your appetite:

Bronislaw Malinowski (1964) *Argonauts of the Western Pacific*; Marshall Sahlins (1974) *Stone Age Economics*; Marcel Mauss (1990 [1925]) *The Gift: the form and reason for exchange in archaic societies*; Sidney Mintz (1985) *Sweetness and Power: The Place of Sugar in Modern History*; June Nash (1979) *We Eat the Mines and the Mines Eat Us: dependency and exploitation in Bolivia's tin mines*; Michael Taussig (1980) *The Devil and Commodity Fetishism in South America*; Jonathan Parry (2020) *Classes of Labour in a Central Indian Steel Town*; Maria Mies (1982) *The Lace Makers of Narsapur: Indian Housewives produce for the World Market*; Carol Stack (1974) *All Our Kin*; Claude Meillassoux (1981) *Maidens, Meat and Money: capitalism and the domestic community*; Jan Breman (1974) *Patronage and Exploitation: changing agrarian relations in South Gujarat India*; Alpa Shah, Jens Lerche, Richard Axelby, Brendan Donegan, Dale Benbabaali, Jayaseelan Raj and Vikramaditya Thakur (2018) *Ground Down by Growth: Tribe, Caste, Class and Inequality in 21st Century India*; Tania Murray Li (2014) *Land's End: Capitalist Relations on the Indigenous Frontier*.

A few general overview texts: James G. Carrier and Don Kalb (eds) (2015) *Anthropologies of Class: Power, Practice, and Inequality*; Richard Wilk and Lisa Cliggett (1996) *Economies and Cultures: Foundations of Economic Anthropology*; James Carrier (ed) (2005) *A Handbook of Economic Anthropology*

Other general introductory texts: Stephen Gudeman (2001) *The Anthropology of Economy*; Chris Hann and Keith Hart (2011) *Economic Anthropology*; Susana Narotzky (1997) *New Directions in Economic Anthropology*; Jonathan Parry and Maurice Bloch (Eds) (1989) *Money and the Morality of Exchange*; Stuart Plattner (ed) (1989) *Economic Anthropology*; James Carrier (2019) *A Research Agenda for Economic Anthropology*

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN457 Half Unit

Anthropology of Economy (2): Transformation and Globalisation

This information is for the 2024/25 session.

Teacher responsible: Prof Deborah James

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Inequalities and Social Science, MSc in Regulation, MSc in Social Anthropology, MSc in Social Anthropology (Religion in the Contemporary World) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course explores the limits and potentials of contemporary ('late-stage') global capitalism. We all know that we live in a global economy, but how has this come into being? What are its political, social and cultural consequences? Why does the global economy produce inequality for many and abundance for some? What might its futures be? We will answer these questions in relation to classic themes of production, social reproduction, redistribution, circulation and consumption. By taking an anthropological approach we will move away from an economic or deterministic theory of capitalism. Instead we will explore the significance of mutuality, kinship and community, affect, ethics and culture for an understanding of capitalism. Our theoretical approaches will be expanded to explore the emerging anthropology of some of the following: infrastructures, the commodification of intimacy and care, 'affective' economies and hope, digital interactions, financialisation and debt, and anthropological views on welfare. We will examine global capitalism from the perspective of global elites, the middle classes and the precarious poor. The course will demonstrate that globalisation does not have a single logic nor is it a towering force. Instead, our focus on ethnography takes us inside the local processes behind accumulation. At the end of the course we will have a better understanding of recent global changes, as well as a set of theoretical tools that can help us to rethink approaches to capitalism in general.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Altenried, Moritz. 2022. *The Digital Factory: The Human Labor of Automation*. Chicago: Chicago University Press. Bear, Laura. 2015. *Navigating Austerity: Currents of Debt Along a South Asian River*. Stanford University Press. Chong, Kimberly. 2018. *Best Practice: Management Consulting and the Ethics of Financialization in China*. Durham: Duke University Press.

James, Deborah. 2015. *Money from Nothing: Indebtedness and Aspiration in South Africa*. Palo Alto: Stanford University Press. Muehlebach, Andrea. 2012. *The Moral Neoliberal: Welfare and Citizenship in Italy*. Chicago University Press. Stout, N. 2019. *Dispossessed: how predatory bureaucracy foreclosed on the American Middle Class*. University of California Press.

Tsing, A. 2009. *Supply Chains and the Human Condition*. *Rethinking Marxism*, 21(2), 148–176.

Upadhyay, Carol. 2015. *Re-engineering India: Work, Capital and Class in an Offshore Economy*. Oxford University Press.

Yanagisako, S. and L. Rofel. 2019. *Fabricating Transnational Capitalism: a collaborative ethnography of Italian-Chinese Global Fashion*. Duke University Press.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN458 Half Unit Not available in 2024/25

Children and Youth in Contemporary Ethnography

This information is for the 2024/25 session.

Teacher responsible: Prof Catherine Allerton OLD 6.13

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course explores the paradoxes and contexts of social science work on children and youth through an intensive focus on contemporary ethnographies exploring children's social worlds. This ethnographic work is multi-disciplinary (emerging from anthropology, geography, sociology, media studies), and builds both on earlier ethnographies of childhood from the mid-twentieth-century onwards, and on growing theoretical interest in cross-cultural understandings of 'the child' and their competencies. In the first half of the course, we investigate 5 central paradoxes that emerge through a consideration of children and childhood. These are: 1) Universal/ Constructed; 2) Being/ Becoming; 3) Structure/ Agency; 4) Protection/ Participation; and 5) Representation/ Reality. These paradoxes allow us to consider important questions such as: What does it mean to see childhood as a 'construction'? How has ethnographic work questioned universal frameworks for child development? How should we understand children's agency? How successfully can 'child rights' be achieved in different cultural contexts? Why should children's perspectives be taken more seriously in the social sciences? In the second half of the course, we turn to 5 key contexts for ethnographic analyses of children's lives. These are: the street, school, work, play and war. How have the lives of 'street children' been approached and understood? What do critical ethnographies of schooling tell us about its role in reproducing inequalities? What, if anything, is the difference between beneficial child work and harmful 'child labour'? How can we recognise and theorise children's play? And how have ethnographic accounts documented both trauma and resilience in the context of 'child soldiering'?

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

This course has a reading week in Week 6 of LT. 4 hours of film screenings in LT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: R.A. LeVine and R.S. New (eds) 2008.

Anthropology and child development: a cross-cultural reader; N. Scheper-Hughes and C. Sargent (eds) 1998. *Small wars: the cultural politics of childhood*; K.F. Olwig and E. Gullov (eds) 2003. *Children's places: cross-cultural perspectives*. D. Durham & J. Cole (eds) 2006. *Generations and globalization: youth, age and family in the new world economy*; M. Liebel. 2004. *A will of their own: cross cultural perspectives on working children*; V. Amit-Talai and H. Wulff (eds) 1995. *Youth cultures: a cross-cultural perspective*; A. James. 1993. *Childhood identities: self and social relationships in the experience of the child*. A. de Waal and N. Argenti (eds) 2002. *Young Africa: Realising the rights of children and youth*; J. Boyden and J. de Berry (eds) 2004. *Children and youth on the frontline: ethnography, armed conflict and displacement*; Levinson, B. D. Foley & D. Holland. (eds) 1996. *The cultural production of the educated person: critical ethnographies of schooling and local practice*; H. Montgomery. 2009. *An introduction to childhood: anthropological perspectives on children's lives*;

Assessment: Coursework (100%, 4000 words) in the ST.

AN467 Half Unit The Anthropology of South Asia

This information is for the 2024/25 session.

Teacher responsible: Prof Mukulika Banerjee

Availability: This course is available on the MSc in Anthropology and Development, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: You need to be enrolled in a degree that requires analytical and qualitative research skills. You may be asked to submit written work to determine your ability for this course.

Course content: This course will aim to address issues of citizenship, inequality and social justice, religious faith and practices, migration and labour and consumption patterns in rural and urban South Asia. The course will cover both classic and current literature and weekly sessions will be organised thematically. South Asia is an ideal setting to examine many paradoxes that exist elsewhere - alongside some of the highest rates of economic growth there is growing inequality, there is a growing middle class but high rates of precarious poverty, the countries remain largely rural yet they will hold the largest urban population in the world in less than ten years and so on. In order to understand these paradoxes, it is essential that issues of macro economic policy, social inequality, infrastructural development, political mobilisation and popular culture, mobilisation along religious lines in each country and the rise of the 'threatened majorities' that behave like minority populations - be examined in greater detail. Using a rich body of anthropological research on South Asia, this course will examine several of these issues and more in this course. The literature on India is the largest available but every attempt will be made to cover the anthropological literature on Pakistan, Nepal, Sri Lanka and Bangladesh alongside. All these issues and more will be addressed in this course through the rich corpus of anthropological literature on the subject alongside examples from India's vibrant media and popular culture.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

The course has a reading week in Week 6 of the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Please read at least TWO of the following background readings before the start of the course and certainly by the end of the second week of the course:

Sunil Khilnani, *The Idea of India*; Ramachandra Guha, *India After Gandhi*; Corbridge, S. and Harris, J., *Reinventing India: Liberalization, Hindu Politics and Popular Democracy*; Rana Dasgupta, *Capital: The Eruption of Delhi*; Ammara Maqsood, *The New Pakistani Middle class*; Delwar Hussain, *Boundaries Undermined: The ruins of progress on Bangladesh-India Border*; Fiction: Vikram Seth, *A Suitable Boy*; Rohinton Mistry, *A Fine Balance*; Bapsi Sidhwa, *Ice Candy Man*; Neel Mukherjee, *The Lives of Others*; Daniyal Mueenuddin, *In Other Rooms, Other Wonders*; Arundhati Roy, *The God of Small Things*; Saadat Hasan Manto, *Toba Tek Singh: Stories*

Assessment: Take-home assessment (100%) in the period between WT and ST.

grounding in the ethnographic literature of the region while seeking to engage with current theoretical debates, highlighting their potential importance to the discipline of anthropology. Topics to be covered include history, indigenous social movements; sexuality and gender; trade and inter-ethnic relations; politics and power; illness, well-being and death. Students will be encouraged to reflect on the broader relationship between ethnography and theory, to challenge common stereotypes of Amazonia and its inhabitants, and to explore ways in which the region has inscribed itself on the imagination of anthropologists and laypersons alike.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Overing, Joanna. & Alan Passes (eds). 2000. *The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia*.
- Penfield, Amy. 2024. *Predatory Economies: The Sanema and the Socialist State in Contemporary Amazonia*.
- Walker, Harry. 2012. *Under a Watchful Eye: Self, Power and Intimacy in Amazonia*.
- Campbell, Jeremy. 2015. *Conjuring Property: Speculation and Environmental Futures in the Brazilian Amazon*.
- Costa, Luiz. 2017. *The Owners of Kinship: Asymmetrical Relations in Indigenous Amazonia*.
- Seeger, Anthony. 2004. *Why Suyá Sing: A Musical Anthropology of an Amazonian People*.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

The exam will be an on-campus invigilated e-exam.

AN471 Qualitative and Quantitative Methods for Anthropologists

This information is for the 2024/25 session.

Teacher responsible: Dr Mareike Winchell and Prof Mathijs Pelkmans

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: The twofold aim of this course is to provide students with insights into the process by which anthropological knowledge is produced, and to train them in the collection and analysis of qualitative and quantitative data. In doing so it offers students a methodological framework for conceptualising and designing their own PhD research projects. The course discusses the nature of ethnographic data and evidence, its implications for research, and ways of incorporating empirical data in ethnographic texts.

Teaching: 10 hours of lectures and 30 hours of seminars in the AT. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

Formative coursework: Students will be expected to produce 2 presentations in the AT.

Students will carry out fieldwork exercises and read selected texts. They will present their findings as part of two scheduled presentations, on which they will receive in-seminar verbal feedback.

Indicative reading: A. Robben and A. Sluka (eds.) 2007. *Ethnographic Fieldwork: An anthropological reader*; P. Atkinson. 2015. *For Ethnography*; R. H. Bernard. *Research Methods in Cultural Anthropology: Qualitative and Quantitative Approaches*. Fifth Edition. A. Cerwonka and L. Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. K. Narayan. 2012. *Alive in the Writing: Crafting Ethnography in the Company of Chekhov*.

Assessment: Essay (50%, 3000 words) and essay (50%, 3000 words) in the AT.

AN469 Half Unit The Anthropology of Amazonia

This information is for the 2024/25 session.

Teacher responsible: Dr Harry Walker

Availability: This course is available on the MSc in Anthropology and Development and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course will introduce students to selected themes in the anthropology of Amazonia. It will provide a

Students will write two 3,000-word essays (each worth 50%), which can draw from issues covered in either the Tuesday or the Friday class, or both. The first essay is to be submitted on the first day after reading week, and the deadline for the second essay is the last day of AT.

AN472

Evidence and Arguments in Anthropology and Other Social Sciences

This information is for the 2024/25 session.

Teacher responsible: This course will be co-taught by Faculty in the Department of Anthropology.

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: This seminar course considers research practices across a range of social and natural sciences, arts and humanities in order to explore methodological issues that are relevant to anthropology and ethnography. In particular, it focuses on the relationship between evidence and the kinds of inferences and conclusions which are drawn by researchers in different fields. Each week students will be involved in two seminars, one on Tuesday and one on Friday. In Tuesday seminars, we will consider case-studies taken from different disciplines in relation to the research practices of ethnographers. The disciplines covered may include: cognitive science & developmental psychology; psychoanalysis; moral and political philosophy; photographic and visual art theory; history and archival research; demography; human and behavioural ecology; development studies; linguistic anthropology; philosophy of science and STS; literary criticism; creative writing; and architecture. In the Friday seminars, students will present their own draft research proposals to others in written and oral form, focusing on (1) the questions they hope to explore in their dissertations; (2) the kinds of evidence they will need in order to adequately explore these questions; (3) the methods they will adopt in order to collect this evidence.

Teaching: 40 hours of seminars in the WT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 case study in the WT.

This will allow students to practice and receive feedback on the direct application of different disciplinary perspectives to a body of data, in preparation for their summative assessment and for their future research.

Assessment: Essay (50%, 3000 words) and essay (50%, 3000 words).

AN475 Half Unit Not available in 2024/25

The Anthropology of Revolution

This information is for the 2024/25 session.

Teacher responsible: Prof Alpa Shah OLD 6.17A

Availability: This course is available on the MA in Modern History, MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit.

Optional for MSc students in Anthropology. Also available to students on other degree programmes as an outside option.

Course content: This course will focus on the study of revolution from an anthropological perspective. It will concentrate on three different types of revolutionary struggle, in three different continents, through three different types of ethnographies: the Zapatista indigenous movement in Mexico, the Zimbabwean anti-colonial struggle, and the Maoist movement in South Asia. In each case, students will be encouraged to critically consider

the varying degrees of involvement of the anthropologist in the movements concerned, the theoretical premises of the anthropologists and how these affect the politics and ethics of writing. In this process, students will deepen their understandings of the theoretical debates around production and reproduction, social transformation, religion and secularism, activism and anthropology, and violence and ethics in radical social change. The course will demonstrate that although anthropologists were once criticised for 'missing the revolution' on their doorstep, in fact their long term engagement with communities who come to be affected by revolutionary struggles has much to offer to the theoretical and practical work of radical social transformation.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT. This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 essay in the LT.

Indicative reading: This course will be based on the close reading of the following three ethnographic monographs:

Earle, Duncan, & Simonelli, Jeanne. (2005). *Uprising of Hope: Sharing the Zapatista Journey to Alternative Development*. Walnut Creek: Altamira Press.

Lan, David. (1985). *Guns and Rain: guerrillas and spirit mediums in Zimbabwe*. Berkeley: University of California Press.

Shah, Alpa (2018) *Nightmarch: Among India's Revolutionary Guerrillas*. London: Hurst Publishers

Assessment: Take-home assessment (100%) in the WT.

The take home exam will be held the week following the end of the LT.

AN476 Half Unit

Anthropology and the Anthropocene

This information is for the 2024/25 session.

Teacher responsible: Dr Gisa Wieszkalnys

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: In August 2016, scientists participating in the Anthropocene Working Group put forward an official recommendation to rename our present time interval 'the Anthropocene'. It postulates that humans now exert recognisable influences on the earth's bio- and geophysical systems sufficient to warrant the naming of a distinct geological epoch encompassing the earth's present, recent past, and indefinite future. The Anthropocene thus echoes contemporary anxieties about climate change, the deterioration of global ecologies, and other environmental crises on unprecedented scales, as well as humans' capacity to devise adequate solutions to the problems they face. The scholarly and popular debate on the Anthropocene has exploded in recent years, with anthropologists contributing both theoretical and important ethnographic insight into how people apprehend and deal with the repercussions of anthropogenic environmental change. It now seems that the continued successful existence of humanity on this planet will require us to live differently both with each other and with the earth: 'We will go onwards in a different mode of humanity or not at all' (Val Plumwood 2007).

In this course, we will approach the Anthropocene as a contested category, with evident political and ethical implications. We will begin by examining the dramatic changes in the relationship between humans and their natural environments brought about by industrialisation, specifically, the increased exploitation of natural resources as well as the production and use of fossil fuels on a large scale. We will attend to the practices and cosmologies of people who in their everyday lives – for example, by digging, polluting, and wasting – participate in the work of anthropogenic alterations, drawing on case studies from across the world. We will consider alternative labels, such as the Capitalocene,

Plantationocene, Plasticene, Eurocene, Misanthropocene, and Neologocene, each of which tells a different origin story for what Donna Haraway has called 'the trouble'. However, we then move to ask whether the Anthropocene might be less a marker of an epochal transformation than a signal of a profound anti-political shift in discussions about the future of the planet. We will inspect the scientific and non-scientific controversies the Anthropocene has provoked, and the particular forms of power, authority, reason, imagination, and subjectivity it has generated.

Students will be expected to engage with a variety of resources, including online publications, blogs, documentary and feature films, and other media, and an emergent interdisciplinary literature, spanning the social and natural sciences, which we will read in relation to a more long-standing engagement with the environment within the anthropological discipline. This will lead us to interrogate established binaries of human/nonhuman, subject/object, and nature/culture, and, significantly, to ask about the critical valence of anthropologists' enquiry into the 'anthropos' for an age so profoundly shaped by humans. What methods and modes of analysis are required to comprehend the diverse human/non-human interactions and seemingly incommensurable scales that the Anthropocene invokes? What types of collaboration, knowledge, and mutual care does an anthropocenic outlook make possible? How can we anchor the manifold theoretical proposals that have been put forward not just in ethnographic examples but also in own 'experiments for living'?

Teaching: 7 hours of lectures, 7 hours of seminars and 6 hours of workshops in the AT.

The course is comprised of three cycles of three weeks plus an additional, concluding week. Each cycle consists of two weeks taught in the traditional lecture/seminar format, and a third week with a two-hour workshop in a larger group. While the one-hour seminars will focus on core readings set by the lecturer, the two-hour workshop will, in addition, offer space for viewing other resources (films, online material), discussing students independently researched material, student presentations, etc.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the AT.

Indicative reading: N. Clark and B. Szerszynski (2020) *Planetary Social Thought: The Anthropocene challenge to the social sciences*
J. Cruikshank (2005) *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*
D. Haraway (2016) *Staying with the Trouble: Making Kin in the Chthulucene*
K. Hetherington (2019) *Infrastructure, Environment, and Life in the Anthropocene*
V. Ialenti (2020) *Deep Time Reckoning: How Future Thinking Can Help Earth Now*
E. Kohn (2013) *How Forests Think: Toward an Anthropology beyond the Human*
D. McDermott Hughes (2017) *Energy without Conscience: Oil, Climate Change, and Complicity*
N.C. Kawa (2016) *Amazonia in the Anthropocene: People, Soils, Plants, Forests*

J. Salazar Parreñas (2018) *Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation*

A. Tsing et al. (2017) *Arts of Living on a Damaged Planet*

Assessment: Essay (100%, 4000 words) in the WT.

AN477 Half Unit Not available in 2024/25

Topics in the Anthropology of sub-Saharan Africa

This information is for the 2024/25 session.

Teacher responsible: Prof Deborah James

Availability: This course is available on the MSc in Anthropology and Development and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available with permission as an outside option to

students on other programmes where regulations permit.

Pre-requisites: It is preferred that students will normally have done preliminary courses in Anthropology or have a Social Science background, but there is some flexibility. Students should consult the course lecturer.

Course content: This course gives students a critical understanding of ethnographic and theoretical writing on sub-Saharan Africa. Grounded in some classic debates around tradition and modernity (kinship-based polities vs states; studies on occult knowledge vs rationally-oriented political economy approaches; 'objective' class vs forms of identification such as tribe or race), it explores questions about how the sub-continent's societies orient themselves, and respond to new precarities, in a postcolonial and neoliberal age. How are changing urban realities experienced and expressed in popular culture? How are the politics of land and belonging being reshaped? Do youth have a future of work in post-industrial Africa - and what new gender identities are they developing? Are there specifically African forms of knowledge? What is postcolonial about the 'postcolony'? Is Europe 'evolving towards Africa', as has been maintained? The course also thinks through the role of fiction, non-ethnographic writing and non-academic voices in shaping anthropology on the sub-continent.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Students will be asked to write one formative review during termtime, to be discussed with and evaluated by the course lecturer. The formative review will allow for students' individuality and expression and allow them to bring their own interest in current debates into interplay with course materials.

Indicative reading: Adebawale, Wale. 2017. *The Political Economy of Everyday Life in Africa: Beyond the Margins*. Oxford: James Currey.

Comaroff, J and JL. 2012. *Theory from the South or, How Euro-America is Evolving Toward Africa* *Anthropological Forum* 22 (2).
Englund, Harri. 2006. *Prisoners of Freedom. Human Rights and the African Poor*. Berkeley: UC Press.

Geschiere, Peter. 2013. *Witchcraft, Intimacy and Trust: Africa in comparison*. Chicago: University of Chicago Press.

Guyer, Jane. 2014. *Marginal Gains: monetary transactions in Atlantic Africa*. Chicago: University of Chicago Press.

Mbembe, A. 2001. *On the Postcolony*. Berkeley, University of California Press.

Moore, H. L. 2013. *Still life: hopes, desires and satisfactions*. London, John Wiley & Sons.

Piot, Charles 1999. *Remotely Global: village modernity in West Africa*. Chicago: University of Chicago Press

Assessment: Take-home assessment (100%) in the period between AT and WT.

AN479 Half Unit

Anthropology of Law

This information is for the 2024/25 session.

Teacher responsible: Dr Harry Walker

Availability: This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

This course will be particularly useful for anthropology students who are interested in political/legal issues and political economy perspectives in anthropology. It will also be interesting to law students with an interest in socio-legal, critical, criminological and anthropological approaches to the study of law, and to students from other departments who wish to learn about these topics.

The course is an independent half unit which complements the

Anthropology of Politics half unit.

Course content: The aim of this course is to introduce students to major developments and debates in legal anthropology across time and space. The first part of the course reflects on the origins and early developments of the discipline, including the legacies of colonialism and its impact on the development of customary law; the concept of legal pluralism; and the relationship between law, violence, and the state. The second part of the course explores selected themes and debates in contemporary legal anthropology, including anthropological engagements with human rights; the concept of property; legal documents; and cultures of complaint. The final part of the course surveys emerging debates around indigenous sovereignties, environmental and interspecies justice, and the rights of nature.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT. 1 hour of lectures in the ST.

The course will be taught through a combination of weekly lectures and seminars.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Malinowski, B. 1924. *Crime and Custom in Savage Society*. New Jersey: Rowman & Allanheld.
 Roberts, S. and Comaroff, J. 1981. *Rules and Processes: The Cultural Logic of Dispute in an African Context*. Chicago: University of Chicago Press.
 Foblets, M. Goodale, M. Sapignoli, M. and Zenker, O. (eds.) 2020. *The Oxford Handbook of Law and Anthropology*. Oxford: Oxford University Press.
 Comaroff, J. and Comaroff, J. 2007. Law and Disorder in the Postcolony. *Social Anthropology* 15(2): 133-152.
 Englund, Harry. 2006. *Prisoners of Freedom: Human Rights and the African Poor*. Berkeley: University of California Press.
 Strathern, M. 2006. Losing (Out On) Intellectual Resources. In Pottage, A. and Mundy, M. *Law, Anthropology, and the Constitution of the Social: Making Persons and Things*, pp. 201-233. Cambridge: Cambridge University Press.
 Riles, A. 1998. Infinity within the brackets. *American Ethnologist* 25(3): 378-398.
 Kirsch, S. 2012. Juridification of Indigenous Politics. In J. Eckert, B. Donahoe, C. Strümpell, and Z. Ö. Biner, eds. *Law against the State: Ethnographic Forays into Law's Transformations*, pp. 23–43. Cambridge: Cambridge University Press
Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN480 Half Unit Not available in 2024/25 Public Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Andrea Pia

Availability: This course is available on the MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: What and how does anthropology contribute to public life? Do anthropologists have a responsibility to meaningfully contribute to communities beyond the academy that make the study of anthropology possible? This module explores the challenges, difficulties, and stakes of having ethnographic research encounter various publics, ranging from journalists, legal experts, and policymakers to activist groups, local populations, and other scholars. Students of this module engage critically with a variety of media (books, newspaper articles, documentaries, podcasts, social platforms and interactive digital tools) with a view of analysing the ways in which anthropological ideas are conveyed to broader audiences, reflecting on how to improve their representation and effectiveness, and proposing new ways of disseminating these ideas to different publics.

Teaching: 6 hours of lectures, 3 hours of seminars, 8 hours of classes and 12 hours of workshops in the WT.

The course is divided into ten weeks, consisting of a combination of lectures/movie workshops/classes. Each week students read excerpts from selected ethnographic texts across geographical areas that have spurred public interest for the sensitiveness of their subject matter or the questionability of their research ethics. Workshops introduce students to the public buzzes generated by these studies and ask them to reflect on the politics and situatedness of ethnographic research and on the relatability of its findings. In some of the seminars a 'local expert' will be present to serve as a resource in the discussion of the issues.

The focus of this module is on the relationship between anthropological theory, the power fields in which it is inserted and its diverse publics. The types of questions this module address are both of critical and applied nature: to what extent can ethnographic studies of the food production system, waste management and water and energy provisions make global social infrastructures fairer? To what extent structure/agency debates in anthropology (and cognate disciplines) may move public perceptions of criminality and marginality towards more sympathetic positions? How effective have ethnographic-based critiques of trickle-down economics and social mobility really been, and why? How can anthropological accounts of systemic inequality take root into public representations of otherness?

The course ends by examining recent anthropological proposals within academia for a more vocal and engaged anthropology. It asks student to critically reflect on whether the discipline's colonial past may still weigh on today's attempts at engaging new publics. What disciplinary benchmarks of successful engagement should anthropologists set up for their own scholarship?

Formative coursework: Students will be expected to produce 1 project and 1 presentation in the WT.

Formative assessment consists in a series of dedicated methodological seminars (two sessions in total) where students familiarise with non-traditional methods of communicating ethnographic insights. In preparation of seminars (on week 4 and 8) students submit a draft proposal of their research in progress and present related research materials in small groups.

Indicative reading:

- Low, Setha and Sally Engle Merry 2010. *Engaged Anthropology: Diversity and Dilemmas*, *Current Anthropology* 51(2): S203-226.
- Sanford, Victoria and Asale Angel-Ajani 2006. *Engaged Observer: Anthropology, Advocacy, and Activism*. Rutgers.
- Scheper-Hughes, Nancy 2009. Making anthropology public. *Anthropology Today* 25(3): 1-3.
- Beck, Sam and Carl Maida 2015 *Public Anthropology in a Borderless World*. Berghahn Books.
- Fassin, Didier 2017. *If Truth Be Told: The Politics of Public Ethnography*. Duke University Press.
- Borofosky, Rob. 2005. *Yanomami: The Fierce Controversy and What We Can Learn from It*. University of California Press.
- Pachirat, Timothy 2013. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. Yale University Press.
- Lora-Wainwright, Anna 2017. *Resigned Activism: Living with Pollution in Rural China*, MIT Press.
- Powell, Dana 2018. *Landscapes of Power: Politics of Energy in the Navajo Nation*. Duke University Press.
- Von Schnitzler, Antina 2016. *Democracy's Infrastructure: Techno-Politics and Protest after Apartheid*. Princeton University Press.
- Goffman, Alice 2014. *On the Run: Fugitive Life in an American City*. University of Chicago Press.
- Fassin, Didier 2013. *Enforcing Order: An ethnography of Urban Policing*. Blackwell's.

Assessment: Research project (100%) in the ST.

The course is assessed via a research essay (100%).

For the research essay, students carry out independent research to produce a document of a maximum of 4000 words which relates anthropological scholarships to a public issue of their choice.

AN481 Half Unit Not available in 2024/25

Health and Welfare: Anthropological Perspectives

This information is for the 2024/25 session.

Teacher responsible: Dr Clara Devlieger OLD 6.08

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course will focus on the study of health and welfare from an anthropological perspective. The course departs from a focus on biomedicine, examining how anthropologists have analysed the individualising medical gaze and the consequences of biopolitics. We consider how understandings of illness, care and healing are socially defined in different socio-cultural contexts, paying attention to issues such as disease, old age, disability, and mental health. Such issues of health are increasingly shifting towards broader conceptions of 'well-being'. As we progress, therefore, we turn to examine how such ideas of health increasingly intersect with the policies and values of welfare, as the political management of well-being. Welfare is both a description of life, as well as a form of intervention that aims to improve those lives. We therefore consider how ethnographic approaches to redistributive work touch on issues concerned with what it means to fare well and how that might be secured in a world defined by inequalities. Ethnographic case studies here may include ethnographies of austerity, dependency and sharing.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT. This course has a reading week in Week 6 of LT.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the WT.

Indicative reading: Corsín Jiménez, Alberto, ed. 2008. *Culture and Well-Being: Anthropological Approaches to Freedom and Political Ethics*. London; Ann Arbor, MI: Pluto Press.

Fairhead, J. 2016. "Understanding Social Resistance to Ebola Response in Guinea". *African Studies Review*, 59(3), 7-31.

Ferguson, James. 2013. "Cosmologies of Welfare." In *Radical Egalitarianism: Local realities, Global Relations*, edited by Felicity Aulino, Miriam Goheen and S. J. Tambiah, New York: Fordham University Press.

Igreja, V., Dias-lambranca, B., & Richters, A. 2008. "Gamba Spirits, Gender Relations, and Healing in Post-civil war Gorongosa, Mozambique". *Journal of the Royal Anthropological Institute*, 14(2), 353-371.

Langer, Susanne and Susanne Højlund. 2011. "An Anthropology of Welfare: Journeying Towards the Good Life." *Anthropology in Action* 18(3), 1-9.

Livingston, J. 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Duke University Press.

Martin, E. 2007. *Bipolar Expeditions: Mania and Depression in American Culture*. Princeton N.J.: Princeton University Press.

Song, Jesook. 2009. *South Koreans in the Debt Crisis: The Creation of a Neoliberal Welfare Society*. Durham, NC: Duke University Press.

Assessment: Essay (100%, 4000 words) in the WT.

AN483 Half Unit Not available in 2024/25

Anthropology, Art, and Poetics

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Scott

Availability: This course is available on the MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: 'Art' and 'poetics' – practices of making and

creating – are prolific, diverse, fluid, and mutable. Nowadays, anything can become art, and art can be as many things as there are people who make and study it. The broad theme of this course will be the historical and ongoing nexus between art and anthropology. We will discover how anthropology has informed the theory and practice of art and vice versa.

Topics covered will include: art and the anthropology of modernity; the significance of qualifiers attached to the category art (e.g., 'primitive', 'fine', 'sacred', 'commercial', 'decorative', 'practical'); art and alternative modernities; Surrealism and anthropology; class, race, and gender in relation to art; the concept of ethnoaesthetics; economies of value; the ethnographic study of artists and art-making; the concept of art worlds; art and agency; the ethnography of art collecting and curation; the works of artist ethnographers and ethnographer artists; ways of decolonizing art; problems of cultural appropriation; intellectual property; and modes of relational and collaborative poetics.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will have the opportunity to write an (unmarked) formative essay (1,500 words) and will be invited to discuss the written feedback during office hours.

Indicative reading: Clifford, James. 1988. *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press.

Coote, Jeremy and Anthony Shelton, eds. 1994. *Anthropology, Art, and Aesthetics*. Oxford: Clarendon.

Danto, Arthur C. 1989. *Art/Artifact: African Art in Anthropology Collections*. New York: Prestel.

Fillitz, Thomas and Paul Van Der Grijp, eds. 2018. *An Anthropology of Contemporary Art: Practices, Markets, and Collectors*. London: Bloomsbury Academic.

Gell, Alfred. 1998. *Art and Agency: An Anthropological Theory*. Oxford: Oxford University Press.

Kisin, Eugenia and Fred R. Myers. 2019. *The Anthropology of Art, After the End of Art: Contesting the Art-Culture System*. *Annual Review of Anthropology* 48: 317-34.

Morphy, Howard. 2007. *Becoming Art: Exploring Cross-Cultural Categories*. Oxford: Berg.

Myers, Fred R. 2000. Around and about modernity: some comments on themes of primitivism and modernism. In *Antimodernism and Artistic Experience: Policing the Boundaries of Modernity*, ed. Lynda Jessup, pp. 13-25. Toronto: University Toronto Press.

Schneider, Arnd, ed. 2017. *Alternative Art and Anthropology: Global Encounters*. London: Bloomsbury Academic.

Assessment: Essay (100%, 4000 words) in the ST.

AN484 Half Unit

Anthropological Approaches to Race, Racism, and Decolonisation

This information is for the 2024/25 session.

Teacher responsible: Dr Anjana Bala

Availability: This course is available on the MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course is a call to action - in the tradition of the movements and literatures it examines - that will provide students with a foundational understanding of race and contemporary racism, as well as approaches and theories central to their potential transformation. The course will focus on the discipline's historical and present theoretical orientations to race, explore alternative modes and questions in the practice of anthropology raised by anthropologists and theorists of colour, and

provide an understanding of the policies - institutional, economic, social, and bureaucratic - that maintain both an academic and social racial status quo. Explicitly asking students to engage with the concept of antiracist and decolonial futures for anthropology, the course centres non-white/non-Western thought and thinkers, "activist" anthropology as a norm, and racial subjectivities as central to theory and practice.

The course will ask:

- What has been the role of the anthropologists of colour in forming the basis of what is commonly thought of as anthropological theory? What can we learn from their theories and methods?
- How can we understand contemporary racisms and how, positioned in the legacy of anthropology's contribution to its construction, can anthropology become an antiracist tool?
- Where can anthropology intervene on policy or re-orient theory to engage an antiracist epistemology in a transformative way? What is the scope of a so-called "activist" anthropology?
- What are the potential futures for anthropology as a discipline actively engaged in decolonising theory and methods?

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

PGT students will have the opportunity to write a 1,500 word formative essay, which will enable them to explore several themes that may be central their summative essay. The timing of the formative work will be determined based, in part, on the formative work students are asked to submit for their other courses. Feedback will be provided in writing, online, and during office hours.

Indicative reading:

- Allen, Jafari Sinclair and Jobson, Ryan Cecil. 2016. The Decolonizing Generation: (Race and) Theory in Anthropology since the Eighties. *Current Anthropology*. 57(2):129-148
- Baker, Lee. 1998. From savage to negro: anthropology and the construction of race, 1896-1954. University of California Press.
- Buck, Pem Davidson. 2012. "Whither whiteness? Empire, state, and the re-ordering of whiteness." *Transforming Anthropology*, Vol. 20, Number 2, pp. 105-117
- Clarke, Kamari Maxine. 2019. Affective Justice: The Racialized Imaginaries of International Justice. *PoLAR: Political and Legal Anthropology Review*. 42: 2. 244-267.
- Elliot-Cooper, Adam. 2018. The struggle that cannot be named: violence, space and the re-articulation of anti-racism in post-Duggan Britain, *Ethnic and Racial Studies*, 41:14, 2445-2463,
- Fanon, Frantz. 1963. *The Wretched of the Earth*. New York: Grove Press.
- Harrison, Faye V. 1992. The Du Boisian legacy in anthropology. *Critique of Anthropology* 12(3):239-260.
- Jacobs-Huey, Lanita. 2002. The natives are gazing and talking back: reviewing the problematics of positionality, voice, and accountability among "Native" anthropologists. *American Anthropologist* 104(3):791-804.
- Mbembe, Achille. 2013. Introduction: The Becoming Black of the World. In *Critique of Black Reason*. Duke University Press.
- Rosa, J. and Díaz, V. 2020. Raciologies: Rethinking Anthropological Accounts of Institutional Racism and Enactments of White Supremacy in the United States. *American Anthropologist*, 122: 120-132.
- Stoler, A. L. 2002. 'Genealogies of the Intimate: Movements in Colonial Studies', in *Carnal knowledge and imperial power: race and the intimate in colonial rule*. Berkeley: University of California Press, pp. 1-21.
- Táíwo, Olúfémi O., and Beba Cibralic. 2020. "The Case for Climate Reparations. *Foreign Policy*.
- Takezawa, Yasuko. 2011. "Toward a New Approach to Race and Racial Representations: Perspectives from Asia." In *Racial Representations in Asia*. Kyoto University Press.
- Twine, France Winddance. 1998. Chapter 3: Mapping the Ideological Terrain of Racism. in *Racism in a racial democracy:*

the maintenance of white supremacy in Brazil, New Brunswick, N.J.: Rutgers University Press.

Assessment: Essay (100%, 4000 words) in the ST.

All PGT will be required to submit a 4,000 word policy proposal, which will be due in the subsequent term.

Students will be able to choose between:

- 1 a policy-focused essay utilizing ethnographic evidence for an anti-racist/decolonial intervention on a particular institution explored during the course,
- 2 a design for an anti-racist social movement or campaign, or;
- 3 a traditional theoretical essay taking race as the analytical lens for examination of an institution or policy addressed in the course.

AN485 Half Unit Mind and Society

This information is for the 2024/25 session.

Teacher responsible: Prof Laura Bear OLD.6.02

Availability: This course is available on the MSc in Anthropology and Development, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is not available as an outside option.

Course content: This course will introduce students to different ways in which anthropologists (and others) have sought to understand the human mind in its social and cultural context. It will survey a range of contemporary theoretical perspectives within psychological anthropology and cognate disciplines, including psychoanalytic and post-psychoanalytic social theory; phenomenological approaches in anthropology; and other anthropological engagements with the psy disciplines.

Students will learn to assess the value and limits of various perspectives on the human mind by placing them in dialogue with ethnographic studies of selected mental phenomena and mediating social practices. These ethnographies will be about the outer limits of mental experience such as the uncanny, hallucinations and dreams and how these relate to time. What does it mean to be human and to exist suspended between the past, present and future? And how do limit experiences alter our mental experiences of time and reality? How is our sense of mental reality generated and who gets to define what it is?

Specific topics addressed include:

- Human Consciousness in Time
- The Uncanny and 'Reality'
- Trauma and Temporality
- The Will and the Unconscious
- Scientific Experiments and other Hallucinations
- Neuroscience and Mystic Materialism
- Imagination and Dreaming
- The Gaze, Visions and Creativity

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Lepselter, S. 2016. *The Resonance of Unseen Things: poetics, power, captivity, and UFOs in the American uncanny*. University of Michigan Press
- Langlitz, Nicolas. 2013. *Neuropsychedelica: The revival of hallucinogen research since the decade of the brain*. Univ of California Press
- Mittermaier, Amira. 2010. *Dreams that Matter: Egyptian landscapes of the imagination*. Univ of California Press.
- Abi-Rached, J. and Rose, N. 2022. *Neuro: The New Brain Sciences and the Management of the Mind*. Princeton: Princeton University Press.
- Hollan, Douglas W. 2022. "Anthropology and Psychoanalysis: The Looping Effects of Persons and Social Worlds." *Annual Review of Anthropology* 51
- Desjarlais, Robert, and C. Jason Throop. 2011. "Phenomenological approaches in anthropology." *Annual review of anthropology* 40

- Rutherford, Danilyn. 2016 "Affect theory and the empirical." Annual Review of Anthropology 45
- Bear, Laura. 2016. "Time as technique." Annual Review of Anthropology 45
- Porcello, T., Meintjes, L., Ochoa, A. M., & Samuels, D. W. 2010. "The reorganization of the sensory world." Annual Review of Anthropology, 39.
- Howes, David. 2019 "Multisensory anthropology." Annual Review of Anthropology 48.
- Csordas, Thomas J. 1993. "Somatic modes of attention." Cultural Anthropology 8(2)
- Carsten, Janet, ed. 2008. Ghosts of memory: essays on remembrance and relatedness. John Wiley & Sons.
- Santo, Diana Espirito. 2022. Spirited histories: technologies, media, and trauma in paranormal Chile. Taylor & Francis.
- Murphy, Keith M., and C. Jason Throop, eds. 2010. Toward an Anthropology of the Will. Stanford University Press.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

AN486 Half Unit Research Methods in Anthropology

This information is for the 2024/25 session.

Teacher responsible: Prof Mathijs Pelkmans Old.5.08

Availability: This course is available on the MSc in Anthropology and Development, MSc in China in Comparative Perspective and MSc in Social Anthropology. This course is not available as an outside option.

Course content: The aim of this course is to provide students with insight into the process by which anthropological knowledge is produced, and to train them in the collection, analysis, and presentation of qualitative data. The course is centred on the 'participant observation' approach, and uses this as a starting point for discussing various aspects of the research cycle, including project design, ethical research, observational techniques, fieldnote taking, ethnographic interviewing, sensory ethnography and narrative analysis. Throughout the course, students will test their grasp of methodological issues by carrying out fieldwork exercises, about which they will report in seminars, and which will form the basis for assessment alongside knowledge of the literature.

Teaching: 10 hours of lectures, 15 hours of seminars and 10 hours of help sessions in the WT.

The lectures will be offered asynchronously online, in the format of mini-lectures, interviews, debates, demonstrations, and task descriptions. Help sessions are optional, offering students to informally discuss aspects of their project.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading:

- Amit, Vered. 2003. Constructing the Field: Ethnographic Fieldwork in the Contemporary World;
- Atkinson, Paul. 2015. For Ethnography;
- Cerwonka, Allaine, and Liisa H. Malkki. 2008. Improvising theory: Process and Temporality in Ethnographic Fieldwork;
- DeWalt, Kathleen, and Billie DeWalt. 2010. Participant observation: A guide for fieldworkers;
- Faubion, J., and G. E. Marcus (eds.). 2009. Fieldwork Is Not What It Used To Be: Transition in Anthropology's Culture of Method;
- Ghodsee, Kirsten. 2016. From notes to narrative: Writing ethnographies that everyone can read;
- Konopinski, Natali (ed.) 2014. Doing Anthropological Research: A practical guide;
- Robben, Antonius and A. Sluka (eds.). 2007. Ethnographic Fieldwork: An anthropological reader;
- Spradley, James. 1980. Participant observation.

Assessment: Essay (50%, 2000 words) and essay (50%, 2000 words) in the ST.

Students will write two 2,000-word essays (each worth 50%).

The first essay draws on the course literature to address a broad

methodological question in anthropology, titles for which will be provided by the course convener.

The second essay will consist of a descriptive analysis of the phenomenon that the student focused on in carrying out their fieldwork exercises.

AN487 Half Unit Not available in 2024/25 Environmental Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Mareike Winchell, Dr Gisa Weszkalnys and Dr Andrea Pia

Availability: This course is available on the MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: While the 'environment' may appear to be whatever is not human, ultimately all human societies shape and have been reshaped by specific environments. Departing from more conventional quantitative approaches to the environment, this course explores theoretical and empirical developments in understanding the relationship of people to the environment, including questions of inequality, race, nonhumans, and ontological difference. With case studies from Amazonia to the Arctic, the Andes to North America, East Asia and Europe, we will examine how different groups respond to the environments they help co-create through social organization and kinship, subsistence practices, conservation, technology, and religion. Topics to be addressed include: political ecology, environmental history, climate change, environmental and climate justice, Black and Indigenous rights, natural resource management, unequal development, cultural ecologies and the 'loss' of alternate ecological knowledges, population growth and resource consumption, imaginaries of sustainability and practiced collaborations to address climate change, minoritarian environmentalisms, and growing appeals to plural ontological systems including within Rights of Nature frameworks.

In recent years, a flurry of political activity and scholarship interrogates the ways that cosmo-politics (more-than-humans in political life), new ontologies (emergent ways of being or forms of existence), and broader collaborative zones of social and environmental worlding interrupt familiar concepts of humanity as exceptional. Along with supplying students with a grounding in social scientific debates about environments and the human, this course also historicizes these debates to link them to an older canon of ethnographic and ethnological research concerning pre-colonial religiosities, land management and settlement, property regimes, and exchange networks. By drawing together and building upon classic texts on human ecological adaptations, the co-production of people, culture and place, and recent ethnographies of human/environmental co-articulation, the course aims to historicize contemporary phenomena including eco-politics, conflicts over water, oil, natural gas, lithium, bauxite, cobalt, and copper, expanding soy and meat production frontiers, the growing influence of plantations, green jobs and agri-business, conservationism and sustainability initiatives, and political organizing for the most affected people and areas of climate breakdown and the personhood and rights of nonhumans. The course introduces students to key questions and analytic tools in the subfield of environmental anthropology, and also invites them to position these questions and tools in relation to real-world cases. By the end of the course, it is expected that students will have a grounding in classic debates in environmental anthropology and be able to apply social scientific concepts to emergent environmental and political case studies. As scholars, activists, and social movement actors rewrite relations between people and the environment, they allow us to re-assess who or what is an agent and where responsibility lies for the unequal burdens

of contemporary ecological crises. What is the relationship between culture and ecology? How can environments produce inequalities? Is there such a thing as wilderness? Where is the boundary between the human and the non-human? How is 'nature' understood in different communities? And how do different people and communities around the world live with the uneven burdens of resource loss, land dispossession, toxicity, climate change, and broader environmental violence?

Teaching: 7 hours of lectures, 10 hours and 30 minutes of seminars and 6 hours of workshops in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Cruikshank, Julie. 2005. *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*. Vancouver: University of British Columbia Press.
- Crumley, Carole L, (editor). 2001. *New Directions in Anthropology and Environment: Intersections*. London: Rowman and Littlefield, AltaMira Press.
- Hecht, Susanna and Alexander Cockburn. 2011. *The Fate of the Forest: Developers, Destroyers, and Defenders of the Amazon*. University of Chicago Press.
- Heise, Ursula K., Jon Christensen, and Michelle Niemann 2017. *The Routledge Companion to the Environmental Humanities*. New York: Routledge.
- Haenn, Nora, Richard Wilk, and Allison Harnish (eds). 2016. *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*, 2nd ed. New York: NYU Press.
- Lorimer, Jamie. 2015. *Wildlife in the Anthropocene: Conservation after Nature*. Minneapolis: University of Minnesota Press.
- Ogden, Laura A. 2011. *Swamplife: People, Gators, and Mangroves Entangled in the Everglades*. Minneapolis: University of Minnesota Press.
- Parreñas, Juno Salazar. 2018. *Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation*. Durham, NC: Duke University Press.
- Sowers, Jeannie, Stacy D. VanDeveer, and Erika Weinthal (editors). 2021. *The Oxford Handbook on Comparative Environmental Politics*. United Kingdom: Oxford University Press.
- Townsend, Patricia K. 2018. *Environmental Anthropology: From Pigs to Policies*. 3rd ed. Long Grove, IL: Waveland Press.

Assessment: Essay (100%, 4000 words) in the WT.

AN488 Half Unit Not available in 2024/25 Gender, Sexuality and Kinship

This information is for the 2024/25 session.

Teacher responsible: Prof Catherine Allerton and Dr Nicholas Long

This course will first be available during the 2025/26 academic session.

Availability: This course is available on the MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course provides an examination of the cultural frameworks and social aspects of gender roles, personhood, human sexuality, and kinship systems, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'gender', 'sexuality', 'kinship', 'marriage', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of gender, sexuality, and kinship vary according to the regimes of politics, law and materiality in which they are embedded.

The course charts the history of anthropological debates on sex and gender, sexuality, kinship, and relatedness, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in theoretical fields such as

feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading:

- Carsten, J. *After Kinship* (2003);
- Chodorow, N. *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture* (1999);
- Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010);
- Levi-Strauss, C. *The Elementary Structures of Kinship* (1969);
- Lewin, E and Leap, W. *Out in public: reinventing lesbian/gay anthropology in a globalizing world* (2009);
- Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994);
- Stone, L. *Kinship and Gender: An Introduction* (2006).

Assessment: Essay (100%, 4000 words) in the ST.

AN489 Half Unit Not available in 2024/25 Anthropology of the Body

This information is for the 2024/25 session.

Teacher responsible: Prof Catherine Allerton, Dr Clara Devlieger and Dr Nicholas Long

This course will first be available during the 2025/26 academic session.

Availability: This course is available on the MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course takes anthropological engagement with the body and embodiment as a point of departure to challenge the notion of the body as universal, natural or 'normal', instead revealing ways that bodies are social products of historical and cultural environments. Bodies cannot be separated from lived, multi-sensory experiences, and much anthropological debate surrounds the extent to which bodily experience precedes, exists alongside, or is determined by, shared cultural and discursive constructions. Therefore, the course investigates ways that we encounter and inhabit the world through our bodies, considering how the body is experienced, expressed, controlled, imagined, (com)modified and 'sited'. What can anthropological analyses of bodies reveal about subjectivity, personhood, masculinity and femininity? What do bodies tell us about encounters across species? How does sensory experience differ cross-culturally? When is a body not a body?

The course explores a wide range of potential theories and topics that may include: phenomenological approaches to the body; ideals of beauty and gendered body modification; skin and the senses; hair; pain and suffering; commodified bodies and body parts; moving, feeling and experiencing the body; affect theory; disciplining and controlling the body; the limits and the 'end' of the body; engagements with non-human bodies; decolonizing embodiment; body positivity.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Blackman, Lisa, and Couze Venn. 2010. *Affect*. Special Issue of *Body and Society*, 16(1).
- Csordas, T. 1999. "The Body's Career in Anthropology." In *Anthropological Theory Today*, edited by Henrietta Moore, 172–172.
- Greenhalgh, Susan. 2017. *Fat-Talk Nation: the Human Costs of America's War on Fat*. Ithaca: Cornell University Press.
- Jacobs-Huey, Lanita. 2006. *From the Kitchen to the Parlour: Language and Becoming in African American Women's Hair Care*. Oxford. Oxford University Press.
- Jarrín, Alvaro. 2017. *The Biopolitics of Beauty: Cosmetic*

Citizenship and Affective Capital in Brazil. Berkeley: University of California Press.

- Mascia-Lees, Frances E, ed. 2011. *A Companion to the Anthropology of the Body and Embodiment*. John Wiley & Sons.
- Mauss, Marcel. 1979. [1935]. "Body Techniques." In *Sociology and psychology: essays by Marcel Mauss*, (trans. B. Brewster), 95–123. London: Routledge & Kegan Paul.
- Saraswati, L. Ayu. 2013. *Seeing Beauty, Sensing Race in Transnational Indonesia*. Honolulu: University of Hawai'i Press.
- Scarry, Elaine. 1985. *The Body in Pain: The Making and Unmaking of the World*. Oxford: Oxford University Press.
- Wacquant, Loic. 2004. *Body and Soul: Notebooks of an Apprentice Boxer*. Oxford: Oxford University Press.

Assessment: Essay (100%, 4000 words) in the WT.

AN490 Half Unit Not available in 2024/25 Anthropology and Religion

This information is for the 2024/25 session.

Teacher responsible: Dr Yazan Doughan, Dr Fenella Cannell and Prof Michael Scott

This course will first be available during the 2025/26 academic session.

Availability: This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is available on the MSc in Anthropology and Development, MSc in China in Comparative Perspective and MSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course covers current approaches to and reconsiderations of classic topics in the anthropology of religion, such as: myth, ritual, belief and doubt, supernatural experience, ethical self-cultivation, asceticism, sacrifice, authority and charisma. Students will be introduced to debates concerning the ways in which 'religion' is said to influence or shape personal experience and collective public life in both western and non-western contexts.

Students will explore some of the key concepts that inform contemporary understandings of religion as a force in the world, the history of these concepts, how they enter into various political and ethical projects, and the extent to which they predefine 'religion' as an object of anthropological study.

Specific areas of focus may include:

- the relationship between 'religion' and 'secularism';
- conceptions of 'religious freedom';
- conversion;
- inter-religious conflict;
- the ethnography of religious minorities;
- the anthropology of religious movements; and
- the comparative anthropology of 'religions'.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Talal Asad 2009, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*;
- Tomoko Masuzawa 2005, *The Invention of World Religions: Or, How European Universalism Was Preserved in the Language of Pluralism*;
- Hussein A. Agrama 2012, *Questioning Secularism: Islam, Sovereignty, and the Rule of Law in Modern Egypt*;
- Mayanthi Fernando 2014, *The Republic Unsettled: Muslim French and the Contradictions of Secularism*;
- Webb Keane 2007, *Christian Moderns: Freedom and Fetish in the Mission Encounter*;
- W. F. Sullivan, E. S. Hurd, et al. (eds.) 2015, *Politics of Religious Freedom*;
- Courtney Bender 2010, *The New Metaphysicals: Spirituality and the American Religious Imagination*;
- Leigh Eric Schmidt 2000, *Hearing Things: Religion, Illusion, and*

the American Enlightenment;

- S. J. Tambiah 1992, *Buddhism Betrayed?: Religion, Politics, and Violence in Sri Lanka*

Assessment: Essay (100%, 4000 words) in the WT.

AN492 Half Unit Not available in 2024/25 Anthropological Entanglements in the Middle East

This information is for the 2024/25 session.

Teacher responsible: Dr Frederick Wojnarowski and Dr Yazan Doughan

Availability: This course is available on the MSc in Anthropology and Development, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides a wide-ranging, critical, and historically informed introduction to the ways anthropological knowledge has been produced, used and contested in the Middle East. It examines the conditions of possibility under which the idea of the Middle East as an ethnographic subject emerged, as situated within wider colonial contexts and European Orientalist thinking. It examines how anthropology came to turn its gaze upon people long-cast as Europe's original and exemplary cultural Other, and how, at times, scholars and writers from these societies have sought to return or reverse the occidental gaze. In doing so the course asks questions around the history, politics and poetics of representation that still resonate in popular discourses around the region today, and indeed in wider anthropology.

The course focuses ethnographically on the Arabic-speaking Mashriq; Egypt, Palestine, Syria, the Arabian Peninsular, Iraq, Jordan and Lebanon, as well as including, to a lesser extent, ethnographic work from Iran, Turkey and North Africa. A key theme running through the course is how representations of modernity have been created, debated and contested within various Middle Eastern societies over the last two centuries in the face of colonialism, war and mass forced migration, from late Ottoman reforms to the Arab Uprisings of the last decade; from 'Tanzimat to Tahrir'. We will look at the political cultures and subjectivities these histories have given rise to, and how these are resisted.

Considering a variety of voices and perspectives, the course will look at the relationship between ethnographies of the region and wider debates in the discipline. As well as scholarly works, we will engage with a number of works of fiction and film over the course. After some initial situating lectures, the course will involve a series of thematic and ethnography-driven lectures and classes, considering key themes and preoccupations in anthropological work in the region. These include; late Ottoman and colonial modernising projects; tribalism and segmentary theories as early anthropological obsessions and totalising models; changing approaches to questions of gender, from 'harem' studies, liberal feminism and its alternatives, to an increased interest in masculinities and sexuality; various approaches to Islam and to religious authority and piety; an examination of post-Orientalism critiques of anthropology and the discipline's own interrelated crisis of representation; anthropologists' resulting turn towards cities, nationalisms, diasporic communities and migration in the last three decades; an introduction to ethnographic approaches to media and popular cultures; a look at youth, protest and revolution in a historical context; and finally a consideration of anthropological engagements with ideas of ecological crisis and environmental justice in an area widely expected to be especially affected by anthropogenic climate change, but where technocratic attention often ignores its social and political economic implications and intersections.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Abu-Lughod, L., 2016. Veiled sentiments: Honor and poetry in a Bedouin society. Univ of California Press.
- Deeb, L. and Winegar, J., 2015. Anthropology's Politics: Disciplining the Middle East. Stanford University Press.
- Ho, E., 2006. The Graves of Tarim: genealogy and mobility across the Indian Ocean. U. of California Press.
- Mahmood, S., 2005. Politics of piety: The Islamic revival and the feminist subject. Princeton University Press.
- Menoret, P., 2014. Joyriding in Riyadh: Oil, urbanism, and road revolt (Vol. 45). Cambridge University Press.
- Mitchell, T., 2002. Rule of experts: Egypt, techno-politics, modernity. Univ of California Press.
- Said, E., 1995. W. 1978. Orientalism. New York: Pantheon.
- Sax, W.S., 1998. The hall of mirrors: Orientalism, anthropology, and the other. American anthropologist, 100(2), pp.292-301.
- Schielke, S., 2015. Egypt in the Future Tense: Hope, Frustration, and Ambivalence before and after 2011. Indiana University Press.
- Shryock, A., 1997. Nationalism and the genealogical imagination: Oral history and textual authority in tribal Jordan. Univ160of California Press.

Assessment: Essay (100%, 4000 words) in the WT.

AN493 Half Unit Not available in 2024/25 Language, Signs, World, Action! Introduction to Linguistic Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Yazan Doughan

Availability: This course is available on the MSc in Anthropology and Development, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course introduces contemporary anthropological approaches to understanding socio-cultural life as what is precipitated through socially organized linguistic and broader semiotic processes. It considers how socio-cultural life is mediated by sign phenomena in all modalities of experience, and how sign systems are produced through socio-cultural processes. We will look at sign phenomena from two complimentary perspectives: how signs function semantically by looking at how signs (re)present their objects, and how they function pragmatically as appropriate and/or effective practice-in-context by drawing on and instantiating structural orders. The focus, however, will be on the pragmatics of language use, or how people act through language use. We will study the social life of language use by considering various artifacts, sites, institutionalizations, processes, and social networks. The aim throughout is to investigate the constitutive role of language and semiotic figuration in sociocultural power and in sociohistorical processes. In the first half of the course, students will be introduced to some key concepts in semiotic and linguistic anthropology and their place in the long tradition of thinking about language in anthropology and related disciplines, such as linguistics, semiotics, the philosophy of language, and sociology. These will include concepts such as sign, text and context, poetics, performativity, pragmatics and metapragmatics, linguistic differentiation, language ideologies, genres, addressivity, and publics. The second half of the course will be structured thematically whereby we consider how a focus on language use can illuminate various phenomena of interest to anthropological inquiry. These may include topics such as social interaction, nationalism and linguistic standardization, space and place, political communication, professional cultures, knowledge and expertise, selfhood, authority, and ethical life. By the end of the term students will be able to incorporate a semiotic and linguistic anthropological approach into their thinking and research.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT. The course has a reading week in week 6 of WT

Formative coursework: Students will be expected to produce 1

essay in the WT.

Students will be given different sets of ethnographic materials to analyse using the concepts they have learned.

Feedback will be provided online, and in group tutorials.

Indicative reading:

- Duranti, Alessandro. 2014. The Anthropology of Intentions. Cambridge University Press.
- Enfield, N. J., and Jack Sidnell. 2017. The Concept of Action. New Departures in Anthropology. Cambridge: Cambridge University Press.
- Gal, Susan. 2019. Signs of Difference: Language and Ideology in Social Life. Cambridge, United Kingdom ; New York, NY: Cambridge University Press.
- Goffman, Erving. Forms of talk. University of Pennsylvania Press, 1981e
- Keane, Webb. 2016. Ethical Life: Its Natural and Social Histories. Princeton University Press.
- Kroskrity, Paul V., ed. Regimes of language: Ideologies, politics, and identities. School of American Research Press, 2000
- Lee, Benjamin. Talking heads. Duke University Press, 1997.
- Lucy, John A. Language diversity and thought: A reformulation of the linguistic relativity hypothesis. Cambridge University Press, 1992
- Mertz, Elizabeth & Parmentier, Richard J., eds. Semiotic mediation: Sociocultural and psychological perspectives. Academic Press, 1985.
- Silverstein, Michael. 2022. Language in Culture: Lectures on the Social Semiotics of Language. New edition. Cambridge ; New York, NY: Cambridge University Press.

Assessment: Essay (100%, 4000 words) in the ST.

AN495 Half Unit Digital Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Nicholas Long (OLD.3.37)

Availability: This course is available on the MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course examines how people around the world are engaging with, and having their lives mediated by, digital technologies. Ethnographies of digital activities have revealed how the constraints and affordances of various platforms are potentiating distinct modes of relationality, communication and experience. At the same time, anthropological research complicates simplistic metanarratives of 'the digital' by revealing the use and experience of digital devices to be powerfully shaped by cultural, historical, infrastructural and political-economic context, amongst other factors. By attending to these various insights, the course will enable students to develop conceptual frameworks that they can use not only to understand diverse ethnographic case materials, but also to inform their responses to pressing political and ethical questions surrounding 'the digital', and to shape future engagements with digital technologies in their personal and professional lives.

Course content will address three main areas. Firstly, drawing on diverse ethnographic case studies, it will examine how humans interact with, within, and alongside digital devices and environments. Topics in this part of the course may include: human-robot relations; the culture and character of 'virtual worlds'; online gaming; augmented reality; and the character of relationships that straddle 'the offline' and 'the online'. Secondly, the course will explore the implications of various digital technologies and platforms for processes of cultural transmission and transformation. Topics in this part of the course may include: virality, 'trending', and internet celebrity; influencer cultures; emojis and GIFs; digital art and music production; digital marketing; disinformation and conspiracy; and digital activism. Finally, the

course will consider the specific contributions anthropological research can make to contemporary ethical and policy questions surrounding 'the digital'. These may include: the regulation of digital platforms and big tech companies; the promise and limits of e-governance; privacy and cybersecurity; the digitisation of healthcare, internet, smartphone and gaming 'addiction'; and possibilities for living alongside AI.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT. Lectures will introduce key themes, debates and theories.

Seminars will involve structured discussion of readings and case studies related to each week's lecture material.

This course has a reading week in Week 6.

Formative coursework: As part of their work for this course, students will produce a portfolio of position pieces, in which they articulate their views on a number of issues in digital anthropology. The lowest scoring position piece in students' portfolios will not count towards their final grade but will instead be considered a piece of formative work, with the feedback on it wholly developmental.

Indicative reading:

- Abidin, Crystal. 2018. *Internet Celebrity: Understanding Fame*. Online. Bingley: Emerald.
- Boellstorff, Tom. 2008. *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*. Princeton: Princeton University Press.
- del Nido, Juan M. 2022. *Taxis vs. Uber: Courts, Markets, and Technology in Buenos Aires*. Stanford: Stanford University Press.
- Herrera, Linda, ed. 2014. *Wired Citizenship: Youth Learning and Activism in the Middle East*. New York: Routledge.
- Lange, Patricia G. 2019. *Thanks for Watching: An Anthropological Study of Video Sharing on YouTube*. Louisville: University Press of Colorado.
- McGlotten, Shaka. 2013. *Virtual Intimacies: Media, Affect, and Queer Sociality*. Albany: SUNY Press.
- Miller, Daniel, Elisabetta Costa, Nell Haynes, Tom McDonald, Razvan Nicolescu, Jolynna Sinanan, Juliano Spyder, Shriram Venkatraman, and Xinyuan Wang. 2016. *How the World Changed Social Media*. London: UCL Press.
- Uimonen, Paula. 2012. *Digital Drama: Teaching and Learning Art and Media in Tanzania*. New York: Routledge.
- Wright, James. 2023. *Robots Won't Save Japan: An Ethnography of Elder Care Automation*. Ithaca: Cornell University Press.
- Zhou Yongming. 2006. *Historicizing Online Politics: Telegraphy, the Internet, and Political Participation in China*. Stanford: Stanford University Press.

Assessment: Coursework (100%, 4500 words) in the ST. Students will be expected to produce a portfolio of three position pieces of up to 1500 words over the course of the WT and Easter vacation. These pieces may take various forms, including: argumentative interventions into the debates covered in the course, self-reflexive commentaries on students' own digital activities, understood in the light of the course materials; case study assignments analysing and commenting upon particular digital phenomena; and synoptic evaluations of digital anthropology as a field. The average mark of the two highest scoring position pieces will be used to determine students' final grade.

AN497

Dissertation: Religion in the Contemporary World

This information is for the 2024/25 session.

Teacher responsible: Dr Fenella Cannell

Availability: This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is not available as an outside option.

Course content: The dissertation will address a topic in the social sciences of Religion in the Contemporary World. This will normally be a library-based dissertation, but may be supplemented by minor

original research elements in consultation with the academic adviser. The topic should make central use of concepts in the study of religion in the social sciences drawn from approved courses on the programme, particularly from the core course, and should demonstrate a good understanding of those concepts and their implications. The dissertation may draw on empirical topic areas suggested by the taught core and option courses of this programme, but must demonstrate an element of originality in analysis, content or both. The dissertation will normally contain an inter-disciplinary element which may be in the combination of material, the combination of critical, analytical or theoretical concepts, or both. Guidance on standards of presentation etc will be given in the MSc handbook, and will conform to the current standard laid down for the dissertations in MSc social anthropology.

Teaching: 1 hour of lectures in the AT. 3 hours of lectures in the WT. 3 hours of workshops in the ST.

There will be lecture on note taking and avoiding plagiarism in the AT. In addition to the two lectures in the WT and the dissertation workshop in the ST, students will discuss their projects and receive guidance during meetings with their mentors in AT, WT, and ST. The contact hours listed above are the minimum expected.

Formative coursework: Small group tutorials, individual mentoring, discussion of abstracts: please see Programme Proposal.

Presentations and class discussions in all programme courses will also contribute towards the formative preparation for the dissertation.

Assessment: Dissertation (100%, 10000 words) in August. The dissertation must not exceed 10,000 words including in-text citations, footnotes and appendices (but excluding bibliography) to be submitted to the Department in late August.

AN498

Dissertation- MSc China in Comparative Perspective

This information is for the 2024/25 session.

Teacher responsible: Dr Johannes Steinmüller

Availability: This course is compulsory on the MSc in China in Comparative Perspective. This course is not available as an outside option.

Course content: The dissertation must demonstrate an adequate knowledge of relevant social science literature and empirical material from China and elsewhere. It should elaborate a theoretical framework to compare Chinese and non-Chinese data. The topic should have been discussed with and approved by the academic adviser. Note that the dissertation must be based on published sources rather than primary research undertaken by the student.

Teaching: 1 hour of workshops in the AT. 1 hour of workshops in the WT.

There will be a lecture on note taking and avoiding plagiarism in the AT.

Students attend a one-hour dissertation workshop at the end of WT. After deciding on a topic during the WT, in consultation with their academic advisers (and other members of staff where appropriate), students submit a one-page abstract in the first week of the ST. Each student attends a one-on-one dissertation tutorial with his/her academic mentors in the ST. During these, abstracts will be evaluated and commented upon. Students continue to consult their academic mentors during the ST.

The contact hours listed above are the minimum expected.

Assessment: Dissertation (100%, 10000 words).

The dissertation must not exceed 10,000 words including in-text citations, footnotes and appendices (but excluding bibliography) to be submitted to the Department in late August.

AN499

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Gisa Weszkalnys

Availability: This course is compulsory on the MSc in Anthropology and Development and MSc in Social Anthropology. This course is not available as an outside option.

Course content: The dissertation must demonstrate an adequate knowledge of relevant theoretical literature and the ethnography of one or more contexts. It should attempt to consolidate a theme introduced during the course, developing a sustained research focus on one specific issue in anthropology, using existing ethnographic literature as appropriate. This will normally be a library-based dissertation but may be supplemented by minor original research elements in consultation with the academic adviser. For the MSc Social Anthropology, the problem should be framed with reference to literature from within the discipline of anthropology (drawn from mainstream journals or ethnographic texts). For the MSc Anthropology and Development, the topic should span the fields of both Social Anthropology and Development Studies - it may cover, but need not be restricted to, the area of overlap, i.e. the anthropology of development as narrowly defined.

Teaching: 1 hour of lectures in the AT. 3 hours of lectures in the WT. 3 hours of workshops in the ST. There will be lecture on note taking and avoiding plagiarism in the AT. In addition to the two lectures in the WT and the dissertation workshop in the ST, students will discuss their projects and receive guidance during meetings with their mentors in AT, WT, and ST. The contact hours listed above are the minimum expected.

Assessment: Dissertation (100%, 10000 words) in August. The dissertation must not exceed 10,000 words including in-text citations, footnotes and appendices (but excluding bibliography) to be submitted to the Department in late August.

DV400

Development: History, Theory and Policy

This information is for the 2024/25 session.

Teacher responsible: Prof James Putzel CON.8.03

Availability: This course is compulsory on the MSc in Development Studies and MSc in Political Economy of Late Development. This course is available on the MSc in Anthropology and Development, MSc in Economic Policy for International Development, MSc in Empires, Colonialism and Globalisation, MSc in Environment and Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations and places permit.

Pre-requisites: None

Course content: The course integrates the concepts and perspectives of a range of disciplines to consider: major trends of development and change in modern history and interpretations of them in the social sciences and contemporary economic and social theory and their bearing on the policy and practice of development. During Autumn Term the course critically discusses concepts of 'development' and the historical evolution of paradigms of development thinking and policy. With reference to comparative historical experience, we explore the role of states and markets in development and/underdevelopment, colonial legacies and path dependencies, and developmental states in comparative perspective. We examine the impact of pro-market

reforms, globalisation and financialisation, as well the role of civil society and social movements, and challenges to the reigning development paradigm.

During Winter Term the course draws on recent research and theoretical debates to discuss current cutting edge policy issues and challenges in the developing world including: old and new forms of development aid, transformative social policy, agrarian change, digital technologies, industrial policy and trade, environmental crisis, state fragility and conflict, and challenges to development thinking and practice presented by feminist theory.

Teaching: This course is delivered through a combination of lectures and seminars in the AT & WT. Seminars will be 90 minutes duration and lectures will be 120 minutes duration. There will be a revision session in the final week of WT.

Students on this course will have a reading week in Week 6 of each term.

Formative coursework: One 2,000 word essay with written feedback submitted in Autumn Term and at least two seminar presentations on literature (one in Autumn and one in Winter Term).

Indicative reading: The following are recommended basic readings for the course:

HJ Chang, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002).

HJ Chang, *Economics: The User's Guide* (Penguin, 2014)

J Ferguson, *The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho* (Cambridge, 1990).

K Gardner and D Lewis, *Anthropology and Development: Challenges for the Twenty-First Century* (Pluto, 2015)

M Jerven, *Poor Numbers: How we are misled about African development statistics and what to do about it* (Cornell, 2013).

A Kohli, *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge, 2004).

T. Mkandawire, *Social Policy in a Development Context* (Palgrave 2004).

D Rodrik, *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth* (Princeton University Press, 2008)

A Sen, *Development as Freedom* (Anchor, 1999).

United Nations, "Transforming Our world: the 2030 Agenda for Sustainable Development" (SDGs) A/RES/70/1 (25 September 2015).

Assessment: Exam (80%, duration: 3 hours) in the spring exam period.

Essay (20%, 2000 words) in the WT.

DV407 Half Unit

Poverty

This information is for the 2024/25 session.

Teacher responsible: Dr Sohini Kar

Availability: This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV407 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: The course is an interdisciplinary analysis of poverty. With attention to both the macro-level political economy of poverty and the micro-level lived experiences of the poor,

we will examine how and why poverty persists in developing countries and analyse policy interventions and their outcomes. The course is interdisciplinary in focus, drawing on a range of methodological approaches to poverty, and does not require any prior mathematical or statistical qualification.

The course begins with an examination of the definition and measurement of poverty. We will then consider social mobility, followed by the spatial dimensions of poverty, including urban and rural poverty. We will then turn to issues of work and employment, social protection, and the politics of poverty, followed by weeks on environmental poverty, and private sector involvement, including the question of financial inclusion. The course will end with focus on successful cases of pro-poor development.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. Student on this course will have a reading week in Week 6.

Formative coursework: Students will give one class presentation and submit one formative essay of 1500 words.

Indicative reading: Javier Auyero, *Patients of the State: The Politics of Waiting in Argentina* (Duke University Press 2012); Abhijit Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (Public Affairs/Penguin 2011); Anirudh Krishna, *Broken Ladder: The Paradox and Potential of India's One Billion* (Cambridge University Press 2017); Tania Li *Land's End: Capitalist Relations on an Indigenous Frontier* (Duke University Press 2014); Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (Harvard University Press Ananya Roy, 2011); *Poverty Capital: Microfinance and the Making of Development* (Routledge 2010)

Assessment: Essay (100%, 4000 words) in the WT.

DV410

Research Design and Dissertation in International Development

This information is for the 2024/25 session.

Teacher responsible: Dr Tasha Fairfield, Dr Sohini Kar and Dr Philipa Mladovsky

Availability: This course is compulsory on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.

Course content: This course covers the design, research, and writing of the 10,000 word dissertation in international development. Students will learn about the challenges of conducting independent research in international development, consider the methods used to generate evidence, and to critically assess the quality and validity of research analysis and findings in development research and policy.

Teaching: Students are provided with guidance and training on their dissertation over the course of three terms from their academic mentor, lecturers in DV410, and from individual and group sessions provided through LSE Life and the Methodology Institute throughout the academic year.

Formative coursework: Formative verbal feedback is provided on an ongoing basis from the academic mentor, and in the dissertation proposal form in WT. In ST, formative feedback in a more structured format is provided in the dissertation workshop.

Assessment: Dissertation (100%, 10000 words) in the ST.

DV411 Half Unit Not available in 2024/25

Population, Development and Environment: an Analytical Approach

This information is for the 2024/25 session.

Teacher responsible: Prof Tim Dyson, CON.8.04

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Social Research Methods, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: Using the demographic transition as its framework, the course examines different analytic approaches to the main interrelationships between population change and socio-economic development. It draws on a variety of theoretical and historical experiences to address and explore these interconnections. It aims to provide balance between theoretical understanding, knowledge of empirical evidence and basic causal processes, and implications for policy.

The course begins by providing an overview of the world's current demographic situation at both the global and the regional levels. It then addresses Malthusian and anti-Malthusian perspectives on the basic relationships linking population growth and economic growth. These contrasting perspectives are considered in the context of both historical and contemporary experience. The course then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanisation and socio-structural change. Urban growth, migration, and urbanization receive special attention. The implications of population change for issues of employment, savings and investment are considered, as are issues relating to energy, food production and security, carbon emissions and climate change. Contemporary neo-Malthusian arguments, with their environmental components are also considered, as are issues relating to women's empowerment, democratization, and population aging. Further details will be provided at the start of the session.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the AT. 1 hour and 30 minutes of lectures in the WT. There will be a reading week in Week 6.

Formative coursework: Students will be given the opportunity to undertake a 'mock examination'. This will be graded and accompanied by written feedback within two weeks of its submission.

Indicative reading: A focussed reading list will be provided.

However, relevant readings include:

- Tim Dyson *Population and Development - The Demographic Transition*, Zed Books 2010;
- Tim Dyson 'A partial theory of world development: The neglected role of the demographic transition in shaping modern society' in *International Journal of Population Geography*, 7, 2001;
- Nancy Birdsall, A C Kelley and S Sinding (eds) *Population Matters: Demographic change, Economic Growth, and Poverty in the Developing World*, Oxford University Press 2001;
- M Livi-Bacci *A Concise History of World Population*, Blackwell Publishers, Oxford 2001;

- T Dyson, *Population and Food: Global Trends and Future Prospects*, Routledge, 1996;
- R H Cassen (Ed), *Population and Development: Old Debates, New Conclusions*, Overseas Development Council, Washington DC, 1994;
- World Bank, *Population Change and Economic Development*, Washington DC, 1985. and various contributions to
- G. McNicoll, J. Bongaarts and E. P. Churchill (eds.) *Population and Public Policy : Essays in Honor of Paul Demeny - Supplement to Population and Development Review 38* (2012) which is available open access.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

DV413 Half Unit Environmental Problems and Development Interventions

This information is for the 2024/25 session.

Teacher responsible: Prof Timothy Forsyth CON.8.05

Availability: This course is available on the MSc in Accounting, Organisations and Institutions, MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research), MSc in Political Economy of Late Development, MSc in Political Science (Global Politics), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option. There will be limited availability for those outside the ID department.

This course is capped at 50 students.

Pre-requisites: None

Course content: This course is for MSc students who wish to study social and political aspects of environmental change and its implications for international development. The aim is to summarise the key current debates about 'environment and development' from perspectives of social and political theory with special reference to institutional theory, livelihoods, and inclusive policy interventions.

The course is structured to analyse the challenges of making well-informed environmental interventions in the face of poverty and vulnerability, and then seeking practical solutions to these dilemmas. The course first considers the nature of environmental problems within a 'development' context, and what this means for environmental science and norms as applied in developing countries. Themes include assessing environmental science and expertise in concerning adaptation to population growth, resource scarcity, deforestation, desertification, vulnerability to 'natural' disasters, and risks associated with climate change, including questions of gender and environment. As the course progresses, it considers debates about policy interventions such as common property regime theory; theories of the state and environment (including resistance and social movements); community-based

natural resource management and Sustainable Livelihoods; adaptation to climate change; forests; and urban environmental policy (these latter themes involve debates on multi-level, multi-actor governance involving the connections of local development and global climate change policy). The main theoretical content of the course is institutional theory, drawing on both rational choice, but also cultural, historical, and political approaches to institutions.

Teaching: This course is delivered through a combination of lectures and seminars in the Autumn Term. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will also be a revision session in the Winter Term.

Student on this course will have a reading week in Week 6.

Formative coursework: Students will have the opportunity to produce 1 essay in AT

Indicative reading: A detailed weekly reading list will be provided via Moodle. Students are not advised to buy a single textbook for this course but to read selectively and critically from various sources. The following books might be useful introductions.

Adams, W.M. 2019. *Green Development: environment and sustainability in a developing world*. 4th edition. London: Routledge.

Forsyth, T. 2003. *Critical Political Ecology: the politics of environmental science*, London, Routledge

Kohler, P. (2019) *Science Advice and Global Environmental Governance: Expert Institutions and the Implementation of International Environmental Treaties*, London and New York: Anthem Press.

Neumann, R. 2005. *Making Political Ecology*, London: Hodder Arnold.

Nightingale, A. (ed) 2019. *Environment and Sustainability in a Globalizing World*, London: Routledge.

Ostrom, E., Stern P.C., Diet, T., Dulsak, N. and Stonich, S. (eds.) 2002 *The Drama of the Commons: Understanding Common Pool Resource Management*. Washington, D.C.: National Academy Press.

L Schipper and I Burton (eds) (2008) *The Earthscan Reader on Adaptation to Climate Change*, London: Earthscan.

Assessment: Take-home assessment (100%) in January. (2 questions of 1800 words each)

DV415 Half Unit Not available in 2024/25 Global Environmental Governance

This information is for the 2024/25 session.

Teacher responsible: Prof Kathryn Hochstetler

Availability: This course is available on the MSc in Accounting, Organisations and Institutions, MSc in Anthropology and Development, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research), MSc in Political Economy of Late Development, MSc in Political Science (Global Politics), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: This course is for any MSc student who wishes

to study the politics of global environmental policy from the perspective of environmental governance and international development. The aim is to summarise debates about 'global' environmental problems and to review the contributions of debates about 'governance' to political solutions. The main theoretical focus of the course is on understanding the evolution of environmental policy regimes at multiple scales and with multiple actors. The guiding empirical focus is on the roles of developing countries in global environmental governance and the effects of environmental policy regimes on their development strategies and outcomes. Some of this draws upon debates within International Relations, but this course also considers other theoretical literatures about environmental politics. Only part of global environmental governance takes place in formal spheres specifically devoted to environmental topics. Thus, while about half the course focuses on global efforts to solve environmental problems, especially in international negotiations, the other half examines economic institutions like trade and financial institutions and their intersections with environment and development concerns. Non-state actors including business actors and civil society actors are also considered. Finally, while the course has a global focus, the environmental politics within nation-states is increasingly important for global outcomes and is considered here. To make the course focused, it considers primarily climate change, biodiversity and forests, and human movement in response to environmental change.

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: A detailed reading list will be presented at the beginning of the term. There is no single textbook for this course, but we recommend the following as a basic background reading list:

Betsill, M. and Corell, E. (eds). 2007. *NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations*, MIT Press.

Biermann, F, Pattberg, P. and Zelli, F. (eds). 2010. *Global Climate Governance Beyond 2012: Architecture, Agency and Adaptation*, Cambridge University Press.

Ciplet, D., J.T. Roberts, and M.R. Khan. 2015. *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*. MIT Press.

Kopinski, D. and Q. Sun. 2014. *New Friends, Old Friends? The World Bank and Africa When the Chinese Are Coming*. *Global Governance: A Review of Multilateralism and International Organizations* 20(4): 601-623.

Najam, A. 2005. *Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement*. *International Environmental Agreements* 5: 303-321.

Newell, P. and J.T. Roberts (eds). 2016. *The Globalization and Environment Reader*. Wiley.

Neilson, T.D. 2014. *The Role of Discourses in Governing Forests to Combat Climate Change*. *International Environmental Agreements: Politics, Law and Economics* 14(3): 265-280.

Raustiala, K. and D. Victor. 2004. *The Regime Complex for Plant Genetic Resources*. *International Organization* 58(2): 277-309.

Warner, K. 2018. *Coordinated Approaches to Large-scale Movements of People: Contributions of the Paris Agreement and the Global Compacts for Migration and on Refugees*. *Populations and Environment* 39(4): 384-401.

Assessment: Take-home assessment (100%) in the ST. 2 questions of 2000 words each.

DV418 Half Unit African Development

This information is for the 2024/25 session.

Teacher responsible: Dr Laura Mann CON. 7.10

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Political Science (Global Politics), MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is not available as an outside option. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).

Course content: Taking the work of the late Thandika Mkandawire as its inspiration, DV418: African Development applies a critical lens to questions of economic and social development in African countries. It focuses on the role that knowledge and technology play in development and takes a multi-disciplinary approach, combining theory from economics, economic sociology, and science and technology studies (STS) to the topic. Students are not required to have any background in economics to follow and enjoy the course.

The first two weeks explore why foreign scholarship and donor agendas have become so dominant in framing how development is understood in African countries, and how the more transformative visions of the independence era were dismantled by structural adjustment policies and the attack on African civil servants, middle class professionals, business owners and institutions of higher education and science. We encourage students to look beyond the donor-led vision of poverty reduction and think about development as ultimately being autonomy and self-determination. Students are then given a solid foundation into some of the core processes that strengthen this autonomy; 1) domestic resource mobilisation (or the strengthening of domestic sources of finance in place of aid), 2) structural transformation (or the shifting of the workforce out of commodity production into more knowledge-intensive activities) and 3) transformative social policy (or the linking of poverty reduction to broader nation-building and development goals). Students are asked to grapple with the challenges and contingencies of such policy-making: the difficulties of balancing competing demands across regions and class interests, the pressures of domestic political contestation in shaping long-term planning and the risks posed by the global economy in the form of price swings and long-term commodity cycles. The final weeks of the course confront new emerging trends such as the growing penetration of digital technology firms and connectivity into African markets as well as the emergence of new donors such as China, Korea and Brazil. In all cases, we ask students to scrutinise how these new developments reshape the task of structural change. As part of the course, students are encouraged to apply course insights to their own research interests, working in teams to produce podcasts on preferred topics. Past episodes have included examinations into the influence of important African intellectuals, discussions about the roles African research institutions have played in reshaping development agendas and analysis of how the political economy of measurement and quantification shapes African countries' access to finance and creditworthiness. Prospective students are invited to listen to these podcasts to get a feel for the course. In place of student presentations in seminars, students are instead invited to take part in seminar activities designed to apply theory in practical ways. The course also features the 'World's Most Exciting Gameshow about Savings, Taxes and Investment' a quiz show deigned to

make a really important but seemingly dry topic fun. Overall, the course aims to provide students with a really solid understanding about the challenges of African development in the world today but also a critical yet still optimistic vision for the future.

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars will be at or upwards of 90 minutes duration and lectures will be at or above 2 hours duration. There will also be a revision session in early ST. Student on this course will have a reading week in Week 6.

Formative coursework: Students will write a 1,500-word essay chosen from a list of questions drawn from the first half of the course, to be submitted by the Monday at 12:00 of the reading week.

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course:

1. Mkandawire, T. (2004) "Disempowering New Democracies and the Persistence of Poverty" In *Globalisation, Poverty and Conflict* Dordrecht: Springer. Pages 117-153.
2. Naidu, V. (2019) "Knowledge Production in International Trade Negotiations is a High Stakes Game" *Africa at LSE Blogpost*, June 14th 2019.
3. Mkandawire, T. (2014) "The Spread of Economic Doctrines and Policymaking in Postcolonial Africa" *African Studies Review* 57(1): 171-198.
4. Pritchett, L. (2015) "Can Rich Countries Be Reliable Partners for National Development? Centre for Global Development Essays, February 3rd 2015.
5. Mkandawire, T. (2001) "Thinking About Developmental States in Africa." *Cambridge Journal of Economics*, 25(3): 289-313.
6. Obamba, M. O. (2013) "Uncommon knowledge: World Bank policy and the unmaking of the knowledge economy in Africa" *Higher Education Policy* 26(1): 83-108.
7. Mamdani, M. (2007) *Scholars in the Marketplace: The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005*. Dakar, Senegal: CODESRIA. Pages 255-269.
8. Ndikumana, L. and J. K. Boyce (2003) "Public debts and private assets: explaining capital flight from sub-Saharan African countries" *World Development* 31(1): 107-130.
9. UNCTAD (2007) "Reclaiming Policy Space: Domestic Resource Mobilisation and Developmental States" Geneva: UNCTAD. Pages 6-54.
10. Usman, Z. (2018) "The 'Resource Curse' and Constraints to Reforming Nigeria's Oil Sector" In Levan and Ukata (Eds.) *The Oxford Handbook of Nigerian Politics* Oxford: Oxford University Press. Pages 520-545.
11. Oqubay, A. (2015) *Made in Africa: Industrial Policy in Ethiopia* Oxford: Oxford University Press. Pages 241-277.
12. Barrientos, S. (2019) *Gender and Work in Global Value Chains: Capturing the Gains*. Cambridge, UK: Cambridge University Press.
13. Cramer, C., Di John, J. and J. Sender (2018) "Poinsettia Assembly and Selling Emotion: High Value Agricultural Exports in Ethiopia", AFD Research Papers Series, No. 2018-78, August.
14. Kleibert, J. M. and L. Mann (2020) "Capturing value amidst constant global restructuring? Information-technology-enabled services in India, the Philippines and Kenya" *The European Journal of Development Research*, 32(4): 1057-1079.
15. Carbone, G. (2011) "Democratic demands and social policies: the politics of health reform in Ghana" *The Journal of Modern African Studies* 49: 381-408.
16. Hickey, S. (2008) "Conceptualising the Politics of Social Protection in Africa," in *Social Protection for the Poor and the Poorest: Concepts, Policies and Politics* Barrientos, A. and D. Hulme (Eds.) Houndmills: Palgrave Macmillan. Pages 247-263.
17. Mkandawire, T. (2005) "Targeting and Universalism in Poverty Reduction" Geneva: UNRISD. Pages 7-23.
18. Ouma, M. and J. Adesina (2019) "Solutions, exclusion and influence: Exploring Power Relations in the Adoption of Social Protection Policies in Kenya" *Critical Social Policy* 39(3): 376-395.
19. Adesina, J. O. (2020) "Policy Merchandising and Social Assistance in Africa: Don't Call Dog Monkey for Me" *Development and Change*, 51(2): 561-582.

20. Andreoni, A. and S. Roberts (2020) "Governing data and digital platforms in middle income countries: regulations, competition and industrial policies with sectoral case studies from South Africa. *Digital Pathways at Oxford Paper Series*; no. 5. Oxford, United Kingdom.

21. Mann, L. and G. Iazzolino (2021) "From Development State to Corporate Leviathan: Historicizing the Infrastructural Performativity of Digital Platforms within Kenyan Agriculture" *Development and Change*, 52(4): 829-854.

22. Azmeh, S., Foster, C. and J. Echavarri (2020) "The International Trade Regime & the Quest for Free Digital Trade" *International Studies Review* 22(3): 671-692.

23. Bateman, M. Duvendack, M. and N. Loubere (2019) "Is Fintech the New Panacea for Poverty Alleviation and Local Development? Contesting Suri and Jack's M-Pesa Findings Published in Science" *Review of African Political Economy* 46(161): 480-495.

24. Lin, J.Y. and Y. Wang (2014) "China-Africa Co-operation in Structural Transformation: Ideas, Opportunities, and Finances" *Working Paper 2014/046. WIDER Working Paper*.

25. Carmody, P., Taylor, I. and T. Zajontz (2021) "China's Spatial Fix and 'Debt Diplomacy' in Africa: Constraining Belt or Road to Economic Transformation?", *Canadian Journal of African Studies*, pp. 1-21.

26. Brautigam, D. and T. Xiaoyang (2011) 'African Shenzhen: China's Special Economic Zones in Africa', *The Journal of Modern African Studies*, 49(1), pp. 27-54.

27. Cheru, F. and A. Oqubay (2019) 'Catalysing China-Africa Ties for Africa's Structural Transformation: Lessons from Ethiopia', in *China-Africa and an Economic Transformation*. Oxford: Oxford University Press.

Assessment: Exam (60%, duration: 3 hours) in the spring exam period.

Podcast (40%) in the ST Week 2.

The podcast will be a group podcast project.

DV420 Half Unit Complex Emergencies

This information is for the 2024/25 session.

Teacher responsible: Prof David Keen CON.6.06

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV420 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: When genocides, civil wars and famines are reported on television in countries such as Syria, Sudan or Yemen, we are often left with a sense of confusion. Why is this happening? Why do these disasters keep recurring? And which actors are driving the process? This course looks behind the headlines to get a deeper understanding of the causes and functions of humanitarian disasters.

By re-thinking common conceptions of conflict (such as the idea

that war is a contest between two or more sides aiming to 'win'), the course offers new ways of thinking about war, humanitarian intervention and peacebuilding. Who benefits from conflict? Who benefits from famine? How do these benefits shape the information we receive? How is the 'enemy' defined, and whose interests do these changing definitions serve? And how can one make peace a peace that doesn't propel society back into war? The course offers an understanding of the complex fault-lines that lie behind oversimplistic news coverage. It also expands our understanding of disasters to take account of the fact that many disasters (from climate change to 'migration crisis', from Covid to democratic crisis) are now 'coming home' as far as Western democracies are concerned.

The course draws on detailed empirical case-studies — including the course-leader's own fieldwork in Sudan, Sierra Leone, Sri Lanka, Serbia, Iraq, Guatemala, France and on the Syria/Turkey border. The course makes use of the political thought of Hannah Arendt and Michel Foucault, showing how they can help us to deconstruct the interests and the language that muddle our understanding of the causes and functions of contemporary disasters — in whichever part of the world they are found.

The course is interdisciplinary and looks at the political, economic and psychological functions of violence, though it requires no specialist knowledge of any particular discipline.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the WT.

Students on this course will have a reading week in Week 6.

Formative coursework: Students will co-produce seminar presentations. Students will also have the opportunity to receive feedback on formative work, in the form of a practice-assessed essay.

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. A useful text, which is designed in large part around the course, is David Keen, *Complex Emergencies* (Polity, 2008).

Other texts of interest include,

- David Keen, *The Functions and Legitimization of Suffering in Calais*, *International Migration* (2020), <https://onlinelibrary.wiley.com/doi/epdf/10.1111/imig.12800>
- Ruben Andersson and David Keen. 2019. *Partners in Crime? The impacts of Europe's outsourced migration control on peace, stability and rights*. Saferworld: London, July, <https://www.saferworld.org.uk/resources/publications/1217-partners-in-crime-the-impacts-of-europeas-outsourced-migration-controls-on-peace-stability-and-rights>
- Arlie Russell Hochschild, *Strangers in their Own Land* (The New Press, 2016), Ruben Andersson, *Illegality Inc.: Clandestine Migration and the Business of Bordering Europe*. Oakland: University of California Press.
- David Keen, *Useful Enemies: When Waging Wars is More Important than Winning Them* (Yale University Press, 2012);
- Stathis Kalyvas, *The Logic of Violence in Civil War* (Cambridge University Press, 2006);
- Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge University Press, 2005);
- Amartya Sen, *Poverty and Famines* (Oxford University Press, 1981);
- Frances Stewart and Valpy FitzGerald (eds.), *War and Underdevelopment*, Volumes 1 and 2 (Oxford University Press, 2001);
- Jeremy Weinstein, *Inside Violence: The Politics of Insurgent Violence* (Cambridge University Press, 2007);
- Tim Allen, *Trial Justice: The International Criminal Court and the Lord's Resistance Army* (Zed Press, 2006);
- Chris Dolan, *Social Torture: The Case of Northern Uganda, 1986-2006* (Berghahn, 2009);
- Zoe Marriage, *Not Breaking the Rules, Not Playing the Game: International Assistance to Countries in Conflict* (Hurst and Co., 2006);
- David Keen, *Conflict and Collusion in Sierra Leone* (James Currey, 2005);
- David Keen, *Endless War? Hidden Functions of the 'War on Terror'*

(Pluto, 2006);

- Christopher Cramer, *Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries* (Hurst and Co., 2006);
- Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Lynne Rienner, 2000);
- Hugo Slim, *Killing Civilians: Method, Madness and Morality in War* (Hurst and Co., 2008).

Assessment: Take-home assessment (100%) in the ST.

Students will produce 2 x 1500 word essays during a 7-day take home exam in week 1 of ST.

Exam questions may draw from the topics in two or more weeks and are designed to encourage you to think and read across the various topics in the course.

DV421 Half Unit

Critical Perspectives on Global Health and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Philipa Mladovsky CON.6.13

Availability: This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Global Health Policy, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV421 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: The course is concerned with health and international development in its social, cultural, historical, economic and political context. Students will learn to think critically about how global health policy and practice reproduce and/or change power relations - between states, communities and individuals. The course does this by exploring the history of global health, interrogating taken-for granted concepts and understanding how they have been socially constructed and suggesting alternative perspectives. Drawing on anthropological, sociological and other literature, it investigates how global health policies reproduce, change or are changed by values, morals, ethics and people's identities and subjectivity. Themes that run through the course include: legacies of colonialism; the critique of neoliberalism; and interrogating positivism in global health research. Case studies are drawn mainly from sub-Saharan Africa, Latin America, and Asia and typically focus on specific diseases, conditions or parts of the health system. Drawing on theories of power such as structural violence and governmentality, the course will enable students to question mainstream global health policy initiatives which might seek to promote equity and human rights, but may instead create new exclusions and marginalised populations.

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars and lectures will be at 90 minutes duration.

Student on this course will have a reading week in Week 6.

Formative coursework: Students are expected to prepare at least one class presentation and submit one written assessment.

Indicative reading: A detailed weekly reading list will be provided at the first lecture. The readings for this course are from journals and select book chapters mainly but not exclusively in the fields of anthropology and sociology. Readings will also include case studies from various countries and reports, papers and articles

published by international organisations, think-tanks, and a variety of other sources.

- Farmer, P., Kim, J.Y., Kleinman, A. and Basilico, M., 2013. *Reimagining global health: an introduction*. Univ of California Press.
- Biehl, J. and Petryna, A. eds., 2013. *When people come first: critical studies in global health*. Princeton University Press.
- Adams, V., 2016. *Metrics: What counts in global health*. Duke University Press.
- Geissler, P.W., Rottenburg, R. and Zenker, J. eds., 2014. *Rethinking biomedicine and governance in Africa: Contributions from anthropology* (Vol. 15). transcript Verlag.
- Dry, S. and Leach, M. eds., 2010. *Epidemics: "Science, Governance and Social Justice"*. Routledge.
- Packard RM. 2016. *A history of global health: interventions into the lives of other peoples*. JHU Press
- Lock, M.M. and Nguyen, V.K., 2018. *An anthropology of biomedicine*. John Wiley & Sons
- Ong, A. and Collier, S.J. 2005. *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*. Blackwell Publishing
- Birn, A.E., Pillay, Y. and Holtz, T.H., 2017. *Textbook of global health*. Oxford University Press.
- Burgess, R.A., 2024. *Rethinking global health: frameworks of power*. Taylor & Francis.

Assessment: Take-home assessment (100%) in the ST. The take-home (written) assessment will consist of a 3,000-word essay, due at the start of Spring Term.

DV423 Half Unit Global Political Economy of Development

This information is for the 2024/25 session.

Teacher responsible: Prof Robert Wade CON.7.07

Availability: This course is available on the Global MSc in Management, Global MSc in Management (MBA Exchange), MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is not available as an outside option.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: Undergraduate economics gives a big advantage, but is not pre-requisite.

Course content: The course takes off from "the Great Divergence", the relentlessly growing gap during the past two and more centuries between the average income, average living conditions, of the West and that of most regions and countries of the South. Northeast Asia is the only non-western region to have substantially caught up. How do we explain this central fact of the "wealth of nations" – which is all the more shocking in light of the large-scale western aid industry operating since the Second World War? Much of development studies treats development as analogous to a marathon race, in which each runner's (country's) rank is independent of the rank of others; there is no structure to the race (to development) such that some must be ahead and others must be behind. This is deeply misleading. Questions about appropriate development policies and institutions at country level have to be put in the context of the hierarchically ordered world economy and world polity, led since the Second World War by the US with its subordinate European states and Japan. At a minimum we

have to change the analogy to a mountain race, in which lead runners can throw down ladders to help selected lagging runners ("development by invitation") and also throw down rocks to block the progress of others. But that analogy too is unsatisfactory. The course covers the performance of the world economy as a whole (eg trends in growth, inequality, poverty, going back to the Industrial Revolution and before); the emergence of the emergence of British and then American hegemony in the world-system; international systems of production, trade, and finance; the rules or regimes which govern interaction between economies, states and firms (regimes such as Bretton Woods, the Post Bretton Woods dollar standard, Investor-State Dispute Settlement, etc.); and several international organisations (such as the World Bank, IMF, UNCTAD, G20). Along the way it analyses the major financial/economic crises of the 1980s, 1997-99 and 2007-09.

It is set in the context of "Global Political Economy", a variety more closely related to Economics than its cousin, "International Political Economy", which is more closely tied to International Relations. In contrast to the mostly western-centric literature in International Political Economy, DV423 looks at the above subjects from the perspective of low and middle-income countries in the spirit of the Swahili proverb, "Until the lions have their own historians, tales of hunting will always glorify the hunters"; and does not assume that the (all western, with the addition of Japan) G7 states and their international rules provide a generally benign ('win-win') environment for development in the rest of the world (as in the G7/IMF/World Bank/OECD/World Economic Forum mindset, "free trade and free capital mobility benefits all of us").

Teaching: This course is delivered through a combination of lectures and seminars in the Autumn Term. Seminars will be one and a half hours and lectures will be one and a half hours. There will be a reading week in Week 6.

Formative coursework: Students have the option of writing one essay of 2,000 words in Autumn Term.

Indicative reading: Core text: John Ravenhill (ed), *Global Political Economy*, 6th edition, OUP, 2020.

Assessment: Exam (100%, duration: 3 hours) in the January exam period.

The exam will be an invigilated on-campus 'e-exam'.

DV424 Half Unit International Institutions and Late Development

This information is for the 2024/25 session.

Teacher responsible: Prof Kenneth Shadlen CON.6.07

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in Media, Communication and Development, MSc in Political Economy of Late Development and MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

2/3 of the spaces are reserved for ID and joint degree students, distributed on a random basis.

1/3 go to non-ID/joint students, distributed on a random basis.

All students not admitted in the initial allocation of spaces go on the waitlist, and as space opens the course leader will select students, without regard to degree/dept.

Course content: This course examines the politics of the international economy. We analyse the overarching rules and regulations that structure the international economy, and thereby provide context for development policy, and we assess the role of a range of actors (e.g. governments, firms, non-state actors) in

shaping and reshaping the international economic order. We are particularly interested in understanding the ways that developing countries respond to and participate in the bodies that make and enforce international rules, and how changes in global economic governance affect opportunities for economic development. The first week, which synthesises a variety of explanations of the role that international institutions play in global politics, establishes the theoretical spine for the course. We then examine governance in international sovereign debt in weeks 2 and 3, analysing the processes for restructuring debt owed to "public" (governments and international organizations) and "private" lenders. The course then turns to the politics of international trade, investment, and intellectual property. In week 4 we examine the emergence of the World Trade Organisation (WTO), focusing on the various agreements that the WTO administers, how it functions as an inter-governmental organisation with its own set of procedures for rule-making, policy monitoring and dispute-settlement, and the contemporary conflicts within the organization. In week 5 we examine the international trade regime beyond the WTO, including the proliferation of the bilateral and regional preferential trade agreements, focusing on the implications for development strategies in the Global South. In weeks 7 and 8 we analyse emerging arrangements for global governance in the areas of foreign investment and intellectual property, respectively. In week 9 we drill-down in more detail at global rules on intellectual property in pharmaceuticals, examining the challenges that the "globalization of pharmaceutical patenting" creates for developing countries. In week 10 consider the topic of "South-South relations," shifting the axis of the course from analysis of institutions and organizations dominated by rich countries to institutions and organizations of – and for – developing countries. The final week synthesizes and concludes.

Teaching: 20 hours of lectures and 15 hours of seminars in the WT.

Plus a 2-hour revision session in the ST. There will be a reading week in Week 6 of WT.

Indicative reading: A detailed reading list is presented at the beginning of term.

Assessment: Exam (60%, duration: 2 hours) in the spring exam period.

Essay (15%, 1500 words) and essay (25%, 1500 words) in the WT. 2 essays (15% and 25%, each 1,500 words) in the WT. The larger weight goes to the essay receiving a higher mark. The feedback on the first in-term essay serves as "formative" for second, and the feedback on both in-term essays are formative for the ST exam. The essays are based on – and linked to – the questions discussed in the weekly seminars. Further details are available on Moodle.

DV428 Half Unit Managing Humanitarianism

This information is for the 2024/25 session.

Teacher responsible: Professor Stuart Gordon CON.8.02

Availability: This course is compulsory on the MSc in International Development and Humanitarian Emergencies. This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Gender (Rights and Human Rights), MSc in Gender, Peace and Security, MSc in Health and International Development, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Migration and Public Policy and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority first to MSc International Development and Humanitarian Emergencies students and

then to students on International Development and joint-degree programmes followed by MSc Human Rights students. In cases where there are more applicants than spaces then places will be allocated randomly in accordance with the priorities listed above.

Course content: The course looks at the causes and range of responses to disaster agents and conflict. Building on an analysis of the causes, construction and consequences of humanitarian disasters, the course focuses on the functioning of the system. It considers the history, principles and the politics of humanitarian action; the overlaps and tensions between practices of humanitarian assistance and humanitarian intervention and how humanitarian institutions shape and are shaped by global governance and state power. It also considers why humanitarian organisations and governments respond to some crises and not to others as well as the extent to which the system accommodates gender and embodies neo-colonial practices. It also critically examines the ways in which the humanitarian system has sought to professionalise itself. Examples will be drawn from humanitarian disasters in Africa, Central and South Asia and Latin America. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located. The course is augmented by a visiting lecture series (the 'Voice of Experience' lecture series) through which practitioners discuss issues of relevance to the management of humanitarian emergencies. Past speakers have included former UN Under Secretaries General, gender advisers for major humanitarian organisations, emergencies and fundraising directors and organisations as diverse as the UNHCR, the International Committee of the Red Cross, Médecins Sans Frontières, Islamic Relief and southern based local organisations.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. The final lecture of AT week 11 is a revision lecture.

Five or six 'Voice of Experience' lectures. Programme to be announced in week 2 of AT.

The teaching strategy is diverse and innovative: using both conventional discussions as well as a variety of small group exercises. These will feed directly into a formative piece of work related to the summative assessment.

Students on this course will have a reading week in Week 6.

Formative coursework: Students will receive feedback on seminar group presentations and have the option to write a formative essay, not exceeding 1,000 words due in week 5 of AT. Essay topics will relate to seminar discussions and lecture material covered to date. Students will receive an indicative grade and written feedback within four weeks of submission (if submitted on time).

Indicative reading: Stuart Gordon and Antonio Donini 'Romancing Principles and Human Rights - Are Humanitarian Principles Salvageable?' *International Review of the Red Cross* / Volume 97 / Issue 897-898 / June 2015, pp 77-109;

M. Barnett, (2011). *Empire of Humanity: A History of Humanitarianism*, Ithaca: Cornell University Press;

M. Barnett, M. Barnett & T. G. Weiss (Eds.), 2008. *Humanitarianism in Question Politics Power and Ethics*, Ithaca: Cornell University Press;

A. De Waal, 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. Oxford: James Currey;

G. Loescher, (2001). *The UNHCR and World Politics*, Oxford University Press;

D. Rieff, (2002). *A Bed for the Night: Humanitarianism in Crisis*, Vintage/Random House.

Assessment: Take-home assessment (100%) in the WT.

The exam paper will be released in week 11 of the Autumn Term.

The course is assessed through the submission of two 2100-word essays in week 1 of the Winter Term.

Exam papers will comprise a section A with questions drawn from specific taught weeks and a section B with questions that engage themes drawn from multiple weeks. Students are expected to address one question from each of section A and B.

DV431**Development Management****This information is for the 2024/25 session.****Teacher responsible:** Prof Elliott Green CON.8.07 and Dr Mahvish Shami CON.8.12**Availability:** This course is compulsory on the MSc in Development Management and MSc in Development Management (LSE and Sciences Po). This course is available on the MSc in Political Science (Political Science and Political Economy). This course is not available as an outside option.**Course content:** Why are some countries rich and others poor? Why are some governed well and others badly? This course employs a political economy approach to examine the causes of development, identify the underlying obstacles to development, and evaluate potential solutions. It focuses on the principles governing the institutions, politics, and organisations through which policies, programmes and projects are produced and implemented. Attention is given to the different kinds of authority, incentives and accountability mechanisms that govern the relationships between leaders, managers and recipients. It reviews ongoing debates about the best ways of designing state agencies, private firms and NGOs, by showing how centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice. It explores the dynamics of different forms of democratic and authoritarian states, the determinants of good and poor governance, and how social, political and economic forces interact to drive change and stability. In order to enable students to make practical judgments about institutional reform programmes in various contexts, competing approaches to development are critically and constructively analyzed in light of case studies.

The course is divided into several parts: Analytical Assumptions, Government and Governance, Private Sector, and Civil Society. On completing the course students should be able to:

(i) use theory to identify the causes of actual development challenges, (ii) identify and assess relevant case study material to inform development practice; and (iii) employ the insights developed throughout the course to formulate policy recommendations and plans of action for improving development.

Teaching: This course is delivered through a combination of lectures, seminars and workshops in the AT and WT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Students are expected to attend all these sessions. Lectures will focus on the theoretical debates driving current policy practice in the development community, while seminars will relate these to practical problems of implementation, drawing on case studies, class exercises, and the personal experience of participants. Seminars will discuss topics covered in the lecture, and will be conducted on the basis either of a student presentation or a class exercise.

There will be a revision session in early ST.

Formative coursework: In the Autumn Term, all students are expected to prepare a presentation and produce one short essay on the readings of a particular week, to prepare them for the final exam.**Indicative reading:** A detailed weekly reading list is provided at the first course meeting. Background readings include:

- Acemoglu, Daron and James Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. New York: Crown.
- Auerbach, Adam. 2019. *Demanding Development: The Politics of Public Goods Provision in India's Urban Slums*. Cambridge: Cambridge University Press.
- Easterly, William. 2002. *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics: Economists' Adventures and Misadventure in the Tropics*. Cambridge, MA: MIT Press.
- Faguet, Jean-Paul. 2012. *Decentralization and Popular Democracy: Governance from Below in Bolivia*. Ann Arbor: University of Michigan Press.
- Kohli, Atul. 2004. *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge: Cambridge University Press.

- Tang, Shingping. 2022. *The Institutional Foundations of Economic Development*. Princeton, NJ: Princeton University Press.

Assessment: Exam (35%, duration: 1 hour) in the spring exam period. Take-home assessment (55%) in the ST. Presentation (10%) in the WT.

(The take-home assessment will be a 24 hour exam over the weekend in ST).

DV432 Half Unit Not available in 2024/25
China in Developmental Perspective**This information is for the 2024/25 session.****Teacher responsible:** Prof Jude Howell CON. 8.02**Availability:** This course is available on the CEMS Exchange, MA in Asian and International History (LSE and NUS), MBA Exchange, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: Excellent reading and speaking skills ~(IELTS 7 minimum).**Course content:** This course looks at China from a comparative developmental perspective, locating the discussion of China within the interdisciplinary field of development studies. It examines China's developmental trajectory since 1949, explaining the fundamental shift in developmental path from late 1978 onwards. It considers China's role in low-income countries, as a model of innovation, as a voice for developing country concerns and as an important aid donor. It reflects on China's recent achievements in reducing poverty and places these in comparative context. The course considers the governance challenges posed by rapid economic reform, the attempts to reform the Party-state and to manage social tensions. It examines the social dimensions of rapid economic reform and the implications for social policies. It looks at the emergence of NGOs and other forms of civil society organising and considers changing state-society relations. Finally it considers China's role as aid donor and its emergence as a global economic and political power. The course will enable students to obtain an understanding of key developmental issues and discussions about China and to link these discussions to broader debates and theories in development studies.**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

In addition, one introductory seminar session in MT, one essay preparation session in MT and two exam revision sessions in MT. Students on this course will have a reading week in Week 6.

Formative coursework: Students have the opportunity to receive feedback on a formative essay of 1,500 words. Students will also receive feedback on their seminar performance. Students are welcome to come to course convenor's office hours to discuss any issues. These may be on skype or phone, depending on the COVID-19 situation.**Indicative reading:**

- Ang Yuen Yuen, 2016, *How China Escaped the Poverty Trap*, Cornell University
- Friedman, Eli 2014, *Insurgency Trap. Labour Politics in Post-Socialist China*. Cornell University Press.
- Harneit-Sievers, A., Marks, S., and Naidu, S., 2010, *Chinese and*

- African perspectives on China in Africa, Pambazuka Press;
- Howell, Jude, 2003, *Governance in China*. Rowman and Littlefield Inc., Lanham;
 - Heilmann, Sebastian and Elizabeth Perry, 2011, *Mao's Invisible Hand: The Political Foundations of Adaptive Governance in China*, Harvard University Press
 - Hung, Ho-fung (ed) (2009) *China and the Transformation of Global Capitalism*. Baltimore, John Hopkins University Press;
 - Hung, Ho-fung (ed) (2009) *China and the Transformation of Global Capitalism*. Baltimore, John Hopkins University Press;
 - Lardy, Nicolas, 2014, *Markets Over Mao. The Rise of Private Business in China*, Washington, Peter Institute for International Economics;
 - Leung, Joe C.B. and Yuebin Xu, 2015, *China's Social Welfare*. Polity Press, Cambridge.
 - Yao Shujie, 2005, *Economic Growth, Income Distribution and Poverty Reduction in Contemporary China*, RoutledgeCurzon, London and New York;
 - White, Gordon, Jude Howell and Shang Xiaoyuan, 1996, *In Search of Civil Society. Market Reform and Social Change in Contemporary China*. Oxford University Press, Oxford;
 - M.H. Whyte (ed), 2009, *One Country, Two Societies. Rural/Urban Inequality in China*.

Assessment: Essay (30%, 2500 words) and take-home assessment (70%) in the WT.

This course will be assessed by a 6 hour take-home exam and 2500 word essay.

DV433 Half Unit Not available in 2024/25 The Informal Economy and Development

This information is for the 2024/25 session.

Teacher responsible: Prof Kathleen Meagher CON 7.11

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: The expansion of the informal economy, which now employs more than 60% of the world's workers, represents a central paradox of contemporary development thinking. COVID-19 has further exposed the pervasive role of informal employment across the globe. Practitioners, policy makers and academics seek a clearer understanding of its impact on poverty, employment, governance and inclusive development. In a globalising environment, are large informal economies a poverty trap or an engine of growth? Do they stimulate entrepreneurship and popular empowerment, or promote criminality and exploitation? How does a greater understanding of the size and organization of informal economies affect policy on urban service provision, social protection or taxation? What are the implications of the informal economy for social cohesion and popular politics in developing countries?

This course will explore how high levels of informality in developing countries are shaping processes of growth and governance in the Global South. The effect of informality on new policy narratives of inclusive growth will be a central theme in the course. Using a comparative institutional approach, we will examine informal economies in a range of regional contexts, including Africa, the

Middle East, South and East Asia, and Latin America, highlighting variations in activities, relations with the state, global integration and development outcomes. Key issues covered in the course include the impact of the informal economy on labour markets, weak states, gender empowerment, urban services, social enterprise, social protection, taxation, and popular politics. Attention will be focused on the potential as well as risks of large informal economies in the face of contemporary development challenges, drawing on empirical evidence and comparative case studies from across the developing world.

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will also be a revision session in the ST. Student on this course will have a reading week in Week 6.

Formative coursework: Formative coursework will involve a 2,000 word essay during the term and at least one presentation.

Indicative reading: 1. Portes, Alejandro, Manuel Castells and Lauren A. Benton, eds. (1989) *The Informal Economy: Studies in Advanced and Less Developed Countries*. Baltimore: John Hopkins University Press.

2. Perry et al. (2007) *Informality: Exit and Exclusion*, World Bank (available on Google Books).

3. ILO (2018) *Women and men in the informal economy: a statistical picture* (third edition) / International Labour Office – Geneva: ILO.

4. Breman, J. (2013). *At work in the informal economy of India: a perspective from the bottom up*. OUP.

5. Fernandez-Kelly, P. and J. Shefner, eds. (2006) *Out of the Shadows: Political Action and the Informal Economy in Latin America*. Philadelphia: Penn State University Press.

6. Ghosh, Jayati, ed. (2021) *Informal Women Workers in the Global South*. London and New York: Routledge.

7. Kabeer, Naila (2008) *Mainstreaming Gender in Social Protection for the Informal Economy*. London: Commonwealth Secretariat.

8. Kinyanjui, Mary Njeri (2014) *Women in the Informal Economy in Urban Africa: From the Margins to the Centre*. London: Zed Books.

9. Kuruvilla, S., Lee, C. K., & Gallagher, M., eds. (2011). *From iron rice bowl to informalization: Markets, workers, and the state in a changing China*. Cornell University Press.

10. Levy, Santiago (2008) *Good Intentions, Bad Outcomes: Social Policy, Informality and Economic Growth in Mexico*. Brookings Institution.

11. Lindell, I., ed. (2010) *Africa's Informal Workers: Collective Agency, Alliances and Transnational Organizing in Urban Africa*. London: Zed Books.

12. Meagher, K. (2010) *Identity Economics: Social Networks and the Informal Economy in Nigeria*, Oxford: James Currey.

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Essay (30%, 3000 words) in the ST.

DV434 Half Unit Not available in 2024/25 Human Security

This information is for the 2024/25 session.

Teacher responsible: Prof Tim Allen

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Gender (Rights and Human Rights), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Late Development, MSc in Political Science (Global Politics) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree

students. If there are more ID and joint-degree students than DV434 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: In 1994, the Human Development Report introduced 'human security' as a UN concept, equating the term with people rather than territories, and with development rather than arms. The idea of human security has subsequently been elaborated and commitment to it reiterated. For example, General Assembly resolution 66/290 (2012) explains that 'human security is an approach to assist Member States in identifying and addressing widespread and cross-cutting challenges to the survival, livelihood and dignity of their people.' It calls for 'people-centred, comprehensive, context-specific and prevention-oriented responses that strengthen the protection and empowerment of all people.'

However, the linking of security with a comprehensive view of livelihoods has had effects that were not initially anticipated by many of those who embrace it. Militarization and enforcement have become possible in situations in which formally they were viewed as problematic, and violent acts have been explained as acceptable or necessary.

The course takes the United Nations' concept of human security as its starting point but addresses it in a wider range of ways than is the norm. The course will draw heavily on previous and ongoing research at LSE, notably research associated with the Justice and Security Research Programme, The Centre for Public Authority and International Development (CPAID), and the Firoz Lalji Institute or Africa (FLIA). Students will be expected to engage critically with this research and contribute to discussions with colleagues currently involved in field research and the writing up of findings. Much of the material in the course will focus on African examples. It will address wider debates but will also have an orientation towards detailed ethnographic case material. It will emphasize the lived experiences of those actively struggling with aspects of their human security.

Topics are likely to include social responses to epidemics, interpersonal accountability, social protection and healing, moral panics (including witch-cleansing), environmental threats, international criminal law, public authority, populism, and mutuality. These things often look very different when seen from the ground-up, rather than from the perspective of state policy and international relations. There will be a particular emphasis on how human security relates to public authority - understood as forms of collective action beyond the family, involving a degree of consent. Students interested in taking the course should look at the websites below and read some of the publications.

- <https://www.lse.ac.uk/africa/centre-for-public-authority-and-international-development#:~:text=The%20Centre%20for%20Public%20Authority,international%20development%20and%20inclusive%20growth>
- <https://www.lse.ac.uk/africa/research>

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to undertake a class presentation. Students will also have the opportunity to receive feedback on formative work, in the form of a practice-assessed essay.

Indicative reading:

- Human Development Report 1994 https://www.undp.org/publications/human-development-report-1994?utm_source=EN&utm_medium=GSR&utm_content=US_UNDP_PaidSearch_Brand_English&utm_campaign=CENTRAL&c_src=CENTRAL&c_src2=GSR&gclid=Cj0KCQjwpcOTBhCZARIsAEAYLuWejcrVSobHQYJ9N0eDI0I-BC0mipSzT5-wBLkhisSqozgF0WhxBmEaAs4REALw_wcB
- Atingo, J. Watching the ICC Judgement of LRA commander Dominic Ongwen with Ugandan victims of enforced marriage [https://blogs.lse.ac.uk/africaatlse/2021/02/17/watching-icc-judgement-lra-commander-dominic-ongwen-uganda-victims-](https://blogs.lse.ac.uk/africaatlse/2021/02/17/watching-icc-judgement-lra-commander-dominic-ongwen-uganda-victims-rape-marriage/)

[rape-marriage/](https://blogs.lse.ac.uk/africaatlse/2021/02/17/watching-icc-judgement-lra-commander-dominic-ongwen-uganda-victims-rape-marriage/)

- Allen, T. (2015). Vigilantes, Witches and Vampires: How Moral Populism Shapes Social Accountability in Northern Uganda, *International Journal on Minority and Group Rights*, 22(3), 360-386. https://brill.com/view/journals/ijgr/22/3/article-p360_4.xml
- Allen, T., Atingo, J., Atim, D., Ocitti, J., Brown, C., Torre, C., Fergus, C., Parker, M. (2020). What Happened to Children Who Returned from the Lord's Resistance Army in Uganda?, *Journal of Refugee Studies*, Volume 33, Issue 4, December 2020, Pages 663-683, <https://academic.oup.com/jrs/article/33/4/663/5780446>
- Hopwood, J. (2018). Resilient patriarchy: public authority and women's (in)security in Karamoja, Uganda. *Disasters*.
- Macdonald, A., & Kerali, R. (2020) Being Normal: Stigmatization of Lord's Resistance Army Returnees as 'Moral Experience' in Post-war Northern Uganda, *Journal of Refugee Studies*
- Marijnen, E. (2018). Public Authority and Conservation in Areas of Armed Conflict: Virunga National Park as a 'State within a State' in Eastern Congo. *Development and Change*, 49(3): 790-814.
- Melissa Parker, Tommy Matthew Hanson, Ahmed Vandi, Lawrence Sao Babawo & Tim Allen (2019) Ebola and Public Authority: Saving Loved Ones in Sierra Leone, *Medical Anthropology*, 38:5, 440-454, DOI: 10.1080/01459740.2019.1609472
- Melissa Parker, Hayley MacGregor, Grace Akello. (2020) COVID-19, Public Authority and Enforcement. *Medical Anthropology* 39:8, pages 666-670.
- Pendle, N. (2020). Politics, prophets and armed mobilizations: competition and continuity over registers of authority in South Sudan's conflicts. *Journal of Eastern African Studies*, (14:1) 43-62.
- de Waal, A. (2014) Militarizing Global Health. *Boston Review*. <https://bostonreview.net/articles/alex-de-waal-militarizing-global-health-ebola/>

Assessment: Essay (100%, 4000 words) in the ST.

DV435 Half Unit Not available in 2024/25 African Political Economy

This information is for the 2024/25 session.

Teacher responsible: Prof Catherine Boone

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science (Conflict Studies and Comparative Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This is an introduction to the study of contemporary African political economy, with a focus on sub-Saharan Africa. The goal of DV435 is to set major questions of state, national economy, and development in historical, geographic, and international context. Course readings and lectures stress marked unevenness in national and subnational trajectories and in the political-economic character of different African countries, drawing attention to causes of similarity and difference across and within countries. Students completing DV435 will come away with a better understanding of the economic and social underpinnings of order and conflict in African states.

There is a research-driven component to DV435: each student will read secondary literature, grey literature, and other sources to develop particular knowledge of two countries. These will be used as "case studies" in assessed coursework to evaluate general arguments concerning the political economy of Africa, and to compare/contrast the historical trajectories of different African states.

The course includes an optional weekly film series that provides an additional venue for discussion of course themes.

Teaching: This course is delivered through a combination of lectures and seminars in the AT. Seminars will be at or upwards of 70 minutes duration and lectures will be at or above 90 minutes duration.

Students on this course will have a reading week in Week 6.

Formative coursework: Optional formative essay outline due in Week 7.

Indicative reading: Celestin Monga and Justin Yifu Lin, eds., *The Oxford Handbook of Africa and Economics*, Vol. 2, Policies and Practices (OUP 2015).

Fouad Makki, "Postcolonial Africa and the World Economy: The Long Waves of Uneven Development," *Journal of World-Systems Research*, 21/1 (2014): 124-146.

Morten Jerven, *Poor Numbers: How we are misled by African development statistics and what we can do about it* (Cornell U. Press, 2011).

Fred Cooper, *Africa Since 1940* (Cambridge University Press [2002], 2019).

Samir Amin, "Underdevelopment and Dependence in Black Africa: Origins and Contemporary Forms," *Journal of Modern African Studies*, 10.4 (1972): 503-24.

Leigh Gardner, *Taxing Colonial Africa: The Political Economy of British Imperialism* (Oxford U. Press, 2012).

Mahmood Mamdani, *Citizen and Subject: Africa and the Legacy of late Colonialism* (Princeton University Press, 1996).

David E. Bloom, Jeffrey D. Sachs, Paul Collier, Christopher Udry, "Geography, Demography, and Economic Growth in Africa," *Brookings Papers on Economic Activity*, vol. 1988/ 2 (1998): 207-295.

Thandika Mkandawire, "Thinking about Developmental States in Africa," *Cambridge Journal of Economics*, 25 (2001): 289-313.

Benno J. Ndulu al, *The Political Economy of Economic Growth in Africa: 1960-2000* (Cambridge University Press, 2008).

Dzodzi Tsikata, "Gender, Land Tenure, and Agrarian Production Systems in Sub-Saharan Africa," *Agrarian South: J. of Political Economy* (Nov. 2016).

Adom Getachew, *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton, 2019), Ch. 5, pp. 142-175.

Said Adejumobi, ed. *National Democratic Reforms in Africa: Changes and Challenges* (Palgrave Macmillan, 2015).

Belinda Archibong, "Historical Origins of Persistent Inequality in Nigeria," *Oxford Development Studies*, 46/3 (2018): 325-347.

Nitsan Chorev, *Give and Take: Developmental Foreign Aid and the Pharmaceutical Industry in East Africa* PUP 2019

Jon Schubert, Ulf Engel, and Elisio Salvado Macamo, eds., *Extractive industries and changing state dynamics in Africa: beyond the resource curse* (London: Routledge, Taylor & Francis 2018)

Arkebe Oqubay and Justin Yifu Lin, eds., *China-Africa and an Economic Transformation* (Oxford University Press, 2019).

Assessment: Essay (100%, 3000 words) in the WT Week 1.

DV442 Half Unit

Key Issues in Development Studies

This information is for the 2024/25 session.

Teacher responsible: Dr Christine Hanrieder CON 8.14

Availability: This course is compulsory on the MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available on the MSc in Anthropology and Development, MSc in Economic Policy for International Development, MSc in Environment and Development and MSc in Urbanisation and Development. This course is not available as an outside option.

Not available to students enrolled on DV400 & DV431.

Course content: This course provides an inter-disciplinary introduction to development studies. We explore key issues such as the SDGs, states and markets, growth and redistribution, colonial legacies, gender, climate change, and demography in development (key issues may change from year to year).

Teaching: 10 x 1.5 hour lectures and 10 x 1.5 hour seminars. in the AT. There will also be a 1.5 hour exam revision session at the end of AT.

Formative coursework: Students will submit one formative essay of 1500 words.

Indicative reading: The following are recommended basic readings for the course:

A Sen, *Development as Freedom* (Anchor, 1999).

Chang, H.J. (2002), *Kicking Away the Ladder: Development Strategy in Historical Perspective* (London: Anthem Press).

Recommendation for students with little previous exposure to economic debates:

Chang, H.J. (2014). *Economics: The User's Guide*. (London: Penguin Books).

Assessment: Take-home assessment (100%) in January. This is in the form of a 48 hour assessment

DV443 Half Unit

Development Management Consultancy Project

This information is for the 2024/25 session.

Teacher responsible: Dr Mahvish Shami CON.8.12

Availability: This course is compulsory on the MSc in Development Management (LSE and Sciences Po). This course is available on the MSc in Development Management. This course is not available as an outside option.

Course content: This unit is a compulsory core half unit course for the MSc Development Management. Students work on a consultancy report in Autumn and Winter Terms.

Students will gain practical experience of dealing with current policy issues and best practice in the field of international development by working as a part of a team on a live consultancy project for a real client. The consultancies are based around an experiential learning format. Clients provide Terms of Reference for the student groups to work on. Students receive guidance from academic staff through a structured supervision process and support from a staff coach through formal workshops. Students are allocated to consultancy teams usually comprising between three and six people. Students can express preferences for particular clients but may not be allocated to one of these. The roster of clients and projects changes every year.

The consultancy project begins in Autumn Term with client reports due in the Winter Term. The client report and final presentation form part of the assessment.

The course links the practical management of a development consultancy with broader issues of managing development.

Teaching: This course is delivered through a combination of 4 lectures and two student led formative problem-solving sessions (conducted over zoom) and one session dedicated to student inception report presentations in the AT and another 3-student led formative problem-solving sessions (conducted over zoom) in the WT. In addition, consultancy groups are expected to meet informally for two hours every week from week 2 -11 in the AT. The course is intended to take about 30 working days per person over two terms.

The lectures focus on two elements:

1. Dealing with the administration and management of a development consultancy at a group level as well as a
2. Critical engagement with development management interventions in practice (covering topics such as managerialism and results-based management, the politics of data, accountability, professionalisation, certification and credentialism, the political economy of projects/evaluation and log frames).

Autumn Term

Weeks 2, 3, 4 and 5: 2-hour lectures covering 1 and 2 above

Week 6: Reading Week

Weeks 7 & 11: Problem-solving drop-in sessions (zoom based)

Weeks 8 & 9: Inception report presentations

Winter Term

Weeks 1, 3 and 7: Problem-solving drop-in sessions (zoom based)

Final presentations in week 11.

Formative coursework: Students will participate in consultations with coaches to assist groups to formulate their proposals and negotiate their projects with their commissioning agencies. The inception report presentations in week 11 also provide verbal formative feedback from peers and coaches.

Indicative reading: There is no specific reading for this course as this will reflect the specific project Terms of Reference that students work to.

Assessment: Project (70%, 8000 words), other (10%) and group presentation (20%) in the WT.

Other (10%) = peer review (360 review)

Final client presentations are at the end of the Winter Term and are scheduled by the students in consultation with academic staff and the client. Students should be aware that presentations to clients may have to take place in the week after the end of WT, and students should plan accordingly and be available to participate if required.

DV444 Half Unit

Global Health Challenges: Epidemics, Disease, and Public Health Response

This information is for the 2024/25 session.

Teacher responsible: Dr Arjan Gjonca CON.7.08

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Global Health Policy, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV444 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: No pre-requisites are required for this course.

Course content: This course aims at looking at some of the major global health challenges in the 21st century. The course analyses health challenges from a multidisciplinary approach including public health, demography, and development studies. The relationship between epidemics, diseases and the public health policies are core to the content of the course. The course takes an interest on population causes and consequences of diseases and epidemics. It focuses mainly on the social and environmental determinants of epidemics and disease pattern in low- and middle-income countries. Moreover, the course does this in a comparative perspective to high income countries. The course uses both evidence-based and theoretical approaches, such as epidemiological and nutritional transitions. Another important aspect of the course is that it sheds light on the future of global health challenges as a result of anticipated population health changes.

Some of the main topics covered are: Epidemics and pandemics in historical perspective; the effects of pandemics in the overall health and mortality patterns of populations; Covid 19 pandemic - characteristics and the public health response to it; obesity and undernourishment as public health challenges; The increased global burden of mental health, environmental challenges and the impact on health; the relationship of migration and health and its effect on urban population.

Teaching: 16 hours and 30 minutes of lectures and 15 hours of seminars in the AT.

There will be a revision session in the AT.

Student on this course will have a reading week in Week 6.

Formative coursework: Students are expected to contribute in seminars and submit a 1,500-word formative essay in AT.

Indicative reading: Jamison, D. T., Summers, L. H., Alleyne, G., Arrow, K. J., Berkley, S., Binagwaho, A., ... & Yamey, G. (2013). Global health 2035: a world converging within a generation. *The Lancet*, 382(9908), 1898-1955.

Butler, C. (Ed.). (2016). *Climate change and global health*. CABI.

Tripathi, A. D., Mishra, R., Maurya, K. K., Singh, R. B., & Wilson, D. W. (2019). Estimates for world population and global food availability for global health. In *The role of functional food security in global health* (pp. 3-24). Academic Press.

McMichael T (2001) *Human Frontiers, environment and disease*. Cambridge: Cambridge University Press

Merson, MH, Black, ER, Mills, AJ. (2012) *Global Health: Diseases, Programmes, Systems, and Policies*, London: Jones & Barlett Learning; Caldwell JC.

Vaughan, Megan, et al., editors. (2021) *Epidemiological Change and Chronic Disease in Sub-Saharan Africa: Social and Historical Perspectives*. UCL Press

Taubenberger, J.K. and Morens, D.M. (2006) "1918 Influenza: the Mother of All Pandemics"; *Emerging Infectious Diseases*, Vol. 12, No. 1, January 2006, pp. 15-22

Patel, V., et al. (2018). "The Lancet Commission on global mental health and sustainable development." *THE LANCET* 392(10157): 1553-1598. [Open access, available at <https://www.thelancet.com/commissions/global-mental-health>]

Popkin, B.M. (2001) The Nutrition Transition and Obesity in the Developing World. *Journal of Nutrition* 131(3)

Montgomery MR. (2008) *The health of urban populations in developing countries*. New York, New York, United Nations, Department of Economic and Social Affairs, Population Division

Assessment: Essay (100%, 3000 words) in the WT.

The word count includes the body of the essay. It excludes title, headers, bibliography, list of abbreviations, appendices; it includes footnotes/endnotes and everything else.

DV445

Cutting Edge Issues in Development Thinking & Practice

This information is for the 2024/25 session.

Teacher responsible: Dr Laura Mann CON.7.10

Availability: This course is compulsory on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available on the MSc in Political Economy of Late Development. This course is available as an outside option to students on other programmes where regulations permit.

It is a compulsory course for all ID students.

Course content: The objective of the course is to introduce students to some of the most important and innovative voices and ideas in contemporary development debates, both from the academic and practitioner communities, which will both facilitate their 'career paths' and also contribute to learning in courses and consultancy projects. Each week speakers from different disciplines, development organisations or research institutes will speak to students about a "hot topic" in development policy and research work. Previous speakers have included senior economists, serving and former Government Ministers, NGO chief executives and senior staff, innovative academic researchers and consultants, among others.

Teaching: 20 hours of lectures in the AT.

Lectures will be followed by open discussion and debate. There will be a reading week in Week 6.

Assessment:

This course is not assessed.

DV453 Half Unit**International Development Consultancy Project**

This information is for the 2024/25 session.

Teacher responsible: Professor Ernestina Coast CON.8.15

Availability: This course is available on the MSc in Development Studies and MSc in Health and International Development. This course is not available as an outside option.

MSc Health and International Development students are guaranteed a place on DV453. Places for MSc Development Studies students requesting to take this course as an option are strictly limited (5 places allocated by ballot amongst applicants). MSc Development Studies students must take DV458 to be able to apply for a place on DV453.

Course content: Students will gain practical experience of dealing with current policy issues and best practice in the fields of health and international development by working on a consultancy team project for an external client. The consultancies are based around an experiential learning format. Students receive guidance through a structured supervision process and work on the consultancy report in Autumn and Winter Terms with support from a staff coach.

Students are allocated to consultancy teams usually comprising between three and six people. Students can express preferences for clients but may not be allocated to one of these. The roster of clients and projects changes every year.

The consultancy project begins in Autumn Term with client reports due at the end of Winter Term. The client report and final presentation form part of the assessment.

There are 4 AT lectures plus 1 AT workshop [to include the inception report presentations] and 1 WT workshop each lasting up to two hours.

Teaching: This course is delivered through a combination of lectures and workshops. Up to 8 hours of lectures and up to 4 hours of workshops in the AT and WT.

This course will have a reading week in Week 6.

Formative coursework: Students will contribute to the Group inception report and presentation (in the AT) and will be given group feedback for each of these.

Indicative reading: There is no specific reading for this course as this will reflect the specific project Terms of Reference that students work to.

Assessment: Project (80%, 8000 words), reflective learning report (10%) and group presentation (10%) in the WT.

The reflective learning report comprises two individual diaries plus individual performance assessed through 360-degree student reporting and the coach's own assessment of individual contributions.

Final client presentations are at the end of the Winter Term and are scheduled by the students in consultation with academic staff and the client. Students should be aware that presentations to clients may have to take place in the week after the end of WT, and students should plan accordingly and be available to participate if required.

An alternative assessment pathway is available in situations where groups are dissolved or individual students are removed from groups usually, but not exclusively, for disciplinary, client related or personal reasons. The suitability of this pathway is determined by the respective Programme Director and Head of Department. The department may also require or request individual students who have performed extremely well or whose contributions are unclear to demonstrate contributions through a portfolio of assessed work.

DV454 Half Unit Not available in 2024/25**Gender, labour markets and social change in the Global South: theory, evidence, public action**

This information is for the 2024/25 session.

Teacher responsible: Prof Naila Kabeer

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Gender, Development and Globalisation, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: One of the longest running debates within the feminist literature, and one that has also played out in the field of gender and international development, relates to the relationship between women's access to labour market opportunities and their position within the family and community: the 'exploitation' versus 'emancipation' argument. These debates have been given fresh lease of life in the development literature as a result of the growing feminisation of labour markets in recent years in most regions of the Global South. They have been further complicated by additional claims (which have a great deal of traction in policy circles) that greater gender equality in the labour market has enormous potential for economic growth. At the same time, a great deal of contemporary feminist literature as well as international campaigns have highlighted the extremely exploitative terms on which most women take up paid work, contested the view that increased access to paid work has been empowering for women and questioned the instrumentality of the 'gender is good for growth' argument.

This course will be loosely organized around these debates. It will seek to equip students with the ability to analyse and assess these competing claims about what is a very critical issue in the field of international development by providing them with a firm grounding in theory, evidence and policy debates relating to gender and labour markets in the Global South. It will meet this objective through three components which will build on each other.

The first will focus on the different positions taken within these debates and the rationales put forward to justify these claims. It will examine key concepts and theories relating to gender, households and labour markets which provide the theoretical underpinning to these claims. In particular, it will distinguish between the concepts of capabilities, empowerment and economic citizenship as ways of capturing changes associated with work. It will also consider the different definitions of 'work' which feature in these theories and the extent to which they capture the labour market and livelihood strategies of households in different regions of the Global South.

The second component will draw together the empirical literature to consider the evidence relating to gendered patterns of labour market participation in different regions of the world. It will start out with a broad-brush account of the changes that have taken place in domestic and global labour markets over the last few decades. It will then consider in greater detail how these markets function in low-and middle-income countries and the intersectional segmentation of occupations and tasks that they generate. It will analyse how market forces are restructuring some of the intimate aspects of family relations through the commodification of reproductive and sexual services that were previously provided as part of the marital contract. It will conclude by considering what these changing dynamics of the labour market tell us about women's position within their families and the wider society and

revisit the arguments about gender and growth.

The third component will evaluate various forms of public action by policy, corporations and civil society actors that have been taken up in response to their positions with regard to the gender dynamics in the economy. These include policy measures to promote greater gender equality in the labour market, including minimum wage legislation, social protection and corporate responsibility. They will also include new forms of unionism and collective action that have sought to promote economic citizenship and the rights of women workers at global and local levels.

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. Student on this course will have a reading week in Week 6.

Formative coursework: Students can opt to submit a 1500 essay which will not count towards their final marks but which will allow them to receive feedback on their ability to read critically, to synthesise arguments and to ensure that their writing style meets the standards required by the school. It will also address learning outcomes 1 and 4.

Indicative reading: Beneria, L., G. Berik and M.S. Floro (2016) *Gender, Development and Globalization: Economics as if people mattered* London: Routledge
World Bank (2012) *World Development Report, 2012: Gender Equality and Development* Washington: World Bank
Kudva, N. and L. Beneria (eds.), *Rethinking Informalization: Precarious Jobs, Poverty and Social Protection*. Ithaca, NY: Internet-First University Press. Available at D-Space Repository at Cornell University, <http://hdl.handle.net/1813/3716>.
Dunway, W. (2014) *Gendered commodity chains: seeing women's work and households in global production* Stanford University Press: Stanford
Parreñas, Rhacel Salazar (2015) *Servants of globalization: migration and domestic work* Stanford University Press
Dolan, C. and D. Rakak (2015) *The anthropology of corporate social responsibility* Berghahn Books
UN Women (2015) *Transforming economies, realizing rights* New York: UN Women
Kabeer, Naila, Kirsty Milward and Ratna Sudarshan. (2013). *Organizing Women Workers in the Informal Economy. Beyond the Weapons of the Weak*. Zed Press, London
ILO (2018) *Care Work and Care Jobs: for the future of decent work*. Geneva: ILO
FAO, ILO and IFAD (2010) *Gender dimensions of agricultural and rural employment: differentiated pathways out of poverty* Rome: FAO
Grantham, K. G. Dowie and A. de Haan (2021) *Women's Economic Empowerment: Insights from Africa and South Asia* (Routledge, London and IDRC)
<https://www.idrc.ca/en/book/womens-economic-empowerment-insights-africa-and-south-asia>

Assessment: Essay (100%, 4000 words) in the ST.

DV455 Half Unit Advocacy, Campaigning and Grassroots Activism

This information is for the 2024/25 session.

Teacher responsible: Prof Duncan Green and Mr Thomas Kirk
Dr Duncan Green is Professor in Practice in the International Development Department, and Senior Strategic Adviser at Oxfam GB, an international NGO. His blog, *From Poverty to Power* (<http://oxfamblogs.org/fp2p/>) is one of the most widely read international development blogs. His most recent book, *How Change Happens* (OUP, 2016, 2nd edition June 2024) is the core text for this course. Dr Thomas Kirk is a researcher and consultant based at the London School of Economics and Political Science. Interests include the provision of security and justice in conflict affected regions, social accountability, civil society, local governance and public authority. Lived and worked in Afghanistan, Pakistan, India, Timor-Leste, the DRC and Kenya.

Together they run the Influencing component of the Global Executive Leadership Initiative Course (<https://www.geli.org/programs-courses/regional-training-programme/influencing-senior-leaders-analysis-strategy-and>).

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course will be offered in Autumn term and capped at 75 students.

Selection criteria: applicants will be asked to submit 200 words on their background and why they want to take the course, to be assessed against interest, experience and passion.

If there are any spare spaces, the course is available as an outside option.

Course content: There are two blocks in this course:

1. Understanding How Change Happens, including systems thinking and power analysis.
2. The analytical frameworks used by INGOs and other change agents to inform and design their advocacy.

This course introduces students to some of the analytical frameworks and practical techniques used by INGOs such as Oxfam (where the course leader is senior strategic adviser), along with other activists (broadly defined, including 'change agents' in governments and the private sector) in influencing political, social and economic policy and practice.

Lectures will introduce the importance of systems thinking and power analysis in understanding and influencing processes of change and the role of civil society and advocacy in driving such change.

These will be used to explore how activists and activist organizations use these as organizing tools for influencing, through both 'insider' or 'outsider' strategies.

The course is designed for students who have been, or intend to become, active in driving change, whether as members of civil society organizations, in government, in aid donors or in the private sector. You will develop your understanding both of endogenous change processes in developing countries, and the design and limitations of deliberate efforts to bring about political, social and economic change.

Students will be asked to come with an initial idea for an influencing exercise that they would personally like to design and implement (for example a campaign, policy reform, or effort to shift public attitudes) and will apply the coursework to that case study, developing a project proposal at the end of the term that will be assessed.

Students will be required to produce a blog post or vlog (video blog) summarizing their individual project, which will also be summatively assessed (students will be offered a 'blogging for beginners' lecture on writing for impact).

Working in small groups, students will also choose and analyse a past case study of change, which will be assessed.

Teaching: Teaching will consist of a combination of lecture presentations, involving powerpoint, video and group discussion, and seminar discussions. There will be one lecture at or above 60 minutes duration each week of AT. This will be followed up by 60 minutes of seminar work in the AT. Reading week will occur in week 6, during which time there will be extended office hours available.

Formative coursework: Students will be asked to submit initial formative proposals (1000 words max) for their individual assignments in week 6, for feedback from the course leaders. Proposals for the group assignment will be submitted in seminars in weeks 7 & 8 for tutor feedback.

Indicative reading: Course Text: Green, D. 2016. *'How Change Happens'*. Oxford University Press
M. Andrews, L. Pritchett and M. Woolcock, *Building State*

Capability, (Oxford: OUP, 2017)
 Y.Y. Ang (2016) *How China Escaped the Poverty Trap*. Ithaca, Cornell University Press. Introduction and Conclusion. Also the FP2P Review or listen to the podcast.
 K.A. Appiah (2010) *The Honor Code: How Moral Revolutions Happen*. New York: WW Norton. Chapter 5.
 Batliwala, S. (2020) *all about Power*. CREA.
 J.W. Busby (2007) 'Bono Made Jesse Helms Cry: Jubilee 2000, Debt Relief, and Moral Action in International Politics'. *International Studies Quarterly*, 51: 247-75.
 R. Chambers, *Can We Know Better? Reflections on Development*, (Practical Action, 2017)
 J. Ferguson, *The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho*, (University Of Minnesota Press, 1994)
 Gaventa, J. (2020) 'Linking the prepositions: using power analysis to inform strategies for social action'. *Journal of Political Power*, 14 (1).
 J. Heimans and H. Timms (2018) *New Power: How Power Works in Our Hyperconnected World--and How to Make It Work for You*. New York: Doubleday.
 J. Howell and Pearce, J. (2001) *Civil Society and Development: A Critical Exploration*. London: Lynne Rienner Publishers.
 N. Kabeer, R. Sudarshan, and K. Milward. *Organizing Women Workers in the Informal Economy: Beyond the Weapons of the Weak*. (London, Zed Books, 2013). Chapter 5.
 N. Klein (2007) *The Shock Doctrine: The Rise of Disaster Capitalism*. London: Penguin. Introduction and Conclusion
 R. Pascale, J. Sternin, and M. Sternin, *The Power of Positive Deviance: How Unlikely Innovators Solve the World's Toughest Problems* (Cambridge, MA: Harvard Business Press, 2010).
 D. Meadows and D.H. Wright, *Thinking in Systems: A Primer* (Abingdon: Routledge, 2009).
 N. Nyabola (2018) *Digital Democracy, Analogue Politics: How the Internet Era is Transforming Politics in Kenya*. Zed Books. Part 2.
 S. Popovic, *Blueprint for Revolution: How to Use Rice Pudding, Lego Men, and Other Nonviolent Techniques to Galvanize Communities, Overthrow Dictators, or Simply Change the World* (New York: Spiegel & Grau, 2015).
 D. della Porta. (2018) *Protests as critical junctures: some reflections towards a momentous approach to social movements*. *Social Movement Studies*.
 A. Rao, J. Sandler, D. Kelleher, and C. Miller, *Gender at Work: Theory and Practice in 21st Century Organizations* (Abingdon, Oxford: Routledge, 2016).
 J. Rowlands, *Questioning Empowerment: Working with Women in Honduras* (Oxford: Oxfam UK and Ireland, 1997).
 A. de Waal, *Advocacy in Conflict: Critical Perspectives on Transnational Activism* (London: Zed Books, 2015).
 P. Yanguas, *Why we lie about Aid*, (London, Zed, 2018). Introduction, Conclusion. FP2P Review.

Assessment: Project (50%, 2500 words), project (40%) and blog post (10%) in the AT.

The course has three pieces of assessed work:

- a) Essay - Individual strategies (50%, 2500 words)
- b) Group presentation (40%, slide deck and group viva in WT)
- c) Individual blog/vlog posts (10%). The deadline for all 3 pieces of assessed work (final individual project, group slide deck and blog) is midday on 12 PM Friday 10th January 2025.

DV456 Half Unit

Population, Health and Development: Evidence and Projections

This information is for the 2024/25 session.

Teacher responsible: Prof Tiziana Leone, CON.8.11

Availability: This course is compulsory on the MSc in Social Research Methods. This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in

Economic Policy for International Development, MSc in Gender, Development and Globalisation, MSc in Global Health Policy, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority first to MSc Health and International Development students and then to students on International Development and joint-degree programmes. In cases where there are more applicants than spaces places will be allocated randomly in accordance with the priorities listed above. Spare places for non-ID/Joint Degree students will be allocated by random selection, with preference given to degrees that permit this option.

Pre-requisites: Some familiarity with personal computers is required, but a high degree of technical proficiency is not required. Familiarity with excel (basic functions) needed otherwise attend a course at LSE Life. For more details on whether the course might be suitable for you please visit Moodle.

Course content: The course is practical in nature and overviews key methods used for planning in population and development with an emphasis on the health sector. Key questions which will be answered in this course are: what is the future of the world population; what are the family planning needs of couples in low income countries; what will be the number of newly HIV infected in the next 15 years; what is the future of major diseases; what is the impact of key health interventions. The focus will be both on producing information as well as on searching and understanding data provided by key international agencies and on learning how to relate the information meaningfully to policy makers. Relevance will be given to methods used for assessing the implications of high levels of mortality in developing countries with specific reference to the HIV/AIDS pandemic, as well as the assessment of high fertility levels due to low uptakes of family planning methods. During the course students will learn to apply interventions-based models through the use of Spectrum to understand the impact on outcomes and on governments' health expenditure. The approach is practical and complements the more theoretical population courses giving additional skills such as an understanding of key international projections and estimates, planning for health workforce and for health supplies. Students will undertake a number of computer-based assignments (using either Excel or Spectrum) which will follow the topics highlighted during the lectures. The course covers concepts used for population analysis; the role of population projections in the population planning and development process; the basis of projections made by international agencies such as the UN Population Division; the formulation of projection assumptions and methods of making projections; methods for projecting and assessing the impact of HIV/AIDS and the use of software such as AIM (AIDS Impact Model), the framework of the ONEHealth model as well as planning maternal and child health interventions with the use of LiST. The course will also give an overview of projections for non-communicable diseases, Malaria and TB among others. Emphasis will be given to the learning of analytical skills which include data and information searching on the internet as well as presentation of the information. Former students have found the course useful to get a foundation of how UN agencies involved in data collection work, to gain analytical skills which are transferable as well as getting a grasp of how to translate data into policy.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Student on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to submit a formative assessment of 4 pages before the end of term.

Indicative reading: Relevant documents will be provided at the start of the course, mainly in the form of electronic documents. Suggested reading are Lutz "The future population of the world"; Cohen "How many people can the earth support"

Assessment: Coursework (90%) in the ST.

Continuous assessment (10%) in the WT.

Assessment will be by two forms of assessments.

Continuous assessment worth 10%: will be based on course participation, a group presentation along with homework submitted on Moodle during WT.

Coursework worth 90% - will be a 10 A4 page report. This will involve the formulation, execution and writing up of a project concerned with a model for population planning, to be agreed with the course teacher. This must be submitted by the second week of ST.

DV457 Half Unit

Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation

This information is for the 2024/25 session.

Teacher responsible: Prof Ernestina Coast, CON.8.15

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Gender, MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Health Policy, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority first to MSc Health and International Development students and then to students on International Development and joint-degree programmes. In cases where there are more applicants than spaces then places will be allocated randomly in accordance with the priorities listed above. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: This course aims to equip students with the knowledge and skills to be able to critically appraise data and evidence for assessing sexual and reproductive health programmes. This course deals with the effectiveness of sexual and reproductive health programmes, especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation. The course focuses on the critical production and consumption of data and evidence – both quantitative and qualitative – for assessing sexual and reproductive health programmes. The course takes a global approach, incorporating evidence from a range of contexts, countries and populations.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. Students on this course will have a reading week in Week 6.

Formative coursework: Students are expected to prepare a group seminar presentation and an individual annotated bibliography during the term.

Indicative reading: Lecture and seminar electronic reading lists are available in Moodle.

Assessment: Coursework (100%) in the WT.

Coursework assignment to be a maximum of 10 A4 pages.

DV458 Half Unit

Key issues in Global Health and Development

This information is for the 2024/25 session.

Teacher responsible: Prof Tiziana Leone CON.8.11 and Dr Philipa Mladovsky CON.6.13

Availability: This course is compulsory on the MSc in Health and International Development. This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Social Research Methods and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV458 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: The course provides an up-to-date and comprehensive introduction to global health and health system trends in low and middle-income countries. The course examines the main determinants of health issues as they relate to development and their principal consequences, policies and politics to improve health and development; barriers to implementing those policies; and ways of overcoming those barriers. Key topics include the politics of diseases, framing health discourses, governance and the WHO, universal health coverage, impacts of conflict and climate change on health, pharmaceutical governance and global health metrics. Drawing on disciplines such as political science, health policy, demography, sociology and economics, this course argues for the need to improve global health equity in order to contribute to development. It will equip students with the skills needed to work in and help to improve mainstream global health organisations such as WHO, the World Bank, Gates Foundation and MSF among others. The course promotes equality, social justice and human rights as fundamental approaches to global health.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. Student on this course will have a reading week in Week 6.

Formative coursework: Students are expected to prepare a seminar presentation and complete a mock exam during AT.

Indicative reading: The course is supported by an electronic reading list. There is no single key text but here are some indicative readings:

- Birn, A. et al, 2017, "Textbook of global health". Oxford University Press
- Marmot, M., et al, 2008, Closing the gap in a generation: health equity through action on the social determinants of health. The Lancet, 372(9650), pp.1661-1669
- Shiffman, 2009, "A social explanation for the rise and fall of global health". Bulletin of the World Health Organization, 87(8), 608–613
- Adams, V. 2016, "Metrics: what counts in global health". Duke University Press
- Kieny, M.P., et al 2017, Strengthening health systems for universal health coverage and sustainable development. Bulletin of the World Health Organization, 95(7), p.537.
- Gill et al, (2020), Reflections on the political economy of planetary health in Review of International Political Economy. Review of International Political Economy. 27:1
- Watts et al. (2019), The 2019 report of The Lancet Countdown on health and climate change: ensuring that the health of a child born today is not defined by a changing climate. The Lancet, 394(10211), pp.1836-1878.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

DV460 Half Unit Not available in 2024/25

Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference

This information is for the 2024/25 session.

Teacher responsible: Dr Tasha Fairfield CON 6.02

Availability: This course is available on the MSc in Comparative Politics, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be selected for DV460 based on a written statement of interest (max 150 words). Priority will be given to students on the programs listed above, if demand exceeds places.

Pre-requisites: This course has no prerequisites.

Students do not need any previous exposure to either Bayesian analysis or qualitative methods literature.

Course content: The way we intuitively approach qualitative case research is similar to how we read detective novels. We consider various different hypotheses to explain what occurred—whether the emergence of democracy in South Africa, or the death of Samuel Ratchett on the Orient Express—drawing on the literature we have read (e.g. theories of regime change, or other Agatha Christie mysteries) and any salient previous experiences we have had. As we gather evidence and discover new clues, we continually update our beliefs about which hypothesis provides the best explanation—or we may introduce a new alternative that occurs to us along the way.

Bayesianism provides a natural framework that is both logically rigorous and grounded in common sense, that governs how we should revise our degree of belief in the truth of a hypothesis—e.g., "mobilisation from below drove democratization in South Africa by altering economic elites' regime preferences," (Wood 2001), or "a lone gangster sneaked onboard the train and killed Ratchett as revenge for being swindled"—given our relevant prior knowledge and new information that we obtain during our investigation. Bayesianism is enjoying a revival across many fields, and it offers a powerful tool for improving inference and analytic transparency in qualitative research.

This course introduces basic principles of Bayesian reasoning with the goal of helping us leverage our common-sense understandings of inference and hone our intuition when conducting causal analysis with qualitative evidence. We will examine the foundations of Bayesian probability as well as concrete applications to single case studies, comparative case studies, comparative historical analysis, and multi-methods research. Students will practice applying Bayesian reasoning to assess the strength and quality of inferences in published studies, drawing on exemplars of qualitative research from various fields of socio-political analysis including development studies, comparative politics, international relations, and policy analysis. Students will also apply Bayesian principles to various aspects of their own dissertation research in progress—e.g., generating or revising hypotheses, selecting cases, identifying weaknesses in salient background literature, and assessing the inferential weight of available evidence.

Upon completing the course, students will be equipped with a concrete set of Bayesian-inspired best practices to deploy in their own research, as well as widely-applicable analytic skills that will help them to better evaluate and critique socio-political analysis.

Teaching: This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 exercise and 1 project in the WT.

Students will receive written and oral formative assessment on in-class exercises, which will ask them to explain key Bayesian

concepts (e.g., the "weight of evidence") in their own words and apply them to concrete examples (e.g. use Bayes' rule to derive an inference from several pieces of evidence).

In addition, students will receive feedback on the first section of their final project, which will set up rival hypotheses to be compared in light of case evidence.

Indicative reading: Methodological foundations:

Andrew Bennett, "Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis," in Andrew Bennett and Jeffrey Checkel, eds, *Process Tracing in the Social Sciences: From Metaphor to Analytic Tool*, Cambridge University Press, 276–98, 2015; Tasha Fairfield and Andrew Charman, "Explicit Bayesian Analysis for Process Tracing," *Political Analysis* 25(363-380), 2017; Tasha Fairfield and Andrew Charman, "A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science," *Perspectives on Politics* 17(1:154-167), 2019; Timothy McKeown, "Case Studies and the Statistical Worldview," *International Organization* 53(1):161-190, 1999.

Qualitative research exemplars:

Tasha Fairfield and Candelaria Garay, "Redistribution under the Right in Latin America: Electoral Competition and Organized Actors in Policymaking," *Comparative Political Studies* 50 (14) 1871-1906, 2017; Marcus Kurtz, "Reconsidering War and the 'Resource Curse' in Third World State Building," *Politics & Society* 37 (4) 479–520, 2009; Kenneth Schultz, "Fashoda Revisited" (Chapter 6) in *Democracy and Coercive Diplomacy*, Cambridge, 2001; Dan Slater, "Revolutions, Crackdowns, and Quiescence: Communal Elites and Democratic Mobilization in Southeast Asia," *American Journal of Sociology* 115 (1) 203-254, 2009; Elisabeth Wood, "An Insurgent Path to Democracy: Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador," *Comparative Political Studies* 34 (8) 862-888, 2001.

Assessment: Project (80%, 3000 words) in the ST.

In-class assessment (20%) in the WT Week 11.

Students will choose a case-study article that is relevant to their dissertation topic and apply Bayesian reasoning to critique the article's inferences. This exercise entails assessing how the author's argument has been specified, identifying a plausible rival hypothesis (which may or may not be provided by the author), identifying the most salient pieces of evidence presented, and qualitatively evaluating the inferential weight the evidence provides in favour of the author's hypothesis relative to the rival.

DV462 Half Unit

Forced Migration and Refugees

This information is for the 2024/25 session.

Teacher responsible: Dr Myfanwy James

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Gender (Rights and Human Rights), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Health and International Development, MSc in Human Rights, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

Priority is given to students on the MSc International Development and Humanitarian Emergencies and MSc in International Migration and Public Policy, then International Development (ID) and joint ID MSc programmes and then students external to ID. At each stage course places will be allocated by random selection according to the priorities detailed above.

Course content: The course examines the politics of forced migration and humanitarian responses, the diversity of lived experiences among refugees, as well as contemporary debates about 'durable solutions' in the face of protracted crises. The

course is structured around four, interlocking themes. The first section critically examines the causes of displacement. The course challenges notions of mono-causality in favour of a more complex and dynamic understandings of why people move. We focus on two debates: first, the contested relationship between conflict and displacement, and second, the complex connections between environmental stress, climate change, and migration. The second section examines responses to forced migration. It examines the power and politics of the UN agency with a specific mandate for refugee protection and relief, the UNHCR, as well as the intersection between human rights and refugee law, and the contested relationship between humanitarianism and politics in contexts of forced displacement. We explore how displaced populations have been framed as security threats, and the way that this shapes both international responses and refugee experiences. The third section explores lived experiences of forced migration. It considers how experiences of flight, encampment, and exile can be mediated and shaped by factors such as gender, race, age, sexuality, ethnicity, and class. Drawing on ethnographic approaches, we consider processes of meaning-making and political mobilization during displacement, and the differing experiences of people living in refugee camps and urban settlements. The final section examines contemporary policy attempts at 'solving' protracted crises, and the limitations of these approaches. We consider existing practices and experiences of local integration, voluntary repatriation/return, and resettlement, and ask what it might mean to rethink these 'durable solutions.'

Teaching: 20 hours of lectures and 15 hours of seminars in the WT.

The course is accompanied by a film club which explores the representation and lived experiences of refugees. Students will have a reading week in Week 6.

Formative coursework: Students will co-produce seminar presentation and write a formative essay of 1500 words by week 8 of WT. Normally students will produce their formative essay within two weeks of presenting on that topic in the seminar.

Indicative reading: 1. Lischer, S. K. (2005). *Dangerous Sanctuaries: Refugee camps, civil war, and the dilemmas of humanitarian aid*. Cornell University Press.

2. Zetter, R., & Morrissey, J. (2014). The environment-mobility nexus: Reconceptualizing the links between environmental stress, (Im) mobility, and power. *The Oxford handbook of refugee and forced migration studies*, 342-354.

3. Moulin, C., & Nyers, P. (2007). "We live in a country of UNHCR"—Refugee protests and global political society. *International Political Sociology*, 1(4), 356-372.

4. Andersson, R. (2014) *Illegality, Inc.: Clandestine migration and the business of bordering Europe*. University of California Press.

5. Turner, L. (2015). Explaining the (non-) encampment of Syrian refugees: security, class and the labour market in Lebanon and Jordan. *Mediterranean Politics*, 20(3), 386-404.

6. Malkki, L. H. (1996). Speechless emissaries: Refugees, humanitarianism, and dehistoricization. *Cultural Anthropology*, 11(3), 377-404.

7. Janmyr, M. (2022). Sudanese Refugees and the "Syrian Refugee Response" in Lebanon: Racialised Hierarchies, Processes of Invisibilisation, and Resistance. *Refugee Survey Quarterly*, 41(1), 131-156.

Assessment: Take-home assessment (100%) in the ST.

The exam paper will be released in week 11 of the WT. The course is assessed through the submission of two 2100-word essays by Tuesday of week 1 of the ST.

Exam papers will comprise a section with questions drawn from specific weeks and another section with questions that engage themes from multiple weeks. Students are expected to address one question from both sections.

DV464 Half Unit

Democracy and Development

This information is for the 2024/25 session.

Teacher responsible: Prof Elliott Green CON.8.07

Availability: This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is also available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Course content: One could argue that the 'holy grail' in the study of political economy is the relationship between democracy and development. Does economic development lead to democracy? Are democracies better at promoting development than non-democracies? This course examines this topic in a broad perspective, in both historical and contemporary contexts, and in theoretical and empirical debates.

The course is roughly divided into two, with the first half tackling theories of democracy and development while the second examines empirical evidence. In the first half we will examine historical theories explaining why development can promote democratization from authors such as Seymour Lipset and Barrington Moore, before focussing on contemporary debates from Acemoglu/Robinson, Przeworski and Rodrik. We then focus on the effect of democratization on both economic development and public goods provision, before examining the topic of inequality, redistribution and democracy with attention to Thomas Piketty's recent work. We conclude the first half of the course by discussing the indirect effects of development on democracy via changes in religion, ethnicity and nationalism, with attention to how development can promote secularism, ethnic homogenization and national identity formation.

The second half of the course focusses on specific countries and groups of countries. We start by examining countries which have developed without becoming democracies, with a focus on examples from East Asia (especially China and Vietnam) and the Middle East (the Gulf states). We then have lectures on three of the BRICS countries, namely South Africa, India and Brazil, as countries which have seen complex and varied attempts to democratize and develop. Finally, we conclude by speculating on the future of development and democracy in the developing world.

Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Formative assessment will be based on questions provided to students on the reading list assessed by the seminar leader, such that the feedback is given to the student before the end of Michaelmas term. Students will submit a practice essay that is 2000 words long. The marks will be indicative (i.e., P for Pass, D for distinction).

Indicative reading: Drèze, Jean and Amartya Sen. 2013. *An Uncertain Glory: India and its Contradictions*. London: Penguin. Guriev, Sergei and Daniel Treisman. 2022. *Spin Dictators: The Changing Face of Tyranny in the 21st Century*. Princeton: Princeton University Press.

Haggard, Stephan and Robert R. Kaufman. 2016. *Dictators and Democrats: Masses, Elites, and Regime Change*. Princeton, NJ: Princeton University Press.

Krishna, Anirudh (ed.). 2008. *Poverty, Participation and Democracy*:

A Global Perspective. Cambridge: Cambridge University Press
 Min, Brian. 2015. Power and the Vote: Elections and Electricity in the Developing World. Cambridge: Cambridge University Press.
 Przeworski, Adam. 2019. Crises of Democracy. Cambridge: Cambridge University Press.
 Rueschemeyer, Dietrich, Evelyne Huber Stephens and John D. Stephens. 1992. Capitalist Development and Democracy. Chicago: University of Chicago Press
 Tudor, Maya. 2013. The Promise of Power: The Origins of Democracy in India and Autocracy in Pakistan. Cambridge: Cambridge University Press.
 Wimmer, Andreas. 2018. Nation-Building: Why Some Countries Come Together While Others Fall Apart. Princeton, NJ: Princeton University Press.

Assessment: Essay (25%, 2000 words) in the WT Week 1. Essay (75%, 4000 words) in the ST Week 1. Students will submit a 2000- word long summative essay, at the beginning of Winter Term. They will then revise the essay according to the comments they receive and resubmit it as a 4000-word essay in Spring Term.

DV465 Half Unit Not available in 2024/25 Labour, Social Services and Development

This information is for the 2024/25 session.

Teacher responsible: Dr.Tine Hanrieder

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Gender, Development and Globalisation, MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Places will be allocated with priority first to MSc Health and International Development students and then to students on International Development and joint-degree programmes. In cases where there are more applicants than spaces then places will be allocated randomly in accordance with the priorities listed above. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: Development relies on a global workforce of health, care, and education workers in the public, voluntary/informal, and increasingly the private sector. This course examines this global workforce and the politics of labour for social development. It examines a set of cross-cutting development themes including the politics of training and skills, workforce migration and brain drain, and gendered and racialized divisions of labour. Students will learn to critically analyse debates about public sector wages in development strategies, the politics of professionalism and precarization, the role of volunteering and unpaid work, the moral and political economies of "corruption", the gains and losses incurred from labour migration, and the role of trade unions and international NGOs for the workplace, communities, and the state.

The course is broadly grounded in labour studies and feminist theories of social reproduction and care, and draws on research in disciplines including sociology, medical anthropology, political science, labour history, and public administration. It has a global outlook, working with case studies and examples from different regions and continents. It is both hands-on by unpacking current

workforce challenges for development, and critical by uncovering historical roots of these challenges and mobilizing social theory to interpret them.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the WT. Formative feedback on an essay outline is provided.

Indicative reading:

- Chambers-Ju, Christopher 2024: Mobilizing Teachers: Education Politics and the New Labor Movement in Latin America. Cambridge University Press.
- Maes, Kenneth 2017: The Lives of Community Health Workers: Local Labor and Global Health in Urban Ethiopia. Routledge.
- Marks, Shula 1994: Divided Sisterhood: Race, Class and Gender in the South African Nursing Profession. Wits University Press.
- Rodriguez, Robyn Magalit 2010: Migrants for Export: How the Philippine State Brokers Labor to the World. University of Minnesota Press.
- Wichterich, Christa & Maya John (eds.) 2023: Who Cares?: Care Extraction and the Struggles of Indian Health Workers. Zubaan Books.

Assessment: Essay (70%, 3000 words) in the ST.

Blog post (10%) and blog post (20%) in the WT.

The blog post receiving the higher mark is weighted 20%, the other 10%.

DV466 Half Unit Humanitarian Consultancy Project

This information is for the 2024/25 session.

Teacher responsible: Professor Stuart Gordon (CON.8.02)

Availability: This course is compulsory on the MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.

Course content: This unit is a core half unit course for the MSc IDHE. Students work on a consultancy report in Autumn and Winter Terms.

Students will gain practical experience of dealing with current policy issues and best practice in the fields of humanitarian assistance or international development by working on a live consultancy project for a real client. The consultancies are based around an experiential learning format. Students receive guidance through a structured supervision process and with support from a staff coach.

Students are allocated to consultancy teams usually comprising between three and six people. Students can express preferences for particular clients but may not be allocated to one of these. The roster of clients and projects changes every year.

The consultancy project begins in Autumn Term (AT) with client reports due in the Winter Term (WT). The client report and final presentation form part of the assessment.

Teaching: This course is delivered through a combination of lectures and interaction with coaches driven by student needs. Consultancy groups are expected to meet most weeks throughout AT and WT and group members generally commit around 30 days of their time to the course. During AT there will be a minimum of 4 lectures, 2 Zoom based problem-solving workshops and sessions devoted to student inception report presentations. There will be three scheduled Zoom problem-solving workshops in the WT.

Autumn Term

- Weeks 2, 3, 4 and 5: 2-hour Skills lectures
- Week 6: Reading Week
- Weeks 7 & 8: Zoom based problem-solving workshops
- Weeks 9, 10 and 11: Inception report presentations

Winter Term

- Weeks 1, 3 & 7: Zoom based problem-solving workshops

Formative coursework: Students will contribute to the Group inception report and presentation (in the AT) and will be given verbal feedback for each of these.

Indicative reading:

- John Rowley and Frances Rubin, 'Effective Consultancies in Development and Humanitarian and Humanitarian Programmes' (Oxfam: Oxford: 2006);
- Michael Bamberger, Jim Rugh and Linda Mabry, 'Real World Evaluation: working Under Budget, Time, Data and Political Constraints' (Sage: London, 2012);
- Michael Quinn Patton, 'Utilization Focused Evaluation' 4th Edition (Sage: London, 2008);
- Michael Edwards and Alan Fowler, 'NGO Management' (Earthscan: Oxford, 2002);
- Eric James 'Managing Humanitarian Relief: An Operational Guide for NGOs' (Practical Action Publishing: Rugby, 2008)

Assessment: Project (70%, 8000 words), reflective learning report (10%) and group presentation (20%) in the WT.

An alternative assessment pathway is available in situations where groups are dissolved or individual students are removed from groups usually, but not exclusively, for disciplinary, client related or personal reasons. The suitability of this pathway is determined by the Programme Director and Head of Department. The department may also require or request individual students who have performed extremely well or are suspected not to have contributed fully to demonstrate contributions through a portfolio of assessed work.

Students produce two reflective learning reports in the form of two individual diaries. Individual performance is assessed through a peer review exercise and the coach's own assessment of individual contributions.

Final client presentations take place in weeks 9, 10 and 11 of WT and are scheduled by the students in consultation with academic staff and the client. Students should be aware that presentations to clients may have to take place in the week after the end of WT, and students should plan accordingly and be available to participate if required. Participation in the final presentation is mandatory to complete the course requirements.

DV467 Half Unit**Famine, Data skills and Analysis**

This information is for the 2024/25 session.

Teacher responsible: Prof Stuart Gordon (CON.8.02)

Availability: This course is available on the MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.

Course content: This half unit course is intended to provide students with an opportunity to develop industry standard data handling skills and apply these techniques to real world case studies of food insecurity and famine.

Students will complete two digital skills laboratory courses (these are each about five days long) and to use these skills to conduct an independent exploration of data sets relating to the onset of famines. Using the food security literature to identify a range of processes and pathways thought to lead into or out of famine, students are asked to interrogate existing data sets and represent their findings as either confirming or altering these models through inductive inference. The data sets are likely to derive from those provided by OCHA Humanitarian Data Exchange, FEWSNET, Development Initiatives, the OCHA Financial Tracking Service, Glofpass and supported by data from relevant operational organisations (such as WFP, UNICEF and FAO as well as national capitals). Students can work independently or in teams of two or three (but with different outputs). This course will appeal to those wishing to pursue a career in combatting food insecurity. The causes of famine are generally considered to be found in widespread food scarcity which may derive from a range of factors: crop failure, natural disaster, armed conflict, chronic poverty or the failure of national political or economic policies. Famines 'that kill' (De Waal) are usually followed by 'regional malnutrition, starvation, epidemic, and increased mortality.' The onset of these type of events can be slow or fast but the more

serious episodes tend to be ones that develop over a protracted period and are complex social and economic processes. Many of these processes are tracked by international organisations and national capitals and these data sets provide a rich and often untapped description of underlying processes and the various ways in which these situations unfold over time as the crisis deepens and broadens.

The corpus of literature identifies a range of supposedly causal pathways; but four particular models stand out. Historically the Malthusian idea of sharp and sudden 'food availability decline' has tended to dominate analysis. But following the work of Amartya Sen in the early 1980s, authors have identified a range of other processes ranging from the collapse of household 'entitlements', through to patterns of progressive impoverishment, and narratives which focus on reductions in access to livelihoods and food, resulting first in displacement and then chronic public health crises. Equally the pathways out of famine have become more sophisticated; beginning with the provision of food commodities and water during throughout much of the Cold War but eventually evolving into far more complex livelihood, market based and food security interventions thereafter. The course will explore the various claims made by theorists in order to determine 'frames' for considering the evolution of such crises.

Teaching: 6 hours of seminars and 4 hours and 30 minutes of workshops in the AT. 9 hours of workshops in the WT.

2 x curated workshop courses from DSL (drawn from Power BI, STATA, R, Python, Tableau, Excel with individual advice to students on aspirations and suitability of courses from DSL - these vary in length but are approx. 5 days each). Plus, one 3 hour inception report presentations session in AT.

Final presentations in WT.

Formative coursework: Students will be expected to produce 1 presentation in the AT.

Plus various elements of formative work agreed with DSL. These differ by digital course

Formative assessment – presentation in AT (identifies digital platforms being used, selection of data sets, causal pathways to be explored). Autumn Term worth 5% of overall grade. Problem solving workshops 2 X 90 minutes each in WT.

Indicative reading:

- Alex de Waal, Catriona Murdoch and Wayne Jordash (eds.), *Accountability for Mass Starvation: Testing the Limits of the Law*, Oxford: Oxford University Press, pp. 1-30.
- Stephen Devereux, 2000, *Famine in the Twentieth Century*, IDS working paper no. 105, pp1-40. ISBN 1 85864 292 2
- Becker, Jasper. 1996. *Hungry Ghosts: China's Secret Famine*. London: John Murray (chapter 8: "Henan: A Catastrophe of Lies").
- Natsios, Andrew. 2001. "The Politics of Famine: The Battle in Washington", chapter 7 in *The Great North Korean Famine*, Washington: United States Institute of Peace, pp. 141-164.
- Delamothe, Tony, 2011, "Thought for food: Commodity speculation, not micronutrient deficiency, is today's most pressing problem", *BMJ (British Medical Journal)*, 342, p. 1060, May 14.)
- Sen, Amartya 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation*, Oxford: Clarendon Press (reprinted 1984) (chapters 1 and 9) CC HC79.F3S47 pp1-8 & 131-153
- Rangasami, Amrita. 1985. "Failure of Exchange Entitlements' Theory of Famine: A Response", *Economic and Political Weekly*, vol. XX, no. 41, October 12th and no. 42, October 19th pp 1747-51 & 1797-1800 H8
- Keen, David. 'A disaster for whom? Local interests and international donors during famine among the Dinka of Sudan'. *Disasters*, vol. 15, no. 2, 1991, pp. 58-73.
- De Waal, Alexander. 1989. *Famine that Kills: Darfur, Sudan, 1984-85* (chapter 8, "Relief"), pp. 195-226. Oxford: Clarendon Press.
- Conley, Bridget, Alex de Waal, Catriona Murdoch and Wayne Jordash. 2021. "Introduction: Rendering Starvation Unthinkable – Preventing and Punishing Starvation Crimes", in Bridget Conley

Assessment: Essay (80%, 3000 words) and presentation (15%) in the WT.

Presentation (5%) in the AT.

DV472 Half Unit Not available in 2024/25

Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development)

This information is for the 2024/25 session.

Teacher responsible: Dr Arjan Gjonça

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This year the course will focus on "Covid 19 pandemic: health, socio-economic and political implications for development" and will be run by Dr Arjan Gjonça. The main epidemiological, health, socio-economic and developmental issues related to the most important global health issue of the past 100 years will be addressed in this course. Some of the main topics to be covered are: Understanding Covid-19 pandemic – trends, patterns and differentials; Understanding the data, and assumptions in modelling the pandemic – Sensitivity and accuracy of the estimates; Health system readiness and public health intervention in the case of Covid-19; Demographic and health implications of Covid-19 pandemic; The implications for sexual and reproductive health and rights; Covid 19 pandemic in conflict and crisis regions. Drug discovery, production/supply/distribution, and patents in the Covid 19 pandemic; Globalisation in a post Covid 19 Pandemic – Implications for the role of international organisation; Globalisation in a post Covid 19 Pandemic – Implications for funding in development.

Teaching: This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

For each session up to five readings will be given in advance of the seminar. Students will be asked to read the literature in advance and discuss their findings in an interactive debate during the seminar, monitored and led by the academic instructor. For certain topics, special designed policy-relevant tasks will be assigned and team discussion and debate will be encouraged. A general reading list for the course will be provided at the start of the course. Student on this course will have a reading week in Week 6.

Formative coursework: One 1,500 word formative essay in MT.

Indicative reading: A detailed reading list will be provided at the start of the course each year.

Assessment: Take-home assessment (100%) in the WT.

The take-home assessment will take the form of a take-home essay (100%, 3,000 words).

DV473 Half Unit

Health, conflict and crises

This information is for the 2024/25 session.

Teacher responsible: Prof Tiziana Leone CON.8.11

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority first to MSc Health and International Development students and then to students on International Development and joint-degree programmes. In cases where there are more applicants than spaces places will be allocated randomly in accordance with the priorities listed above.

Spare places for non-ID/Joint Degree students will be allocated by

random selection, with preference given to degrees that permit this option.

Course content: The course adopts a multidisciplinary approach (IR, Political economy, global health, anthropology, health systems) to the study of health and crises, in particular conflict, pandemics, and environmental disasters. The course examines the politics and experiences of crisis and their humanitarian health responses and considers the ways in which conflict and disasters impact population health, health systems, medical research, as well as national and international and politics. The course considers the politics of medical and pharmaceutical research in contexts of crisis and looks at the politics of risk in healthcare. The aim is to draw parallels and lessons learned on crises and how they affect systems and decision making.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Students on this course will have a reading week in Week 6.

The teaching will rotate among the 4 core teachers and each set of two lectures will have an extended 2 hours seminar where discussion will be complemented by group work set up in advance.

Formative coursework: Students will be expected to produce a project proposal and key questions for the summative assessment (two pages maximum) in the WT.

Indicative reading:

- Hutchinson E, Kovats S, eds. (2016) *Environment, Health and Sustainable Development*. Second edition. Maidenhead: Open University Press.
- Walt G, Shiffman J, Schneider H, Murray S, Brugha R, Franco M, Bilal U, Diez-Roux AV. (2015) Preventing non-communicable diseases through structural changes in urban environments. *Journal of Epidemiology and Community Health*. 69(6): 509. 6.
- Abramowitz, S., & Panter-Brick, C. (2015). *Medical Humanitarianism: Ethnographies of Practice*. University of Pennsylvania Press.
- Benton, A., & Atshan, S. E. (2016). "Even War has Rules": On Medical Neutrality and Legitimate Non-violence. *Culture, medicine, and psychiatry*, 40(2), 151-158.
- Caduff, C. (2015) *The Pandemic Perhaps: Dramatic Events in a Public Culture of Danger*. Oakland, CA: University of California Press.
- Kelly, A.H. (2018) 'Ebola Vaccines, Evidentiary Charisma and the Rise of Global Health Emergency Research', *Economy and Society*, 47(1), 135–61
- Redfield, P. 2013. *Life in Crisis: the ethical journey of doctors without borders*. London: UCP.
- Magone, C., Neuman, M., & Weissman, F. (Eds.). (2012). *Humanitarian negotiations revealed: the MSF experience*. Oxford University Press.
- Vigh, Henrik. (2008) "Crisis and chronicity: Anthropological perspectives on continuous conflict and decline." *Ethnos*, 73(1), 5-24.
- James, M. V., & Lees, S. S. (2022). "Are you sure it's not the Corona vaccine?" An Ebola vaccine trial during COVID-19 in DRC. *Medical anthropology*, 41(5), 503-517.

Assessment: Project (100%) in the ST.

Words for the assessment: A range between 3000 and 4000 words, 8 pages.

DV477 Half Unit Not available in 2024/25

Rural Livelihoods, Development and Agrarian Transformation

This information is for the 2024/25 session.

Teacher responsible: Prof David Lewis OLD2.40

Availability: This course is available on the MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University) and MSc in International Development and Humanitarian Emergencies. This course is available with

permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID students. If there are more ID students than the course can accommodate, these spots will be allocated randomly. Non-ID students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: Knowledge of rural areas and relevant work experience is desirable but not essential. Knowledge of sociological and anthropological approaches to studying rural development also desirable.

Course content: This Course considers: Theories of rural development and transformation, history of rural development policy, changing rural livelihoods, land and agrarian reform, agricultural research and extension, the roles of private and non-governmental actors, natural resource management, food security, climate change and rural-urban linkages.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT. 1 hour and 30 minutes of lectures and 1 hour and 30 minutes of seminars in the ST.

Formative coursework: A formative 1500 word essay is required, and feedback will be provided.

Indicative reading: A detailed reading list is included in the seminar programme. The following is an introductory reading list:

- J Boltvinik & SA Mann (eds.) *Peasant Poverty and Persistence in the 21st century: Theories, Debates, Realities and Policies* (2016);
- T M Li, *Land's End: Capitalist Relations on an Indigenous Frontier* (2014);
- I Scoones & J Thompson, *Farmer First Revisited* (2009);
- R McAra, *Rural Development Theory and Practice* (2009);
- A Shepherd, *Sustainable Rural Development* (1998);
- B Crow & H Bernstein (Eds), *Rural Lives: Crises and Responses* (1992);
- N Long, *Development Sociology: Actor Perspectives* (2001);
- Rural Development Report 2016: *Fostering Inclusive Rural Transformation* (IFAD, 2016).

Assessment: Essay (100%, 3500 words) in the ST.

Students are required to write an assessed essay of 3,500 words.

DV480 Half Unit

Transforming Society: Revolutions, Evolutions and Colonialism

This information is for the 2024/25 session.

Teacher responsible: Prof Jean-Paul Faguet CON 8.06

Availability: This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

ID and joint-degree students will have priority in the allocation of places. If there are more ID and joint-degree students than the course can accommodate, places will be allocated randomly. Non-ID/Joint Degree students will be allocated available places by random selection, with preference given first to those degrees where regulations permit this option.

Pre-requisites: No specific course pre-requisites. A good social science background will be very helpful, especially politics and economics.

Course content: Revolutions break things, but do they also build? If so, what precisely? What causes revolutions? What do revolutions cause? This course examines the successes and failures of revolution as a model of change in generating

large and sustainable improvements in economic, political and social development. We begin by defining "revolution" as a discrete, analytically distinct model of change. We then examine revolutions per se – abrupt, significant, and often violent changes in governance and the distribution of power and wealth in society. Classic examples include the French, Russian, Chinese and Vietnamese Revolutions. We evaluate the immediate and long-term costs of these episodes in light of changes that resulted in each country's development trajectory. We contrast these cases with 'right-wing revolutions', such as South Korea, Taiwan and Japan, as well as more gradual processes of change ('evolutions', often called "reform"), such as Finland and New Zealand. We contrast capitalist vs. socialist models of economic growth and development. We focus on the conditions that sustained left vs. right revolutions, and also revolutionary vs. non-revolutionary processes of change. We analyse the ability of each model to generate lasting improvements in societies' economic, political and social development.

Teaching: This course is delivered through a combination of lectures and seminars in the AT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will also be 4 hours of workshop in the AT. Student on this course will have a reading week in week 6.

Lectures will present key theoretical insights and lay out the contours of major debates from the literature. Seminars will be student-led, and will probe each week's topic in more detail, both to clarify concepts and to test them against evidence, some of which students will draw up and present independently. The workshop is a different sort of exercise, intended to give thorough review to students' research proposals in a constructively critical, collegial atmosphere. Each student will present their research proposal and then receive feedback from fellow students and faculty.

Formative coursework: Students will be expected to produce 1 presentation and 1 other piece of coursework in the AT.

In preparation for their research essay, students will submit a formative research proposal, which they will present in a research workshop in AT. This will receive detailed written, and also oral, feedback intended to improve the proposal. They will then revise the proposal and re-submit as summative work.

Students will also complete seminar presentations, individually or in pairs (depending on student numbers), which will also receive formative feedback.

Indicative reading: A detailed, weekly reading list will be provided at the start of term:

- Arendt, Hannah. 2006. *On Revolution*. London: Penguin Classics.
- Boix, Charles. 2015. *Political Order and Inequality: Their Foundations and their Consequences for Human Welfare*. Cambridge: Cambridge University Press.
- Brady, H. and D. Collier. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (second, expanded edition). Lanham, MD: Rowman & Littlefield.
- Dix, Robert H. 1983. "The Varieties of Revolution." *Comparative Politics*, 15 (3): 281-294.
- Huntington, Samuel P. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press.
- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston, MA: Beacon Press.
- North, D., J. Wallis, and B. Weingast. 2009. *Violence and social orders: A conceptual framework for interpreting recorded human history*. Cambridge: Cambridge University Press.
- Procter, Margaret. *The Academic Proposal*. University College Writing Centre. University of Toronto.
- Skocpol, Theda. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. Cambridge: Cambridge University Press.
- Tilly, Charles. 1995. *European Revolutions: 1492-1992*. Oxford: Blackwell.
- de Tocqueville, Alexis. 1865. *The Old Regime and the Revolution*. New York: Harper & Brothers.
- Tucker, Robert C. (Ed.). 1975. *The Lenin Anthology*. New York: W.W. Norton & Company.

- University Library.160Writing a Research Proposal. University of Illinois at Urbana-Champaign.

Assessment: Assessment path 1

Presentation (10%) and research proposal (20%) in the AT.

Research project (70%) in the ST.

Assessment path 2

Exam (80%, duration: 2 hours) in the spring exam period.

Presentation (20%) in the AT.

Two assessment tracks are available for this course:

Students must opt for one or the other by Friday of reading week (week 6).

DV483 Half Unit

Information Communication Technologies and Socio-economic Development

This information is for the 2024/25 session.

Teacher responsible: Dr Shirin Madon CON.8.09

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Management of Information Systems and Digital Innovation, MSc in Media, Communication and Development and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Course content: This is an interdisciplinary course about understanding the role played by Information & Communication Technologies (ICTs) in promoting development focusing on underserved sections of the population in low-and-middle income countries (LMICs). We interrogate the rationale found in much of the policy discourse about how ICT can solve complex historical developmental challenges based on empirical evidence to date. Throughout the course, we consider a range of ICTs that are currently prevalent in LMICs countries from basic computers/mobile phones to digital identity platforms and artificial intelligence whilst considering alternative policy options.

We begin by reviewing dominant theoretical perspectives on development and key ideas they embody regarding the role of information, knowledge accumulation and communication. Using this as our critical frame of reference, we study the extent to which ICT applications have promoted economic, social and political development. The topics we cover include global software outsourcing, e-commerce/m-commerce, digital technologies and smallholder agriculture, ICT and education, e-governance, health informatics, social media and collective action, ICT and humanitarianism.

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. Student on this course will have a reading week in Week 6.

Formative coursework: Students will be invited to submit an abstract of their summative essay for written comments.

Indicative reading: Taylor, L. and Schroeder, R. (2015) Is Bigger Better? The emergence of big data as a tool for international development policy, *GeoJournal*, 80, pp. 503-518.

Assessment: Essay (90%, 4000 words) in the ST.

Class participation (10%) in the period between WT and ST.

Class participation 10% (evaluated based on a combination of seminar attendance, active participation in discussions, and presentation)

DV490 Half Unit

Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development

This information is for the 2024/25 session.

Teacher responsible: Dr Diana Weinhold

Availability: This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: DV490 is designed to be taken in tandem with Foundations of Applied Econometrics for Economic Development Policy (DV494). The methodological complexity and sophistication of DV490 evolves through the term in synchrony with DV494. In turn, the empirical material in DV490 is designed to enhance and reinforce methodological lessons from DV494.

The combination of DV490 and DV494 is designed to be accessible and challenging for students from a range of backgrounds, from those with no economics or statistics training to those with fairly strong backgrounds in both. We approach economic theory and quantitative causal inference from an applied perspective to enable students to understand and critically engage with the frontier of applied research in development economics.

Course content: This course explores the theory and empirics of long-run economic growth in developing countries. Lectures provide analytical but non-technical overviews of themes such as growth theory, institutions and history, economic geography, trade and globalization, inequality, industrial policy, inflation and financial crises, debt, and international aid. There is a strong emphasis on how the body of knowledge has evolved over time via the synthesis of theoretical advances and rigorous empirical testing.

Seminars are primarily designed around critical engagement with applied quantitative analysis in macroeconomic development. In tandem with methodological lessons taught in DV494, students in DV490 build analytical skills to critically engage with academic development research and appreciate the strengths and weaknesses of the evidence base for macroeconomic policies. While some background in economics and/or statistics is helpful, when taken in tandem with DV494 the course is designed to be engaging and challenging for students from a broad variety of backgrounds, from those with no economics and statistics to those with more advanced skills in either one or both areas. Strong analytical skills (whether quantitative or not) and a sturdy work ethic are the best predictors of success.

Teaching: This course is delivered through a combination of lectures and seminars in the AT.

Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Students on this course will have a reading week in Week 6.

Formative coursework: Weekly online quizzes provide formative feedback on student progress. In addition students are expected to complete weekly unassessed problem sets and come prepared to discuss them in seminars.

Indicative reading: The bulk of the course will be taught using journal articles and a reading list will be handed out at the beginning of the Autumn Term sessions. We also refer to *The Quest for Growth* by W. Easterly, MIT Press (2001)

Assessment: Online assessment (70%) in January.

Problem sets (30%) in the AT.

On-line assessment 70% is a 48 hour online exam.

DV491 Half Unit

Economic Development Policy II: Microeconomic Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Sandra Sequeira

Availability: This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

Pre-requisites: Foundations of Applied Econometrics for Economic Development Policy (DV494)

For students without strong skills in economics and statistics DV494 constitutes the foundational prerequisite for DV491 in the Winter term.

Course content: This course examines the microeconomic foundations of economic policy-making in developing countries. Classes will combine economic theory and rigorous empirical analysis to better understand the impact of economic development policy on development goals. We will focus on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future.

The course is structured around three main themes:

- (i) Human Development: health policy, education policy and intra-household dynamics
- (ii) Institutions and Markets: labour markets, state capacity for public service delivery and private sector development
- (iii) Behavioural Economics and Development Policy Design: the importance of psychology in explaining economic behaviour and how it can inform better development policy design

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars will be 90 minutes duration and lectures will be 120 minutes duration. There will be a weekly workshop run by a Teaching Fellow for students to ask questions about the material.

Seminars start in week 1 and there will be a reading week in Week 6.

Indicative reading: Cohen, J. and P. Dupas (2010) "Free Distribution or Cost-sharing? Evidence from a Randomized Malaria Prevention Program", *Quarterly Journal of Economics*

Das, Jishnu, Jeffrey Hammer and Kenneth Leonard (2008) "The Quality of Medical Advice in Low Income Countries", *Journal of Economic Perspectives*

Dupas, Pascaline. (2011). "Do teenagers respond to HIV risk information: Evidence from a Field Experiment in Kenya", *American Economic Journal: Applied Economics*

Duflo, E.; R. Hanna, S. Ryan. (2012). "Monitoring Works: Getting Teachers to Come to School", *American Economic Review*

Muralidharan, K and V. Sundararaman. (2011). "Teacher Performance Pay: Experimental Evidence from India", *Journal of Political Economy*

Duflo, E., and C. Udry. (2004) "Intrahousehold Resource Allocation in Cote d'Ivoire: Social Norms, Separate Accounts and Consumption Choices", *National Bureau of Economic Research Working Paper*

Qian, Nancy (2008) "Missing Women and the Price of Tea in China: The Effect of Sex-Specific Earnings on Sex Imbalance". *Quarterly Journal of Economics*

Olken, Ben. (2007). "Monitoring Corruption: evidence from a Field Experiment in Indonesia", *Journal of Political Economy*

Fisman, Ray (2001) "Estimating the Value of Political Connections", *American Economic Review*

Dupas, Pascaline and Jonathan Robinson. (forthcoming) "Why don't the poor save more? Evidence from Health Savings Experiments", *American Economic Review*

Ardagna, S. and Annamaria Lusardi (2008) "Explaining International Differences in Entrepreneurship: The Role of Individual Characteristics and Regulatory Constraints", *NBER Working Paper No. 14012*

Guiso, L., P. Sapienza and L. Zingales, (2004) "The Role of Social Capital in Financial Development" *American Economic Review*

Chong, A., S. Duryea and E la Ferrara (2012), "Soap Operas and Fertility in Brazil", *American Economic Journal: Applied Economics*

Bertrand, Marianne, and Sendhil Mullainathan (2004). "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination.", *American Economic Review*

Duflo, Esther, and Petia Topalova. (2004) "Unappreciated Service: Performance, Perceptions, and Women Leaders in India."

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

In-class assessment (30%) in the WT.

DV492 Half Unit

Economic Development Policy III: Government Policy Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Joana Naritomi CON.6.12

Availability: This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc

in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available to MSc and MPA students from throughout the LSE subject to space constraints; specifically we reserve the right to limit enrolment of students from outside the Department of International Development.

Entry onto the course might be limited at the discretion of the instructor.

Pre-requisites: Students must have completed Foundations of Applied Econometrics for Economic Development Policy (DV494).

Course content: This course explores key issues in government policies in developing countries. The course will draw on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future. It begins introducing concepts from public economics to discuss the scope and impacts of government interventions. In particular, the course will cover issues related to market failures, redistribution, public goods and externalities. The course will also discuss theoretical and empirical work on the economic consequences of government interventions, with particular focus on economic incidence, efficiency trade-offs and unintended consequences of policies. In the second part, it focuses on challenges in raising government revenue and delivering public service in the developing world context, where limited state and fiscal capacity impose important constraints in policymaking. Beyond these topics, the course will provide background on relevant analytical tools in quantitative research, and develop skills to interpret empirical evidence in development economics.

Coursework will include a combination of class discussions, problem sets, and presentations.

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars will be 90 minutes duration and lectures will be at or above 90 minutes duration. There will also be a revision session in the WT or early ST. Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 2 problem sets in the WT.

Indicative reading: 1. Alatas, V., Purnamasari, R., Wai-Poi, M., Banerjee, A., Olken, B. A., & Hanna, R. (2016). "Self-targeting: Evidence from a field experiment in Indonesia." *Journal of Political Economy*, 124(2), 371-427.

2. Baird, Sarah, Craig McIntosh, and Berk Özler. "Cash or condition? Evidence from a cash transfer experiment." *The Quarterly journal of economics* 126, no. 4 (2011): 1709-1753.

3. Bandiera, O., Prat, A. and Valletti, T. 2009. "Active and Passive Waste in Government Spending: Evidence from a Policy Experiment." *American Economic Review*, 99(4): 1278-1308.

4. Besley, T and Persson, T. 2014. "Why Do Developing Countries Tax So Little?." *Journal of Economic Perspectives*, 28 (4): 99-120

5. Chetty, R and Looney, A (2005) "Income Risk and the Benefits of Social Insurance: Evidence from Indonesia and the United States" in Ito, T and Rose, A K, *Fiscal Policy and Management in East Asia*, NBER-EASE, Volume 16, University of Chicago Press.

6. Gruber, J. 1994. "The Incidence of Mandated Maternity Benefits," *American Economic Review*, 84(3), 622-641.

7. Miguel, Edward, and Michael Kremer. 2004. "Worms: identifying impacts on education and health in the presence of treatment externalities." *Econometrica* 72.1: 159-217.

8. Jensen, Anders. 2022. "Employment Structure and the Rise of the Modern Tax System." *American Economic Review*, 112 (1): 213-34.

9. Pomeranz, Dina. 2015. "No Taxation without Information: Deterrence and Self-Enforcement in the Value Added Tax." *American Economic Review*, 105(8): 2539-69.

10. Weigel, J.L., 2020. The participation dividend of taxation: How citizens in Congo engage more with the state when it tries to tax them. *The Quarterly Journal of Economics*, 135(4), pp.1849-1903.

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Coursework (30%) in the WT.

The course assessment will be based on a final exam (70%) and problem sets and study aids (30%).

DV494 Half Unit

Foundations of Applied Econometrics for Economic Development Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Sandra Sequeira, Dr Joana Naritomi and Dr Diana Weinhold

Availability: This course is compulsory on the MSc in Economic Policy for International Development. This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science (Political Science and Political Economy).

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is compulsory on the MSc in Economic Policy for International Development. This course is available on the MSc in Anthropology and Development, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science (Political Science and Political Economy).

This course is available with permission as an outside option to students on other programmes where regulations permit.

DV494 is the required prerequisite for the three ID Economic Development Policy courses, DV490, DV491 and DV492.

The course is designed to be taken in tandem with DV490 in the AT, and/or alone in AT in advance of DV491 and/or DV492 in the WT.

DV494 can also be taken as a stand-alone course for students who would like training in quantitative methods for international development.

Pre-requisites: There are no prerequisites

Course content: The purpose of DV494 is to prepare a broad range of students to consume and critically engage with quantitative analysis for international development. Drawing upon applied papers from top academic journals in development economics, political science, political economy, and related disciplines, students will engage with the challenges of causal inference in settings where scarce data, omitted variables, reverse causality, and selection bias must be addressed. We engage with empirical debates from across international development, with examples illustrating how creative quantitative research designs can contribute to our understanding of economic growth, poverty, inequality, cultural and historical processes, gender norms, private sector development, health and education, and government capacity, among other themes.

We begin with an introduction to the philosophy of classical hypothesis testing and multiple regression analysis. We then explore how these tools are used in practice for causal inference in the real world; students will be introduced to a range of research designs, including panel data with fixed effects, difference-in-differences, event studies, instrumental variables, regression discontinuity designs, matching and synthetic controls, and randomized controlled trials. We also briefly explore recent advances in big data, AI and machine learning in development research.

The emphasis of the course is on developing applied skills for sophisticated engagement with frontier quantitative analysis in international development; there are no prerequisites - we focus

on teaching students from a broad range of backgrounds. As we teach from the frontier of research in international development there are opportunities for students with backgrounds ranging from little or no statistics to those with degrees in quantitative disciplines to challenge and expand their methodological intuition and skills.

While the primary focus of the course is on learning to read, understand and rigorously consume empirical research, a series of Stata exercises will also provide students with a basic introduction to data management and statistical modelling.

Teaching: 20 hours of lectures and 10 hours of seminars in the AT.

Formative coursework: A series of weekly problem sets and Stata exercises in the AT will provide formative skill building

Indicative reading: - Angrist, Joshua D., and Jörn-Steffen Pischke. *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press, 2014.

- Cunningham, Scott. *Causal inference: The mixtape*. Yale University Press, 2021.

Assessment: Exam (60%, duration: 2 hours) in the January exam period.

Problem sets (40%) in the AT.

DV495

Dissertation in Economic Development Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Joana Naritomi, Dr Sandra Sequeira and Dr Diana Weinhold

Availability: This course is compulsory on the MSc in Economic Policy for International Development. This course is not available as an outside option.

Pre-requisites: Students must have completed Foundations of Applied Econometrics for Economic Development Policy (DV494).

Course content: DV495 will allow students to develop a quantitative research project in development economics. Students will apply the research methods and quantitative analysis skills they have learnt in DV494 and DV496 to write an original dissertation.

Teaching: 2 hour session at the start of term to set expectations about the dissertation and identify resources available at the LSE to support dissertation writing.

Formative coursework: Students will be expected to produce a final empirical paper in August 2024.

Indicative reading:

- Angrist, Joshua D., and Jörn-Steffen Pischke. *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press, 2014.
- Angrist, Joshua D., and Jörn-Steffen Pischke. *Mostly harmless econometrics: An empiricist's companion*. Princeton university press, 2008.
- Cunningham, Scott. *Causal inference: The mixtape*. Yale University Press, 2021.
- Duflo, Esther, Rachel Glennerster, and Michael Kremer. 2008. "Using Randomization in Development Economics Research: A Toolkit." Vol. 4.
- T. Schultz and John Strauss, eds., *Handbook of Development Economics*. Amsterdam and New York: North Holland, 4

Assessment: Research paper (100%) in August.

DV496 Half Unit

Applied Econometrics for Economic Development Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Sandra Sequeira, Dr Joana Naritomi and Dr Diana Weinhold

Availability: This course is compulsory on the MSc in Economic Policy for International Development. This course is not available as an outside option.

Pre-requisites: DV494 is a pre-requisite for this course.

Course content: DV496 will build on DV494 to teach students how to develop a quantitative research project in development economics. It will cover micro-econometrics, causal analysis, data visualization and research design. It will discuss the latest research on experimental and quasi-experimental methods, and machine learning for big data analysis. The objective is to enable students (a) to critically assess the quality and validity of development economics research; and (b) to independently design their own research proposal. Students will learn about the challenges of research design, including how to generate a research question, how to select a research method, and the relative strengths and weaknesses of alternative research methods.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce a draft of the empirical paper in the ST. The course will have the following formative assessments:

- Research proposal draft and in-class presentation: each student will perform at least three in-class presentations during seminar meetings in order to get peer feedback and oral feedback from the course convenors.

These two formative assessments will provide students with skills and feedback to write their research proposals and pursue their research paper projects. They will also be relevant data for course convenors to assess which areas may need strengthening.

Indicative reading: Angrist, Joshua D., and Jörn-Steffen Pischke. *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press, 2014.

Angrist, Joshua D., and Jörn-Steffen Pischke. *Mostly harmless econometrics: An empiricist's companion*. Princeton university press, 2008.

Cunningham, Scott. *Causal inference: The mixtape*. Yale University Press, 2021.

Duflo, Esther, Rachel Glennerster, and Michael Kremer. 2008.

"Using Randomization in Development Economics Research: A Toolkit." Vol. 4.

T. Schultz and John Strauss, eds., *Handbook of Development Economics*. Amsterdam and New York: North Holland, 4

Assessment: Research proposal (100%) in the ST.

EC400

Introductory Course in Mathematics and Statistics

This information is for the 2024/25 session.

Teacher responsible: Dr Francesco Nava SAL 3.20

Dr Dmitry Mukhin SAL 1.24

Dr Ragvir Sabharwal SAL 1.28A

Availability: This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track), MRes/PhD in Economics, MRes/PhD in Economics and Management, MRes/PhD in Finance, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Economics and Management, MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MRes/PhD in International Development, MRes/PhD in Management (Marketing), MSc in Political Science (Political Science and Political Economy) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on the MRes/PhD in Economics and on the MRes/PhD Economics and Management may be exempted from EC400 at their Department's discretion.

Master of Public Administration students may only apply to take EC400 at the beginning of their second year.

Outside applications for EC400 must be made to the Department of Economics by Friday 14th of June. This applies to offer holders/students who do not have any EC4XX courses listed in their

programme regulations for which EC400 is a pre-requisite. Please contact econ.msc@lse.ac.uk for more information.

Students not on the compulsory programmes listed above who wish to continue studying Economics MSc-level courses must achieve an overall grade of 50% in EC400 with no one subject exam less than 40%. Non-MRes students wishing to study MRes/PhD-level courses must achieve an overall grade of 70% with no one subject exam less than 60%.

Pre-requisites: EC400 is an introduction to MSc level concepts in mathematics and statistics, for which an undergraduate level understanding is assumed. EC400 is not intended as an introduction for students with little or no economics/mathematics background.

Course content: The aim of this introductory course is to provide students with the essential mathematical, statistical, economic, and econometric background for the core Economics courses of these programmes. The course starts with Mathematics Revision sessions and progresses to sections covering Static Optimization & Fixed Points, Dynamic Optimization & Differential Equations, and Probability & Statistical Inference.

MSc Finance and Economics students are required to attend all three sections of the course.

MSc Economics and Management students attend lectures on literacy in accounting instead of the Dynamic Organisation & Differential Equations section but will attend the section on Static Optimisation & Fixed Points, and the section on Probability & Statistical Inference.

Teaching: Approximately: 27.5 hours of lectures and 27.5 hours of classes.

Formative coursework: Students will be required to complete daily sets of self-testing exercises during the course.

Indicative reading: Students will be advised of recommended readings and preparation materials in the summer.

Assessment: At the end of the course there will be three examinations, one for each of the three parts: Static Optimization & Fixed Points, Dynamic Optimization & Differential Equations, and Probability & Statistical Inference.

- EC400 assessment is not mandatory for students on the MSc Economics, the MSc in Economics (2 Year Programme) and the MSc in Finance and Economics, though strongly advised for students intending to apply for doctoral studies. MSc Finance and Economics students wishing to request to take EC4B5 in WT are also strongly advised to sit the EC400 examinations.
- MRes/PhD Economics students and MRes/PhD Economics and Management students are to sit all three examinations, though may be exempted at their Department's discretion.
- MRes/PhD Finance students are to sit EC400 exams as mandatory.
- MSc Economics and Management are to be examined on Static Optimization & Fixed Points and Probability & Statistical Inference, but not on Dynamic Optimization & Differential Equations.
- All other students are to sit all three examinations unless advised otherwise by their department.
- Students on programmes for which EC400 is not a compulsory course who wish to continue studying Economics MSc-level or MRes/PhD level courses are required to sit the examinations and fulfil the grade requirements specified above.

EC402 Econometrics

This information is for the 2024/25 session.

Teacher responsible: Dr Vassilis Hajivassiliou SAL 4.23

Dr Ragvir Sabharwal SAL 1.28A

Prof Mark Schankerman SAL 4.30

Availability: This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track), MSc in Economics and MSc in Economics (2 Year Programme). This course is available on the MPhil/PhD in Environmental Economics.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Students should also have completed an undergraduate degree or equivalent in Economics and an introductory course in Econometrics.

In very exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via an online* face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk).

Course content: The course aims to present and illustrate the techniques of empirical investigation in economics. The lectures will focus primarily on the econometric methodology and the required assumptions. This is crucial so that you can assess whether specific techniques are valid in your particular contexts (i.e., whether they will estimate the underlying parameters consistently). Seminars will be a mix of technical exercises and computer-based data applications.

The following material will be covered by Dr Hajivassiliou in the Autumn Term:

- Regression models with fixed regressors (simple and multiple). Least squares and other estimation methods. Goodness of fit and hypothesis testing. Estimation Unbiasedness and Consistency.
- Regression models with stochastic regressors.
- Asymptotic theory and its application to the regression model. Sampling error vectors. Large sample approximations.
- The partitioned regression model, multicollinearity, misspecification, omitted and added variables, measurement errors.
- Generalized method of moments.
- Maximum likelihood estimation.
- Heteroskedasticity, autocorrelation, and generalized least squares. Clustered and Robust Standard Errors.
- Exogeneity, endogeneity, and instrumental variables. The leading causes of endogeneity. Instrument validity and relevance.
- Nonlinear regression modelling
- Binary choice models and other Limited Dependent Variables models.

The following material will be covered by Professor Schankerman in Winter Term (6 weeks):

- Estimating causal effects in panel data: differences in differences with single and staggered treatments, instrumental variables including Bartik instruments, sharp and fuzzy regression discontinuity, and (time permitting) marginal treatment effects.
- Panel data in static models: fixed and random effect estimators, conditional logit analysis, specification tests.
- Panel data in dynamic models: generalized method of moments.

The following material will be covered by Dr Sabharwal in Winter Term (4 weeks):

- Autoregressive and moving average representations of time series. Stationarity and invertibility.
- Ergodicity, Laws of Large Numbers, and Central Limit Theorems for Time Series
- Vector auto-regressions.
- Unit roots and co-integration.

Teaching: 30 hours of lectures and 9 hours of seminars in the AT. 30 hours of lectures and 9 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum 79 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Two marked assignments per term.

Exercises are provided each week and are discussed in classes. Working through these exercises on a weekly basis is essential for the successful completion of the course. Special test exercises will be set at three points during the year. These will be carefully

marked, and the results made available.

Indicative reading: W H Greene, *Econometric Analysis* (8th edn), traditional presentation of econometric analysis (with emphasis on the material in the Autumn Term)

J Wooldridge, *Econometric Analysis of Cross Section and Panel Data* (2002): traditional and thorough treatment of panel data in both static and dynamic models (treated in the Winter Term)

J Angrist and J Pischke, *Mostly Harmless Econometrics* (2009): focuses on modern "causal" methods analysis (treated in the Winter Term)

James D. Hamilton, *Time Series Analysis* (1994): traditional presentation of time-series econometric analysis (treated in the Winter Term)

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

EC411

Microeconomics

This information is for the 2024/25 session.

Teacher responsible: Dr Francesco Nava SAL 3.20

Prof Martin Pesendorfer SAL 4.19

Availability: This course is compulsory on the MPhil/PhD in Environmental Economics and MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is available on the MPhil/PhD in Economic Geography, MRes/PhD in Management (Marketing), MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may enrol in the course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (at a face-to-face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The first part of the course focuses on classical theories of decision making, market behaviour, and strategic interaction. We begin by presenting decision theoretic foundations of choice behaviour, by analysing the optimisation problems faced by consumers and firms, and by modelling market interactions and the formation of prices in perfectly competitive markets. Then we study models of decision making under uncertainty and game theoretic solution concepts. Novel developments in these fields are also discussed in lectures. The second part of the course focuses on models of imperfect competition and information economics. We begin with an analysis of models of monopoly, oligopoly, product differentiation, and public goods. Then, we study markets with imperfect and incomplete information including search, adverse selection, auctions, signalling, screening, and moral hazard. Special emphasis will be given to economic applications.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 9 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT

(no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 59 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Weekly problem sets and two marked assignments per term which will contribute to the coursework mark.

Indicative reading: The course will draw on a variety of texts, the main ones being:

1. J G Riley, *Essential Microeconomics*, Cambridge.

2. J R Green, A Mas-Colell & M D Whinston, *Microeconomic Theory*, Oxford.

More detailed readings will be given at the beginning of the course. Some notes will be provided where textbook coverage is inadequate.

Assessment: Exam (45%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (45%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Continuous assessment (10%) in the AT and WT.

EC413

Macroeconomics

This information is for the 2024/25 session.

Teacher responsible: Prof Matthias Doepke, SAL 1.18

Prof Rachel Ngai, SAL 1.15

Availability: This course is compulsory on the MSc in Economics and MSc in Economics (2 Year Programme). This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners, the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The aim of the course is to give a wide-ranging overview of modern macroeconomics.

Economic growth (Autumn)

The Autumn term of EC413 is an introduction to the techniques needed to critically read and evaluate academic research in economic growth. Topics are facts about growth, the Solow growth model (theory and empirics), the Neoclassical Growth model (growth with dynamic optimization), the Malthus model, growth accounting, and endogenous technical change.

Business Cycles (Winter)

During the Winter term of EC413 you will learn the main characteristics of business cycle fluctuations with a special emphasis on what happens during severe economic crises. We will consider a range of different macroeconomic models to study business cycles. The course covers the Real Business Cycle model, the New-Keynesian model, models with frictions in labour and financial markets, agent-based models, the role of money, self-fulfilling beliefs, the role of monetary and fiscal policy (and in particular non-conventional monetary policy), and (un)sustainable sovereign debt. These models and policy studies will highlight important economic mechanisms that are relevant to analyse a range of past and current economic phenomena.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 9 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 59 hours across Autumn Term,

Winter Term, and Spring Term.

Formative coursework: Two marked assignments per term. Exercises are discussed in weekly classes.

Indicative reading: Primary reading will be journal articles and a few chapters from Daron Acemoglu, *Introduction to Modern Economic Growth*. A full list will be available at the start of each term.

Assessment: Exam (45%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (45%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Continuous assessment (10%) in the AT and WT.

EC417

Advanced Macroeconomics

This information is for the 2024/25 session.

Teacher responsible: Dr Jane Olmstead-Rumsey SAL 1.12

Dr Maarten De Ridder SAL 1.11

Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is not available as an outside option.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).

Course content: Course objectives and main course elements:

1. The course will teach you the concepts used in empirical and theoretical macroeconomics.
2. The course will teach you the main empirical business cycle characteristics of developed economies and the main empirical findings regarding the growth of developed and less developed nations.
3. This course teaches you the main techniques used to analyse modern macroeconomics models. In particular, the course will focus on techniques such as dynamic programming, value function iteration, and the linearization of first-order conditions.
4. This course teaches you (prototype versions of) macroeconomic models used to analyse key questions related to business cycles and economic growth. Examples are New Keynesian models, Real Business Cycle models, the Solow growth model, and endogenous growth models.
5. The course will also discuss some more advanced models that have recently been developed to explain recent economic events, including models with heterogeneous agents, microeconomic shocks and labour market frictions.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 9 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

Some of the problem sets will consist of computer and data assignments and students will be taught some basic programming and data analysis skills.

This course is delivered through a combination of classes and lectures totalling a minimum of 59 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Students are assigned problem sets. These problem sets focus on key elements of the lectures, but they will also promote creativity and critical thinking by going beyond the material explicitly discussed in the lectures. There will also be computer assignments. The problem sets will be discussed in weekly classes.

Indicative reading:

- Acemoglu, Daron, 2009, *Introduction to Modern Economic Growth*.
- Ljungqvist, Lars and Thomas J. Sargent, 2012, *Recursive Macroeconomic Theory*.
- Stokey, Nancy L. and Robert E. Lucas Jr., 1989, *Recursive Methods in Economic Dynamics*.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

EC421

International Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Sampson SAL 2.34

Dr Dmitry Mukhin SAL 1.24

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face-to-face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: A graduate course in international economics consisting of i) the fundamentals of international trade and its application to policy and ii) international macroeconomics. Trade: Comparative advantage and the gains from trade. Technology, factor endowments and patterns of international trade. Empirical tests of trade models. Trade and the labour market. Adjustment to trade liberalisation. Intra-industry trade. Gravity equation. Firm heterogeneity and selection into trade. Foreign direct investment. General equilibrium trade policy. International macroeconomics: Intertemporal trade and the current account balance. Dynamics of small open economies. The real exchange rate and the terms of trade. Uncertainty and international financial markets. Monetary model of exchange rate determination: flexible and sticky prices. Introduction to currency crises models.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Two marked assignments per term.

Indicative reading: A full reading list will be distributed at the beginning of the course. Some important items are:

- R Feenstra, *Advanced International Trade: Theory and Evidence*, Princeton, 2004;
- M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 1996.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Essay (50%, 6000 words) in the ST.

EC423

Labour Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Guy Michaels, SAL 2.10

Dr Christiane Szerman

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400). In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners, the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: An advanced course in labour economics issues, including theory, evidence, and policy. The course aims to familiarise students with the main theoretical and empirical issues in current labour economics and to provide them with the tools for developing independent research interests. The course has a strong applied focus. For each major topic covered, we will discuss theoretical implications, provide insights into the research methodology, discuss the advantages and limitations of existing empirical work, and where possible draw policy conclusions. The course will include hands-on experience in applying econometric tools, working with data, and thinking critically about results and their interpretation. Topics include labour supply and welfare systems, human capital, immigration, inequality and technological change, discrimination, labour market institutions, local labour markets and place-based policies, and intergenerational mobility.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: At least two marked assignments per term.

Indicative reading: Most of the reading is from journal articles. A detailed reading list is available on Moodle.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period. Essay (50%, 6000 words) in the ST.

EC424

Monetary Economics and Aggregate Fluctuations

This information is for the 2024/25 session.

Teacher responsible: Dr Kevin Sheedy, SAL.1.09
Dr Ambrogio Cesa-Bianchi

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face-to-face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The course aims to develop the student's ability to undertake research in macroeconomics by studying a number of current issues both theoretical and applied.

In the AT, we begin by studying money's role as a medium of exchange and the determination of the price level in a variety of theoretical models. We then study the role of monetary policy in affecting the macroeconomy, and the implications of nominal rigidities such as sticky prices. We analyse the costs of inflation and optimal monetary policy, and we also look at unconventional monetary policies such as those deployed when a central bank is constrained by the interest-rate lower bound.

In the WT, we discuss the causes and consequences of business cycles and how government policies can affect them. Specifically, we study in the different tools that central banks have to their disposal these days to control inflation, financial stability, and economic activity.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Two marked assignments per term.

Indicative reading: A reading list will be handed out by the lecturers at the beginning of their sessions.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period. Essay (50%, 6000 words) in the ST.

EC426

Public Economics

This information is for the 2024/25 session.

Teacher responsible: Prof Frank Cowell, SAL.3.25A
Prof Camille Landais, SAL.3.23
Prof David Seim

Availability: This course is available on the MPhil/PhD in Environmental Economics, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University) and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: A graduate course in the principles of public economics and topics in public economics.

Principles of public economics cover: Welfare analysis; concepts of fairness, equity and efficiency; social welfare. Policy design: social insurance, income taxation. Taxation; household and firm behaviour. Public goods and externalities. Behavioural public economics; implications for welfare analysis and policy.

Topics in public economics may include: Behavioural responses to taxation. Empirical strategies in public economics. Poverty, inequality and optimal low-income support. Compliance problems. Inheritance and wealth taxation.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Two marked assignments per term.

Indicative reading: Most of the readings will be in the form of journal articles, but some use will also be made of the following texts:

- Auerbach & M S Feldstein (Eds), Handbook of Public Economics, Vols I-III, North-Holland;

- A B Atkinson & J E Stiglitz, Lectures on Public Economics, McGraw-Hill, Updated Edition, 2015;
- R Boadway and K Cuff, Tax Policy: Principles and Lessons, Cambridge University Press, 2022

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.
Essay (50%, 6000 words) in the ST.

EC427

The Economics of Industry

This information is for the 2024/25 session.

Teacher responsible: Dr Pasquale Schiraldi SAL 4.22
Dr Eduard Boehm

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The course examines the theory of firm behaviour and strategic interaction in both price and non-price dimensions. Topics covered include the econometric estimation of continuous and discrete differentiated product demands, estimation of conduct, merger analysis, information and search, entry models and the role of sunk costs, advertising, collusion in auctions, price discrimination, estimation of production functions and productivity, regulation of monopolies and oligopolies, vertical and horizontal contracts, theory of the firm and ownership, strategic competition and entry deterrence, horizontal and vertical product differentiation, and social responsibility. Both theoretical and empirical contributions are studied, with their implications for competition policy issues.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Two marked assignments per term.

Indicative reading: Two books which provide coverage of topics are Jean Tirole, Theory of Industrial Organization (MIT Press 1989) and John Sutton, Technology and Market Structure (MIT Press 1998). A full reading list will be supplied at the beginning of each term in the course.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.
Essay (50%, 6000 words) in the ST.

EC428

Development and Growth

This information is for the 2024/25 session.

Teacher responsible: Prof Maitreesh Ghatak SAL 3.08A
Dr Gharad Bryan SAL 3.10

Availability: This course is available on the MSc in Development Studies, MSc in Econometrics and Mathematical Economics,

MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics.

Course content: This course will cover a number of topics at forefront of development economics, combining theoretical and empirical analysis with a clear focus on policy implications. These include economic growth, poverty traps, inequality and occupational choice, credit markets, microfinance, property rights, land markets current methodological debates; the allocation of capital and labour across firms, space and sectors; structural change during the development process; finance; psychology and development; governance and accountability; conflict and civil war; motivation of civil servants; taxation and development; firms and markets; trade; infrastructure; energy and the environment; and climate change.

Development economics is, arguably, the fastest growing and most vibrant field within economics. The course will enable the students to apply their econometric and theoretical skills to what are some of the world's most pressing problems. The experience of applying their economic knowledge to these topics will generate analytical skills that that can be used in wide variety of applied settings.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Two marked assignments per term.

Indicative reading: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course.

However, the following references may serve as an introduction to material included in the syllabus.

D Ray, Development Economics, Princeton UP, 1998, Abhijit Banerjee and Esther Duflo's Poor Economics, New York: Public Affairs, 2011, and the symposium on The Agenda for Development Economics - Journal of Economic Perspectives Volume 24, Number 3, Summer 2010: Articles by Deaton, Acemoglu, Ray, Rodrik, and Rosenzweig.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.
Essay (50%, 6000 words) in the ST.

EC441

Microeconomics for MRes students

This information is for the 2024/25 session.

Teacher responsible: Dr Andrew Ellis SAL.3.15 and Prof Gilat Levy SAL.4.31

Availability: This course is compulsory on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Finance. This course is not available as an outside option.

Pre-requisites: A good undergraduate knowledge of economic theory and calculus is required.

Course content: The aim of the course is to:

- introduce the basic analytical tools that are necessary to conduct theoretical research in many fields in economics.
- give the students a full understanding of the classic Microeconomic Theory and of the modern developments of Microeconomic Theory

iii. enable students to address a microeconomic problem by structuring it as a mathematical model and enhance the understanding of economic issues through the use of mathematical tools.

Topics include: consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, economics of information, agency theory, contracts, topics in mechanism design.

Teaching: 30 hours of lectures and 15 hours of classes in the AT. 30 hours of lectures and 15 hours of classes in the WT.

Attendance at classes is compulsory.

Formative coursework: Compulsory exercises are set for each class. A mock exam will take place in early WT.

Indicative reading: The main text is Mas-Collel, Whinston & Green, *Microeconomic Theory*, OUP.

Other sources include:

D Fudenberg & J Tirole, *Game Theory*, MIT Press; D M Kreps, *Microeconomic Foundations I & II*, Princeton Press; A Rubinstein, *Lecture Notes in Microeconomic Theory*, Princeton Press; H R Varian, *Microeconomic Analysis* (3rd edn), Norton; M J Osborne & A Rubinstein, *A Course in Game Theory*, MIT Press; G A Jehle & P J Reny, *Advanced Microeconomic Theory*, Longman.

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

EC442

Macroeconomics for MRes students

This information is for the 2024/25 session.

Teacher responsible: Prof Benjamin Moll SAL.1.19, Dr Ethan Ilzetzki SAL.1.11 and Prof Matthias Doepke SAL.1.18
Prof Silvana Tenreyro SAL.2.17

Availability: This course is compulsory on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Finance. This course is not available as an outside option.

Course content: The course will cover topics in advanced macroeconomics with emphasis on fundamentals and applications to recent theoretical advances:

- i. Economic growth: Neoclassical Growth Model, Optimizing Behaviour in Dynamic Models under Certainty, Endogenous Technological Change, Imitation and Convergence, Growth and Development Accounting, Appropriate Technology.
- ii. Search and Matching: The Matching Model, Efficiency Wages, Growth and Unemployment.
- iii. Dynamic Stochastic General Equilibrium Models: Real Business Cycles, Applications to Models of Heterogeneous Agents and Open Economy, Fiscal Policy Analysis.
- iv. Monetary Economics: Models with Credit Frictions, Sticky Prices, Search.

Teaching: 30 hours of lectures and 15 hours of classes in the AT. 30 hours of lectures and 15 hours of classes in the WT. Attendance at classes is compulsory.

Formative coursework: Compulsory exercises are set for each class. A mock exam will take place in early WT.

Indicative reading: A good general textbook that is mostly below the level of the course is:

D Romer, *Advanced Macroeconomics*, McGraw-Hill Advanced Series in Economics, New York, 1996.

For the growth part the main references are the textbooks by:

D. Acemoglu, *Introduction to Modern Economic Growth*, Princeton University Press, 2009; R J Barro & X Sala-i-Martin, *Economic Growth*, McGraw-Hill, 1997.

Other useful texts include:

L Ljungqvist & T Sargent, *Recursive Macroeconomic Theory*, MIT Press, 2000; N Stokey & R E Lucas, *Recursive Methods in Economic Dynamics*, Harvard University Press, 1989.

More economic applications, with some required readings can be found in:

M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 2000; P Aghion & P Howitt,

Endogenous Growth Theory, MIT Press 1998; C A Pissarides, *Equilibrium Unemployment Theory*, MIT Press 2000.

Assessment: Exam (75%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

Problem sets (25%) in the AT and WT.

EC443

Econometrics for MRes students

This information is for the 2024/25 session.

Teacher responsible: Dr Yike Wang SAL.4.26, Prof Taisuke Otsu SAL.4.25 and Prof Jorn Pischke SAL.2.16

Availability: This course is compulsory on the MRes/PhD in Finance. This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Management (Marketing). This course is not available as an outside option.

Pre-requisites: Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently.

Course content: The first part of the course begins with a review of linear regression analysis. It proceeds with discussions on linear instrumental variable (IV) regression, generalised method of moments (GMM), panel data analysis, nonparametric methods, and treatment effect analysis. Then it discusses estimation and inference on general nonlinear models including various limited dependent variable models. It also covers basics of time series analysis and additional topics, such as bootstrap, quantile regression, and machine learning are also covered.

The second part of the course focuses on programme evaluation methods frequently used in applied microeconomics. It discusses issues arising in regression control, instrumental variables, differences-in-differences and fixed effects methods, regression discontinuity designs, and statistical inference. Throughout, the discussions are supported by many empirical applications.

Teaching: 30 hours of lectures and 15 hours of classes in the AT. 30 hours of lectures and 15 hours of classes in the WT. This course is delivered through a combination of classes and lectures totalling a minimum of 90 hours across Autumn Term and Winter Term. Attendance at lectures and classes is compulsory.

Formative coursework: Compulsory exercises are set for each class. A mock exam will take place in early WT.

Indicative reading: Course material will be made available through the course Moodle page. Please note there is no set book for this course.

Recommended books are:

- J. M. Wooldridge, *Econometric Analysis of Cross Section and Panel Data*, 2010
- B. Hansen, *Econometrics*, 2022
- J. Angrist and J. S. Pischke, *Mostly Harmless Econometrics*, 2009
- F. Hayashi, *Econometrics*, 2000
- T Amemiya, *Advanced Econometrics*, Harvard University Press, 1985.

Assessment: Exam (65%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Coursework (35%) in the WT.

EC451

Introductory Course for MSc EME

This information is for the 2024/25 session.

Teacher responsible: Dr Yike Wang SAL 4.26

Dr Eduard Boehm

Dr Dmitry Mukhin, SAL.1.24

Prof Taisuke Otsu, SAL 4.25

Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is not

available as an outside option.

The course is split into three parts: Microeconomics, Macroeconomics and Econometrics.

Non-EME students wishing to take EC487 Advanced Microeconomics as part of their programme must attend Week 1 of the EC451 course, Microeconomics, and sit the EC451 Microeconomics examination.

Non-EME students wishing to take EC484 Econometric Analysis as part of their programme must attend Week 3 of the EC451 course, Econometrics, and sit the EC451 Econometrics examination.

Non-EME students are not permitted to attend Week 2 of the EC451 course, Macroeconomics.

Course content: Microeconomics (Week 1):

This section focuses on introducing core topics and tools in microeconomic theory as preparation for the core course Advanced Microeconomics EC487. Topics are likely to include the economic concepts of choice, preference, and utility, the revealed preference approach, the consumer's problem and its properties, and the aggregation of social preferences. Tools covered may include basic real analysis foundations, correspondences, and fixed-point theorems.

Macroeconomics (Week 2):

This course serves as the prequel of the core course Advanced Macroeconomics EC417 and focuses on topics in modern macroeconomic theory, starting with basic national income accounting and the concept of general equilibrium. It discusses the economic growth and the business cycles, including the models with sticky prices and credit market imperfections.

Econometrics (Week 3):

Days 1-4 (Dr Yike Wang): This part introduces basic concepts and theory for mathematical statistics and probability. This part mostly focuses on linear regression model and covers the topics, such as (i) Conditional expectation and projection, (ii) Algebra of least squares, (iii) Finite sample theory, (iv) Maximum likelihood (v) Introduction to asymptotic theory, and (vi) Hypothesis testing. Also, some background mathematical results are reviewed.

Day 5 (Prof Otsu): The final session is devoted to introducing Econometric Analysis EC484. Further concepts and results on asymptotic theory and statistical methods are introduced.

Teaching: The course is taught in September. It consists of approximately 45 hours of lectures and an additional 22 hours of classes, across a 3-week period. Lectures and classes will be delivered in person on the LSE campus.

Formative coursework: After each lecture, some exercises will be handed to students. They will be solved during the classes.

Indicative reading: Hansen, Bruce (2022) *Econometrics* (main reference)

Hansen, Bruce (2022) *Probability and Statistics for Economists* (background reading for the econometrics sequence)

Rubinstein (2012) *Lecture Notes in Microeconomic Theory*
Ljungqvist, Lars and Thomas J. Sargent (2012) *Recursive Macroeconomic Theory*.

Romer, David (2011) *Advanced Macroeconomics*.

Assessment: At the end of the course, students will be examined on all three modules, microeconomics, econometrics and macroeconomics.

Students from programmes other than MSc EME wishing to continue studying MSc EME core courses must achieve a passing mark in each subject exam.

EC453 Political Economy

This information is for the 2024/25 session.

Teacher responsible: Prof Stephane Wolton CBG 3.40

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and

Health (Environmental Economics and Climate Change) (LSE and Peking University) and MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics.

Course content: This course proposes a broad overview of seminal papers and recent advances in the growing field of Political Economy. The course covers both theoretical and empirical works. Each lecture is organized around a theme, with themes changing every year as a function of recent debates in the scholarly community and current problems in the world. In the academic year 2023/24, topics will include elections in developed and developing democracies, the political affect of media online and offline, interest groups, populism, democratic backsliding, discrimination, as well as several lectures on politics in autocracies. The course material will expand students' capacity to think about policy and about relevant issues at the intersection of economics and political science.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

There will be a mock exam and a revision session in the first week of ST (on-campus if possible or online).

Formative coursework: At least two written assignment for handing in per term (assignment will include some work with data sets provided by the instructor).

Indicative reading: Most of the reading is from journal articles; lists will be supplied at the start of each term. Two books are of particular interest for students to get started: T Besley, *Principled Agents? Selection and Incentives in Politics*, Oxford University Press, 2005 and T Persson & G Tabellini, *Political Economics: Explaining Political Outcomes*, MIT Press, 2000.

Assessment: Assessment path 1

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Essay (50%, 6000 words) in the ST.

Assessment path 2

Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Students taking MSc Economics must take Assessment path 1 and will be required to submit the extended essay at the start of ST.

EC465 Economic Growth, Development, and Capitalism in Historical Perspective

This information is for the 2024/25 session.

Teacher responsible: Dr Jeremiah Dittmar SAL 2.22

Professor Neil Cummins SAR 5.13

Dr Melanie Meng Xue SAR 6.12

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economic History, MSc

in Economics and MSc in Economics (2 Year Programme).

This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Students should also have completed courses in intermediate level microeconomics, macroeconomics, and econometrics.

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: This course will provide a rigorous introduction to the analysis of long run economic growth and development. The focus is on acquiring the necessary empirical skills to engage in advanced analysis of economic evidence, and to develop an understanding of how historical evidence can shape and inform economic theory. Topics at the forefront of economics and economic history will be covered. These include political economy, technological change, economic growth, education, demography, Malthusian economics, the economics of law and property rights, gender, culture, social mobility, and inequality. The emphasis will be on combining theory and data to evaluate fundamental ideas in economics concerning the determinants of well-being, the origins of growth, and the dynamics of market economies.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

This course is jointly delivered by the Economics and Economic History Department.

Formative coursework: Students will be expected to produce at least 1 presentation and 1 exercise in the AT and WT. The formative coursework will consist of a combination of student presentations, written exercises, data analysis, and problems.

Indicative reading: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus: Nunn, "The Importance of History for Economic Development" (2009); Robinson and Acemoglu, "Why Nations Fail" (2012); Acemoglu, "Introduction to Modern Economic Growth" (Princeton, 2009); Hall and Jones, "The New Kaldor Facts: Ideas, Institutions, Population, and Human Capital" (2010); Mokyr, "Lever of Riches" (1988); Piketty (2013) "Capital in the Twenty-First Century"; Diamond (1997) "Guns, Germs and Steel".

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Essay (50%, 6000 words) in the ST.

The summative assessment consists of an exam that reviews and synthesises all course materials and an essay. The essay will be a critical analytic essay providing an opportunity for original empirical research.

other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451) or Introductory Course in Mathematics and Statistics (EC400).

Knowledge of econometric theory and applied econometrics is expected. Students must be prepared to read journal articles with difficult mathematical and statistical content.

Course content: The course will focus on going through modern quantitative papers which demonstrate the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms) and economies.

The first half of the course focuses on papers in the empirical literature on a wide range of topics in applied micro-econometrics including industrial organisation, labour economics, economic history, and energy/environmental economics. Papers are chosen to illustrate the challenges of identification and causal inference.

The focus of the content is on methods, however the papers covered as examples of those methods use data and study economic questions from a variety of countries and settings.

A goal is to provide a diverse view of economic research. The lectures will illustrate the interplay between models, data, and methods.

The second part of the course focuses on macroeconomic questions using data and tools from applied microeconomics. We cover four styles of empirical work: (1) "reduced-form" approaches (including difference-in-differences, event studies, instrumental variables, and Bartik research designs); (2) structural models; (3) "sufficient statistics" research designs, at the intersection of structural and reduced-form methods; and (4) machine learning techniques. Topics covered include the effectiveness of fiscal stimulus, the measurement of inflation, directed technical change, the welfare effects of trade, the macroeconomic impact of financial frictions over the business cycle, the macroeconomic impact of unemployment insurance, and the effect of Artificial Intelligence on the labour market.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: During Autumn term and Winter term, students will work on their essay and receive feedback from the instructors (defining the research question, choosing a research design, etc.). In Autumn term formative assignments will move students toward creating an idea for their paper and referee reports on papers that are discussed in seminars. Formative assignments in Winter term will be presentations of research papers and providing feedback to peers.

Indicative reading: Articles in economic journals will be assigned at the start of Autumn and Winter terms. The course will also draw on methodological topics covered in Wooldridge, *Econometric Analysis of Cross Section and Panel Data* (2nd edition, 2010), Greene, *Econometric Analysis* (7th edition, 2012), and Angrist and Pischke, *Mostly Harmless Econometrics* (2009).

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Essay (50%, 6000 words) in the ST.

EC475

Quantitative Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Michael Gmeiner (Autumn Term) SAL 4.28

Dr Xavier Jaravel (Winter Term) SAL 3.15

Availability: This course is available on the MSc in Econometrics and Mathematical Economics and MSc in Economics. This course is available with permission as an outside option to students on

EC476

Contracts and Organisations

This information is for the 2024/25 session.

Teacher responsible: Prof Gilat Levy SAL 4.31

Prof Philippe Aghion SAL 2.30

Availability: This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics

and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students on the MSc Econometrics and Mathematical Economics programme must have completed the Pre-sessional Course for MSc EME (EC451). All other students must have completed the Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The course will cover topics from: social learning, reputation and career concerns, strategic information transmission, contract theory, incomplete contracts, the economics of moral hazard and adverse selection in strategic settings, dynamic theory of incentive contracts, optimal auctions and regulation, and the theory of mechanism design with multiple agents (multiple agents screening and common agency).

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Two marked assignments per term.

Indicative reading: No one book covers the entire syllabus; a list of references will be provided at the start of the course. The following textbooks provide a treatment of part of the material presented in the course: Jean-Jacques Laffont, *The Economics of Uncertainty and Information*, MIT Press; D Fudenberg & J Tirole, *Game Theory*, MIT Press; Jean-Jacques Laffont & Jean Tirole, *A Theory of Incentives in Procurement Regulations*, MIT Press; Bernard Salanié, *The Economics of Contracts: A Primer*, MIT Press, Bolton, P., and M. Dewatripont (2005), *Contract Theory*, MIT Press, Hart, O. (1995), *Firms, Contracts, and Financial Structure*, Oxford University Press.

Assessment: Assessment path 1

Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Assessment path 2

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Essay (50%, 6000 words) in the ST.

Non-MSc Econometrics and Mathematical Economics students must follow Assessment path 2.

MSc Econometrics and Mathematical Economics students can follow Assessment path 1 or 2.

EC484

Econometric Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Taisuke Otsu SAL 4.25
Prof Javier Hidalgo SAL 4.20

Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).

EC451 takes place prior to the start of Michaelmas Term, please

contact econ.msc@lse.ac.uk for more information.

Course content: This course gives an advanced treatment of the theory of estimation and inference for econometric models.

Part (a) Linear regression, nonlinear regression, general asymptotic theorems, nonparametric methods, generalized method of moments, instrumental variable regression, and limited dependent variables.

Part (b) Background; asymptotic statistical theory: modes of convergence, asymptotic unbiasedness, uniform integrability, stochastic orders of magnitude, convergence in distribution, central limit theorems, applications to linear regression, extensions to time series, consistency and asymptotic distribution of implicitly defined extremum estimators.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 9 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

This course is delivered through a combination of classes and lectures totalling a minimum of 59 hours across Autumn Term, Winter Term and Spring Term.

Formative coursework: Two marked assignments per term.

Indicative reading: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

EC485

Further Topics in Econometrics

This information is for the 2024/25 session.

Teacher responsible: Professor Javier Hidalgo SAL 4.20

Professor Taisuke Otsu SAL 4.25

Dr Yike Wang SAL 4.26

Availability: This course is available on the MSc in Econometrics and Mathematical Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).

In exceptional circumstances, students may take this course without EC451 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc EME Programme Director, and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

Course content: The aim of the course is to introduce the students to topics at the frontier of econometric research of importance both at a theoretical and empirical level. The course consists of four series of ten lectures on specialised topics in econometrics. These lectures change from year to year. For the academic year 2024-2025, they will include: generalised method of moments and related topics; high dimensionalities and machine learning; bootstrap methods; and nonparametric and semiparametric methods in econometrics.

Teaching: 20 hours of lectures in the AT. 20 hours of lectures in the WT.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures in those weeks).

This course is delivered through lectures totalling a minimum of 40 hours across Autumn Term and Winter Term. There are no classes.

Indicative reading: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

Assessment: Exam (25%, duration: 1 hour, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Essay (25%, 2000 words) in the WT.

- The January exam is based on Prof Otsu's lectures on generalised method of moments and related topics.
- The Spring exam is based on Prof Hidalgo's lectures on bootstrap methods and on nonparametric and semiparametric methods.
- The essay due in the Winter Term is based on Dr Wang's teaching on high dimensionalities and machine learning, which provides an opportunity to critically review an academic paper.

EC486

Econometric Methods

This information is for the 2024/25 session.

Teacher responsible: Mr Ragvir Sabharwal COL 7.02B
Prof Alessandro Gavazza, SAL 4.21

Availability: This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.

Course content: This course aims to present the theory and practice of empirical research in economics. Beyond the theory, the course will put a substantial amount of effort in having the students work with Stata and other econometric software in analyzing actual data sets, reproducing and criticising results in previous work and learning the actual practice of econometrics as undertaken by the best applied economists, both in general (in MT) and specifically within the IO field (in the LT). Topics include: (MT) Ordinary Least Squares, hypothesis testing, omitted and added variables, measurement error, the role of controls, and functional form. Panel data, fixed and random effects. Instrumental Variables. The emphasis of this part is on the identification of causal effects, and applications in microeconomics (Labour Economics, Public Policy, IO, etc) are presented throughout. In LT you will learn the applications of many of these techniques to econometric questions in Industrial Organization, organizational economics and management.

Teaching: 20 hours of lectures and 8 hours of seminars in the AT. 20 hours of lectures and 10 hours of seminars in the WT. 2 hours of seminars in the ST.

Formative coursework: Students are required to complete answers to problem sets on a week by week basis.

Indicative reading: MT: James H. Stock and Mark W. Watson, Introduction to Econometrics; reading lists of chapters and journal articles will be supplied at the start of each term.

Assessment: Exam (65%, duration: 2 hours) in the spring exam period.

Take-home assessment (35%) in the WT.

EC487

Advanced Microeconomics

This information is for the 2024/25 session.

Teacher responsible: Dr Christopher Sandmann SAL 4.24
Dr Paula Onuchic

Availability: This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is available on the MSc in Applicable Mathematics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit. Students on other programmes must get permission from the course conveners to take this course.

Pre-requisites: Students must have completed Introductory Course for MSc EME (EC451).

EC451 takes place prior to the start of Autumn Term, please contact econ.msc@lse.ac.uk for more information.

Course content: The aim of this course is to: (i) introduce and develop the analytical tools of graduate level Microeconomics with a special emphasis on mathematical models; (ii) provide the students with a firm grounding in classical Microeconomic Theory

as well as its modern development.

In Autumn term, topics are likely to include: Games of complete information (zero-sum and supermodular games, rationalizability, correlated equilibrium, equilibrium refinements, Nash + Rubinstein bargaining, repeated games, oligopoly), general equilibrium (existence + uniqueness, welfare theorems, core equivalence, Walrasian bargaining, jungle equilibrium). In winter term, topics are likely to include: games of incomplete information (Bayesian Nash Equilibrium and its refinements, with application to signalling games); topics on mechanism design, contracting, and strategic communication; and social choice theory.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. 20 hours of lectures and 9 hours of seminars in the WT. 1 hour of seminars in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 59 hours across Autumn Term, Winter Term, and Spring Term.

There will be a reading week in Week 6 of AT and in Week 6 of WT (no lectures or classes in those weeks).

Formative coursework: Problem sets will be discussed in class and two marked assignments will be given in AT and WT.

Indicative reading: The main texts are:

Osborne and Rubinstein, A Course in Game Theory, The MIT Press, Mas-Colell, Whinston & Green, Microeconomic Theory, OUP, and, A Rubinstein, Lecture Notes in Economic Theory, Princeton University Press (with the most up-to-date version available for free download from the author's website).

Other sources include: Fudenberg and Tirole, Game Theory, MIT Press.

Assessment: Exam (40%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (40%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Problem sets (20%) in the AT and WT.

Note that EC451 material will be covered on the exam.

EC4B5 Half Unit

Macroeconomics for MSc F&E

This information is for the 2024/25 session.

Teacher responsible: Prof Rachel Ngai, SAL.1.15

Availability: This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Course content: This course will teach you the main characteristics of business cycle fluctuations with a special emphasis on what happens during severe economic crises. We will consider a range of different macroeconomic models to study business cycles. The course covers the Real Business Cycle model, the New-Keynesian model, models with frictions in labour and financial markets, agent-based models, the role of money, self-fulfilling beliefs, the role of monetary and fiscal policy (and in particular non-conventional monetary policy), and (un)sustainable sovereign debt. These models and policy studies will highlight important economic mechanisms that are relevant to analyse a range of past and current economic phenomena.

Teaching: 20 hours of lectures and 9 hours of seminars in the WT. 1 hour of seminars in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term and Spring Term.

There will be a reading week in Week 6 of WT only (no lectures or classes that week).

Formative coursework: Two marked assignments in the WT. Exercises are discussed in weekly classes.

Indicative reading: Primary reading will be journal articles. A full list will be made available at the start of each term.

Assessment: Exam (90%, duration: 2 hours, reading time: 15

minutes) in the spring exam period.
Continuous assessment (10%) in the WT.

EC4B6 Half Unit Microeconomics for MSc F&E

This information is for the 2024/25 session.

Teacher responsible: Dr Francesco Nava SAL 3.20

Availability: This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Pre-requisites: Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Course content: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government, and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The course focuses on classical theories of market behaviour and strategic interaction. We begin by presenting decision theoretic foundations of choice behaviour, by analysing the optimisation problems faced by consumers and firms, and by modelling market interactions and the formation of prices in perfectly competitive markets. Then we study models of decision making under uncertainty and game theoretic solution concepts. Novel developments in these fields are also discussed in lectures.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. There will be a reading week in Week 6 of AT with no lectures or classes.

Formative coursework: Weekly problem sets and two marked assignments in AT which will contribute to the coursework mark.

Indicative reading: The course will draw on a variety of texts, the main ones being:

1. J G Riley, *Essential Microeconomics*, Cambridge.
2. J R Green, A Mas-Colell & M D Whinston, *Microeconomic Theory*, Oxford.

More detailed readings will be given at the beginning of the course. Some notes will be provided where textbook coverage is inadequate.

Assessment: Exam (90%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Continuous assessment (10%) in the AT.

EH401 Half Unit Historical Analysis of Economic Change

This information is for the 2024/25 session.

Teacher responsible: Prof Leigh Gardner SAR 505 and Dr Anne Ruderman SAR 506

Availability: This course is compulsory on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available on the MPhil/PhD in Economic History. This course is not available as an outside option.

Course content: The course provides an overview of the central themes and key theoretical questions in economic history and examines the ways in which economic historians collect, analyse and interpret evidence. Specific topics evolve to reflect recent research trends, but include a range of issues such as processes of economic development; culture and economic behaviour; the role of institutions; and welfare outcomes. The course approaches these topics by considering problems of knowledge and explanation in economic history, and introduces quantitative and qualitative approaches to obtaining, analysing, and interpreting evidence. Lectures pair conceptual and theoretical reviews with

historical case studies illustrating applied research on these topics.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students are expected to write one essay or equivalent pieces of written work during the term.

Indicative reading: D. North, *Institutions, Institutional Change and Economic Performance* (1990); A. Greif, *Institutions and the Path to the Modern Economy* (2006); K. Pomeranz, *The Great Divergence: China, Europe and the Making of the Modern World Economy* (2000); R. Allen, *The British Industrial Revolution in Global Perspective* (2009); D Rodrik (Ed), *In Search of Prosperity* (2003); E. Helpman, *The Mystery of Economic Growth* (2004); T Rawski (Ed), *Economics and the Historian* (1996); J. Tosh, *The Pursuit of History* (2nd Edition, 1991); D. Little, *Varieties of Social Explanation* (1991); Leah Boustan, Philip Ager and Katherine Eriksson "The Intergeneration Effects of a Large Wealth Shock: White Southerners after the Civil War", *American Economic Review*, 2021; Claudia Goldin, "A Grand Gender Convergence: Its Last Chapter", *American Economic Review*, 104, no.4 (2014): 1091-1119.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

EH402 Half Unit Quantitative Analysis in Economic History I

This information is for the 2024/25 session.

Teacher responsible: Dr Tom Raster

Availability: This course is available on the MPhil/PhD in Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is not available as an outside option.

Course content: This course is concerned with how economic historians use quantitative methods and with how researchers design and structure a research project. In terms of quantitative methods the emphasis is on the applied and practical rather than the theoretical and will range from the use of simple summary descriptive statistics to multiple regression. The course is concerned with the problems of analysing and interpreting quantitative historical evidence. It will consider topics such as sampling and statistical distributions, correlation, simple and multiple regression, specification problems, hypothesis testing, panel data analysis and instrumental variables, although the content may vary slightly from year to year. The course will also provide students with training in using an econometrics software package (STATA). An important component of the course is the deconstruction of historical articles that have used quantitative techniques.

Teaching: 9 hours of seminars and 20 hours of computer workshops in the AT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Autumn Term.

This course has a reading week in Week 6 of Autumn Term

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- C H Feinstein and M Thomas, *Making History Count* (2002);
- P Hudson, *History by Numbers* (2002);
- C H Lee, *The Quantitative Approach to Economic History* (1977);
- G Hawthorn, *Plausible Words* (1991).

Assessment: Essay (80%, 3000 words) and online assessment (20%).

EH404 Half Unit

India and the World Economy

This information is for the 2024/25 session.

Teacher responsible: Prof Tirthankar Roy SAR 616

Availability: This course is available on the CEMS Exchange, MA in Asian and International History (LSE and NUS), MA in Modern History, MBA Exchange, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

Course content: From the eighteenth century, the South Asia region played an important part in international transactions in goods, people, and money. The world economy, in turn, shaped potentials for economic growth in the region. The aim of the course is to impart an understanding of the global factors that shaped economic change in the South Asia region in the 18th through the early-20th century. It will also deal with the principal ways in which South Asia contributed to economic change in the rest of the world. The political context of globalization, especially imperialism and colonial policies, will be considered. The course will be divided into a set of topics, which together cover a large ground, but a selection from which will be discussed in the class. Lectures and seminars will centre on the readings assigned to each topic.

Topics to be covered: Introductory: India and the world economy in the eighteenth and nineteenth centuries - how each shaped the other; textiles in eighteenth century India: scale - organization - impact on global consumption and innovation - trade and territorial politics; nineteenth century market integration: de-industrialization and the artisans; nineteenth century market integration: Agricultural exports, land rights, and the peasantry - Trade and famines; Government finance in colonial setting: The drain controversy - public debt; overseas migration in the nineteenth century: Who went where, how many, and why - private gains and losses - social effects: slavery and indenture, women, nature of work and skill-formation - labour and non-labour migrants compared; foreign capital and industrialization; balance of payments and the monetary system; overview: Globalization and economic growth.

Teaching: 10 hours of lectures and 20 hours of seminars in the WT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students are expected to write one essay or equivalent pieces of written work.

Indicative reading:

- G. Balachandran, ed., *India and the World Economy 1850-1950* (2003);
- C. Bates and M. Carter, 'Sirdars as Intermediaries in Nineteenth-century Indian Ocean Indentured Labour Migration,' *Modern Asian Studies* (2017);
- L. Chaudhary, B. Gupta, T. Roy and A. Swamy, eds, *A New Economic History of Colonial India* (2015);
- D. Haynes, *Small Town Capitalism in Western India: Artisans, Merchants and the Making of the Informal Economy 1870-1960* (2012);
- P. Marshall, ed., *The Eighteenth Century in Indian History* (2004);
- T. Roy, *A Business History of India: Enterprise and the Emergence of Capitalism 1700-2015* (2018).

Assessment: Essay (100%, 4000 words) in the ST.

EH409 Half Unit

Chinese Economic History: Culture, Institutions and Economic Growth

This information is for the 2024/25 session.

Teacher responsible: Dr Melanie Meng Xue SAR 612

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students enrolled in this course are expected to have completed at least introductory undergraduate courses in statistics and/or econometrics.

Course content: The course provides a broad but selective survey of the root causes of economic development and economic growth in China. The course is based on cutting-edge research --- both articles and book chapters --- on a number of topics, including (1) Geography, (2) Institutions, (3) States, (4) Culture, (5) Gender, (6) Education, (7) Social Mobility, (8) Trade & Markets, (9) Modern Economic Growth.

Teaching: 20 hours of seminars in the AT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Richard von Glahn, *The Economic History of China: From Antiquity to the Nineteenth Century* (Cambridge University Press), 2016;
- Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy* (Princeton, New Jersey: Princeton UP), 2000;
- Roy Bin Wong, *China transformed: historical change and the limits of European experience* (Cornell University Press), 1997.
- Jesús Fernández-Villaverde, Mark Koyama, Youhong Lin and Tuan-Hwee Sng (2023), *The Fractured-Land Hypothesis*, *The Quarterly Journal of Economics* 138. 2, 1173–1231.
- Avner Greif and Guido Tabellini (2010). "Cultural and institutional bifurcation: China and Europe compared". *American Economic Review* 100.2, 135–40.
- Carol H Shiue and Wolfgang Keller (2007). "Markets in China and Europe on the Eve of the Industrial Revolution". *American Economic Review* 97.4, 1189–1216.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

EH413 Half Unit

African Economic Development in Historical Perspective

This information is for the 2024/25 session.

Teacher responsible: Dr Matt Benson

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

Course content: Many of Africa's current economic challenges, from persistent poverty to the weakness of state institutions, have deep historical roots. This course provides an introduction to the

economic history of sub-Saharan Africa since the early modern period. Its overall aim is to bring Africa and Africans into global economic history, allowing students to understand how Africans contributed to that history, as well as how global changes have influenced the patterns of African development.

The course addresses a number of issues which are current in studies of African development, including:

- Globalization and development
- Environmental challenges
- The structure of institutions
- Economic development and welfare outcomes

Close attention is paid to the ways in which economic development is measured and assessed in different periods with the available data. Seminars address the diverse experiences of specific countries and regions in addition to broader trends.

Teaching: 20 hours of seminars in the AT.

This course is delivered through seminars totalling a minimum of 20 hours across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term

Formative coursework: Students are required to complete one essay or equivalent during the term.

Indicative reading: Readings for this course reflect current trends in research on African economic history and development. For indicative work, please see the online textbook of the African Economic History Network, *This History of African Development*. For a general overview of African history over the period, see R.J. Reid, *A History of Modern Africa* (2009), J. Iliffe, *Africans: The History of a Continent* (1995).

Assessment: Essay (100%, 5000 words) in the WT Week 1.

EH421 Half Unit Economic History of Colonialism

This information is for the 2024/25 session.

Teacher responsible: Prof Tirthankar Roy SAR 616 and Prof Leigh Gardner SAR 507

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

Course content: Debates about the effects of European colonial rule on the non-European world animated economic history scholarship since the 1850s when Karl Marx published essays on British rule in India in the *New York Daily Tribune*. The relationship between colonialism and economic development has an important place in a number of distinct literatures in economic history, including work on globalization, divergence, migration, global finance, environmental change, and the shaping of development policy after colonialism. The aim of the course is to introduce the key readings in these themes, build connections between the discourses, and lead students to an informed view of colonialism as a force in shaping the modern world.

The broad topics include, (a) trade and the origins of colonialism (b) institutions and governance; (c) connections forged through trade, investment, migration, and the transfer of knowledge of institutions and technologies, including informal empire; (d) growth of corporate enterprise such as companies, factories, and plantation complexes, and the connection between state power and private enterprise, (e) decolonization, proximity between indigenous business and nationalist politics, the changing power of expatriate capital, and the appeal of new developmental ideology in the interwar period, (f) environmental change, studying a scholarship that sees European empires, alternatively,

as catastrophic in their impacts on the environment and as forerunners of governmental regulation of the commons. Seminars compare and contrast the experiences of Asia and Africa.

Teaching: 20 hours of seminars in the WT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to complete an essay and an equivalent assignment during term.

Indicative reading: The primary reading for the course will be:

Leigh Gardner and Tirthankar Roy, *Economic History of Colonialism* (Bristol, 2020)

Other indicative readings include:

Acemoglu, D., Johnson, S. and Robinson, J. A. (2001), 'The Colonial Origins of Comparative Development: An Empirical Investigation', *American Economic Review*, 91(5), pp. 1369-1401.

C.A. Bayly (2008), *Indigenous and Colonial Origins of Comparative Economic Development*, World Bank Policy Working Paper #4474.

<http://ideas.repec.org/p/wbk/wbrwps/4474.html>

Stanley L. Engerman, Kenneth L. Sokoloff, 'Colonialism, Inequality, and Long-Run Paths of Development', NBER Working Paper No.

11057, 2005. <http://www.nber.org/papers/w11057.pdf>

Assessment: Essay (100%, 4000 words) in the ST.

EH426A Half Unit Quantitative Analysis in Economic History II

This information is for the 2024/25 session.

Teacher responsible: Dr Melanie Meng Xue SAR 612

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

Pre-requisites: Students enrolled for this course are expected to have completed at least introductory undergraduate courses in statistics and/or econometrics and economic theory. The course will begin with a revision of the main quantitative approaches but will not provide a comprehensive training in econometric methods or computer applications.

Please note: EH426A cannot be taken with EH426W.

Course content: The course will provide an overview of quantitative approaches in economic history mainly using cross-section and panel data. The course will examine the use of quantitative techniques through an examination of their application in recent literature. Techniques discussed will include propensity score matching, instrumental variables, regression discontinuity design, difference-in-differences analysis and spatial econometric models. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative and methodological issues.

Teaching: 20 hours of seminars in the AT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Autumn Term.

This year, while we are planning for most classes and seminars to be delivered in-person, it is possible that some or all of this teaching may have to be delivered virtually. Lectures will either be recorded or given in the form of live webinars.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students are expected to write one essay or equivalent pieces of written work.

Indicative reading: There is no mandatory textbook for this course, but the brief overview of quantitative methods during the first four weeks will follow:

- Wooldridge, J.M. (2009), *Introductory Econometrics: A Modern Approach*, International Student Edition.

Useful background readings include:

- J.L. Van Zanden, *The Long Road to the Industrial Revolution: The European Economy in a Global Perspective, 1000-1800* (Leiden, 2009);
- K.H. O'Rourke and J.G. Williamson, *Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy* (Cambridge MA, 1998);
- C. Goldin and L.F. Katz, *The race between education and technology* (Cambridge, MA, 2008);
- D. Greasley and L. Oxley (eds.), *Economics and History: Surveys in Cliometrics* (Oxford, 2011), 6).

Assessment: Essay (100%, 4000 words).

EH426W Half Unit Not available in 2024/25 Quantitative Analysis in Economic History II

This information is for the 2024/25 session.

Teacher responsible: Dr Melanie Meng Xue

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students enrolled for this course are expected to have completed at least introductory undergraduate courses in statistics and/or econometrics and economic theory. The course will begin with a revision of the main quantitative approaches but will not provide a comprehensive training in econometric methods or computer applications.

Please note: EH426W cannot be taken with EH426A.

Course content: The course will provide an overview of quantitative approaches in economic history mainly using cross-section and panel data. The course will examine the use of quantitative techniques through a critical discussion of their application in recent literature. Techniques discussed will include multiple regression analysis, regression diagnostics, instrumental variables, fixed and random effects, difference-in-difference analysis, regression discontinuity design, and more. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative and methodological issues.

Teaching: 20 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy

Formative coursework: Students are expected to write one essay or equivalent pieces of written work.

Indicative reading: There is no mandatory textbook for this course, but the brief overview of quantitative methods during the first four weeks will follow:

- Angrist, Joshua D., and Jörn-Steffen Pischke. "Mostly harmless econometrics." In *Mostly Harmless Econometrics* (Princeton University Press), 2008.

Assessment: Essay (100%, 5000 words).

EH427 Half Unit Topics in Quantitative Analysis in Economic History

This information is for the 2024/25 session.

Teacher responsible: Dr Jason Lennard SAR 605

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is not available as an outside option.

Pre-requisites: Students enrolled for this course are expected to have completed EH426 or the equivalent of undergraduate courses

in econometrics and intermediate economic theory.

Course content: This course will provide an overview of time series analysis in economic history. The methods studied will include filters, local projections, vector autoregressions, narrative identification, instrumental variables, natural experiments and more, combining theory, practical exercises and applications in the historiography.

Teaching: 20 hours of seminars in the AT.

This course is delivered through a classes totalling a minimum of 20 hours across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students are expected to prepare a group presentation and an individual essay.

Indicative reading:

- Stock and Watson, *Introduction to Econometrics* (2020)
- Wooldridge, *Introductory Econometrics: A Modern Approach* (2009)

Assessment: Essay (100%, 4000 words) in the ST.

EH429 Half Unit History of Economics: Ideas, Policy and Performativity

This information is for the 2024/25 session.

Teacher responsible: Professor Mary S. Morgan SAR 609

Dr. Andrés M. Guiot-Isaac

Availability: This course is available on the MA in Modern History, MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia), MSc in Philosophy of Economics and the Social Sciences and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have not been able to provide places for all students that apply. Students will be asked to submit a short statement of their reasoning to support their course choice.

Course content: The course aim is to understand how economics has been used to change the world. It brings together the long tradition of analysis of economics as a policy science with more recent ideas about the performativity of economics. It draws on the literatures of economic history, history of economics, political economy and sociology of accounting, and philosophy of science to explore the aims and methods used by economists to influence, shape and direct the economy. The focus of study will be on particular episodes from 20th century history in which economics features as a technical art that translates ideas through policy into action (e.g. the transition from colonial to independent economies; the Soviet and Cuban revolutions; and the reconstruction of depressed and damaged economies).

Teaching: 22 hours of lectures and seminars in the Winter Term.

This course is delivered through a combination of classes, lectures, and, if possible, archival visits, totalling a minimum of 22 hours across Winter Term.

This course includes an archive visit in Week 6 of Winter Term.

Formative coursework: Students will be expected to work in groups and produce one group work and one individual essay, and contribute reading notes to shared Moodle resources.

Indicative reading: Reading lists will be given out at the beginning of the course. Henry Spiegel's *The Growth of Economic Thought* (various editions, Duke University Press) provides a general background text to history of economics. T.M. Porter's *Trust in Numbers* (1995, Duke University Press) is an important item on the reading list that can be usefully read ahead of the course.

Assessment: Take-home assessment (100%) in the ST.

EH430 Not available in 2024/25

Monetary and Financial History

This information is for the 2024/25 session.

Teacher responsible: Professor Albrecht Ritschl

Availability: This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you are not able to get a place on this course.

Pre-requisites: There are no specific pre-requisites for this course. Nevertheless, some preliminary background in introductory macroeconomics and introductory statistics could be useful.

Course content: Where does money come from? How did financial markets first develop and integrate? What has been the impact of financial markets on economic development, growth, and business cycle fluctuations? When did financial crises first arise, and how did they develop in the twentieth century, up to the subprime and Euro crises of 2008-2015 and the Covid-19 pandemic? This course offers an opportunity to delve into these questions and analyse the evolution of the role of money in Western economies over centuries, from the Middle Ages to the 2000s.

The first part of the course will allow students to acquire a broad overview of the origins of financial markets from 800 to the eve of World War 1. It will explore the creation of mints and central banks, the role of finance in processes of long-run growth such as the Industrial Revolution, how financial bubbles and banking panics first arose, and how financial markets integrated in the 19C with the Gold Standard.

The second part of the course will start with a focus on the financial turmoil of the Great Depression, looking at the mechanisms leading to hyperinflation, bank failures, debt crises and capital flight on both sides of the Atlantic. It will then move on to analysing the evolution of financial institutions under Bretton Woods, sovereign debt crises, the 1990s bubbles, bank bailouts during the Great Recession in the US and in the Euro area, and demand management in high-debt worlds such as one affected by Covid-19. In the end, students will have a firm grasp of the evolution of financial markets over centuries up until now.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. 10 hours of lectures and 10 hours of seminars in the WT.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and week 6 of Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

AT Formative: Pick a question from AT that's different from your summative question. 2000 words; due after reading week.

WT Formative: Pick a question from WT: 2000 words; due after reading week

Indicative reading:

- Aliber, R., & Kindleberger, Charles P. (2015). *Manias, panics and crashes : A history of financial crises* (Seventh ed.). Palgrave.
- Eichengreen, B. (2015). *Hall of mirrors: The Great Depression, the great recession, and the uses-and misuses-of history*. New York: Oxford University Press.
- Ferguson, N. (2009). *The ascent of money : A financial history of the world*. London: Penguin.
- Rajan, R. (2011). *Fault lines : How hidden fractures still threaten the world economy* (1st pbk. ed.). Princeton, N.J.: Princeton University Press.
- Gorton, G. (2012). *Misunderstanding financial crises : Why we don't see them coming*. New York: Oxford University Press.

Assessment: Exam (70%, duration: 2 hours) in the spring exam

period.

Essay (30%, 3500 words) in the WT Week 1.

EH431 Half Unit

Women in Economic History

This information is for the 2024/25 session.

Teacher responsible: Dr Anne Ruderman

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is expected to be high. This may mean that you are unable to get a place on this course.

Course content: This course will explore the role of women in economic history, as economic actors, labor market participants and early founders of the discipline. As such, it will take a broad look at the economic activity of women, as well as the structures and institutions that have governed socioeconomic aspects of women's lives, from employment to marriage to savings and retirement. This course will consider the economic history of women from the Renaissance to the recent past, looking at differences and similarities between Europe, the Americas, Africa and Asia. It will look at themes such as women and work, invisible labor, women as productive and reproductive entities under slavery, female slave owners, medicine and women, the gendering of professions, and property rights. It will examine, for example, the dowry bond market in Renaissance Florence, female land-ownership in pre-colonial Gambia and the so-called "mental load" that professional women face in household management in the twenty-first century United States.

Teaching: 20 hours of seminars in the WT.

This course will be taught over 10 two-hour seminars in the Winter Term.

Formative coursework: Students will be expected to produce 1 annotated bibliography, 1 outline and 1 analysis of sources in the Lent Term.

Indicative reading:

- Hughes, Diane Owen. (1978) "From Brideprice to Dowry in Mediterranean Europe." *Journal of Family History* 3, no. 3: 262-96
- Ogilvie, Sheilagh. (2004). "How Does Social Capital Affect Women? Guilds and Communities in Early Modern Germany," *American Historical Review*, 109.2: 325-359
- Jones-Rogers, Stephanie (2019). *They Were Her Property: White Women as Slave Owners in the American South*, New Haven: Yale University Press
- Candido, Mariana P., and Eugénia Rodrigues (2015). "African Women's Access and Rights to Property in the Portuguese Empire." *African Economic History* 43: 1–18.
- Dublin, Thomas, (1994). *Transforming Women's Work: New England Lives in the Industrial Revolution*, Ithaca: Cornell University Press.
- Brinton, Mary (1993). *Women and the Economic Miracle: Gender and Work in Postwar Japan*, Berkeley: University of California Press.
- Khan, B. Zorina (1996) "Married Women's Property Laws and Female Commercial Activity: Evidence from United States Patent Records, 1790-1895," *Journal of Economic History*, 56, no. 2: 356-88.
- Daminger, Allison (2019) "The Cognitive Dimension of Household Labor," *American Sociological Review* 84, no.4: 609-633.

Assessment: Essay (100%, 4000 words) in the ST Week 1.

EH432 Half Unit Not available in 2024/25

Economic History and Geography: Advanced Topics and Methods

This information is for the 2024/25 session.

Teacher responsible: Professor Joan R Roses (SAR 5.15)

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students should have completed courses in intermediate level econometrics.

Knowledge of spatial econometric packages like GIS is not necessary. The course will not provide a comprehensive training in econometric methods or computer applications.

Course content: The course aims to introduce the student to topics at the frontier of Historical Economic Geography research of importance both at a theoretical and empirical level. Historical Economic Geography explores how and why the location of economic activities changes across time and space. To do so, it combines methodologies from several social sciences including Economic History, Economic Geography, Human Geography, Economics and Econometrics.

The focus is on acquiring the necessary skills to engage in advanced analysis of historical economic geography evidence and understand how History and Geography can shape economic development. The course consists of nine two-hours seminars on specialised topics in historical economic geography and one preparatory research workshop. This course contents change from year to year following the recent developments in the discipline. The topics considered in this edition of the course are the following. 1) general problems of research with historical and spatial data; 2) the construction of historical-spatial data; 3) historical analysis of market integration: time-series and dynamic panels; 4) historical analysis of the spatial concentration of economic activities: measurement and determinants; 5) historical and spatial analysis of factor markets; 6) historical analysis of the local labour markets; 7) natural experiments in Historical Economic Geography: policies and shocks; 8) the evolution and measurement of regional inequality; 9) historical analysis of the urban space.

Teaching: 20 hours of computer workshops in the WT.

Formative coursework: Students will produce several short reviews of research papers and participate in the research workshop with an original project. The reviews' objective is to familiarize the students with the different methodologies and prepare them for their research projects. The research workshop will help them design the project and discuss its methodology. All formative coursework will receive written or oral feedback.

Indicative reading:

- Ahlfeldt, G. M., Redding, S. J., Sturm, D. M., and Wolf, N. 2015. "The economics of density: Evidence from the Berlin Wall," *Econometrica*, vol. 83(6), 2127-2189.
- Bertazzini, M. 2022. "The Long-term Impact of Italian Road Construction in the Horn of Africa, 1920-2000," *Journal of Economic Geography*, vol. 22(1), pp. 181-214.
- Rosés, J. R., & Wolf, N. 2021. "Regional growth and inequality in the long-run: Europe, 1900-2015," *Oxford Review of Economic Policy*, 37(1), 17-48.
- Gibbons, S., H.G Overman and E. Patacchini 2015. "Spatial Methods," in Duranton, G, J.V. Henderson and W. Strange (eds) *Handbook of Urban and Regional Economics*, Vol 5a, Chapter 3, Elsevier
- Baum-Snow, N. and F. Ferreira 2015. "Causal Inference in Urban Economics," in Duranton, G, J.V. Henderson and W. Strange (eds) *Handbook of Urban and Regional Economics*, Vol 5a, Chapter 1, Elsevier.
- Gibbons, S., and Overman, H. G. (2012). "Mostly pointless spatial econometrics?," *Journal of regional Science*, vol. 52(2), 172-191.
- Corrado, L., and Fingleton, B. 2012.. "Where is the economics in spatial econometrics?" *Journal of Regional Science*, vol. 52(2),

210-239.

- Kelly, M. (2019). "The standard errors of persistence," mimeo UCL.
- Assessment:** Project (100%, 5000 words) in the ST.

EH436 Half Unit Not available in 2024/25

Economic History of the Early Modern New World (The Americas)

This information is for the 2024/25 session.

Teacher responsible: Dr Alejandra Irigoin, SAR 6.11

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). We hope to be able to provide places for all students that apply, but this may not be possible.

Course content: This course surveys the economic history of the expansion and interaction of Europeans in the Americas in the early modern period (1500-1820). It focuses on the role of the New World in the origin and development of the World Economy, modern Europe and Asia before modern economic growth. The course mirrors mainstream interpretations of economic development centred on European and Old World trajectories on the New World's, to explain the global Smithian growth of the region in the period. It also poses a reciprocal comparison for particular developments in North and South America, as an empirical test for theories of long run development based on institutional legacies of colonialism, culture and factor endowments.

Combining a thematic approach with a loose chronological sequence, the course discusses topics such as: 1) the New World in Eurasia's Great Divergence, 2) Demographics and Living standards, 3) Factor Endowments and Agriculture, 4) The production of global commodities, 5) Labour institutions and markets in mining and agricultural commodities, 6) The world demand for sugar and silver; consumption and markets; 7) Trade, finance and commercial institutions over the Atlantic and the Pacific oceans, 8) Colonialism and European mercantilism overseas, 9) governance, war and state capacity in the sovereign states 10) The legacy of colonialism in the long run: the divergence within the New World by 1820s and the Great Divergence revisited. More specific topics are: the interaction with aboriginal societies and the establishment of market relations; the Columbian exchange and the transfer of knowledge to and from Europe; the trade and reproduction of enslaved people; the scope for domestic and overseas markets, the colonial trade.

Teaching: 20 hours of seminars in the AT.

Formative coursework: Students are expected to write two essays or equivalent pieces of written work.

Indicative reading:

- Neal, L. and Williamson, J (2014). *The Cambridge history of capitalism: Volume I: The rise of capitalism : from ancient origins to 1848*. Cambridge, United Kingdom, Cambridge University Press.
- Bulmer-Thomas, V., et al. (2006). *The Cambridge economic history of Latin America*. Cambridge, Cambridge University Press.
- Elliott, J. (2009). *Spain, Europe and the Wider World, 1500-1800*. New Haven, Yale University press
- Engerman, S., & Gallman, Robert E. (1996). (1996). *The Cambridge Economic History of the United States* New York, Cambridge University Press
- Findlay, R. and K. O'Rourke (2009). *Power and Plenty, Trade, War and the World Economic in the second millenium*. Princeton, Princeton University Press.
- Lockhart, J. and S. Schwartz (1999 (1983)). *Early Latin America*.

A history of colonial Spanish America and Brazil. Cambridge, Cambridge.

- Pomeranz, K. (2000). *The Great Divergence, China, Europe and the making of the modern world economy*. Princeton University Press.
- Frank, A. (1998). *ReOrient : Global Economy in the Asian Age*. Berkeley, University of California Press.
- Irigoin, A. (2018). *The New World and the Global Silver Economy*. Global Economic History. G. Riello and T. Roy. London Bloomsbury: 271-286
- de Zwart, P. and J. Van Zanden (2018). *The Origins of Globalization. World trade in the making of the Global Economy, 1500-1800*. Cambridge, Cambridge University Press.

Additional Reading:

- AA.VV (2015). *The Cambridge World History: Volume 6Part 2: The Construction of a Global World, 1400-1800 CE*. Cambridge, Cambridge University Press.
- Irigoin, A (2018). "Global silver: Bullion or Specie? Supply and demand in the making of the early modern global economy." *LSE Economic History working papers*(285).
- Irigoin, A. and R. Grafe (2013). *Bounded leviathan: Fiscal constraints and financial development in the Early Modern Hispanic world* Questioning Credible Commitment; Perspectives on the Rise of Financial Capitalism. D. Coffman, A. Leonard and L. Neal. Cambridge, Cambridge University Press 199-227.
- Irigoin, M. (2009). "The end of the Silver era: the consequences of the breakdown of the Spanish silver peso standard in China and the US, 1780s- 1850s." *Journal of World History* 20(2): 207-243.
- Klein, H. S. (2010). *The Atlantic slave trade*. Cambridge New York, Cambridge University Press.
- Lamikiz, X. (2010). *Trade and Trust in the 18th century Atlantic World. Spanish Merchants and their overseas networks*. London The Royal Historical Society
- Leonard, A. and D. Pretel (2015). *The Caribbean and the Atlantic world economy: circuits of trade, money and knowledge, 1650-1914*. New York, NY, Palgrave Macmillan
- Mangan, J. (2003). *Trading Roles. Gender, ethnicity and the urban economy in Colonial Potosi*. Durham, Duke University Press.
- McCusker, J. (1978). *Money and Exchange in Europe and America, 1600-1775. A Handbook*. Chapel Hill, NC, North Carolina University Press.
- North, D. C. (1961). *The economic growth of the United States, 1790-1860*. Englewood Cliffs, N.J., Prentice-Hall.
- Pearce, A. (2007). *British trade with Spanish America, 1763-1808*. Liverpool Liverpool University Press.
- Tracy, J. D. (1990). *The rise of merchant empires: long-distance trade in the early modern world, 1350-1750*. Cambridge, Cambridge University Press.
- Tracy, J. D. (1991). *The political economy of merchant empires: state power and world trade, 1350-1750*. Cambridge, Cambridge University Press.
- Tutino, J. (2011). *Making a new world : Founding capitalism in the Bajío and Spanish North America* Durham NC, Duke University Press.
- Viotti da Costa, E. (2000). *The Brazilian Empire. Myths and Histories*. Chapel Hill, University of North Carolina Press.
- De Vries, J. (2010). "The limits of globalization in the early modern world." *The Economic History Review*. 63(3): 710-733.

Assessment: Essay (100%, 4000 words) in the ST.

EH437

History of Global Finance

This information is for the 2024/25 session.

Teacher responsible: Professor Olivier Accominotti

Availability: This course is compulsory on the MSc in Financial History. This course is not available as an outside option.

Course content: This course introduces students to the history of the global monetary and financial system. It examines the main changes in the architecture of global finance and in the

governance of international monetary affairs from the very early times to the twenty-first century. The course explores the rise of international finance, the origins of financial globalization and de-globalization, and the causes and consequences of global financial instability for both advanced and emerging market economies.

The course provides the necessary long-run, historical perspective to understand the most recent developments in the international monetary and financial system and the related policy debate. As part of this course, students will also design and conduct one research project in financial history drawing upon archival sources or historical data. The project will prepare students for their research dissertation.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

Indicative reading:

- Eichengreen, B. (2008). *Globalizing Capital: A History of the International Monetary System*. Princeton University Press.
- Eichengreen, B., Mehl, A., & Chitu, L. (2018). *How Global Currencies Work. Past, Present and Future*. Princeton University Press.
- Neal L. (2015). *A concise history of international finance*. Cambridge University Press.
- Reinhart C. & Rogoff K. (2009). *This Time is Different. Eight Centuries of Financial Folly*. Princeton University Press.
- Tooze, A. (2018). *Crashed: how a decade of financial crises changed the world*. Allen Lane.

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Project (20%, 3500 words) in the WT.

EH438 Half Unit

History of Financial Markets

This information is for the 2024/25 session.

Teacher responsible: Dr Pamfili Antipa

Availability: This course is available on the MSc in Financial History. This course is not available as an outside option.

Pre-requisites: Some knowledge of statistics is useful but not strictly required.

Course content: This course explores the historical evolution of financial markets from the early times to the present. It covers the origins of securitisation and the gradual spread of financial asset tradability in different parts of the world. We analyse the gradual deepening of financial markets with the emergence of major stock exchanges in the Early Modern period. We study the rise of stock markets and the emergence of secondary markets for sovereign debt from the 18th to the 20th century. With these financial innovations came financial bubbles, crises, and crashes. We delve into the ongoing debates about their causes and origins. The course provides a long run perspective on important questions about the efficiency of financial markets, their international integration as well as their regulation and de-regulation. It also presents a historical comparison of the emerging market crises of the late 20th century, as well as the financial crisis of 2008.

Teaching: 20 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 presentation and 1 essay in the WT.

Students will be encouraged to form and work in groups, and to briefly present joint slide sets on the reading and the class question every week so as to continually obtain feedback. The formative essay topic will typically be chosen from one of the presentations and deepen one aspect further.

Indicative reading:

- Aliber, R., & Kindleberger, C. P. (2015). *Manias, panics and crashes: A history of financial crises*. Palgrave.
- De Roover, R. (1974). *Business, banking, and economic thought in late medieval and early modern Europe*. University of Chicago Press.

- Ferguson, N. (2008). *The ascent of money. A financial history of the world*. Penguin.
- Neal L. (2015). *A concise history of international finance*. Cambridge University Press.
- Rogoff, K. and C. Reinhart (2009). *This time is different: eight centuries of financial folly*. Princeton University Press.
- Talib, N.N. (2007). *Black Swan. The impact of the highly improbable*. Random House.

Assessment: Essay (100%, 4000 words) in the ST Week 1.

EH439 Half Unit History of Banking Systems

This information is for the 2024/25 session.

Teacher responsible: Dr Niccolo Valmori

Availability: This course is available on the MSc in Financial History. This course is not available as an outside option.

Course content: This course introduces students to problematics around the history of banking. It explores the rise of financial intermediaries over the centuries and how their role evolved from simple money changers to money creators via lending. Banks can sometimes fail; historical causes of these failures as well as macroeconomic consequences will be explored, going from the 19C through the Great Depression to the 21C. Countries have historically been aware of the central tension between the necessity to save a financial system from collapse and the imperative of no moral hazard created in the process. By looking at the evolution of crisis resolution and aspects of preventive regulation students will gain a deep understanding of the history of banking in the developed world.

Teaching: 20 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the WT.

Indicative reading:

- Tooze, A. (2018). *Crashed: How a Decade of Financial Crises Changed the World*. London: Penguin Books.
- Aliber, R., & Kindleberger, Charles P. (2015). *Manias, panics and crashes: A history of financial crises* (Seventh ed.). Palgrave.
- Straumann, T. (2019). *Debt, Crisis, and the Rise of Hitler*. Oxford University Press.
- Galbraith, J. K. (2009) [1954]. *The Great Crash 1929*. Penguin.
- Bordo, M., Eichengreen, B., Klingebiel, D., & Martinez-Peria, M. S. (2001). "Is the crisis problem growing more severe?", *Economic policy*, 16(32), 52-82.

Assessment: Essay (100%, 4000 words) in the WT Week 10.

EH441 Half Unit Not available in 2024/25 Macroeconomic History

This information is for the 2024/25 session.

Teacher responsible: Dr Jason Lennard

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research) and MSc in Financial History. This course is not available as an outside option.

Pre-requisites: A course in undergraduate econometrics
A course in undergraduate macroeconomics

Course content: This course studies the boom and bust of the business cycle in a historical perspective. The first part of the course covers the basics: how to define and measure business cycles, the costs of business cycles, the key business cycle facts, and theory and empirics in macroeconomic history. The second part explores propagation mechanisms, such as sticky prices and wages. The third part focuses on impulses, such as shocks to technology, financial crises, expectations and uncertainty, and monetary and fiscal policy.

The course examines advanced economies from the Industrial Revolution to the present. This interval of modern economic

history includes deep recessions, major financial panics, reversals of expectations, and episodes of nominal inertia.

Teaching: 20 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 presentation and a 2,000 word essay in the WT.

Indicative reading:

- De Bromhead, A., Eichengreen, B., and O'Rourke, K. H., 'Political Extremism in the 1920s and 1930s: Do German Lessons Generalize?', *Journal of Economic History*, 73 (2013), pp. 371–406.
- Inklaar, R., De Jong, H., and Gouma, R., 'Did Technology Shocks Drive the Great Depression? Explaining Cyclical Productivity Movements in U.S. Manufacturing, 1919–1939', *Journal of Economic History*, 71 (2011), pp. 827–58.
- Hausman, J. K., 'Fiscal Policy and Economic Recovery: The Case of the 1936 Veterans' Bonus', *American Economic Review*, 106 (2016), pp. 1100–143.
- Jalil, A., 'A New History of Banking Panics in the United States, 1825–1929: Construction and Implications', *American Economic Journal: Macroeconomics*, 7 (2015), pp. 295–330.
- Jordà, O., Schularick, M., and Taylor, A. M., 'Macrofinancial History and the New Business Cycle Facts', in M. Eichenbaum and J. A. Parker, eds., *NBER Macroeconomics Annual 2016* (Chicago, 2017), pp. 213–63.
- Levy, D. and Young, A. T., 'The Real Thing: Nominal Price Rigidity of the Nickel Coke, 1886-1959', *Journal of Money, Credit and Banking*, 36 (2004), pp. 765–99.
- Ramey, V. A., 'Macroeconomic Shocks and Their Propagation', in J. B. Taylor and H. Uhlig, eds., *Handbook of Macroeconomics* (Amsterdam, 2016), pp. 71–162.
- Richardson, G. and Troost, W., 'Monetary Intervention Mitigated Banking Panics during the Great Depression: Quasi-Experimental Evidence from a Federal Reserve District Border, 1929–1933', *Journal of Political Economy*, 117 (2009), pp. 1031–73.
- Romer, C. D., 'Remeasuring Business Cycles', *Journal of Economic History*, 54 (1994), pp. 573–609.
- Temin, P. and Wigmore, B. A., 'The End of One Big Deflation', *Explorations in Economic History*, 27 (1990), pp. 483–502.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

EH442 Half Unit Labour Markets in Historical Perspective

This information is for the 2024/25 session.

Teacher responsible: Prof Christopher Minns SAR 6.15

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course explores a selection of topics related to the history of labour markets. The course is divided into four parts.

The first part is an introduction to issues and concepts from economics and other social sciences relevant to understanding labour markets in the past.

The second part of the course focuses on the role of human and physical capital in determining long-run patterns in wage levels, productivity, and the adoption of new technology and forms of organization.

The third part of the course explores issues related to geographical mobility and economic development, with particular focus on international migration and the immigrant experience at the destination.

The fourth and final part of the course address disparities in historical labour markets, with particular attention to differences in inequality and economic mobility over space and by gender and race.

The course draws on findings from a range of historical contexts to illustrate how social scientists have used theories, methods, and evidence to understand labour market developments in the past, and in turn considers what these findings imply about the relevance of different social science approaches.

Teaching: 20 hours of seminars in the AT.

The course will be taught as 10 two-hour seminars during Autumn Term

Formative coursework: Students will be expected to produce 1 essay in the AT.

One 2,500 word formative essay in the Autumn Term.

Indicative reading: The following indicative readings preview course topics:

- Abramitzky and Boustan, *Streets of Gold* (2022)
- Bayer and Charles, "Divergent Paths: a New Perspective on Earnings Differences Between Black and White Men Since 1940." *Quarterly Journal of Economics* (2018)
- Goldin, *Career and Family: Women's Century-Long Journey Towards Equity* (2021)
- Goldin and Katz, *The Race Between Technology and Education* (2008)
- Hatton and Williamson, *The Age of Mass Migration: Causes and Economic Impact* (1998)
- Humphries and Weisdorf, "Unreal Wages? Real Incomes and Economic Growth in England, 1260-1850." *Economic Journal* (2019)

A detailed, article-based reading list will be provided at the beginning of Autumn Term.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

EH443 Half Unit

The History of Premodern Money

This information is for the 2024/25 session.

Teacher responsible: Prof Oliver Volckart SAR.6.10

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access).

Course content: The course examines European monetary and financial policies up to the early eighteenth centuries. It takes students from the simple beginnings of European monetary history to the more complex arrangements that emerged toward the end of the early modern age. The course thus focuses on an age when the very parameters that shaped policies differed fundamentally from those of the present: For example, there were no currency borders, with money supply being essentially international, and small change was only weakly integrated with the larger units of its currency. The course will discuss and compare developments in the major European countries (England, Spain, Italy, France, and Germany). It emphasises both the many features shared by these countries and their often considerable differences, places monetary and financial policies in the context of more general economic policies and discusses how money and finance influenced the wider economy.

Teaching: 20 hours of seminars in the AT.

Formative coursework: Each student is expected to give one presentation (5-8 minutes) and to produce one formative essay. While the presentation will be based on secondary sources, the essay will discuss a primary source of the kind also used in the summative assessment.

Indicative reading:

- Volckart, Oliver. *The Silver Empire: How Germany Created its First Common Currency*. Oxford: Oxford University Press, 2024.

- Drelichman, Mauricio, and Hans-Joachim Voth. *Lending to the Borrower from Hell: Debt, Taxes, and Default in the Age of Philip II*. The Princeton Economic History of the Western World. Princeton: Princeton University Press, 2014.
- Redish, Angela. *Bimetallism: An Economic and Historical Analysis*. Cambridge: Cambridge University Press, 2000.
- Spufford, Peter. *Money and Its Use in Medieval Europe*. Cambridge, New York, Port Chester, Melbourne, Sydney: Cambridge University Press, 1991.

Assessment: Take-home assessment (100%) in January.

Students have 2 weeks to complete the assessment in early January. The assessment will be based on primary sources of the kind whose analysis has been practiced in the seminar every week as well as in the formative essay.

EH444 Half Unit

Population Dynamics and Economic Growth: A Historical Perspective

This information is for the 2024/25 session.

Teacher responsible: Prof Eric Schneider SAR.5.18

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no specified pre-requisites, but the course requires comfort with quantitative analysis and basic knowledge of regression analysis. Quantitative Analysis in Economic History I (EH402) or an equivalent course is highly recommended.

Course content: For millennia, population and the available resources in an economy were in careful Malthusian equilibrium with population growth preventing meaningful increases in income per capita. In the premodern era, many people died in childhood, waves of epidemic disease ravaged the population, and women gave birth to many children. This course explores how this equilibrium changed, first through changes in marriage patterns in early modern Europe and later through the demographic transition, falling mortality and fertility rates in the past 250 years, a pattern that has been or is being replicated all around the world.

The course is divided into three units. The first unit covers the premodern era, assessing the role of epidemics, famine, marriage patterns and fertility control on population dynamics. The second unit will explore the health transition, the vast improvements in health and decline in mortality since roughly the nineteenth century. We will track the health transition across different dimensions of health, discuss the causes of the health transition and consider the effect of the health transition on economic growth. The third unit will focus on the historical fertility decline, the shift from high birth rates to replacement level birth rates.

We will explore theories of fertility decline, the historical evidence on the timing and speed of the fertility decline and the causes of fertility decline in Europe and other parts of the world.

In addition to these themes, the course also introduces the sources, methods and basic demographic indicators used to reconstruct population history. The focus of the course is mainly on historical Europe, but there will be some topics and weeks that bring in other regional or global perspectives.

Teaching: 20 hours of seminars in the WT. 1 hour of seminars in the ST.

Formative coursework: There will be one formative essay due in Winter Term.

Indicative reading:

- Livi-Bacci, M. (2017). *A Concise History of World Population* (6th ed.). John Wiley & Sons, Incorporated.
- Wrigley, E. A., Davies, R. S., Oeppen, J. E., & Schofield, R. S. (1997). *English population history from family reconstitution, 1580-1837*. Cambridge University Press.

- Floud, R., Fogel, R. W., Harris, B., & Hong, S. C. (2011). *The Changing Body: Health, Nutrition, and Human Development in the Western World since 1700*. Cambridge University Press.
- Riley, J. (2005). The timing and pace of health transitions around the world. *Population and Development Review*, 31(4), 741–764.
- Jaadla, H., Reid, A., Garrett, E., Schürer, K., & Day, J. (2020). Revisiting the Fertility Transition in England and Wales: The Role of Social Class and Migration. *Demography*, 57(4), 1–27.
- Bongaarts, J., & Hodgson, D. (2022). *Fertility Transition in the Developing World*. Springer.
- Preston, S. H., Heuveline, P., & Guillot, M. (2001). *Demography: measuring and modeling population processes*. Blackwell Publishers.
- Schneider, E. B. (2020). Collider bias in economic history research. *Explorations in Economic History*, 78, 101356.
- Schneider, E. B. (2023). The determinants of child stunting and shifts in the growth pattern of children: A long-run, global review. *Journal of Economic Surveys*. doi: 10.1111/joes.12591

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

EH446 Not available in 2024/25 Economic Development of East and Southeast Asia

This information is for the 2024/25 session.

Teacher responsible: Prof Kent Deng SAR 517

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History, MSc in Political Economy of Late Development and MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

Pre-requisites: Knowledge of Asian history of the relevant period and region would be an advantage.

Course content: EH446 is, in nature, a guided reading course. Students will obtain in-depth knowledge of conditions and paths of economic growth and development in East Asia and Southeast Asia in past centuries, and become engaged in the ongoing scholarly debate.

The first part of the course looks at premodern/traditional economic performance, including resource endowments, institutions, technology and economic structures that evolved independently in Asia over time to support a large population with reasonable standards of living.

The second part of the course examines early modern East Asia and Southeast Asia in the context of 'product-rich economies', and easy access to international trade, and Western colonisation of the region.

The third part examines modern growth in East Asia and Southeast Asia, including the conditions and transformations in post-Opium War China, Meiji Japan, post-WWII 'Asian Tigers', post-WWII independence in Southeast Asia, ASEAN, China under post-Mao reforms, and 'new Asia' in the global economy today. Main debates in scholarship are included as the course moves on.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. 10 hours of lectures and 10 hours of seminars in the WT. 1 hour of lectures in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

Formative coursework: Students are expected to write two essays

or equivalent pieces of written work.

Indicative reading:

- A G Frank, *ReOrient: Global Economy in the Asian Age* (1998);
- K Pomeranz, *The Great Divergence* (2000);
- J M Hobson *Multicultural Origins of the Global Economy* (2021);
- World Bank, *The East Asian Miracle* (1993);
- I Brown, *Economic Change in Southeast Asia* (1997).
- Rui H and P. Nolan, *Globalisation, Transition and Development in China* (2004).

Assessment: Essay (30%, 3500 words).

Take-home assessment (70%) in the ST.

EH448 Half Unit Craft, Human Capital and Innovation in Europe, 1400-1800

This information is for the 2024/25 session.

Teacher responsible: Prof Patrick Wallis SAR 511

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is expected to be high. This may mean that you are unable to get a place on this course.

Course content: This course explores how innovation occurs in product, process and technique within a preindustrial artisanal economy. In the three centuries before the industrial revolution, European manufacturing improved markedly. Buildings, clocks, clothing, furniture, art, books, glass, paper and a plethora of other products and industries all show advances in their quality, variety, price and availability. This course examines the nature of this 'Industrial Evolution'.

The course is divided into two parts. We examine the main mechanisms that have been identified to explain innovation and dissemination: apprenticeship and training; print and codified knowledge; the alliance of early science and craft; clustering, mobility and spillovers. We then explore in depth a set of industry case studies that we use to test the viability of these ideas in different contexts. Each week, the seminar will centre on a set of readings for each topic. The course aims to give students an understanding of the key historical explanations for innovation and the diffusion of ideas, and to connect these to an informed understanding of specific craft industries.

Teaching: 20 hours of seminars in the WT.

Formative coursework: Students are expected to write one essay or equivalent pieces of written work.

Indicative reading:

- Mokyr, Joel (2002), *The Gifts of Athena: Historical Origins of the Knowledge Economy* (Princeton: Princeton University Press)
- Finlay, Prak, Maarten, and Patrick Wallis (eds.) (2019), *Apprenticeship in Early Modern Europe* (Cambridge: Cambridge University Press)
- Prak, Maarten, and Jan Luiten van Zanden (eds.) (2013), *Technology, Skills and the Pre-Modern Economy in the East and the West* (Leiden: Brill)
- Kelly, Morgan, and Cormac O Gráda. "Connecting the Scientific and Industrial Revolutions: The Role of Practical Mathematics." *Journal of Economic History* (2022).
- Robert (2010), *The Pilgrim Art: Cultures of Porcelain in World History* (Berkeley: University of California Press).
- Landes, David (1983), *Revolution in Time: Clocks and the Making of the Modern World* (Cambridge MA: Belknap at Harvard University Press)
- Macfarlane, Alan, and Gerry Martin (2002), *Glass: A World History* (Chicago: University of Chicago Press).
- Riello, Giorgio (2013), *Cotton: The Fabric that Made the Modern World* (Cambridge: Cambridge University Press)

- Schäfer, Dagmar, Giorgio Riello and Luca Molà (eds.) (2018), *Threads of Global Desire: Silk in the Pre-Modern World* (Woodbridge: Boydell)
- Smith, Pamela H. (2022), *From Lived Experience to the Written Word: Reconstructing Practical Knowledge in the Early Modern World* (Chicago: University of Chicago Press)

Assessment: Essay (100%, 4000 words) in the ST Week 1.

EH449 Half Unit

History of Corporate Finance and Institutional Investment

This information is for the 2024/25 session.

Teacher responsible: Professor David Chambers

Availability: This course is available on the MSc in Financial History. This course is not available as an outside option.

Course content: The course provides students with an understanding of how some of the major features of modern finance emerged from the 19th century onwards with a particular focus on the US and UK. There is a particular focus on the main changes in how firms have used modern capital markets over time and on the historical development of institutional investors.

Teaching: 20 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

AT to WT

Indicative reading:

- Campbell, G., R. Grossman and J. Turner (2021), "Before the cult of equity: the British stock market, 1829–1929" *European Review of Economic History*.
- Jordà, O., K. Knoll, D. Kuvshinov, M. Schularick, and A. Taylor. 2019. The rate of return on everything, 1870–2015. *Quarterly Journal of Economics* 134:1225–98.
- Chambers, D., and R. Esteves, (2014), "The First Global Emerging Markets Investor: Foreign and Colonial Investment 1880-1913" *Explorations in Economic History* 2014, 52: 1-21
- Chambers, D. and E. Dimson (2013), "Retrospectives: John Maynard Keynes, Investment Innovator" *Journal of Economic Perspectives* vol.27 no.3
- Graham J., M. Leary and M. Roberts (2015), "A century of capital structure: The leveraging of corporate America" *Journal of Financial Economics*
- Chambers, D. and Dimson, E. (2009), "IPO Underpricing Over the Very Long-Run." *Journal of Finance*, 64(3): pp. 1407-1443
- Morrison, A. and Wilhelm W. (2007), "Investment Banking: Past, Present and Future." *Journal of Applied Corporate Finance*, 19(1): pp. 42-54

Assessment: Essay (100%, 4000 words) in the ST.

EH452 Half Unit Not available in 2024/25

Latin American Development and Economic History

This information is for the 2024/25 session.

Teacher responsible: Dr Alejandra Irigoin, SAR 611

Availability: This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus), MSc in History of International Relations, MSc in International and World History (LSE & Columbia), MSc in Political Economy of Late Development and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

Course content: The course will consider some of the major topics in the development and economic history of Latin America. The topics to be explored will be the role of geography, the environment and factor endowments, the role of institutions and policies, problems of taxation, spending and representation in the capacities of the state and constitutional and political developments in the 19th and 20th century, the protracted character of Latin America's inequality, the 'curse' from natural resources dependence, the macroeconomics of industrialization and the political economic nature of Latin American populism. Using reciprocal comparisons with the US, South East Asia, between Latin American countries, and across time the course will revisit the current interpretations of Latin American development in the long run and will frame the analysis of particular issues of policy-making of the present into the economic historical context.

Teaching: 20 hours of seminars in the WT.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students are required to write one essay or equivalent pieces of written work.

Indicative reading: V. Bulmer-Thomas, V (2014) *The economic history of Latin America since independence* 2nd ed Cambridge, Cambridge University Press. S. Edwards, 2010. *Left behind: Latin America and the false promise of populism*. Chicago: The University of Chicago Press. P. Franko, 2007. *The puzzle of Latin American economic development*. Lanham: Rowman & Littlefield. J.L. Gallup, (2003) *Is geography destiny?: lessons from Latin America* Latin American development forum. Washington, DC, World Bank. Stein, Ernesto, Mariano Tommasi, Carlos G. Scartascini, and Pablo T. Spiller. 2008. *Policymaking in Latin America: how politics shapes policies*. Washington, D.C.: Inter-American Development Bank. Ocampo, JA & Ross, J (2011), *The Oxford Handbook of Latin American economics* (Oxford, Oxford University Press). Bertola, L & Ocampo, JA (2012), *The Economic Development of Latin America since Independence* (Oxford, Oxford University Press); Scartascini, Stein, GC & Tommasi, M (2010), *How democracy Works: political institutions, actors and arenas in Latin American policy making* (Washington DC IADB); CH Blake, (2007) *Politics in Latin America* 2nd edition (Houghton Mifflin Company). V. Bulmer-Thomas, JH, Coatsworth, and R. Cortes Conde, (2006) *The Cambridge economic history of Latin America* Cambridge, Cambridge University Press. Vol. I & II; AA.VV (2003) *Inequality in Latin America and the Caribbean. Breaking with history?* (Washington IRDB); Edwards, Esquivel, G & Marquez, G (2007) *The Decline of Latin American Economics: growth, institutions and crises* (Chicago University of Chicago)

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

EH463 Half Unit

The Long-Run Analysis of Firms and Industries

This information is for the 2024/25 session.

Teacher responsible: Dr Gerben Bakker SAR 509

Availability: This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Accounting, Organisations and Institutions, MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you are not able to get a place on this course.

Course content: This course comparatively explores the history of strategies, business organisations and industries since the nineteenth century. Different approaches to analyse this evolution are discussed, as well as the history of thinking about management and organisational structure and how this affected

history itself. Introductory lecture(s) set the scene, discuss key concepts and various economic approaches to analyse the evolution of organisations. Subsequently the course looks at the origins of legal forms of organisation - such as the corporation, the private limited liability company and the cooperative - at the development of organisational structures, at the history of thinking about them, and at evolution of the industries.

Teaching: This course is delivered through a series of seminars totalling 20 hours across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students are expected to write two essays or equivalent pieces of written work.

Indicative reading:

- G. Boyce and S. Ville, *The Development of Modern Business* (2002);
- C. J. Schmitz, *The growth of big business in the United States and Western Europe, 1850-1939* (1993);
- S. Douma and H. Schreuder, *Economic Approaches to Organizations* (2002);
- A. Huczynski and D. Buchanan, 'Organizational Structures', part 4 in *Organizational Behaviour* (2001 or later edition);
- G. Bakker, 'The Making of a Music Multinational: Polygram's International Business, 1945-1998', *Business History Review* 80 (2006), 81-123;
- O. E. Williamson, *The economic institutions of capitalism. Firms, markets, relational contracting* (1985);
- A. D. Chandler, *Strategy and Structure: Chapters in the History of the American Industrial Enterprise* (1962);
- J. Sutton, *Technology and Market Structure: Theory and History* (1998);
- F. Knight, *Risk, Uncertainty and Profit* (1921);
- J. A. Schumpeter, 'Can Capitalism Survive?' in his *Capitalism, Socialism and Democracy* (1942);
- L. Hannah, 'Marshall's "Trees" and the Global "Forest" in N. Lamoreaux, D. Raff and P. Temin, *Learning by Doing in Markets, Firms and Nations* (1999);
- J. M. Karpoff, 'Public versus Private Initiative in Arctic Exploration: The Effects of Incentives and Organizational Structure,' *Journal of Political Economy* 109 (2001);
- E. Hilt, 'Incentives in Corporations: Evidence from the American Whaling Industry,' *Journal of Law and Economics* 49 (2006);
- G. Bakker, Nicholas Crafts and Pieter Woltjer, 'The Sources of Growth in a Technologically Progressive Economy: The United States, 1899-1941', *Economic Journal* 129 (2017), 2267-94;
- R. W. Crandal and Thomas W. Hazlett, 'Antitrust in the Information Economy: Digital Platform Mergers', *Journal of Law and Economics* (2022);
- G. Dari-Mattiacci, Oscar Gelderblom, and Joost Jonker, 'The Emergence of the Corporate Form', *Journal of Law, Economics and Organization*, Vol. 33 (2017), No. 2, 193-236
- N. R. Lamoreaux, 'The Problem of Bigness: From Standard Oil to Google', *Journal of Economic Perspectives* 33 (2019), 94-117

Assessment: Take-home assessment (100%) in the ST.

EH482

The Origins of the World Economy: Europe and Asia, 1000-1800

This information is for the 2024/25 session.

Teacher responsible: Dr Jordan Claridge (Room SAR 5.05) and Dr Annie Ruderman (Room SAR 5.06)

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in China in Comparative Perspective, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

Course content: This course surveys long-term processes of growth and development in pre-modern Europe and the wider world. Its central question is how and why economic performance differed between differently structured societies and across societies at the same point in time. The course raises fundamental questions about the nature of pre-industrial societies and economies and it critically examines the numerous theories put forward to explain long-run economic change.

First, it asks if stagnation and poverty were normal conditions in pre-industrial societies and growth an aberration. Were societies 'Malthusian', and what kind of growth and development did they experience? Second, it addresses debates over the timing and causes of Western economic growth and its connections with the region's expanding political and military power. Was British or European success from the 17th century the result of unique social, institutional, or cultural features? It focuses on the developments of markets and their integration, on the development of technology and on the extension of manufactory in a fundamentally agrarian world. Third, it explores the range of alternative development paths within Europe and in other regions of the world, such as premodern China and India, considering both regions' internal economic dynamics and the impact of interactions with European powers as contact grew over the course of the early modern period.

The course is not chronologically arranged but rather along core topics relevant in economic history. These are presented and discussed in an explicitly comparative way. Themes include: population, agriculture, technology, manufacturing, labour regimes, economic effects of legal, political, and constitutional structures; political economy; trade and market integration, money, finances and commercial institutions, and the causes and effects of the European expansion overseas.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. 10 hours of lectures and 10 hours of seminars in the WT.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn Term and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

Formative coursework: Students are expected to write three essays or equivalent pieces of written work.

Indicative reading:

- J Abu-Lughod, *Before European Hegemony: The World System*;
- A G Frank, *ReORIENT: Global Economy in the Asian Age* (1998);
- P Hoffman, *Why Did Europe Conquer the World?* (2015);
- J E Inikori, *Africans and the Industrial Revolution in England* (2002);
- E L Jones, *Growth Recurring: Economic Change in World History* (2002);
- J Y Lin, *The Needham Puzzle: Why the Industrial Revolution Did Not Originate in China* (1995);
- Joel Mokyr, *The Lever of Riches* (1990);
- K G Persson, *An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present* (2010);
- K Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (2000);
- J Rubin, *Rulers, Religion and Riches: Why the West Got Rich and the Middle East Did Not* (2017);
- HJ Voth and N Voigtlander, 'Malthusian Dynamism and the Rise of Europe: Make War, Not Love', *American Economic Review* (2009);
- J van Zanden, SG Carmichael, & T De Moor. *Capital Women - The European Marriage Pattern, Female Empowerment and Economic Development in Western Europe 1300-1800* (2019);
- J de Vries, 'The Limits of Globalization in the Early Modern World' *The Economic History Review*, New Series, 63, No. 3 (2010), pp. 710-33;
- B Wong & J L. Rosenthal, *Before and Beyond Divergence* (2014)
- M Koyama and J Rubin, *How the World Became Rich* : the

Historical Origins of Economic Growth (2022)

Assessment: Take-home assessment (100%) in the ST.

EH483

The Development and Integration of the World Economy in the 19th and 20th Centuries

This information is for the 2024/25 session.

Teacher responsible: Dr Karolina Hutkova

Availability: This course is available on the MA in Modern History, MSc in Accounting, Organisations and Institutions, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History, MSc in Global Economic History, MSc in Global Economic History (Erasmus Mundus), MSc in Political Economy of Late Development and MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: This course aims to provide an overview of the development and integration of the world economy from 1800 to the present, giving an understanding of the origins of the challenges we face in the 21st century. The course raises fundamental questions about the sources of the unprecedented levels of economic growth in the last two centuries and the past and present challenges to economic development that have led to sharp divergences in income between countries and regions. The course explores the economic history at a global level, exploring developments in the western world as well as in Latin America, East and Southeast Asia, and Africa. Topics discussed will include fundamental transformations in economic experience, such as income and inequality, environmental change and the rise of population; sources of progress, such as technology, science, fiscal development; and explanations for divergent outcomes, for example human capital, economic policy, and management.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. 10 hours of lectures and 10 hours of seminars in the WT.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

Formative coursework: - One essay in AT
- Group presentation and essay outline in WT

Indicative reading: Broadberry, S. and O'Rourke, K.H. (eds.) (2010), *The Cambridge Economic History of Modern Europe*; Acemoglu, D., and Robinson, J.A. (2006), *Economic origins of dictatorship and democracy*; Livi-Bacci, M. (2001), *A Concise History of World Population*; Broadberry, S.N. (1998), "How did the United States and Germany Overtake Britain? A Sectoral Analysis of Comparative Productivity Levels, 1870-1990", *Journal of Economic History*; Hatton, T. and J. Williamson (1998), *The Age of Mass Migration*; Eichengreen, B. (1996), *Globalizing Capital*; Acemoglu, O., and Flandreau, M. (2008), "Bilateral Treaties and the Most-Favored Nation Clause. The Myth of Trade Liberalization in the Nineteenth Century", *World Politics*; O'Rourke, K. and Williamson, J. (1999), *Globalization and History*; Harrison, M. (1988), "Resource Mobilization for the Second World War in the USA, UK, USSR, and Germany, 1938-45", *Economic History Review*; Eichengreen, B. and Hatton, T.J. (eds.), *Interwar Unemployment in International Perspective*; Eichengreen, B., and Sachs, J. (1985), "Exchange Rates and Economic Recovery in the 1930s", *Journal of Economic History*; Taylor, A.M. (1998), "On the Costs of Inward-Looking Development: Price Distortions, Growth, and Divergence in Latin America", *Journal of Economic History*.

Assessment: Take-home assessment (100%) in the ST.

EH496

Research Dissertation A: Contextualisation, Theory and Research Design

This information is for the 2024/25 session.

Teacher responsible: Prof Christopher Minns SAR 6.15

Availability: This course is compulsory on the MSc in Economic History (Research). This course is not available as an outside option.

This course is taken in combination with EH497.

Course content: The dissertation must draw upon the research training provided through the core courses for the MSc (Research) and the generic courses taken by the student, and present the results of an original enquiry into a carefully defined problem. Students are expected to show an ability to draw on relevant social scientific concepts, an understanding of the advanced literature in one or more areas of economic history, and of the nature of historical explanation and analysis. Where appropriate, students are also expected to show the ability to use relevant quantitative techniques for data collection and analysis. The dissertation is intended as preparation for a research degree. Students expecting to continue on the MPhil/PhD programme within the Department may write their MSc dissertation on a different topic from that on which they plan to research at MPhil/PhD level.

Teaching: Co-taught with EH497.

Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Autumn Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Winter Term (3) a presentation at a dissertation workshop; (4) a one-page project summary and an extended draft by the end of the Spring Term. Supervisors will not normally provide comments on drafts submitted after that date.

Assessment: Dissertation (100%, 15000 words) in the post-spring term.

The final dissertation, is equivalent to two full modules (EH496 and EH497). The dissertation will be marked on the formulation of the dissertation topic, its historical and historiographical context (including critical literature survey), its creativity and originality, and overall presentation. In addition, student's will be assessed on research design and discussion of methods, their collection and evaluation of primary and secondary sources, and the quality of analysis of evidence and interpretation. The dissertation should not exceed 15,000 words, excluding tables, references and bibliography. Presentation must be in accordance with appropriate academic conventions as laid down in the MSc Handbook. Work that fails to meet appropriate academic standards of presentation, including English language, will be subject to a maximum deduction of 15% from the first percentage mark. Marks will be deducted for late submission in accordance with the guidelines laid down in the MSc student handbook.

EH497

Research Dissertation B: Implementation, Analysis and Contribution

This information is for the 2024/25 session.

Teacher responsible: Prof Christopher Minns SAR 6.15

Availability: This course is compulsory on the MSc in Economic History (Research). This course is not available as an outside option.

This course is taken in conjunction with EH496.

Course content: The dissertation must draw upon the research training provided through the core courses for the MSc (Research) and the generic courses taken by the student, and present the

results of an original enquiry into a carefully defined problem. Students are expected to show an ability to draw on relevant social scientific concepts, an understanding of the advanced literature in one or more areas of economic history, and of the nature of historical explanation and analysis. Where appropriate, students are also expected to show the ability to use relevant quantitative techniques for data collection and analysis. The dissertation is intended as preparation for a research degree. Students expecting to continue on the MPhil/PhD programme within the Department may write their MSc dissertation on a different topic from that on which they plan to research at MPhil/PhD level.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Autumn Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Winter Term (3) a presentation at a dissertation workshop; (4) a one-page project summary and an extended draft by the end of the Spring Term. Supervisors will not normally provide comments on drafts submitted after that date.

Assessment: Dissertation (100%, 15000 words) in the post-spring term.

The final dissertation, is equivalent to two full modules (EH496 and EH497). The dissertation will be marked on the formulation of the dissertation topic, its historical and historiographical context (including critical literature survey), its creativity and originality, and overall presentation. In addition, student's will be assessed on research design and discussion of methods, their collection and evaluation of primary and secondary sources, and the quality of analysis of evidence and interpretation. The dissertation should not exceed 15,000 words, excluding tables, references and bibliography. Presentation must be in accordance with appropriate academic conventions as laid down in the MSc Handbook. Work that fails to meet appropriate academic standards of presentation, including English language, will be subject to a maximum deduction of 15% from the first percentage mark. Marks will be deducted for late submission in accordance with the guidelines laid down in the MSc student handbook.

EH498 Half Unit Dissertation

This information is for the 2024/25 session.

Teacher responsible: Prof Christopher Minns SAR 6.15

Availability: This course is available on the MSc in Economic History and MSc in Political Economy of Late Development. This course is not available as an outside option.

Course content: The subject of the dissertation should relate broadly to one of the economic history taught courses taken by the student. It should be either a critical survey of a well-defined problem in the literature, or a small self-contained research project using primary evidence. It must demonstrate adequate knowledge of appropriate literature in Economic History and an ability to handle problems of evidence and explanation.

Students on the MSc in Political Economy of Late Development are encouraged to consider topics that relate to themes in development, but are still required to develop a clear historical perspective within their analysis.

Students on the MSc in Global Economic History are encouraged to consider topics that relate to themes in global economic history, broadly conceived.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Autumn Term for all students on the programme in addition to meetings with supervisors during the

course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Winter Term (3) a one-page project summary and an extended draft by the end of the Spring Term. Supervisors will not normally provide comments on drafts submitted after that date.

Assessment: Dissertation (100%, 6000 words) in the post-spring term.

The dissertation should be no longer than 6,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length.

EH499 Research Dissertation

This information is for the 2024/25 session.

Teacher responsible: Prof Christopher Minns SAR 6.15

Availability: This course is compulsory on the MSc in Financial History and MSc in Global Economic History. This course is available on the MSc in Economic History and MSc in Political Economy of Late Development. This course is not available as an outside option.

Course content: The dissertation should be an empirical study using primary source material to write on a topic of economic history. The topic should relate broadly to one of the economic history courses taken.

Students on the MSc in Political Economy of Late Development are encouraged to consider topics that relate to themes in development, but are still required to develop a clear historical perspective within their analysis.

Students on the MSc in Global Economic History are encouraged to consider topics that relate to themes in global economic history, broadly conceived.

Students on the MSc in Financial History are encouraged to consider topics that relate to monetary and financial problems in an historical context.

Teaching: Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Autumn Term for all students on the programme in addition to meetings with supervisors during the course of the year.

Formative coursework: Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Winter Term (3) a one-page project summary and an extended draft by the end of the Spring Term. Supervisors will not normally provide comments on drafts submitted after that date.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

The dissertation should not exceed 10,000 words, excluding tables, references, and bibliography. The title must be approved in advance by the student's supervisor. Marks will be deducted for late submission or excessive length.

EU410 Interdisciplinary Research Methods and Design

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan White CBG.7.09

Availability: This course is compulsory on the MSc in Culture and Conflict in a Global Europe and MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po). This course is available on the MSc in Culture and Conflict in a Global Europe (LSE & Columbia).

This course is not available as an outside option.

The Moodle page can be accessed by any European Institute student.

This course is only available to European Institute students.

Course content: This series of lectures and workshops offers an introduction to research methods and design for students on the MSc Culture and Conflict in a Global Europe programmes within the European Institute. Themes discussed include: methods in the social sciences and in the humanities; common problems of research design; advice on writing dissertations; advice on critical reading and interpretation of texts; an overview of comparative method and case-study research; and an introduction to discourse analysis and qualitative coding. Each session will consist of lecture elements followed by group work in which students with their different backgrounds will work together to solve specific problems of research design.

Teaching: This course is delivered via online and/or in-person teaching totalling a minimum of 10 hours spread across the Autumn Term. This course includes a reading week in Week 6 of the Autumn Term.

Indicative reading: Bob Hancké, *Intelligent Research Design: A guide for beginning researchers in the social sciences*, Oxford UP 2009.

Assessment: There is no examination for this course.

EU421 Half Unit Policy-Making in the European Union

This information is for the 2024/25 session.

Teacher responsible: Dr Eiko Thielemann

Availability: This course is available on the MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Media and Communications (Media and Communications Governance), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Pre-requisites: A solid knowledge of the role and functions of EU institutions is required.

Course content: This course offers the theoretically informed study of EU policy-making across a selection of key issue areas. The principal aim of the course is to provide a detailed understanding of how national and EU institutions interact in European policy-making. To achieve this, the course starts with a short summary of the actors and institutions governing the process of EU policy-making. The main part of the course analyses the evolving role of the EU in key policy areas, including economic and monetary policies, the EU single market, immigration and asylum policies, social policy and European foreign policy.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term, and a review session will be held at the start of the Spring Term to help students prepare for the e-exam.

Formative coursework: Students will be expected to submit two formative essays.

Indicative reading:

- H Wallace, M Pollack, C Roederer-Rynning & A Young, *Policy-Making in the European Union*;
- H. Lelieveldt & S Princen, *The politics of the European Union*;
- S Hix & B. Hoyland, *The Political System of the European Union*;
- M Pollack, *The Engines of Integration: Delegation, Agency and Agenda Setting in the European Union*;
- J J Richardson & S Mazey, *European Union: Power and Policy-making*.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The summative assessment will take the form of an e-exam in the Spring Term. E-exams are assessments run under invigilated exam conditions on campus. Students will complete the assessment using software downloaded to their personal laptops.

EU430 Half Unit Not available in 2024/25 Europeanization: The Comparative Politics of Domestic Change

This information is for the 2024/25 session.

Teacher responsible: Professor Yaprak Gursoy CBG 7.04

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: The course examines the effect of European Union membership on member states' policies, institutions and societies. The consequences of EU membership, as well as how and why we experience membership differently across our national political systems are increasingly important elements of the debate about the future of Europe. Crises of legitimacy, capability, and impact have been identified. Following this lead, this course evaluates the influence of European integration on member states, highlighting differences between policy mechanisms and sectors; institutional capacities and settings; and political (party and electoral) behaviour. The discussion and analysis is framed by the notion of 'Europeanization', to consider the linkages between the European and national levels.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce one formative essay (2000 words) and a presentation in the AT.

Indicative reading:

- Graziano, P. and Vink, M.P. (eds) (2006) *Europeanization: New Research Agendas*, Palgrave Macmillan;
- Exadaktylos, Claudio M. Radaelli (2012) *Research Design in European Studies: Establishing Causality in Europeanization* Palgrave;
- Bulmer, S. and Lesquesne, C. (eds) (2013) *The Member States of the European Union*, Oxford: Oxford University Press;
- Sanders, D (2012) *The Europeanization of National Politics?* Oxford University Press;
- K Featherstone & C Radaelli (Eds), *The Politics of*

Europeanization; Oxford University Press, (2003);

- K Goetz & S Hix (Eds), *Europeanised Politics? European Integration and National Political Systems*, Frank Cass, (2001);
- M Green Cowles, J Caporaso & T Risse (Eds), *Transforming Europe: Europeanization and Domestic Change*, Ithaca, Cornell UP;
- F. Schimmelfennig and U. Sedelmeier (eds) (2005) *The Europeanization of Central and Eastern Europe*, Ithaca: Cornell University Press.

Assessment: Essay (100%, 5000 words) in the WT.

EU432 Half Unit

The Philosophy of Europe

This information is for the 2024/25 session.

Teacher responsible: Prof Simon Glendinning CBG 7.01

Availability: This course is available on the CEMS Exchange, MA in Modern History, MBA Exchange, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: In this course we will read and discuss texts that draw the history of Europe into relation with philosophy. In its most classical form the assertion of this relation belongs to an understanding of Europe's history as inseparable from the project of a life predicated on reason. Europe, insofar as its cultural identity is caught up with the Greek ideal of scientific rationality, is not simply the place where philosophy was first elaborated and developed. On the contrary, Europe first arises as a place only in and through the elaboration and development of philosophy. Of course, philosophy is, in that name, a European phenomenon - although one which concerns above all the question, in principle open to anyone, of what it means to be a human being as such. Equally, however, Europe is itself a philosophical phenomenon - its identity inseparable from the idea of a project that concerns rational animality as such, and hence humanity as a whole.

The idea that Europe has a world-wide significance in virtue of its relation to philosophical thought is strikingly expressed in Kant's prediction of "a great political body of the future" emerging in Europe, a kind of league of nations, that will probably "legislate" - that is, at least serve as a guiding example - for all humanity. Indeed, the global "cosmopolitan existence" posited by Kant as the final end of world history is not just a philosopher's idea of humanity's collective political destiny: the very idea of a universal human community is essentially philosophical. On this view, the (particular) history of the peoples of "our continent" has a relation to the (universal) destiny - the liberation or emancipation - of humanity world-wide. This is not simply because of the hegemonic political and economic ambitions of imperialist Europeans, but the world-wide movement of a cosmopolitan and humanist culture. Starting with Kant's classic essay on "Idea for a Universal History with a Cosmopolitan Purpose" we will turn to the way in which Europe is understood and elaborated within the post-Kantian tradition: in Hegel, Marx, Husserl, Valéry, Berlin, Fukuyama, and Derrida.

Although this course focuses on carefully selected philosophical texts, there is no expectation that students taking the course will have a background in philosophy.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: Two essays of 2,000 words each

Indicative reading: Immanuel Kant 'Idea of Universal History with a Cosmopolitan Purpose', in *Political Writings*; Edmund Husserl 'The Vienna Lecture', in *The Crisis of European Sciences and Transcendental Phenomenology*; Paul Valéry, 'The Crisis of Spirit' in *History and Politics*; Jacques Derrida, 'Of the Humanities and the Philosophical Discipline. The right to philosophy from the cosmopolitical point of view (the example of an international institution)' (online).

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU437 Half Unit

Europe Beyond Modernity

This information is for the 2024/25 session.

Teacher responsible: Prof Simon Glendinning CBG 7.01

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Relations (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: This course engages with the deepest roots and fundamental trajectory of the contemporary European world as identified by three major thinkers of the nineteenth and twentieth centuries: Nietzsche, Heidegger and Derrida. Taking up and problematising the claim made by Emmanuel Levinas that "Europe is the Bible and the Greeks", the course explores the idea that Europe today is a cultural and political movement in deconstruction, a movement beyond its own modern self-understanding which might be summarised by Nietzsche's madman's pronouncement of the death of God. As Derrida, a leading theorist of this conception puts it, "one should, more prudently, say "Greek, Christian and beyond" to conceive the formation of the contemporary European heritage. This suggestion not only makes it possible to acknowledge many other important cultural sources in this heritage (Judaic and Islamic at the very least) but also, and above all, directs us toward what, in Nietzsche's wake, can be identified as "the passage beyond" - the movement in which the European tradition "tends of itself to break with itself". There is no suggestion that the heritage and future of Europe are disconnected in this "passage beyond", and none of the authors explored in this course seek to reject the European heritage or want simply to destroy it. On the contrary, and always in its name, the attempt is made in their writings to effect a renewal of the European world which could propel it in a new direction beyond Enlightenment modernity. The key themes in this renewal will be explored in relation to a "beyond modernity" condition becoming visible in philosophy, politics, technology and religion. Although this course focuses on carefully selected philosophical texts, there is no expectation that students taking the course will have a background in philosophy.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: Two 2,000 word essays; seminar presentation.

Indicative reading:

- Friedrich Nietzsche, *Beyond Good and Evil*
- Martin Heidegger, *The Question Concerning Technology*
- Jacques Derrida, "Faith and Knowledge" in *Religion* (eds Derrida and Vattimo)
- Robert Pippin, *Modernism as a Philosophical Problem*.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU437 EU440 Half Unit

The Balkans in Europe: Transition, Democratisation, Integration

This information is for the 2024/25 session.

Teacher responsible: Dr Vassilis Monastiriotis CBG 5.05 and Dr Spyridon Economides

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: An examination of South East Europe from a political economy and international relations perspective, with particular emphasis on post-1989 developments. Topics include: The Balkans in Europe and Historical Legacies; the Dissolution of Yugoslavia; The Western Balkans and economic transition; the EU and the Balkans: regionalism and economic integration; Democratisation, state-building and Europeanisation in the Western Balkans; Conditionality and the mechanics of accession; the SEE2020 strategy and the structural reforms agenda; the Balkans and other external actors.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: One 1,500 word essay.

Indicative reading:

- M. Todorova, *Imagining the Balkans*, Oxford University Press, 1997;
- M. Glenny, *Balkans 1804-1999. Nationalism, War and the Great Powers*, Granta Publishers, 1999;
- S Woodward, *Balkan Tragedy*, Brookings Institute, 1995;
- Lavigne M. (1999), *The Economics of Transition*, 2nd edition;
- Petrakos G. and Totev S. (eds) (2001), *The development of the Balkan region*, Aldershot; S. Ramet, *Thinking about Yugoslavia: Scholarly Debates about the Yugoslav Breakup and the Wars in Bosnia and Kosovo*, Cambridge University Press, 2005;
- Bartlett W. (2007), *Europe's Troubled Region: Economic Development, Institutional Reform, and Social Welfare in the Western Balkans*, Routledge; 160
- A. Elbasani, *European Integration and Transformation in the Western Balkans: Europeanization or business as usual?*, 160 Routledge, 2013;
- Anastasakis O., Sanfey P. and Watson M. (eds) (2013), *Defining a New Reform Agenda: paths to sustainable convergence in South*

East Europe, South East European Studies at Oxford, St Antony's College, University of Oxford; EBRD (2013),

- *Stuck in Transition?*, Transition Report 2013, European Bank for Reconstruction and Development, London.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU443 Half Unit

European Models of Capitalism

This information is for the 2024/25 session.

Teacher responsible: Assistant Professor Donato Di Carlo

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: The course studies capitalist systems in Europe drawing on literatures in comparative and international political economy, economic sociology, economics and political science. It introduces the key conceptual and methodological tools of comparative capitalism studies and how they can help to analyse the structure and dynamics of the main European models of capitalism. We will then use comparative perspectives on capitalism to discuss the contemporary challenges facing the advanced economies of Europe: financial crises, the green transition, the changing role of the state in the economy, the 'polycrisis' of Covid-19, security challenges and the climate emergency, and other contemporary themes. The underlying theme of the course is to understand how European economies have developed and reshaped themselves along with changing global circumstances in recent decades, and discuss how economic policies and institutions can address the dilemmas facing market economies in the 21st century.

Teaching: This course will be delivered through weekly lectures and seminars totalling a minimum of 25 hours during Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will write a short 1500-word essay during the Winter term. Students will also develop their summative essay plan with the teacher in Winter term.

Indicative reading:

- *Diminishing Returns. The New Politics of Growth and Stagnation*. Edited by Luccio Baccaro, Mark Blyth and Jonas Pontusson. New York, NY: Oxford University Press, 2022
- Peter A Hall & David Soskice (Eds), *Varieties of Capitalism: The Institutional Foundations of Competitiveness*. Oxford University Press, 2001;
- Crouch, Colin, *Capitalist Diversity and Change*, Oxford University Press, 2005;
- Hancké, Bob (ed.), 2009, *Debating Varieties of Capitalism: A Reader*, Oxford UP.
- Wolfgang Streeck, (2011) *E Pluribus Unum? Varieties and Commonalities of Capitalism*, MPIfG Discussion Paper No. 10/12;
- Natasha van der Zwan (2014) *Making sense of financialization*, *Socio Economic Review*, 12: 99-129;
- Kathleen Thelen, (2014) *Varieties of Liberalization and the New Politics of Social Solidarity*, Cambridge University Press;

- Colin Hay, Does Capitalism Still Come in Varieties? Review of International Political Economy, Volume 27, 2020.

Assessment: Essay (100%, 3300 words) in the ST.

Essay questions will be distributed in early Winter Term, and essay outlines and other relevant questions will be developed with the course convener or seminar teacher.

EU446 Half Unit

The Political Economy of European Monetary Integration

This information is for the 2024/25 session.

Teacher responsible: Prof Paul De Grauwe

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Pre-requisites: A basic understanding of macroeconomics is essential, which is why the auditing of the EU409 Moodle course is highly recommended.

Course content: The purpose of this course is to analyse the process of European monetary integration and its implications for the institutions of economic governance in the EU. There will be a strong emphasis on using the experience of the financial and economic crises since 2008 and the COVID-19 pandemic as sources of evidence to assess both the performance of EMU and the theories about monetary integration. We consider the political and economic rationale for the establishment of EMU. We study the theory of optimal currency areas and its relevance today. In particular, we study the incomplete nature of the Eurozone and how this incompleteness is a source of instability. Indicative questions addressed in this course include: how and why did the EU develop the EMU project? Did economic theories prepare us for the Euro area crisis of 2010-12? What are the challenges for member states in adjusting to the discipline of the 'Euro-zone'? How does the Euro affect the ability of member states to adjust to periods of crisis and to external shocks, in particular to a shock such as the COVID-19 pandemic? Is the sovereign debt crisis of 2010 indicative of imbalances within the EU and basic flaws in its institutional design? What are the collective action problems that explain the incompleteness of the monetary union? What is the role of the ECB in this process? Is a fiscal union necessary to make a monetary union sustainable in the long run?

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: One 2,000-word essay and one group essay of up to 3,000 words.

Indicative reading:

- Paul De Grauwe (2022) *The Economics of Monetary Union* (Oxford University Press, 14th ed.);
- Kenneth Dyson and Kevin Featherstone (1999) *The Road to Maastricht*, OUP;
- Waltraud Schelkle (2017) *The Political Economy of Monetary Solidarity, Understanding the Euro Experiment*, Oxford University

Press;

- Special issue (2006): 'Economic Governance in EMU Revisited', *Journal of Common Market Studies* vol.44, No.4 (November);
- Stefan Collignon, "The European Republic; Reflections on the Political Economy of a European Constitution". The Federal Trust, London, England, 2002. Download from www.stefancollignon.de

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU447 Half Unit

Democracy, Ideology and the European State

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan White

Availability: This course is available on the MA in Modern History, MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: This course investigates various ways in which the State's authority to act has been underpinned in Europe, both ideologically and institutionally, in the modern period. It looks at how the State has been used to give expression to the democratic principle, and the ways this has been undermined or rejected. The module aims to provide students with a deep analytical understanding of the changing role of the State in European society. There will be three parts: A) Theorising the political; B) Democracy in post-War Europe; and C) Contemporary European trends. The course will conclude with an overview on possible trajectories to come, under the heading 'post-ideological, post-democratic and post-statal? - Europe today and beyond'.

Teaching: 20 hours of seminars in Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

A review session will be held at the start of the Spring Term.

Formative coursework: One 1500 word unassessed essay
One 10-12 minute class presentation

Indicative reading:

- Quentin Skinner (1989) 'The State', in Ball and Hanson (eds.) *Political Innovation and Conceptual Change* (Cambridge UP)
- Peter Wagner (2008) *Modernity as Experience and Interpretation* (Polity)
- James Tully (2002) 'The Unfreedom of the Moderns', *Modern Law Review* 63
- Margaret Canovan (2005) *The People* (Polity)
- Michael Freeden (1996) *Ideologies and Political Theory* (Oxford UP)
- Claus Offe (1996) *Modernity and the State: East and West* (Polity)
- Chantal Mouffe (2005) *On the Political* (Verso)
- Nina Eliasoph (1998) *Avoiding Politics* (Cambridge UP)
- Peter Mair (2006), 'Ruling the Void? The Hollowing of Western Democracy', *New Left Review* 42
- Jonathan White (2022), 'The De-institutionalisation of Power beyond the State', *European Journal of International Relations* 28
- Jonathan White (2019), *Politics of Last Resort: Governing by Emergency in the European Union* (Oxford UP).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The summative assessment will take the form of an e-exam in the

Spring Term. E-exams are assessments run under invigilated exam conditions on campus. Students will complete the assessment using software downloaded to their personal laptops.

EU450

Engaging with Europe: Professional Skills

This information is for the 2024/25 session.

Teacher responsible: Dr Jennifer Jackson Preece CBG.7.05

Availability: This course is compulsory on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

This course is only available to European Institute Students.

Course content: This innovative programme introduces European Institute students to professional skills for a successful career that engages with Europe. The course consists of a number of workshops, seminar series and interactive simulations from which students can choose. The aim of the course is that European Institute students leave LSE with a competitive CV and connections with alumni and professionals.

Teaching: EU450 sessions are offered in both the Autumn and Winter Terms. The teaching format and hours for each session will vary across the different workshops and seminars on offer. Details about how to sign up for a place on sessions of interest will be provided during Welcome.

PLEASE NOTE: Students are **not** required to attend all workshops and seminars on offer and listed on the timetable. Students only need to attend those sessions for which they have signed up to attend and for which they have received a confirmed place.

Formative coursework: Formative work will vary based on the workshops attended.

Assessment: There is no examination for this course. Students will qualify for a certificate of participation for some workshops upon completion of formative work.

EU453 Half Unit

The Political Economy of Welfare States and Migration in Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Angelo Martelli

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. Priority is given to students from the

European Institute, so students from outside this programme may not get a place.

Course content: The aim of the course is to apply concepts of economics and political economy to social policies in European welfare states and migration. The lectures establish the theoretical context, summarise the findings of quantitative case studies and discuss European experiences in the context of broader international experience. The seminars will further develop political-economic concepts, such as market and government failure, and apply them to qualitative case studies of welfare state arrangements in member states, considering in particular the role of social policy legislation and coordination at the EU level. We rely on the main models used to explain the migration decision and explore the main economic effects of migration and its welfare state nexus. The course will provide students with the conceptual and empirical background to enable them to answer questions such as: What does economic theory and political economy tell us about the design of welfare states? How do social policies in European welfare states reconcile equity and efficiency? What drives or stalls reform dynamics in member states? Is the EU gradually developing into a social union, through international mobility and the portability of social entitlements? What does a globally coordinated governance of migration entail?

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 27.5 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term, and a review session will be held at the start of the Summer Term to prepare for the final assessment.

In addition to standard lectures and seminars, there will be a simulation of G-20 negotiations on migration near the end of Winter Term, played over 2.5 hours. The simulation will see students working in teams to represent the interests of particular nations and international organisations involved in global migration governance. A review session will be held at the start of the Summer Term to prepare for the final assessment.

Formative coursework: Students will be expected to produce 1 presentation and 1 short formative essay (1200 words).

Indicative reading:

- Barr, N. (2020) *The Economics of the Welfare State*, 6th ed., Oxford: Oxford UP;
- Anderson, Karen (2015) *Social policy in the European Union*. Palgrave, 2015.
- Alesina et al (2019) "Immigration and Preferences for Redistribution in Europe", IZA Discussion paper
- Borjas G. (2014) "Immigration Economics", Harvard University Press
- Dustmann, C. (2003) "Return Migration, Wage Differentials, and the Optimal Migration Duration", *European Economic Review*, Vol. 47, pp. 353-367.
- Dustmann, C., Glitz A. & Frattini T. (2008) "The labour market impact of immigration." *Oxford Review of Economic Policy* 24.3: 477-494.
- Dustmann, C., & Frattini, T. (2014). "The fiscal effects of immigration to the UK". *The economic journal*, 124(580), F593-F643.
- Facchini, Giovanni. and Anna M. Mayda (2009), 'Does the welfare state affect individual attitudes towards immigrants: Evidence across countries', *Review of Economics and Statistics*, 91, 291-314.
- Kanbur, R. and H. Rappoport (2005), "Migration selectivity and the evolution of spatial inequality", *Journal of Economic Geography*.
- Roy, A. D. (1951) "Some Thoughts on the Distribution of Earnings," *Oxford Economic Papers* (New Series), 3, 135-146.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The summative assessment will take the form of an e-exam in the Spring Term. E-exams are assessments run under invigilated exam conditions on campus. Students will complete the assessment using software downloaded to their personal laptops.

EU455 Half Unit

Concepts in Political Economy

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the MPhil/PhD in European Studies, MSc in Global Economic History (Erasmus Mundus), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: The aim of the course is to engage students with relevant concepts in political economy and their main applications in European studies. The course will anchor the degree in historical and current debates about the nature of political economy, the role of institutions and the pros and cons of different methodological approaches taken by political economists. The aim of the lectures is to outline key political economy concepts and their theoretical background while the seminars explore the uses and limits of the respective concepts through the systematic analysis of relevant research papers.

This course is particularly recommended for students who wish to pursue a research path in political economy, but also for those who have no background in political science and therefore not familiar with conceptual debate. EU455 is also one of the three core course options for the MSc Political Economy of Europe, two of which must be chosen.

Among the topics covered are: concepts and theories in political economy; the role of ideas, interests and institutions; the tension between democracy and capitalism; rational choice versus behavioural political economy; two-level games; delegation to independent agents; accountability and legitimacy in policy-making; veto players and joint-decision traps; representation and partisanship; crises and crisis-management.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: One formative essay of 1,200 words on a seminar question based on a presentation in class.

Indicative reading: Caporaso, J and Levine, D (1992) *Theories of Political Economy*, Cambridge; Olson, M (2000) *The Rise and Decline of Nations*, London: Yale University Press.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU457 Half Unit

Culture and Security in Global Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Jennifer Jackson Preece CBG 7.05

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human

Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: This course will explore the relationship between culture and (in)security with a particular focus on the (in)security dilemmas of minorities and migrants within a world of nation-states. In so doing, our discussion will draw upon a variety of theoretical perspectives within security studies.

Teaching: This course is delivered through a combination of seminars and workshops totalling a minimum of 24 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: Essay (1200 words) due in Winter Term.

Indicative reading:

- Z. Bauman, *Wasted Lives: Modernity and Its Outcasts*, 2003;
- B. Buzan, O. Weaver and J. de Wilde, *Security: A New Framework For Analysis*, 1998;
- J. Jackson-Preece, *Minority Rights: Between Diversity and Community*, 2005;
- W. Kymlicka, *Multicultural Odysseys: Navigating the New International Politics of Diversity*, 2009;
- J. Mayall, *Nationalism and International Society*, 1990.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU458 Half Unit

Narrating Migration in a Global Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Jennifer Jackson Preece CBG 7.05

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: This course is concerned with cultural and identity politics in contemporary states. Taking a narrative approach, this course will examine competing representations of migrants and post-migration communities. Europe will be a major focus. Nevertheless, students with interests and expertise outside of Europe should feel free to include this wider perspective in their seminar discussions and assignments.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: Students are required to submit an essay (1200 words) in the Autumn Term.

Indicative reading:

- Z. Bauman, *Wasted Lives: Modernity and Its Outcasts*, 2003;

- B. Buzan, O. Weaver and J. de Wilde, *Security: A New Framework For Analysis*, 1998;
- J. Jackson-Preece, *Minority Rights: Between Diversity and Community*, 2005;
- W. Kymlicka, *Multicultural Citizenship*, 1995;
- C. K. Riessman, *Narrative Methods for the Human Sciences*, 2008;
- G. Rose, *Visual Methodologies: An Introduction to Researching With Visual Materials*, 2012.

A more detailed reading list is available from Dr Jackson-Preece.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU464 Half Unit

International Migration: EU Policies and Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Eiko Thielemann

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Pre-requisites: A good knowledge of EU institutions and EU policy-making is required.

Course content: This course examines attempts to manage 'unwanted migration' to Europe. In particular, it deals with the European Union's governance of migratory flows such as asylum seekers and irregular migrants whose arrival states often seek to prevent or discourage. As the willingness of sovereign states to advance global governance in the area of immigration policy remains low and unilateral national policy-responses are limited in their effectiveness, interest in regional governance initiatives has grown. The European Union is usually viewed as the most advanced regional governance organisation that seeks to regulate, manage and control international migration flows. The course provides an in-depth treatment of the origins, evolution and major policy issues within asylum and immigration arena, which has been the fastest growing EU policy area since the 1990s. The course will normally focus on the following three policy areas: (1) the emerging EU asylum and refugee determination system; (2) border management, detention and deportation; and (3) responsibility allocation (the 'Dublin system'), burden-sharing and solidarity.

Students taking the course will learn how to systematically examine the origins and impact of EU policy instruments (as well as judgments by the European Courts). After completion, students will have gained insights into evidence-based policy making and be able to answer questions such as: Why, despite sovereignty concerns, have Member States dramatically intensified cooperation on asylum and immigration issues? What is the relationship between national asylum & immigration policies, international human rights instruments and EU law? Given the

influence of the EU's supranational institutions, do the Member States still effectively control policies on asylum and immigration? Has EU policy-making lead to a convergence of policies at the "lowest common denominator" or has EU governance lead to higher human rights standards in the Member States?

For their assessment, students will have the opportunity to develop a policy case-study, allowing them to apply the analytical skills developed in this course to analyse a specific EU asylum/immigration policy of their choice.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: A prospectus for the assessed research project (policy case study).

Indicative reading: Geddes A et al. (2020) *Migration and Mobility in the European Union*, Palgrave/Macmillan;

Zaun N. (2019) *EU Asylum Policies: The Power of Strong Regulating States*, Palgrave;

Milazzo, E. (2023) *Refugee Protection and Solidarity*, Oxford;

Thym, D (2023), *European Migration Law*, Oxford;

Chetail V. and P. De Bruycker (2016) (eds.), *Reforming the Common European Asylum System: The New European Refugee Law*, Brill;

Geddes A. (2008) *Immigration and European integration: Towards Fortress Europe*, Manchester;

Thielemann E R (ed.) (2003) "European Burden-Sharing and Forced Migration", special issue of the *Journal of Refugee Studies*, Vol.16, No.3.

Assessment: Project (100%, 5000 words) in the ST.

The summative assessment takes the form of a research project (policy case study).

EU469 Half Unit

The Political Economy of Finance in Europe

This information is for the 2024/25 session.

Teacher responsible: Dr. Benjamin Braun

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Pre-requisites: A basic understanding of economics and economic terms is highly recommended.

Course content: Politics and policymaking in Europe happen in the context of a global monetary and financial order. This course teaches students a political economy framework to understand and analyse this order, and the privileges and constraints it imposes on financial, non-financial, and state actors in Europe. The introductory segment of the course examines the broad contours of the historical evolution of finance since the late 19th century: The first financial globalization in the shadow of European colonial expansion; the period of financial deglobalization following World War II; and the liberalization period that began in the 1970s. The second part focuses on the key actors (such as institutional capital pools) and the key assets (such as sovereign bonds) in Europe's contemporary financial system. In order to be able to map the relationships between financial and non-financial actors, students learn how to access, process, and visualize financial data. The third part of the course brings this understanding of finance to bear on

political challenges in Europe. What role does finance play in old-age provision? Can governments secure policy space in a world of global capital mobility? By the end of the course, students will have acquired the tools to analyse a broad range of political economy questions through a financial lens.

Teaching:

- This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term.
- This course includes a reading week in Week 6 of Winter Term.
- A review session will be held at the start of the Spring Term to prepare for the exam.

Formative coursework: Students must write up a data report in the WT.

- Report parameters: 800 words plus data visualizations.
- Data exercises relate to the topic of the respective week.
- We will mainly work with official data from the financial accounts or the balance of payments, or with important researcher-assembled datasets.
- Example data exercise: "We have learned about the structure of, and access options for, balance of payments data. Select two countries, explain why their international investment positions (IIPs) are interesting to compare, and then use balance of payments data to describe the composition and historical evolution of these countries' foreign assets and liabilities."
- Students select a data exercise from a list and submit their reports, in the form of a .pdf file, via Moodle.
- In class, students present and discuss their results in groups.
- Instruction will focus on data download, processing, and visualization in R, but the assignment can be completed using any software, including Excel.

Indicative reading:

- Abdelal, Ravi (2007). *Capital rules. The construction of global finance*. Cambridge, MA and London, England: Harvard University Press
- Ban, C., & Bohle, D. (2021). Definancialization, financial repression and policy continuity in East-Central Europe. *Review of International Political Economy*, 28(4), 874–897.
- Barta, Z., & Johnston, A. (2023). *Rating Politics: Sovereign Credit Ratings and Democratic Choice in Prosperous Developed Countries*. Oxford University Press.
- Braun, Benjamin & Koddenbrock, Kai (eds.) (2022). *Capital Claims: Power and Global Finance*. Routledge.
- Cordelli, C., & Levy, J. (2022). The Ethics of Global Capital Mobility. *American Political Science Review*, 116(2), 439–452.
- Gabor, D. (2023). The (European) derisking state. *Stato e Mercato*, 2023(1), 53–84.
- Reinhart, Carmen M., & Sbrancia, M. Belen (2015). Debt Liquidation. *Economic Policy* (April), 291–333.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The summative assessment will take the form of an e-exam in the Spring Term. E-exams are assessments run under invigilated exam conditions on campus. Students will complete the assessment using software downloaded to their personal laptops.

EU470

How do we know? An introduction to research design and methods in political economy

This information is for the 2024/25 session.

Teacher responsible: Dr Robert Basedow (CBG.6.11) and Dr Angello Martelli (CBG.6.04)

Availability: This course is compulsory on the MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available on the MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is not available as an outside option. The Moodle page can be accessed by any European Institute student.

This course is only available to European Institute students.

Course content: The course introduces students to research design and core methods in political economy. It raises awareness for ontological and epistemological challenges in political economy and offers guidance on how to develop research questions. It further introduces students to the logic of case study research, most similar and most dissimilar research designs and offers an introduction into the logic of quantitative methods and notably regression analysis. The course is delivered through interactive lectures with theoretical and applied parts and group exercises. It is compulsory and unassessed for all students on MSc Political Economy of Europe and MSc Double Degree in the Political Economy of Europe (LSE & Sciences Po). The course is optional for students on the MSc Double Degree in the Global Political Economy of China and Europe (LSE & Fudan).

Teaching: 4 hours and 30 minutes of lectures in the AT. 4 hours and 30 minutes of lectures in the WT.

Formative coursework: This course is unassessed.

Indicative reading:

- George, Alexander, and Andrew Bennett. *Case Studies and Theory Development in the Social Sciences*. BCSIA Studies in International Security. Cambridge: MIT Press, 2005.
- Gerring, John. 2004. "What Is a Case Study and What Is It Good for?" *American Political Science Review* 98, 2 (May): 341–354.
- Hancké, Bob. *Intelligent Research Design: A Guide for Beginning Researchers in the Social Sciences*. Oxford: Oxford University Press, 2009.
- King, Gary, Robert Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press, 1994.
- O'Neil, Weapons of Math destruction, Penguin, 2016.
- Przeworski, Adam, and Henry Teune. 1970. *The Logic of Comparative Social Inquiry*. New York: John Wiley & sons, Inc. pp. 3–46.
- Seawright, J. and Gerring, J., 2008. Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political research quarterly*, 61(2), pp.294–308.
- Van Evera, S., 1997. *Guide to methods for students of political science*. Cornell University Press.

Assessment:

This course is unassessed.

EU471

Researching Migration: research questions and research methods

This information is for the 2024/25 session.

Teacher responsible: Dr Patrick McGovern and Dr Eiko Thielemann

Availability: This course is compulsory on the MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: Having introduced the students to a range of possible research strategies, the students will identify appropriate research methods training for their proposed thesis and undertake a number of practical exercises to help develop their ideas. They will also prepare informal seminar presentations on their proposed topic during AT and WT. Early in the ST, they will present their proposal in a 'Three-Minute-Thesis' workshop. A final proposal will be submitted after this workshop having completed a 2000 word prospectus on some aspect of the proposed dissertation. At each stage, participants will be encouraged to use feedback from the course convenors and fellow students to help develop their research.

Teaching: Lectures 3 x 2 hours (6); Seminars 2 x 2 hours (4); Workshop 5 hours (5). Total 15 hours
Teaching arrangements may be adjusted if online teaching is required at any point.

Formative coursework: Students will be expected to produce 3 presentations across the AT, WT and ST.

Indicative reading: Bryman, A. (2008) *Social Research Methods*, H62 B91; Gilbert, N. (ed.) (2008) *Researching Social Life* H62 R 43; Hancke, R. (2009) *Intelligent Research Design: A Guide for Beginning Students in the Social Sciences*, H62 H23; Landman, T. (2007) *Issues and Methods in Comparative Politics*, JF51 L25; Silverman, D. (2002) *Doing Qualitative Research: A Practical Handbook* H62 S58.

Assessment:

This course is not assessed.

EU475 Half Unit

Europe and the Politics of Secularism

This information is for the 2024/25 session.

Teacher responsible: Tahir Rashid

Availability: This course is available on the MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Empires, Colonialism and Globalisation, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Social Anthropology (Religion in the Contemporary World) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: In recent years religion has emerged as one of the most important factors in shaping domestic and European politics. This represents a remarkable shift in understanding when a generation earlier sociologist, historians and even some theologians were confidently predicting the irreversible collapse of organised European religion. How does the purported return of religion affect the secular self-understanding of Europe? What are the consequences of this shift for the future of secular Europe? This module aims to introduce the categories of secularisation, secularism, secular and religion with a view of understanding their impact on European society, politics, and culture. It hopes to incorporate a broad range of disciplinary perspectives to shed light how Europe's contemporary secular identity has come to be challenged by religion but also to reveal how far this identity has been irrevocably shaped by a history that cannot be fully articulated without some reference to religion.

Teaching: This course is delivered through 20 hours of seminars in the Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: 1 x 1200 word essay
1 x presentation

Indicative reading:

- Taylor Charles. *A Secular Age*, 2007
- Smith Graeme. *A Short History of Secularism*, 2007
- Calhoun Craig, Juergensmeyer Mark, VanAntwerpen Jonathan. *Rethinking Secularism* 2011;
- Casanova José. Copson Andrew, *Secularism: A Very Short Introduction*, 2019; *Public Religions in the Modern World* 1994
- Asad Talal, *Formations of the Secular: Christianity, Islam, Modernity*, 2003
- Asad Talal, *Genealogies of Religion: Disciplines and Reasons of Power in Christianity and Islam* 1993
- Zuckerman Phil and Shook John. *The Oxford Handbook of*

Secularism, 2017

- Rawls John, *Political Liberalism* 1993
- Habermas Jurgen, *Religion in the Public Sphere*, 2006
- Brahm Levey Geoffrey and Tariq Madood, *Secularism, Religion and Multicultural Citizenship* 2008
- Bowen John, *Can Islam be French? Pluralism and Pragmatism in a Secularist State*
- D'Costa Gavin, Evans Malcom, Madood Tariq, Rivers Julian. *Religion in a Liberal State*, 2014
- www.secularism.org.uk
- www.humanists.uk

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU476 Half Unit

Emotions and Memory in European Politics

This information is for the 2024/25 session.

Teacher responsible: Professor Yaprak Gürsoy

Availability: This course is available on the MA in Modern History, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: Political and social actors frequently mobilize the memory of glorifying or traumatic events to make claims about the present. All socio-political groups have memories. Some of these memories make them proud while others they remember as humiliating or shameful. What are the different registers in which memory is considered to operate (e.g., personal, collective, social, cultural, top-down, bottom-up)? What is the relationship between memories and collective emotions? How do these collective emotions impact world politics? This course seeks answers to these questions and discusses the linkages between collective identities, emotions and memories by examining the memorialisation of traumatic events, such as wars, ethnic conflict and terrorist attacks in Europe and beyond.

The cases the course will consider include (but not limited to) the following:

- 1 The memorialisation of the World Wars, in particular, the First World War in the UK and Turkey, as well as the Holocaust and the Second World War in Germany and wider Europe,
 - 2 Memories and emotions surrounding ethnic tensions in Europe's regional conflicts, in particular the violent breakup of Yugoslavia and hostilities in the Eastern Mediterranean, involving Greece, Turkey and Cyprus,
 - 3 Emotional responses to and memorialisation of the September 11 attacks in the USA and its European allies, and in comparison to reactions in the aftermath of the Madrid bombings in 2004.
- Through an overview of these cases, the course will demonstrate the theoretical significance of memories and emotions in constituting collective identities and how they impact international relations and European foreign policy. The cases will also shed

light on methodological questions and alternative approaches to the study of emotions and memory in politics. Students will be given the opportunity to investigate these or other cases from Europe in more depth through their formative and summative coursework.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework:

- Oral presentation in AT
- Short essay (1500 words)

Students will receive guidance and feedback on their formative coursework in preparation for their summative submission.

Indicative reading: In addition to weekly readings, the following sources are likely to enhance the benefits derived from the course:

- Sara Ahmed, *Cultural Politics of Emotion*, 2004;
- Jenny Edkins, *Trauma and the Memory of Politics*, 2003;
- Paul Gilroy, *Postcolonial Melancholia*, 2006;
- Emma Hutchison, *Affective Communities in World Politics: Collective Emotions after Trauma*, 2016;
- Andrew A. G. Ross, *Mixed Emotions: Beyond Fear and Hatred in International Conflict*, 2014;
- Michael Rothberg, *Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization*, 2009.

Assessment: Essay (100%, 4000 words) in the AT and WT.

Students will conduct independent research and write an essay on a topic they choose in consultation with the instructor.

EU477 Half Unit

Labour Markets and the Political Economy of Employment in Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Vassilis Monastiriotis CBG 5.05

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Pre-requisites: A solid background in economics and knowledge of some basic calculus is required.

Course content: The course offers an analytical treatment of key labour market issues, from unemployment and wage determination to skill formation and labour market regulation, within the context of processes of integration and governance in Europe. To do so, it combines a Labour Economics perspective on imperfect labour markets with a Political Economy perspective on EU institutions and policies. In the lectures, we address analytically policy-making questions on topics such as minimum wages, unions and collective bargaining, unemployment benefits, employment protection legislation, regulation of working hours, work-time subsidies (furlough), migration, and others. These topics are then linked in the seminars to the European policy-making context. Examples include: EMU, optimum currency area theory, wage flexibility and internal devaluation; structural unemployment,

labour market reforms, the European Employment Strategy and flexicurity; skills shortages, activation policies, European education policy and labour mobility; crises (COVID), short-time work schemes and activation policies; and others.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term. A Help Session focusing on the student's summative essay will also be offered in the form of extended office hours in the second part of the Autumn Term.

Formative coursework: Students will be expected to produce 5 problem sets, 2 other pieces of coursework and 1 other piece of coursework in the AT.

Formative assessment comprises a weekly set of problem sets / exercises; brief oral presentations on pre-allocated readings in the seminars; submission of a draft / extended outline of the summative project, which students will develop with the teacher late in Autumn term.

Indicative reading:

- Boeri, Tito, and Jan Van Ours. *The economics of imperfect labor markets*. Princeton University Press, 2013.
- Ashiagbor, 160Diamond. 160The European Employment Strategy: Labour Market Regulation and New Governance, 160Oxford University Press, 2005.
- Esping-Andersen, Gøsta, and Marino Regini, eds. *Why deregulate labour markets?*. Oxford University Press, 2000.
- Schmid, Günther, and Bernard Gazier, eds. *The dynamics of full employment: Social integration through transitional labour markets*. Edward Elgar Publishing, 2002.
- Boeri, T., Castanheira, M., Faini, R. and Galasso, V. (eds.), 160Structural reforms without Prejudices, 160Oxford University Press, 2006.
- Caroleo, Floro Ernesto, and Sergio Destefanis. *The European Labour Market*. Physica-Verlag Heidelberg, 2006.
- Nowotny, Ewald, and Peter Mooslechner, eds. *The integration of European labour markets*. Edward Elgar Publishing, 2009.
- Rogowski, Ralf, ed. *The European social model and transitional labour markets: law and policy*. Ashgate Publishing, Ltd., 2008.
- Hancké, Bob. *Unions, central banks, and EMU: labour market institutions and monetary integration in Europe*. Oxford University Press, 2013.
- Layard, Richard, Stephen Nickell, and Richard Jackman. *Unemployment: macroeconomic performance and the labour market*. Oxford University Press, 2005.

Assessment: Project (100%, 5000 words) in the WT.

EU478 Half Unit

The Culture of European Politics

This information is for the 2024/25 session.

Teacher responsible: Prof Simon Glendinning CBG.7.01

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: Over the last three hundred years European societies have undergone a fundamental changeover from a traditional form, with a largely self-sufficient agrarian economy, into

a modern, industrial and technological form based on international trade and tele-communication. This revolution developed in the seventeenth century first and only in Europe, but today, through processes of globalization that are often inseparable from colonialism, it has spread worldwide and increasingly dominates the entire planet. This course explores one of the basic dimensions of this unprecedented globalization: the culture of European politics.

We are used to speaking about globalization as a political-economic phenomenon, but its European origin makes it also an unavoidably cultural one. Europe's predominant cultural form – its double form, both Christian and secular – is not a neutral set-up, and other world cultures can find themselves alienated from and in revolt against everything that belongs to what might be called the Christianizing of the world, whether the forces in play are colonial, commercial, or ideological. International migrations and projects of European integration sharpen these concerns and add new ones. This is the background to our study of the culture of European politics, its history and heritage from ancient European empires, to the European Union and beyond.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: 2 essays of 2000 words

Indicative reading:

- Norman Davies, 'Introduction' to *Europe: A History*
- Anthony Pagden (ed) *The Idea of Europe*

Assessment: Online assessment (100%) in the ST. The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU481 Half Unit

The Future: Political Responses to a Challenge

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan White

Availability: This course is available on the MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Sociology and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: The future is unknowable, but it can be made intelligible. It raises practical and conceptual problems, as well as reasons for conflict, but also promises to resolve contradictions. This course examines how the future is used and abused in politics, and the particular significance it holds for democracy. We begin historically, looking at the future as an emerging theme in eighteenth-century European Enlightenment thought and as a centrepiece of ideologies in the nineteenth and twentieth centuries. We go on to explore what is distinctive about the future orientations found in societies today; what these imply for the governance of salient issues, from economic crisis to climate change; and what institutions, national and transnational, can help democratise the future and counter pathologies of both short- and long-termism. As we shall see, beliefs about what lies

ahead carry implications for who should hold power, how it should be exercised, and for the sake of what ends. The course should provide students with a cross-disciplinary grasp of how present-day public affairs are shaped by the ways the future is conceived and acted upon.

Teaching: 20 hours of seminars in the Winter Term. This course includes a reading week in Week 6 of Winter Term.

A 2-hour review session will be held at the start of the Spring Term.

Formative coursework:

- One 1,500 word unassessed essay.
- A 10-12 minute class presentation.

Indicative reading:

- White, J. (2024), *In the Long Run: the Future as a Political Idea* (London: Profile).
- Delanty, G. (2024), *Senses of the Future: Conflicting Ideas of the Future in the World Today* (de Gruyter).
- Claeys, G. (2020), *Utopia: the history of an idea* (London: Thames & Hudson).
- Nowotny, H. (2016), *The Cunning of Uncertainty* (Cambridge: Polity).
- Mackenzie, Michael (2021), *Future Publics: Democracy, Deliberation, and Future-Regarding Collective Action* (Oxford: OUP).
- Adam, B. & C. Groves (2007), *Future Matters: Action, Knowledge, Ethics* (Leiden: Brill).
- Innerarity, D. (2012), *The Future and its Enemies* (Stanford: Stanford UP).
- Beckert, J. (2016), *Imagined Futures: Fictional expectations and capitalist dynamics* (Harvard: Harvard UP).
- González-Ricoy, I. & A. Gosseries (2016), *Institutions for Future Generations* (Oxford: OUP).
- Koselleck, R. (2004), *Futures Past: On the Semantics of Historical Time* (NY: Columbia).
- Forrester, K. and S. Smith (eds) (2018), *Nature, Action and the Future: Political Thought and the Environment* (Cambridge: CUP).
- Andersson, J. (2012), 'The Great Future Debate and the Struggle for the World', *American Historical Review* 117 (5).
- Urry, J. (2016), *What is the Future?* (Polity).
- White, J. (2024), 'Technocratic Myopia: on the pitfalls of depoliticising the future', *European Journal of Social Theory*.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The summative assessment will take the form of an e-exam in the Spring Term. E-exams are assessments run under invigilated exam conditions on campus. Students will complete the assessment using software downloaded to their personal laptops.

EU482 Half Unit

Europe in World Trade

This information is for the 2024/25 session.

Teacher responsible: Dr Robert Basedow

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: After decades of globalisation and trade liberalisation, the world economy faces significant protectionist challenges. The Ukraine War, COVID pandemic, the spread of populism and the US-China trade war all put considerable pressure

on global value chains, the international trade regime and global governance. The purpose of this course is to provide students with the necessary knowledge to understand and analyse the EU's role in the global economy and evolving international trade regime. It familiarises students with the workings of EU trade and foreign economic policy and the World Trade Organisation. It further introduces students to different substantive trade domains including goods and services trade, trade defence instruments and sanctions, the diffusion of free trade agreements, investment regulation and investor-state dispute settlement as well as sources of regulatory power in world markets known as the 'Brussels effect'. It also dwells on the implications of the rise of new economic powers such as China and India for EU trade and foreign economic policy and the World Trade Organisation.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: Students will be expected to produce 1 presentation and 1 essay in the AT.

Indicative reading:

- Gstöhl, Sieglind, and Dirk De Bièvre, *The Trade Policy of the European Union*. Macmillan, Basingstoke, 2018.
- Hoekman, Bernard, and Michael Kostecki. *The Political Economy of the World Trading System*. 3rd ed. Oxford: Oxford University Press, 2009.
- Martin, Lisa, ed. *The Oxford Handbook of the Political Economy of International Trade*. Oxford University Press, 2015.
- Woolcock, Stephen. *European Union Economic Diplomacy: The Role of the EU in External Economic Relations*. Global Finance Series. Burlington: Ashgate, 2011.
- Grady, Jo, and Chris Grocott, eds. *The Continuing Imperialism of Free Trade: Developments, Trends and the Role of Supranational Agents*. Routledge Frontiers of Political Economy. London and New York: Routledge, 2019.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU484 Half Unit Europe's Role in Global Migration Governance

This information is for the 2024/25 session.

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: This course provides an overview of Europe's role in global migration governance. The course will address different aspects in this regard, including the externalisation of EU and European Member States' migration policies, bilateral and multilateral agreements with third countries, the perception and response of partner countries and regions as well as regional/international courts and Europe's cooperation with international organisations such as the International Organization for Migration (IOM) and the United Nations High Commissioner for Refugees (UNHCR). Students will be equipped with a variety of theories to

analytically assess these areas of European activity, including theoretical frameworks such as venue-shopping, diffusion and securitisation.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: Formative coursework consists in regular (i.e. weekly) participation in the Moodle debate, the preparation of a 10-minute presentation and the submission of one mock exam (answering two out of eight questions) in the WT.

Indicative reading:

- Arcosta Arcazo, D. and Geddes, A. (2014): Transnational diffusion or different models? Regional approaches to migration governance in the European Union and MERCOSUR. *European Journal of Migration and Law*, 16: 1, pp. 19-44.
- Betts, A./Milner, J. (2006): *The externalisation of EU asylum policy: the position of African states*. Oxford: COMPAS Working Paper No. 36.
- Czaika, M. and Hobolth, M. (2016): Do restrictive asylum and visa policies increase irregular migration into Europe? *European Union Politics*, 17: 3, pp. 345-365.
- Gammeloft-Hansen (2011): *The externalisation of European migration control and the reach of international refugee law*. The Hague: Brill.
- Greenhill, Kelly M. (2010): *Weapons of mass migration: forced displacement, coercion and foreign policy*. Ithaca: Cornell University Press.
- Lavenex, S. (2015): Multileveling EU external governance: the role of international organizations in the diffusion of EU migration policies. *Journal of Ethnic and Migration Studies*, 42: 4, pp. 554-570.
- Lavenex, S. and Uçarer, E. (2003): *Migration and the externalities of European integration*, Lanham et al.: Lexington Books.
- Mau et al. (2015): *The Global Mobility Divide: How visa policies have evolved over time*. *Journal of Ethnic and Migration Studies*, 41: 8, pp. 1192-1213.
- Thouez, C. and Channac, F. (2006): *Shaping international migration policy: The role of the regional consultative process*. *West European Politics*, 29: 2, pp. 370-87.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU485 Half Unit Post-Conflict Justice and Reconciliation in Europe and Beyond

This information is for the 2024/25 session.

Teacher responsible: Dr Denisa Kostovicova CBG.7.03

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Rights and Human Rights), MSc in Gender, Peace and Security, MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for

all students that apply but that may not continue to be the case.

Course content: The pursuit of justice in the aftermath of mass atrocity and gross human rights violations has become a norm in a globalised post-Cold War world. It rests on the premise that states and societies ought to engage with the difficult past in order to transition from conflict to peace. But, the limitations of transitional justice practices, such as war crimes trials, truth commissions, reparations and others, are now evident. Instead of promoting peace and reconciliation, they have often had the opposite impact: they have further divided communities, distorted the truth about suffering, and traumatised rather than dignified the victims. With a comparative focus on transitional justice practices in Europe and elsewhere, this course examines how the pursuit of post-conflict justice is theorised and tackles the puzzle of its unintended effects in societies transitioning from conflict and repressive rule.

The course starts with a review of transitional justice and reconciliation as fields of study and practice. Following the introductory part that relates the emergence of a global norm of transitional justice to the lessons from Europe's history, the course proceeds with an examination of key mechanisms of transitional justice in various contexts: international trials, truth and reconciliation commissions, and lustrations. It then engages with more recent practices, such as the role of art and social media in transitional justice and reconciliation. Some of the examples we will examine include the work of the International Criminal Tribunal for the Former Yugoslavia, domestic war crimes trials in Ukraine, de-Baathification process in Iraq, photography about the Rwandan genocide and digital memory activism in relation to the war in Syria. Throughout the course and through these empirical examples we also examine cross-cutting themes, such as: gender, trauma, emotions, silence, resilience, and others, and their role in reckoning with past wrongs.

Theoretically informed and empirically grounded, the course adopts a multidisciplinary approach to address the question how we know and study the effects of transitional justice. It reflects critically on theorising, methods, and data in transitional justice research, and discusses implications for policy-making.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

The course will provide or mediate additional learning opportunities, such as research seminars on topics directly linked to the theme(s) covered in the course. These will serve to reinforce learning objectives by creating an opportunity for students to engage with core issues outside regular classes.

Formative coursework: Students will be expected to produce 1 presentation and 1 essay in the AT.

Indicative reading:

- Bakiner, Onur (2016) *Truth Commissions: Memory, Power, and Legitimacy* (Philadelphia: Pennsylvania University Press)
- Campbell, Kirsten (2023) *The Justice of Humans: Subject, Society and Sexual Violence in International Criminal Justice* (Cambridge: Cambridge University Press)
- Chinkin, Christine and Kaldor, Mary (2018) *International Law and New Wars* (Cambridge: Cambridge University Press)
- Cohen, Stanley (2000) *States of Denial: Knowing About Atrocities and Suffering* (Cambridge: Polity Press)
- Fridman, Orli (2022) *Memory Activism and Digital Practices After Conflict* (Amsterdam: Amsterdam University Press)
- Heller, Kevin Jon (2011) *The Nuremberg Military Tribunals and the Origins of International Criminal Law* (Oxford: Oxford University Press)
- Hughes, James and Denisa Kostovicova (eds) (2018) *Rethinking Reconciliation and Transitional Justice After Conflict* (Abingdon: Routledge)
- Kostovicova, Denisa (2023) *Reconciliation by Stealth: How People Talk About War Crimes* (Ithaca: Cornell University Press)
- Orentlicher, Diane (2018) *Some Kind of Justice: The ICTY's Impact in Bosnia and Serbia* (Cambridge: Cambridge University Press)
- Roht-Arriaza, Naomi, Mariezcurrena, Javier (eds) (2006)

Transitional Justice in the Twenty-First Century: Beyond Truth versus Justice (Cambridge: Cambridge University Press).

- Sharp, Dustin N. (2018), *Rethinking Transitional Justice for the Twenty-First Century: Beyond the End of History* (Cambridge: Cambridge University Press)
- Shaw, Rosalind, Waldorf, Lars, Hazan, Pierre (eds) (2010) *Localizing Transitional Justice: Interventions and Priorities after Mass Violence* (Stanford: Stanford University Press).
- Teitel, Ruti (2013) *Humanity's Law* (Oxford: Oxford University Press)

Assessment: Essay (100%, 5000 words) in the WT.

EU486 Half Unit Muslims in Europe

This information is for the 2024/25 session.

Teacher responsible: Tahir Rashid

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia) and MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: Muslims are a well-established minority in Europe, constituting more than 5% of the European population. Yet the story of Muslims/Islam in Europe is very often blighted and understood through the lens of 'clash of civilisations' or race. In fact, the interaction between Muslims and Europe is far more interesting than accounts of embattled minorities fuelled by resentment. But is in fact a story that stretches over a millennium in the making and has had a fundamental role in the shaping of European identity. This is also a story of rich intellectual exchange, mutual learning, symbiosis and also suspicion. This course embraces a multi-disciplinary approach that focuses on the history, social, political, and cultural impact of Muslims in Europe as well as focusing on the diverse experiences of contemporary Muslims in Western and Eastern Europe. In particular we are interested in how the diverse experience of Muslims in Western and Eastern Europe are shaped by questions of racism, ethnicity, migration, citizenship, secularism, gender that essential to contemporary European politics.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: 1 x 1200 word essay

1 x presentation

Indicative reading:

- Cesari Jocelyne, *The Oxford Handbook for European Islam*, 2014
- Nielsen Jorgen, *Muslims in Western Europe*, 2015
- Ozyurek, Esra. *Being German, Becoming Muslim: Race, Religion, and Conversion in Contemporary Germany*, 2014
- Journal of Muslims in Europe, Gilliat-Ray, *Muslims in Britain* 2010
- Luber Diana, *Islam in Europe*, 2023
- Daniel Norman, *Islam and the West: The Making of an Image*, 2009
- Rodinson Maxime, *Europe and the Mystique of Islam*, 1988
- Bowen John, *Can Islam be French? Pluralism and Pragmatism in a Secularist State* 2009
- Ansari Humayan, *The Infidel Within*, 2004
- Laurence, Jonathan, *Emancipating Muslims* 2012
- Bowen John, *Why the French Don't Like Headscarves*, 2006
- Cesari Jocelyne, *When Islam and Democracy Meet: Muslims in Europe and United States*; Lewis Bernard, *The Muslim Discovery of Europe*, 2000
- Garcia Humberto, *Islam and the English Enlightenment 1670-*

1840

- Said Edward, *Orientalism* 1978
- Balibar, Etienne 1991
- Is There a 'Neo-Racism'? Bunzl, Matti. 2005
- "Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe."; Philip Gorski, 'After Secularisation', 2008

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU487 Half Unit

European Integration from a Global Governance Perspective

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Pre-requisites: Students who have little or no background in political science, international relations, public policy or related disciplines are strongly advised to take the EU4V9 Moodle course.

Course content: Distances on a world scale are shrinking through the emergence and thickening of networks of connection – a process commonly referred to as globalization. The process is far from complete, with Europe being highly integrated and other regions lagging behind. This course engages recent positive and normative scholarship in various disciplines on governance in and beyond Europe. Putting European integration in this global and comparative perspective promises to illuminate current public and scholarly debates about nature and future of European integration. We study these questions by posing four issues: the nature of globalization; its actors, institutions and processes; the form and scope of governance; and its normative implications. For each of these themes, European integration will serve as the principal case study to be discussed in light of developments in the rest of the world. The course will give students a conceptual and thematic overview of European integration as a phenomenon of global governance. There will be no descriptive introduction to specific global governance institutions or policy fields. Instead, the course revolves around current public and academic debates about European integration and global governance that are discussed from a political science and political economy vantage point, while also engaging recent positive and normative scholarship in Comparative Politics and Political Theory.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students are required to submit a draft and a final non-assessed research paper outline in the WT.

Indicative reading:

- Weiss, Thomas G., and Rorden Wilkinson (eds.). 2018. *International Organization and Global Governance* (2nd edition). Oxon and New York: Routledge.
- Schneider, Christina J. 2017. The political economy of regional integration. *Annual Review of Political Science* 20: 229-248.
- Slaughter, Anne-Marie. 2004. *A New World Order*. Princeton: Princeton University Press, pp. 1-23.
- Rodrik, Dani. 2000. How Far Will International Economic Integration Go? *The Journal of Economic Perspectives* 14 (1): 177-186.
- Keohane, Robert O., Andrew Moravcsik, and Anne-Marie Slaughter. 2000. Legalized Dispute Resolution: Interstate and Transnational. *International Organization* 54 (3): 457-488.

Assessment: Essay (100%, 5000 words) in the ST.

Students submit by the beginning of the following term a 5,000 words research essay. Deadlines to be confirmed in class.

EU488 Half Unit

European Policy-Making and International Cooperation

This information is for the 2024/25 session.

Teacher responsible: Dr Spyridon Economides

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Pre-requisites: Students who have little or no background in political science, international relations, public policy or related disciplines are strongly advised to take the EU4V9 Moodle course.

Course content: This course is an introduction to the causes and nature of regional integration in Europe and the EU's governance system. The topic is presented from a historical, social scientific and normative perspective. We critically examine various theories and current debates about the European Union by studying the process of regional integration through different decades and crises, its effects on its members and third states, and its constitutional character. The first part of this course analyzes different stages in the integration process and asks under what conditions states have delegated (or not) authority to EU institutions and other regional integration bodies. The second part discusses a number of big public policy questions that this transfer of authority raises. What are the consequences of the single market and currency on national institutions? What is their impact on other markets and currencies? How does the EU enforce its laws and how does its legal system compare with the legalization of world politics? What is the EU's role and power in world politics? We conclude by reflecting on current and future challenges to the EU, notably questions of its legitimacy, democratic quality and the populist challenge. At the end of this course students will have gained an overview of the process of European integration, political science theories of regional integration, the EU's governance system as a political order beyond the nation-state, as well as public and scholarly debates about the reality and ideal of

European regional integration.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across the Autumn Term. This course includes a reading week in Week 6 of AT.

Formative coursework: One presentation.

One 1,200 words essay based on the presentation.

Indicative reading:

- Haas, Ernst B. 1961. International Integration. The European and the Universal Process. International Organization 15:3
- Moravcsik, A. (1998). The Choice for Europe: Social Purpose and State Power from Messina to Maastricht. Cornell University Press.
- Schneider, C. and Slantchev, B. (2018). The Domestic Politics of International Cooperation: Germany and the European Debt Crisis. In International Organization, 72(1), pp. 1-31.
- Hobolt, S. (2016). The Brexit Vote: A Divided Nation, A Divided Continent. In Journal of European Public Policy, 23(9), pp. 1259-1277.
- De Vries, C. (2018). Euroscepticism and the Future of European Integration. Oxford: OUP.
- Kleine, Mareike and Mark Pollack (2018). Liberal Intergovernmentalism and Its Critics. In Journal of Common Market Studies 56(7), pp. 1493-1509.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU489 Half Unit

Analytical Politics and Policymaking in Europe

This information is for the 2024/25 session.

Teacher responsible: Prof Christopher Anderson CBG 6.05

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: This course introduces students to governance in Europe at the national and European Union levels. This course has two objectives, one substantive and one methodological. First, students learn about politics and policymaking in European democracies and the European Union. Topics include the demand for and supply of policy options: e.g., public policy preferences, government formation and duration, representation and accountability, and supranational policy formulation. Second, this course is intended to introduce students to a set of analytical and empirical tools and concepts for understanding how political institutions and political agents jointly generate public policy, and to apply these tools in examining political and policy outcomes in European states. Lessons about political decision making, institutions, and the policy making process will be understood from the perspective of decision makers – that is, an individual or organisation that develops strategy in order to achieve political ends or advance policy change.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: Students will be expected to produce 1 presentation in the AT (including slides).

Indicative reading:

- Budge, Ian. 2019. Politics: A Unified Introduction to How Democracy Works. Routledge.
- Powell, G. Bingham. 2019. Ideological Representation: Achieved and Astray: Elections, Institutions, and the Breakdown of Ideological Congruence in Parliamentary Democracies. Cambridge University Press.
- Putnam, R. (1988). Diplomacy and domestic politics: the logic of two-level games. In International Organizations, 42(3), pp. 427-460.
- Tsebelis, G. (2002). Veto Players: How Political Institutions Work. Princeton University Press.
- Pollack, M. (2015). Theorizing EU Policy-Making. In Wallace et al. (Eds). (2015). Policy-making in the European Union. Oxford: OUP.
- Moravcsik, A. (1998). The Choice for Europe: Social Purpose and State Power from Messina to Maastricht. Cornell University Press.
- Hagemann, S., Bailer, S. and Herzog, A. (2019) 'Signals to their parliaments?: Governments' use of votes and policy statements in the EU Council, JCMS: Journal of Common Market Studies, 57 (3), 634-650
- Boerzel, T., Hofmann, T. Panke, D. and Sprungk, K. (2010). Obstinate and Inefficient: Why Member States Do Not Comply With European Law. In Comparative Political Studies, 43(11), pp. 1363-1390.
- Schneider, C. and Slantchev, B. (2018). The Domestic Politics of International Cooperation: Germany and the European Debt Crisis. In International Organization, 72(1), pp. 1-31.
- Hobolt, S. (2016). The Brexit Vote: A Divided Nation, A Divided Continent. In Journal of European Public Policy, 23(9), pp. 1259-1277.
- De Vries, C. (2018). Euroscepticism and the Future of European Integration. Oxford: OUP.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU491 Half Unit

Political Economy in Theory and History

This information is for the 2024/25 session.

Teacher responsible: Robert Basedow, CBG.6.11

Availability: This course is available on the MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: This course aims to provide a comprehensive coverage and analytical understanding of the evolution of the political economies of Europe within the context of the process of European integration. The course tries to understand how the relation between state and economy in both Western Europe and Central and Eastern Europe has evolved over the post-war period. We look at how capitalism and democracy were reconciled in different European socio-economic models and what role European integration played in their evolution.

Teaching: This course is delivered through a combination of

lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: A formative essay of 1200 words and a presentation in AT.

Indicative reading:

- Blyth M. (2013) *Austerity: the History of a Dangerous Idea*, Oxford: OUP [esp. ch's 1-3, an engaging and controversial book on a big question of our times]
- Dinan, D. (2014) *Europe Recast: A History of the European Union*, Houndmills: Palgrave Macmillan, 2nd ed. [JN30 D58 Course Coll.]. [a historical account of the beginnings that makes for a really good read]
- Dinan D. (2010), *Ever Closer Union: an introduction to European integration*, Palgrave MacMillan (4th edition) [Course collection HC241.2 D58]
- Durlauf S. and Blume L. (eds) (2008+), *The New Palgrave Dictionary of Economics Online* [see for instance entries by De Grauwe on monetary union, Gaspar and Issing on ECB monetary policy, Pelkmans on the single market, Swinbank on the CAP, etc.]
- Eichengreen B., *The European Economy since 1945: Coordinated Capitalism and Beyond*, Princeton University Press.
- Hall P. and Soskice D. (eds.) (2001): *Varieties of Capitalism: The institutional foundations of competitiveness*. Oxford University Press. [Introduction, a key text on the different combinations of institutions we find in European economies, an effective riposte to the claim that we all have to become the same because of globalisation]
- Majone, G. (2014) *Rethinking the Union of Europe Post-Crisis: Has Integration gone too far?*, Cambridge: CUP [One of the leading contributors to understanding of the trajectory of European integration raises awkward questions about the limits of integration]
- Wiener, Antje, and Thomas Diez. *European Integration Theory*. 2nd ed. Oxford: Oxford University Press, 2009.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU492 Half Unit Political Economy of Integration and Fragmentation in Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Vassilis Monastiriotis

Availability: This course is available on the MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: The course examines the politics and economics of policy formation in the EU, looking at two types of management issues: the management of crises (Eurozone, migration, Brexit, COVID-19) and the management of globalisation (new social risks, entrepreneurial discovery, trade relations, international investment, EU neighbourhood). It discusses key contemporary questions for the political economy of Europe, based on the concepts and empirical knowledge acquired in either EU455 or EU491; and brings students up to date with the key policy challenges facing the European (political) economy today.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of

Winter Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: Students will be expected to produce 1 essay in the WT.

The formative assessment is a 1200 word essay.

Indicative reading:

- Alesina A. and Giavazzi F. (2006) *The Future of Europe: Reform or Decline?*, Cambridge Mass.: MIT Press
- Bickerton, C. (2012) *European Integration: From Nation States to Member States*, Oxford: OUP
- Blyth M. (2013) *Austerity: the History of a Dangerous Idea*, Oxford: OUP
- De Grauwe P. (2014), *The Economics of Monetary Union*, Oxford University Press (10th edition)
- Dinan, D. (2004) *Europe Recast: A History of the European Union*, Houndmills: Palgrave Macmillan.
- Dinan D. (2010), *Ever Closer Union: an introduction to European integration*, Palgrave MacMillan (4th edition)
- Dyson K. and Featherstone K. (1999): *The Road to Maastricht, Introduction*, Oxford University Press.
- Eichengreen B. (2007), *The European Economy Since 1945: coordinated capitalism and beyond*, Princeton University Press
- Majone, G. (2014) *Rethinking the Union of Europe Post-Crisis: Has Integration gone too far?*, Cambridge: CUP

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU494 Half Unit International Migration and Immigration Management

This information is for the 2024/25 session.

Teacher responsible: Dr Eiko Thielemann

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: This course offers a theoretically informed account of the challenges posed by international migration and resulting policy responses. The focus is on the comparative analysis of asylum and immigration policies in OECD countries, with a particular focus on EU countries, the US, Canada and Australia. The course is structured in three parts. The first introduces a number of theoretical models that seek to explain the dynamics of international migration and migration control policies, addressing questions such as: Why do people migrate? How effective are policies that aim to manage migration? The second, comparative part deals with national policy responses to the issue of asylum & refugees, 'irregular' migration & human trafficking and (legal) economic immigration. The final part focuses on the analysis of multilateral policy initiatives on migration management at the global, regional and bi-lateral level of governance.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. 1 hour of lectures in the ST.

Formative coursework: Students will be expected to produce 1 essay in the AT.

All students are expected to submit one non-assessed essay, due in Autumn Term Week 6.

Indicative reading: There is no single textbook but the following texts are useful introductions:

- H de Haas, *How Migration Really Works*, 2024;
- C Brettell, J Hollifield, *Migration Theory: Talking Across the Disciplines*, 2022;
- J Hollifield, et al., *Controlling Immigration: A Global Perspective*, 2022;
- A Geddes, *Governing Migration Beyond the State*, 2021;
- H de Haas, S Castles & M J Miller, *The Age of Migration*, 2019;
- A Betts and P Collier, *Refuge: Transforming a Broken Refugee System* 2018;
- D S Fitzgerald, *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*, 2019;
- A Geddes, L Hadj-Abdou, L Brumat, *Migration and Mobility in the European Union*, 2020.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The summative assessment will take the form of an e-exam in the Spring Term. E-exams are assessments run under invigilated exam conditions on campus. Students will complete the assessment using software downloaded to their personal laptops.

EU495

Applied Policy Project

This information is for the 2024/25 session.

Teacher responsible: Prof Christopher Anderson CBG 6.05

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is not available as an outside option. This course is only available to European Institute Students.

Pre-requisites: The Applied Policy Project is available to students on the MSc European and International Public Policy who wish to research a current policy issue instead of submitting a dissertation.

Course content: Students will work on an applied policy project related to a public policy problem in lieu of a dissertation. This policy problem can be situated at the international, European, national, or sub-national level. Thematically, it can be related to a wide range of policy fields (e.g., international trade, social policy, environmental policy, or justice and home affairs and migration). The workshops will provide overviews of different styles and types of policy analysis writings. Students will have regular meetings with their supervisors. Students must submit formative work as part of the Applied Policy Project process. Students' summative work, on which the final grades of the project will be determined, consists of two applied policy papers: see below for details.

Teaching: This course is delivered through workshops totalling a minimum of 4.5 hours across both the Autumn and Winter Terms. This course includes a reading week in Week 6 of the Autumn and Winter Terms.

Formative coursework: Students will be expected to produce 1 condensed summary of the policy brief and 1 presentation in the WT.

Indicative reading: Useful preliminary reading:

Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979); Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989);

Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006);

Weible, Christopher M., and Paul A. Sabatier. *Theories of the Policy Process*. (4th ed. New York: Routledge, 2018.)

Howard White, *Theory-based Impact Evaluation: Principles and Practice* (3ie, 2011);

Assessment: Policy brief (30%) in the ST.

Policy paper (70%) in the post-spring term.

The assessment consists of two parts:

1. A 3,000 word policy brief; policy advocacy for the solution to a specific policy problem in/for the real world (not a theoretical or empirical question suitable for a conventional academic dissertation)
2. A 7,000 word policy study; exploring policy options and engaging in policy analysis

EU499

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Spyridon Economides, Prof Jonathan Hopkin, Dr Eiko Thielemann and Prof Jonathan White

Availability: This course is compulsory on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available on the MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is not available as an outside option.

This course is only available to European Institute Students.

Course content: Students are required to write a 10,000-word dissertation on a topic within the field of their chosen programme. A Dissertation Supervisor will be assigned to students and we endeavour to team students with Supervisors with a close area of interest. Students also retain the right to discuss their project with other faculty both within the EI and beyond in the LSE (through advice and feedback hours). The dissertation should be an account of original research, but can rely on secondary sources. In preparation for the dissertation, students must submit a Preliminary Dissertation Topic Proposal, a Dissertation Prospectus and a Final Dissertation Topic Proposal, along with a research ethics review checklist (if applicable). Students must submit all required documents to be able to submit the Dissertation. Students must also receive approval of their Final Dissertation Topic Proposal Form before they are allowed to submit. Students must attend the relevant methodology course for their programme. Detailed information on the dissertation timeline, deadlines and format can be found on the EU499 Moodle page. Students are required to read any additional information relevant to their particular programme. Students will write the dissertation as an independent project over the summer.

Teaching:

- Students taking MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po) are expected to attend EU470 *How do we know? An Introduction to Research Design and Methods in Political Economy*.
- Students taking MSc in Culture and Conflict in a Global Europe, MSc Culture and Conflict in a Global Europe (LSE and Sciences Po), MSc in Culture and Conflict in a Global Europe (LSE & Columbia) are expected to attend EU410 *Interdisciplinary Research Methods and Design*.
- Students taking MSc in International Migration and Public Policy and MSc International Migration and Public Policy (LSE

and Sciences Po) are expected to attend EU471 Researching Migration: Research Questions and Research Methods.

- Students taking MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (Sciences Po), MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po) are required to take MY451A Introduction to Quantitative Analysis or MY452A Applied Regression Analysis.

Formative coursework: A written essay (prospectus) of 2,000 words is required as part of the approval process.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

EU4A1 Half Unit Not available in 2024/25 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union

This information is for the 2024/25 session.

Teacher responsible: Prof Kevin Featherstone CBG 5.04 and Prof Antony Travers CBG.5.28

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines the United Kingdom's departure from the European Union as an agenda of ongoing significance for both the UK and the EU27. With many issues under continuing review, it is an important focus for the UK and for the EU. To reflect the complexity of BREXIT, the course examines its politics and its policy implications as an episode and in the longer term.

The course begins with consideration of how BREXIT occurred: the history of a troubled relationship; the issue of EU membership in domestic party and electoral politics; and the course of the BREXIT negotiations themselves. BREXIT requires much adjustment in terms of governance and policies. The course examines these across a set of major policy agendas and discusses the implications for both the UK and for the EU27. With unresolved issues even after the UK's final departure from transitional arrangements, the discussion highlights the continuing significance of the BREXIT agenda for London and Brussels. The following is an indicative outline of topics covered.

- 'Europe' in Post-War British Politics: why the reluctant partner?
- The EU Issue in Party Politics
- The Brexit Divide in Electoral Politics
- Getting to a Deal/ No Deal: the two sides in the BREXIT negotiations
- Managing BREXIT and Beyond: the impact on Whitehall
- BREXIT and foreign and security policies
- BREXIT and migration
- BREXIT and The City
- BREXIT and the UK economy
- The US: 'BREXIT' and Europe.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: An early formative essay will address a challenging interpretive question of a historical nature or of current

political behaviour. Thereafter, group work/presentations will be part of the learning process for the the origination of an individual, extended policy paper (summative). The group work will have explored the issues and implications of a particular policy area; tutor support will be provided for the subsequent individual papers (design; coverage; sources; analytical frame).

Indicative reading:

- D. Dinan et al, eds. (2017) *The European Union in Crisis*; London: Palgrave.
- A. Geddes (2013) *Britain and the European Union*; London: Palgrave.
- B. Simms (2016) *Britain's Europe: A Thousand Years of Conflict and Cooperation*. London: Allen Lane.
- S. Wall (2008) *A Stranger in Europe: Britain and the EU from Thatcher to Blair*. Oxford: OUP.
- H. Young (1998) *This Blessed Polot: Britain and Europe from Churchill to Blair*. London: Macmillan.
- K. Armstrong (2017) *BREXIT Time: Leaving the EU -why, how and when?* Cambridge: Cambridge University Press.
- H. Clarke, M. Goodwin and P. Whiteley (2017) *BREXIT: Why Britain voted to leave the European Union*. Cambridge: Cambridge University Press.
- E. O. Eriksen and J. E. Fossum (2015) *The European Union's Non-Members: independence under hegemony?* London: Routledge.
- S. Hobolt (2016) 'The BREXIT vote: a divided nation, a divided continent', *Journal of European Public Policy*, 23, 9. And 'Debate Section': 'British exit from the EU - legal and political implications', in the same issue.
- L. Halligan and G. Lyons (2017), *Clean BREXIT: Why leaving the EU still makes sense*; London: Biteback Publishing.
- The LSE project: 'Generation BREXIT'.

Assessment: Project (100%, 5000 words) in the WT.

The summative assessment for this course is a Policy Project which requires students to prepare an extended analysis of a specific policy issue that has arisen from the 'BREXIT' process.

EU4A2 Half Unit Globalisation, Conflict and Post-Conflict Reconstruction

This information is for the 2024/25 session.

Teacher responsible: Dr Vesna Popovski

Availability: This course is available on the MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender, Peace and Security, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE and SciencesPo), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and SciencesPo), MSc in European and International Public Policy & Politics (LSE and Bocconi) and MSc in Conflict Studies.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: The course offers a theoretically informed

account of the challenges faced by post authoritarian and totalitarian transition countries in the era of globalisation, and examines them empirically in reference to the Balkans (Serbia, Kosovo, Bosnia-Herzegovina, Macedonia, Croatia), South Caucasus (Georgia, Armenia and Azerbaijan), Iraq, Libya and Afghanistan. These case studies were chosen because they have a legacy of authoritarian and totalitarian regimes and have experienced specific difficulties in an attempt to transition to democracy, market economy and integrate into a multilateral system. The course is structured around three areas of analysis: political ideologies, conflict analysis and post-conflict reconstruction. The course starts with an introduction to theories of globalisation and the reasons why the legacy of totalitarianism is different from the legacy of authoritarian rule, and why and how these legacies impede the development of democratic states and societies. Further the course progresses with employing conflict analysis to understand contemporary conflicts in relation to international peace building efforts concentrating on issues relating to the process of democratisation. Therefore, the course proceeds by examining a context of transition, from the perspective of: civil society, global diasporas and fundamentalist networks, informal economy (including the overview of illegal economic networks and organised crime) and transitional justice. The course concludes by examining external state-building policies in relation to post-conflict reconstruction of our chosen states and societies. All the topics are analysed bearing in mind regions and countries mentioned above to grasp unique aspects of simultaneous transitions on a long and bumpy road from war to peace and from totalitarianism to democracy. Two methodological principles underpin this course: 1) the course challenges the state-centric hegemony in the study and teaching of conflict, and instead focuses on the question how wider transnational context, factors and dynamics shape post-conflict transition; and 2) the course provides an alternative to top-down, i.e. formal and institutional study of conflict and post-conflict reconstruction, and instead provides a bottom-up perspective that includes the examination of civil societies (both liberal and illiberal) and well as informal actors and institutions.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one written essay and one short presentation on topics assigned to them.

Indicative reading: This list should give you an idea of the range of material covered in the course. It is also provided in case you have a chance to engage with some of these authors whom you will find on the course reading list as co-/authors of articles and books. These reading are not required to be read before the enrolment on the course.

- Mary Kaldor, *New and Old Wars: Organised Violence in a Global Era*, Polity Press, third edition 2012.
- Vesna Bojicic-Dzelilovic, James Ker-Lindsay and Denisa Kostovicova (eds) *Civil Society and Transitions in the Western Balkans*, Palgrave Macmillan, 2013;
- Miles Kahler and Barbara F. Walter (eds.) *Territoriality and Conflict in an Era of Globalization*, Cambridge University Press, 2006;
- Vera Mironova, *From Freedom Fighters to Jihadists: Human Resources of Non-State Armed Groups*, Oxford University Press, 2019;
- Anthony Giddens, *Runaway World: How Globalisation is Reshaping our Lives*, Profile, 2002;
- Ruti Teitel, *Humanity's Law*, Oxford University Press, 2013;
- Stanley Cohen, *States of Denial: Knowing About Atrocities and Suffering*, Polity Press; 2013
- Roger McGinty, *Everyday Peace: How So-Called Ordinary People Can Disrupt Violent Conflict*, Oxford University Press 2021;
- Maria Koinova, *Diaspora Entrepreneurs and Contested States*, Oxford University Press, 2021.
- David Chandler, *International State-building: The Rise of Post-Liberal Governance*, Routledge, 2010;

- Susan L. Woodward, *The Ideology of Failed States: Why Intervention Fails*, Cambridge University Press, 2017;
- Sarah Chayes, *Thieves of States: Why Corruption Threatens Global Security*, W.W. Norton & Company, 2015.
- Oliver Richmond, *The Grand Design: the evolution of the international peace architecture*. Oxford University Press, 2022.
- Hannah Arendt, *The Origins of Totalitarianism*, Penguin, 1951.
- Charles Tilly, *Democracy*, Cambridge University Press, 2007.
- Guillermo O'Donnell, *Democracy, Agency, and the State: Theory with Comparative Intent*, Oxford University Press, 2010.
- Dustin N. Sharp, *Rethinking Transitional Justice for the Twenty First Century*, Cambridge University Press, 2018.

Assessment: Essay (100%, 5000 words) in the ST.

EU4A3 Half Unit The Americas and Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Cristobal Garibay-Petersen CBG.7.11

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: This course examines the role played by the idea of the Americas in the European imaginary and examines 'Europe', in turn, from the American context. By looking into processes of colonisation, decolonisation, modernisation, and globalisation, the course investigates the assumptions upon which different conceptions of the Americas have been construed, and seeks to understand the political, socio-cultural, and philosophical implications of those conceptions both for Europe and for the Americas. The course adopts a hybrid approach by making use of both European and American perspectives, and critically engages dichotomies such as settler/settled, coloniser/colonised, domination/subjugation, and self/other, to better understand the Americas and Europe.

The course follows a chronological order by looking, first, at the way in which early European explorers incorporated the so-called New World into their predominantly Christian worldview. It then maps the subsequent transformations of what the Americas signified through the European Enlightenment, through the 19th and 20th centuries of modern industrial states, and into the time of geopolitics, all the while remaining attentive to the changing role of the American conception of Europe. In doing so, the course shows the significance of different ideas of the Americas for what Europe understands as its own history, i.e. world-history: from an idea generated by complex mechanisms of othering that placed the Americas outside of European time and history to an idea that construes the Americas, with Europe at its side in notions such as 'the West', as the epicentre of hypermodern capitalism. The course borrows concepts and methodologies from a range of disciplines, including philosophy, cultural studies, history, geography, decolonial/postcolonial studies, politics, and anthropology. This course is not primarily concerned with any one specific nation (e.g. United States of America). Instead, it understands the

Americas in a broad sense.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term, and a review session will be held at the start of the Spring Term to prepare for the online assessment.

Formative coursework: Students will be expected to produce 1 essay and 1 critical literature review in the Winter Term. Questions for the formative assessments will be provided by the course convenor.

Chosen literature for the critical review should be cleared with the course convenor.

Indicative reading:

- Anderson, J. et al. (Eds) *The End of the West? Crisis and Change in the Atlantic Order*. Cornell University Press, 2008.
- Bhabha, Homi K. *The Location of Culture*. Routledge, Abingdon, 1994.
- Cavell, Stanley. *This New Yet Unapproachable America*. University of Chicago Press, 2013.
- Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press, 2000.
- Condorcet. "The Influence of the American Revolution on Europe" in *Writings on The United States*. Penn State University Press, 2012.
- Craiutu, Aurelian & Isaac, Jeffrey (Eds) *America Through European Eyes*. Penn State University Press, 2009.
- Davis, Kathleen. *Periodization and Sovereignty*. University of Pennsylvania Press, 2007.
- Dussel, Enrique. *The Invention of the Americas: Eclipse of the Other and the Myth of Modernity*. Continuum, 1995.
- Fanon, Frantz. *The Wretched of the Earth*. Penguin, 2011.
- Hall, Stuart. *Essential Essays*, Vols. 1 & 2. Duke University Press, 2019.
- Huntington, Samuel. *The Clash of Civilisations and the Remaking of World Order*. Simon & Schuster, 1996.
- McGuire, Steven and Smith, Michael. *The European Union and the United States*. Red Globe-MacMillan Press, 2008.
- Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard University Press, 1999.
- Tocqueville, Alexis de. *Democracy in America*. University of Chicago Press, 2002.
- Valery, Paul. "America as a Projection of the European Mind" in *Reflections on the World Today*. Pantheon, 1948.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

EU4A4 Half Unit

The Politics of Inequality and Redistribution

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan Hopkin

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Inequalities and Social Science, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Science and Political Economy), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other

programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: This course provides an overview of the politics of inequality in the rich democracies. The objective is to explain why the distribution of wealth, income and opportunities differs so much between democratic countries with similar levels of economic development, particularly in Europe. The course draws largely on political science, although perspectives from other disciplines - such as economics and social policy - are brought in as appropriate. The focus is on understanding how institutions and policies redistribute resources in different ways across countries and over time. The course explains why welfare states emerged in the twentieth century and how welfare policies differ in different countries, the impact of labour market institutions, the redistributive implications of age, gender and ethnic differences, the role of competing economic and political ideologies, and the way inequality has been affected by structural changes to the global economy. The aim is to understand the striking differences in social cohesion and human development amongst the world's rich democracies.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading:

- Esping-Andersen, Gosta (1990), *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press
- Piketty, Thomas (2014), *Capital in the Twenty-First Century*. Cambridge: Belknap
- Piketty, Thomas (2020), *Capital and Ideology*. Cambridge: Belknap

Assessment: Essay (100%, 5000 words) in the WT.

EU4A5 Half Unit

People and Politics in Europe

This information is for the 2024/25 session.

Teacher responsible: Prof Christopher Anderson CBG 6.05

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: In this course, we will discuss how people engage with politics – what and how do Europeans think about politics (political attitudes and public opinion) and how and why do they participate in the political process (political behavior)? In addition, we will explore how a person's political opinions influence their political behavior. That is, we will explore how and why people participate in democratic politics, and how conventional and unconventional citizen participation influences the political

process. We will concentrate primarily on the politics of Europe and will pay attention to older and newer European democracies as well as the European Union.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: The formative coursework will take the form of a research design outline (500 words) and a brief oral presentation supported by a slide presentation (500 words).

Indicative reading:

- Alesina, Alberto, Rafael Di Tella, and Robert MacCulloch. 2004. "Inequality and Happiness: Are Europeans and Americans Different?" *Journal of Public Economics* 88 (9–10): 2009–2042.
- Anderson, Christopher J. 2007. "The End of Economic Voting? Contingency Dilemmas and the Limits of Democratic Accountability." *Annual Review of Political Science* 10: 271–96.
- Anderson, Christopher J. 2009. "Nested Citizens: Macropolitics and Microbehavior in Comparative Politics." In *Comparative Politics: Rationality, Culture, and Structure*, ed. Mark I. Lichbach and Alan S. Zuckerman. New York: Cambridge University Press.
- Dalton, Russell J. 2013. *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*. London: Sage.
- Kumlin, Staffan. 2007. "The Welfare State: Values, Policy Preferences, and Performance Evaluations," in *Oxford Handbook of Political Behavior*, ed. Russell J. Dalton and Hans-Dieter Klingemann. New York: Oxford University Press.
- Svallfors, Stefan. 2006. *The Moral Economy of Class: Class and Attitudes in Comparative Perspective*. Palo Alto: Stanford University Press.

Assessment: Essay (100%, 5000 words) in the period between WT and ST.

EU4A6 Half Unit Not available in 2024/25 Reconciliation and Crisis: Politics in Southern Europe

This information is for the 2024/25 session.

Teacher responsible: Professor Yaprak Gursoy CBG 7.04

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: When compared with their Northern counterparts, countries that lie on the Southern flank of Europe share different historical, political and socioeconomic trajectories. The interwar period that witnessed civil wars, authoritarianism and coups d'état transitioned into a more stable period through democratisation and EU membership in the 1970s–1990s. During this period, Portugal, Spain, Italy, Greece and Turkey (to varying extents) reconciled their long-lasting clashes between left and right politics, resettled debates over unitary versus federal structures and accommodated religious identities within politics. This phase of political resolution occurred decades later than other European countries that were also a part of the Western alliance during the Cold War. Yet, the domestic arrangements that brought about relative

stability to domestic politics in Southern Europe faced a series of new crises in the past 15 years. The financial crisis of 2008 separated Southern European members from other EU countries, once again. As party systems changed and populist parties asserted new demands, local differences and calls for regional independence heightened. The arrival of refugees through the Mediterranean and land borders, as well as growing Euroscepticism, compounded these problems while the pandemic has added extra pressure to these crisis-ridden systems. Taking into consideration the past and the present, this course investigates whether and to what extent Southern European countries are moving toward a new settlement. What lessons can be drawn from the period of reconciliation in the 1970s–90s? In what ways are the continuing problems the legacies of past conflicts? This course will seek answers to these questions by examining five Southern European countries through a comparative lens. While considering the unique dynamics of each country, common elements in their historical trajectories will be brought out by specifically examining the following issues: 1. the collapse of military regimes, and the process of democratisation and Europeanisation 2. economic crises and their political impact 3. rise of populist parties and party system change 4. regional governance, separatism and independence movements.

Teaching: 20 hours of classes in the WT.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 1 presentation and 1 essay in the WT.

Students will lead the class discussion by presenting a topic and discussing the presentations of their classmates. In this way students will take active part in two weeks during the term and will work in pairs and teams. Additionally, students will write a short essay of 2000 words, answering one of the discussion questions listed in the course syllabus on one Southern European country. Both types of formative assessment will give the students an opportunity to explore at length topics that were discussed in class, citing the relevant literature and engaging in discussions in oral and written form.

Students will receive guidance and feedback on their formative coursework in preparation for their summative submission.

Indicative reading:

- Yaprak Gürsoy, *Between Military Rule and Democracy: Regime Consolidation in Greece, Turkey and Beyond*, 2017
- Leonardo Morlino and Francesco Raniolo, *The Impact of the Economic Crisis on Southern European Democracies*, 2017
- Donatella della Porta, Massimiliano Andretta, Tiago Fernandes, Eduardo Romanos, and Markos Vogiatzoglou, *Legacies and Memories in Movements: Justice and Democracy in Southern Europe*, 2018
- Robert M. Fishman, *Democratic Practice: Origins of the Iberian Divide in Political Inclusion*, 2019
- Susannah Verney, Anna Bosco and Marina Costa Lobo, eds., *Southern Europe and the Financial Earthquake: Coping with the First Phase of the International Crisis* (South European Society and Politics Special Issue, 14.1 2009; also published by Routledge).
- Daniele Albertazzi and Davide Vampa, *Populism in Europe: Lessons from Umberto Bossi's Northern League*, 2021
- Caroline Gray, *Territorial Politics and the Party System in Spain: Continuity and Change Since the Financial Crisis*, 2021

Assessment: Essay (100%, 5000 words) in the period between WT and ST.

Students will conduct independent research through a comparative analysis of two countries in Southern Europe and write an essay on a topic relevant to the politics of these countries. Students will choose their topics in consultation with the instructor.

EU4A6 Half Unit Not available in 2024/25

Reconciliation and Crisis: Politics in Southern Europe

This information is for the 2024/25 session.

Teacher responsible: Professor Yaprak Gursoy CBG 7.04

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: When compared with their Northern counterparts, countries that lie on the Southern flank of Europe share different historical, political and socioeconomic trajectories. The interwar period that witnessed civil wars, authoritarianism and coups d'état transitioned into a more stable period through democratisation and EU membership in the 1970s-1990s. During this period, Portugal, Spain, Italy, Greece and Turkey (to varying extents) reconciled their long-lasting clashes between left and right politics, resettled debates over unitary versus federal structures and accommodated religious identities within politics. This phase of political resolution occurred decades later than other European countries that were also a part of the Western alliance during the Cold War. Yet, the domestic arrangements that brought about relative stability to domestic politics in Southern Europe faced a series of new crises in the past 15 years. The financial crisis of 2008 separated Southern European members from other EU countries, once again. As party systems changed and populist parties asserted new demands, local differences and calls for regional independence heightened. The arrival of refugees through the Mediterranean and land borders, as well as growing Euroscepticism, compounded these problems while the pandemic has added extra pressure to these crisis-ridden systems. Taking into consideration the past and the present, this course investigates whether and to what extent Southern European countries are moving toward a new settlement. What lessons can be drawn from the period of reconciliation in the 1970s-90s? In what ways are the continuing problems the legacies of past conflicts? This course will seek answers to these questions by examining five Southern European countries through a comparative lens. While considering the unique dynamics of each country, common elements in their historical trajectories will be brought out by specifically examining the following issues: 1. the collapse of military regimes, and the process of democratisation and Europeanisation 2. economic crises and their political impact 3. rise of populist parties and party system change 4. regional governance, separatism and independence movements.

Teaching: 20 hours of classes in the WT.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 1 presentation and 1 essay in the WT.

Students will lead the class discussion by presenting a topic and discussing the presentations of their classmates. In this way students will take active part in two weeks during the term and will work in pairs and teams. Additionally, students will write a short essay of 2000 words, answering one of the discussion questions listed in the course syllabus on one Southern European country. Both types of formative assessment will give the students an opportunity to explore at length topics that were discussed in

class, citing the relevant literature and engaging in discussions in oral and written form.

Students will receive guidance and feedback on their formative coursework in preparation for their summative submission.

Indicative reading:

- Yaprak Gursoy, *Between Military Rule and Democracy: Regime Consolidation in Greece, Turkey and Beyond*, 2017
- Leonardo Morlino and Francesco Raniolo, *The Impact of the Economic Crisis on Southern European Democracies*, 2017
- Donatella della Porta, Massimiliano Andretta, Tiago Fernandes, Eduardo Romanos, and Markos Vogiatzoglou, *Legacies and Memories in Movements: Justice and Democracy in Southern Europe*, 2018
- Robert M. Fishman, *Democratic Practice: Origins of the Iberian Divide in Political Inclusion*, 2019
- Susannah Verney, Anna Bosco and Marina Costa Lobo, eds., *Southern Europe and the Financial Earthquake: Coping with the First Phase of the International Crisis* (South European Society and Politics Special Issue, 14.1 2009; also published by Routledge).
- Daniele Albertazzi and Davide Vampa, *Populism in Europe: Lessons from Umberto Bossi's Northern League*, 2021
- Caroline Gray, *Territorial Politics and the Party System in Spain: Continuity and Change Since the Financial Crisis*, 2021

Assessment: Essay (100%, 5000 words) in the period between WT and ST.

Students will conduct independent research through a comparative analysis of two countries in Southern Europe and write an essay on a topic relevant to the politics of these countries. Students will choose their topics in consultation with the instructor.

EU4A8 Half Unit

Migration From Below: Theories and Lived Experiences of Borders

This information is for the 2024/25 session.

Teacher responsible: Dr Eva Polonska-Kimunguyi

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the European Institute, so students from outside this programme may not get a place.

Course content: This course will explore mobility and borders as sites of contestation and focus on perspectives rising from the (everyday) practices of migration in Europe and beyond. Migration is part of human condition, however, in the contemporary media and political debates it is often approached through a framework of crises or a problem to be solved. Unlike this static approach to societies, this course takes distance from the normative lens of the nation-state and its control apparatus to the movement of people. It will introduce critiques of methodological nationalism, address issues of decolonisation and postcolonial condition in migration studies and examine mobility and rights as differentially accessed resources defined by global hierarchies.

The course is divided into two parts. The first part provides a historical and conceptual overview of the questions related to

border regimes, modern state formation, and rights. We will examine the historical development of border regimes in Europe and in the USA, their relation to colonial legacies and control of labour force, and how these formations inform contemporary understandings of the movement of people. Then we move to explore the core concepts, such as race, ethnicity, and nation, examine critically the categories of migration, and acquire an understanding of the international legal agreements concerning the movement of people. After orientating in concepts and providing a framework for discussion, we will move to more empirical accounts of the contemporary movement of people discussing themes such as lived experiences of border crossings, citizenship and illegality, diasporic and borderland identities, detention and deportations, and experiences of labour migration. Along the way, we will also discuss the ethical and political implications of researching (im)mobilities.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: There are three pieces of formative coursework designed to help students prepare for their summative essay:

1. Seminar discussion and presentation on the readings of the week that are relevant to your essay topics.
2. Weekly Moodle posts related to the readings.
3. Research question & long (500-word) abstract together with annotated bibliography submitted on the reading week.

Indicative reading: 1 Shahram Khosravi (2010). 'Illegal' Traveller: An Auto-Ethnography of Borders. New York: Palgrave.

2 Andreas Wimmer and Nina Glick Schiller (2003). Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology. *The International Migration Review*, Fall, 2003, Vol. 37.

3 Stuart Hall (2021). *Selected Writings on Race and Difference*. Duke University Press

4 Mae Ngai (2004). *Impossible subjects: Illegal immigrants and the making of modern America*. Princeton: Princeton University Press.

5 John Torpey (2000). *The invention of the passport*. Cambridge: Cambridge University Press.

6 Seyla Benhabib (2020). "The End of the 1951 Refugee Convention? Dilemmas of Sovereignty, Territoriality, and Human Rights," *Jus Cogens*, 2: 75-100.

7 Jason De Leon & Michael Wells (2015): *The Land of Open Graves. Living and Dying on the Migrant Trail*. California University Press.

8 Gloria Anzaldúa (1987) *Borderlands=La Frontera: The New Mestiza*. Aunt Lute Books.

9 Nicholas De Genova (2002). *Working the boundaries: race, space, and "illegality" in Mexican Chicago*. Chicago University Press.

10 Ben Bowling and Sophie Westrenra (2018). *Racism, Immigration, and Policing*. In Mary Bosworth, Alpa Parmar, and Yolanda Vázquez (Eds.). *Race, Criminal Justice, and Migration Control: Enforcing the Boundaries of Belonging*. Oxford University Press.

Assessment: Essay (100%, 4000 words) in the WT.

Essay on a topic of your choice formulated with the instructor.

EU4A9

European Politics, Conflict and Culture: LSE-Columbia European Seminar

This information is for the 2024/25 session.

Teacher responsible: Dr Denisa Kostovicova CBG 7.03

This course is co-convened with Dr Tsveta Petrova at Columbia.

Availability: This course is compulsory on the MSc in Culture and Conflict in a Global Europe (LSE & Columbia). This course is available on the MSc in Culture and Conflict in a Global Europe and MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po). This course is not available as an outside option.

This course is only available to European Institute students.

Course content: Faculty from LSE and Columbia alternate to lead workshop sessions, presenting their research and leading

critical discussion with students on topics in the fields of European politics, conflict and culture, or facilitating discussions with guest speakers (scholars or practitioners) on these topics. The range of potential topics covered in the workshop matches the wide thematic range of the double degree programme. Students will be introduced to some of the long-standing debates over the origin and dynamics of contemporary European politics, economies, societies, and cultures. They will also explore how culture structures conflicts across political, economic, and social domains and frames effort at their resolution.

Teaching: 7 hours and 30 minutes of seminars in the AT. 7 hours and 30 minutes of seminars in the WT.

The workshop convenes 5 times a term in Autumn and Winter Term. The sessions are 90 minutes long. They will be hosted on-line, or in a hybrid format (in two seminar rooms, one at the LSE and the other one at Columbia, where the seminar participants are connected via a video link).

Formative coursework: This course is unassessed.

Indicative reading:

- S Glendinning, *Europe: A Philosophical History*, Part 1: The Promise of Modernity (Routledge 2021)
- J Jackson Preece, *Minority Rights: Between Diversity and Community* (Polity 2005)
- J White, *Politics of Last Resort: Governing by Emergency in the European Union* (Oxford University Press 2019)
- T Petrova, *From Geopolitics to Solidarity* (Cambridge University Press 2014).
- A Tooze, *The Wages of Destruction: The Making and Breaking of the Nazi Economy* (Allen Lane 2006)
- D Kostovicova, *Reconciliation by Stealth: How People Talk About War Crimes* (Cornell University Press 2023)

Additional reading

- B Anderson, *Imagined Communities: Reflections on the Origin & Spread of Nationalism* (Verso, 2016)
- Z Bauman, *Wasted Lives: Modernity & its Outcasts* (Wiley, 2003)
- L Colley, *The Gun, the Ship and the Pen: Warfare, Constitutions and the Making of the Modern World* (Profile 2021)
- A Pagden, *The Idea of Europe, from Antiquity to the European Union* (Woodrow Wilson 2010)
- R Scruton, *The West and the Rest, Globalization and the Terrorist Threat* (Bloomsbury, 2003)
- R Wodak, *Right-wing Populism in Europe* (Bloomsbury, 2013)
- S L Woodward, *The Ideology of Failed States: Why Intervention Fails* (Cambridge University Press, 2017)

Assessment: This course is unassessed.

EU4B1 Half Unit

Political Elites, Leadership, and Decision-Making

This information is for the 2024/25 session.

Teacher responsible: Dr Miguel Pereira (CBG.6.06)

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Course content: In public discourse, politicians and decision-makers are often described as resourceful, opportunistic actors driven by selfish interests. Reality is considerably more nuanced and less Machiavellian. Politicians often lack resources to make informed decisions, suffer from cognitive biases, and rely on misperceptions and stereotypes that are ultimately reflected on policy. Political elites are also responsible for a great deal of unrecognized work that cannot be explained simply by the desire to be re-elected. This course introduces students to the study of political elites and decision-making in European countries, drawing from historical and contemporary research in political science, psychology, and sociology. The course will pool insights from scholarship on elite behaviour in subnational, national, and supranational governments. Throughout the term we will learn: What drives individuals to run for office? How do politicians learn about policies? How do politicians coordinate with each other and make decisions? How do psychological biases influence the behaviour of politicians, and how can these biases be overcome? How do representatives build their image of the electorate? How do parties constrain legislators? By focusing on political elites, the course will help students understand the underlying challenges of the policymaking process as well as the pitfalls of representative democracy in Europe. More importantly, it will provide tools for students to address these challenges.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT. 1 hour and 30 minutes of seminars in the ST. Students will develop collaborative research projects on elite behaviour in three stages. First, students will work in groups to develop research questions related to topics in elite behaviour and political decision-making. Second, they will design a survey instrument to answer this question. Finally, students will have the opportunity to implement these survey instruments in the European Panel of Local Officials (EPLO) if approved by an external committee. EPLO is an international survey of local elected officials (mayors and council members) in seven European countries. This practical opportunity will allow students to test with real politicians some of the research questions covered in class. Students will be given detailed instructions about the project in week 2 so that they can start to work on this over the term.

Formative coursework: 1 x Individual oral Presentation, these will take place throughout WT.

1 x Research Proposal (research question + survey instrument), due in WT week 11 (1,000 words). Group work.

Indicative reading:

- Dahl, Robert A. (1961/2005). *Who Governs?*. New Haven: Yale University Press.
- Prewitt, Kenneth, and Alan Stone. 2019. "The ruling elites." in *Power in Modern Societies*
- Searing, Donald D. "Roles, rules, and rationality in the new institutionalism." 1991. *American Political Science Review*.
- Lawless, J. L., & Fox, R. L. (2010). *It still takes a candidate: Why women don't run for office*. Cambridge University Press.
- Gulzar, S. (2021). Who enters politics and why?. *Annual Review of Political Science*, 24, 253-275.
- Sheffer, L., Loewen, P. J., Soroka, S., Walgrave, S., & Sheaffer, T. (2018). Nonrepresentative representatives: An experimental study of the decision making of elected politicians. *American Political Science Review*.
- Pereira, M. M. (2021). Understanding and reducing biases in elite beliefs about the electorate. *American Political Science Review*.
- Payne, James L. et al. (1984) *The Motivation of Politicians*. Chicago: Nelson Hall
- Zelizer, A. (2019). Is position-taking contagious? evidence of cue-taking from two field experiments in a state legislature. *American Political Science Review*.
- Broockman, D. E., & Butler, D. M. (2017). The causal effects of elite position-taking on voter attitudes: Field experiments with elite communication. *American Journal of Political Science*.

Assessment: Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete

the answers to questions and upload their responses back into Moodle.

EU4C9

Policy Incubator

This information is for the 2024/25 session.

Teacher responsible: Prof Iain Begg

Availability: This course is compulsory on the MSc in Political Economy of Europe (LSE and Fudan). This course is not available as an outside option.

This course is only available to European Institute Students.

Course content: Students will undertake a group project (in teams usually of 3 to 5 people) relating to a policy problem faced by an external organisation. Such organisations might be public sector bodies, companies operating in the public management or public policy sector, international organisations, think tanks and NGOs.

Teaching: This course is delivered through a combination of workshops and help sessions totalling a minimum of 5 hours across both the Autumn and Winter Terms. Some or all of this teaching will be delivered through a combination of in-person and/or group virtual help sessions with an assigned Policy Incubator Supervisor, and student group presentations. This course includes a reading week in Week 6 of the Autumn and Winter Terms.

Formative coursework: During the WT, students will present their project and policy proposals in a group presentation to a jury of policy incubator supervisors and institutions' representatives. Relevant alumni, members of faculty and/or visiting fellows will also be invited to attend for the purposes of providing feedback. Each group presentation will be followed by questions and comments from the jury.

Indicative reading: Useful preliminary reading:

- Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979);
- Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989);
- Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006);
- Common Causes of Project Failure (London: OGC, 2004);
- Howard White, *Theory-based Impact Evaluation: Principles and Practice* (3ie, 2011);
- Curtis Cook, *Just Enough Project Management* (McGraw-Hill, 2004);
- J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems',
- chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

Assessment: Policy brief (30%) in the WT.

Policy paper (70%) in the post-spring term.

Students are asked to present a group report in the form of a policy advocacy brief (3000 words, 30%). They will then, individually, submit a full policy report in which they discuss alternative policy options and evaluate their suggested policy solutions (7000 words, 70%).

FM402 Half Unit

Financial Risk Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Yves Nosbusch

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only)

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: The course assumes a basic knowledge of finance theory, statistics and mathematics (calculus, linear algebra).

Course content: This course aims to provide an overview of the main theoretical concepts underlying the analysis of financial risk and to show how these concepts can be implemented in practice in a variety of contexts. This course shares some topics with FM442 Quantitative Methods in Finance and Risk Analysis. The course will include a selection of:

- 1 Conceptual foundations: diversification, hedging and their limits
- 2 Fixed income securities
- 3 Options and dynamic replication
- 4 Value at Risk
- 5 Endogenous risk
- 6 Ideas from Behavioural Finance
- 7 Credit risk (ratings based models, structural models, reduced form models)
- 8 Credit derivatives

Teaching: 30 hours of lectures in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to produce 8 problem sets in the AT.

Indicative reading: Course readings will vary from year to year depending upon the topics covered. Useful references are M Crouhy, D Galai and R Mark, Risk Management, McGraw-Hill, 2001; P Jorion, Value at Risk, McGraw-Hill, 2007; J Hull, Risk Management and Financial Institutions, Prentice-Hall, 2023; J Hull, Options, Futures and Other Derivatives, Prentice-Hall, 2021 and D Duffie and K Singleton, Credit Risk, Princeton University Press, 2003.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

FM403

Management and Regulation of Risk

This information is for the 2024/25 session.

Teacher responsible: Professor Martin Oehmke

Availability: This course is compulsory on the MSc in Finance and Risk. This course is not available as an outside option. This course does not permit auditing students.

Course content: This course introduces students to the foundational concepts and key issues in risk management, financial intermediation, and financial regulation.

The course covers (i) different aspects of market and non-market risk including their measurement and management and (ii) the nature, fragility and regulation of financial intermediation. Specific topics covered include the purpose of risk management, risk measures (e.g., Value-at-Risk, Expected Shortfall), the institutional details of financial institutions and their special functions, and canonical models of financial intermediation (liquidity transformation, monitoring, private money creation). These models will serve as a foundation to understand and assess the regulation of banks and other financial market participants.

Teaching: 60 hours of seminars in the AT.

Formative coursework: Students will be given weekly problem set assignments.

Indicative reading: Lecture Notes and additional course readings

that will be made available on Moodle.

Additional background reading: J. Hull, Risk Management and Financial Institutions, 5th Edition, 2018; P Jorion, Value At Risk 3rd Edition 2006; (McGraw Hill); X Freixas and J-C Rochet, The Microeconomics of Banking 3rd Edition, 2023.

Assessment: Continuous assessment (100%).

This includes mandatory attendance of Deutsche Bank seminars in WT.

A substantial (10,000 word) thesis, due in August, is an integral part of the course and represents 50% of the assessment.

FM404 Half Unit

Advanced Financial Economics

This information is for the 2024/25 session.

Teacher responsible: Professor Péter Kondor

Availability: This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed Financial Economics (FM436).

Course content: Advanced Financial Economics provides an introduction to the academic side of Finance. The course touches upon various topics of active research ranging from frictions in asset markets derived from asymmetric information, illiquidity, decentralized trading or speculative bubbles to the interaction of corporate finance and the macroeconomy. The course is targeted to students who are interested in how abstract models can be used to understand better the causes and consequences of existing and potential problems in financial markets. Additional information can be found on Moodle (for current students).

Teaching: 30 hours of seminars in the WT.

There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular problem sets.

Indicative reading: Lecture notes will be provided, and journal articles will be required to be read.

Assessment: Continuous assessment (100%).

FM405 Half Unit

Fixed Income Securities and Credit Markets

This information is for the 2024/25 session.

Teacher responsible: Prof Peter Kondor

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422) or Financial Economics (FM436)

Course content:

- Interest rate modelling and derivatives
- Credit risk
- Credit derivatives and risk management

This course provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio

management.

By the end of the course, the students will be familiar with the fixed income state of the art business practice and a variety of topics including (i) an analysis of the main products traded in the credit markets, such as government and corporate bonds, bond options, swaps, caps, floors, swaptions, callable, puttable and convertible bonds, and an analysis of the main credit derivatives such as total-return swaps, spread options and credit default swaps; (ii) the specific tools used in the industry practice to evaluate and hedge these products, which range from no-arbitrage trees and the calibration of yield curve derivatives to the main tools used to monitor and manage credit risk; (iii) the process of securitization, with particular reference to collateralized default obligations and mortgage-based securities.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies and the main reference is Pietro Veronesi: *Fixed Income Securities*, (Wiley 2010).

Assessment: Continuous assessment (100%).

FM406 Half Unit Topics in Portfolio Management

This information is for the 2024/25 session.

Teacher responsible: Dr Michela Verardo

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422) or Financial Economics (FM436)

Course content:

- Portfolio optimization and the Black-Litterman model
- Dynamic Investment Strategies
- Selecting and Monitoring Portfolio Managers: Mutual funds and hedge funds
- Transactions Costs and Liquidity Risk

The course covers a wide range of topics in portfolio management, with a strong focus on empirical applications. The first part of the course reviews the basics of portfolio theory and develops the Black-Litterman approach to portfolio optimization. The second part of the course introduces students to the implementation of several dynamic investment strategies and to the estimation of their performance; portfolio strategies include size, value, momentum, betting-against-beta, and quality-minus-junk. The third part of the course focuses on selecting and monitoring portfolio managers, with particular emphasis on the identification of selectivity, allocation, and timing skills for mutual funds and hedge funds. The last part of the course examines trading costs and liquidity risk, as well as their impact on the profitability of investment strategies. The course is based on recent empirical studies and applied exercises using financial data.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to complete coursework regularly.

Indicative reading: A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are: *Investments*, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin; *Modern portfolio theory and investment analysis*, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; *Modern investment management*, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press.

Assessment: Continuous assessment (100%) in the WT.

FM407 Half Unit Mergers, Buyouts and Corporate Restructurings

This information is for the 2024/25 session.

Teacher responsible: Professor Amil Dasgupta & Professor Alexander Gorbenko

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).

Course content:

- Financial analysis of corporate transactions
- Mergers and acquisitions
- Leveraged buyouts
- Corporate restructuring in financial distress
- Shareholder activism

This course focuses on the strategy, valuation and execution of corporate deals. In particular, the course examines several key types of transactions including mergers and acquisitions, leveraged buyouts, restructuring in financial distress, and shareholder activism. The course combines in-depth analysis based on financial economics drawing on academic research with a sustained focus on institutional details, utilizing a number of case studies to support the learning process.

Teaching: 30 hours of seminars in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to complete coursework regularly.

Indicative reading: A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

Assessment: Continuous assessment (100%) in the WT.

FM408 Half Unit Financial Engineering

This information is for the 2024/25 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course does not permit auditing students.

Pre-requisites: Students must have completed either Asset Markets (FM423 or FM423E) and Corporate Finance (FM422 or FM422E) or Financial Economics (FM436)

Students will be expected to show some familiarity with calculus (including stochastic calculus) and statistics

Course content: This course provides a thorough grounding in the theory and practice of financial engineering. The emphasis is on the application of derivatives pricing and hedging methodology to equity and volatility derivatives and to structured products.

The course aims to cover the basics in derivatives theory, and to apply them to a multitude of financial securities and structured products, with a special emphasis on recent products in the equity and volatility derivative worlds. We review selected case studies in order to gain a better understanding of their practical usage. We also implement the models numerically in R.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Indicative reading: Based on a set of extensive lecture notes. No one book covers the material of the entire course. Books recommended include *The Volatility Surface: A Practitioner's Guide*, 2nd Edition, by Jim Gatheral, and *The Volatility Smile* by Derman, Miller and Parik. Background reading can be found in *Volatility: Practical Options Theory* by Adam Iqbal, *Derivatives Markets* by Robert McDonald or *Options, Futures and Other Derivatives* by John Hull.

Assessment: Continuous assessment (100%) in the WT.

FM409 Half Unit Risk Management in Financial Markets

This information is for the 2024/25 session.

Teacher responsible: Dr Christian Julliard

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course does not permit auditing students.

Pre-requisites: Students must have completed either Asset Markets (FM423 or FM423E) and Corporate Finance (FM422 or FM422E) or Financial Economics (FM436)

Course content:

- Hedging in equity and fixed income markets
- Market Risk, Value at Risk and Expected Shortfall
- Endogenous Risk and Limits to Arbitrage
- Credit risk and structured products

The aim of this course is to offer an introduction to the analysis and management of risk within financial markets. The course develops a conceptual framework for thinking about financial risk and shows how these concepts are implemented in practice in a variety of contexts. First, the course offers an overview of risk management in the context of portfolios of fixed income securities and derivatives. Next, we discuss the implementation and the merits of Value at Risk measures. We will spend some time on endogenous risk and limits to arbitrage. In the context of credit risk we will cover ratings based and structural models, as well as credit risk on portfolios and credit derivatives. A final topic covers regulation and the recent credit crisis. Throughout, the course spends a significant amount of time on practical applications of the theories that are introduced. Some limitations of current approaches are also discussed.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Problem sets. In addition, students will have the opportunity to present the results of a case study to the class.

Indicative reading: Course readings will vary from year to year depending upon the topics covered. The main reference is: John C. Hull, *Risk Management and Financial Institutions*, Wiley, 2015, 4th edition.

Additional useful references are: Michel Crouhy, Dan Galai and Robert Mark, *Risk Management*, McGraw-Hill, 2001. Philippe Jorion, *Value at Risk*, McGraw-Hill, 2007, 3rd edition. Jon Danielsson, *Financial Risk Forecasting*, Wiley, 2011. John C. Hull, *Options, Futures and Other Derivatives*, Pearson, 2012, 8th edition. Darrell Duffie and Ken Singleton, *Credit Risk*, Princeton University Press, 2003.

Assessment: Continuous assessment (100%) in the WT.

FM410 Half Unit Private Equity

This information is for the 2024/25 session.

Teacher responsible: Prof Per Stromberg

Availability: This course is compulsory on the MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is available on the MSc in Finance (full-time) and MSc in Finance (full-time) (Work Placement Pathway). This course is not available as an outside option. This course does not permit auditing students.

Course content:

- Evaluating and executing Private Equity Deals
 - Business Plans, Venture Capital, and Entrepreneurial Finance
 - Private Equity as an asset class and the private equity landscape
- This course provides a thorough grounding in the theory and recent developments in the field of private equity.

Starting by examining how private equity funds are raised and structured the course will examine how private equity can be used in start-ups, in scaling-up cash flow businesses, and in restructuring firms facing financial distress. The course explores the link between private and venture capital on the one hand and public securities markets on the other. The course will examine the process through which private equity investors exit their investments. The course will also give a detailed analysis of the types of finance used in private equity and an evaluation of the short and long-run performance of private equity investments. The course will include an evaluation of the performance of different types of private equity investment and a comparison with other forms of ownership will be undertaken.

This course takes a rigorous theoretical examination of private equity. It also employs some case study teaching and is taught in conjunction with a range of practitioners in the field.

Teaching: 30 hours of lectures and 30 hours of seminars in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Each week there will typically be a formative case study assignment (similar to summative cases).

Indicative reading: Ulf Axelson, Tim Jenkinson, Per Strömberg, and Michael S. Weisbach. *Leverage and Pricing in Buyouts: An Empirical Analysis*. August 28, 2007; Steven N. Kaplan and Per Strömberg. *Leveraged Buyouts and Private Equity*, Social Science Research Network, June 2008; Cendrowski, Harry. *Private Equity: Governance and Operations Assessment*. Hoboken: John Wiley & Sons. 2008; Lerner, Joshua. *Venture Capital and Private Equity: A Casebook*. New York: John Wiley & Sons. 2000; Acharya V V; Franks J R & Servaes H (2007) "Private Equity: Boom and Bust?" *Journal of Applied Corporate Finance*, 19(4), Fall 2007, 44-53.

Assessment: Continuous assessment (100%) in the WT.

FM411

Finance Work Placement and Assessment

This information is for the 2024/25 session.

Teacher responsible: MSc Academic Programme Director

Availability: This course is compulsory on the MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics (Work Placement Pathway) and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course must be taken in addition to the full 4 units of courses prescribed by the programme regulations. Completion of the work placement and assessment is a requirement for students to be eligible for graduation from the Work Placement Pathway.

Pre-requisites: The Finance Work Placement and Assessment is only available to students who are registered on the Work Placement Pathway for the following programmes: MSc in Finance (full-time), MSc in Finance and Private Equity or MSc in Finance and Economics. Students must complete the work placement and assessment in addition to four full units of courses, as described in the programme regulations.

Course content: There are no classes for this course. Students instead undertake a work placement during which they will be employed by an external company or institution. However, the work placement should be relevant to the topics studied during the student's academic modules, and be likely to build on and enhance topics studied during the year. Academic modules studied during the programme should also have a direct bearing on the role that a student will undertake on their placement. Students must hold a formal offer in writing of an appropriate work placement before approval will be granted to join the work placement pathway, and the aspects outlined above will be considered by the Department before approval to undertake a placement is granted. The student will be an employee of the relevant company or institution for the duration of the placement; they will be expected to undertake tasks as appropriate and all management of the placement will be undertaken by the employing institution or company. The course will be assessed by an essay which students are required to submit to the Department of Finance at the end of the placement.

Teaching: There will be no direct teaching for this course. Students will participate on a work placement which will be entirely delivered and managed by the company or institution with which they are employed. Students' learning and experience will be gained through participation in the placement as an employee of that company and they will be required to submit an assessed essay to the Department of Finance upon completion of the placement.

Formative coursework: There is no formative coursework for this course. Students will participate on a work placement which will be entirely delivered and managed by the company or institution with which they are employed. Students' learning and experience will be gained through participation in the placement as an employee of that company and they will be required to submit an assessed essay to the Department of Finance upon completion of the placement.

Assessment: Essay (100%, 2000 words) in the post-spring term. The assessment of the work placement will be on the basis of submission of a written piece of work following completion of the work placement. Students will be required to submit their work to the Department following completion of the placement. The essay will be required to be in the region of 2,000 words in which the student should describe:

- How the work placement built on or shed further light on the topics covered during the programme's academic modules, and/or how the elements of theory learned were applied in practice;
- How topics covered in the academic modules were relevant to the student's role on the work placement;
- How/whether the academic and pastoral aspects of the programme prepared students for their experiences in the workplace;
- What the student feels they have learned from the placement.

The essay submission will be marked on a Pass/Fail basis. Students will need to demonstrate that they have fully addressed

the topics described above, evidenced with examples from their placement, to be eligible for a pass mark. Students enrolled on the work placement pathway must satisfactorily complete the work placement and assessment in order to be eligible for graduation from the work placement pathway.

FM412 Half Unit

Quantitative Security Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the Global MSc in Management, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway) and MSc in Finance and Risk. This course is not available as an outside option. Global MSc in Management (Accounting and Finance concentration only)

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Some familiarity with finance and accounting.

Course content: This applied course uses theoretically well-founded quantitative analysis tools to uncover value in equity, debt, property, credit and volatility markets.

A simple fundamental valuation concept guides the student along a consistent, unified and logical thread in search of finding value in all of those markets.

Determining whether an asset class is of good or poor value also relies on an awareness of the macroeconomic and macrofinancial environment. Macroassets, such as fixed income and global equities markets, reflect this macro environment and are in turn required inputs into the valuation of both macro- and microassets. In this manner, we get by design a view that is coherent across markets.

For instance, the state of the macroeconomy (such as the phase of expansion and recession, the real estate cycle, the inflationary environment, the central bank rate setting policy, or the level of financial stability and risk) is shown to be mirrored in the nominal and real yield curves as well as in the macro risk-premia of the debt, equities and property markets that in turn trickle down to influence the value considerations of all of the micro-assets, including individual equities or credit.

Armed with these tools, we can then study how, in real life, style investors such as value, growth, quality or momentum approach the question of finding good deals from their own vantage points in the given macro environment. We cover colourful case studies, some of which possibly live, that include the detailed modelling of real-life corporate events via Excel spreadsheets based on the careful study of financial statements, balance sheets and analyst reports. Does management create or destroy value? Does growth create value, and how does one value growth? Is there a case for an activist restructuring of P&G? Is Amazon overpriced compared to other bricks and mortar retailers? Should Amazon be priced as a cloud provider? Is property overvalued? How would a value investor approach Intel, and would they buy Intel? Is value dead? How can value be complemented by quality? Is volatility overpriced?

Part I. Introduction. The challenge of active investing. The importance of NPV.

Part II. Valuation methodology

Part III. Valuing macroassets: Global Yield Curves

Part IV. Valuing macroassets: Diversified Equity Portfolios

Part V. Methodology: RADR, DDM

Part VI. Valuing macroassets: Property

Part VII. Valuing microassets: Equities Valuation

Part VIII. Valuing microassets: Case Studies in Value and Growth

Part IX. Different Styles for Identifying Value in Individual Equities

Part X. Valuing macroassets: Volatility

Teaching: 30 hours of seminars in the WT.

Formative coursework: Students will be expected to complete 2 group projects. In the first project, students study the historical performance of a chosen publicly traded company and analyse and value the equity on a forward-looking basis, evaluate its risks and make an investment recommendation. The second project requires the students to study and critically examine the investment decisions and style of a well-known value investor.

Indicative reading: Books

- Greenwald, B, Kahn, J., P. Sonkin, M. van Biema, Value Investing: From Graham to Buffett and Beyond, Wiley Finance, 2004.

Background reading:

- Koller, T., M. Goedhard, and D. Wessels (McKinsey and Company), Valuation: Measuring and Managing the Value of Companies, Wiley, 2015.

Numerous articles written by well-known practitioners and policy makers

Assessment: Continuous assessment (100%) in the WT.

FM413 Half Unit Fixed Income Markets

This information is for the 2024/25 session.

Teacher responsible: Professor Richard Payne

Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Finance and Risk, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit.

This course is not capped, any eligible student that requests a place will be given one.

Pre-requisites: Students taking this course are expected to be familiar with the theory of asset evaluation at the level of FM429 Asset Markets A.

Course content: This advanced course is designed for students seeking an understanding of fixed income valuation and hedging methods, and a basic familiarity with the major fixed income markets and instruments.

By the end of the course, the students will be familiar with a variety of topics, including (i) the basic concepts of fixed-income instruments, such as yield, duration, convexity; (ii) the basic techniques to analyse and hedge fixed income products, such as "curve fitting", "bootstrapping", duration-based hedging and asset-liability management; (iii) the forces, or "factors", driving the variation in the entire spectrum of interest rates at different maturities; (iv) the main evaluation tools, which can be applied to evaluate a wide range of products (trees, no arbitrage trees, calibration and some continuous time models); (v) the main fixed income products such as government bonds, corporate bonds (convertible, callable, puttable), and their evaluation; (vi) plain vanilla interest derivatives (caps, floors and collars, swaps, swaptions, etc.) and their evaluation; (vii) mortgage backed securities and credit risk transfers; (viii) the analysis of the "destabilizing" effects related to the use of certain derivatives written on fixed income instruments.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 10 problem sets in the WT.

Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies, and a reading pack containing chapters from the following books: Sundaresan, S. (2001), Fixed Income Markets and Their Derivatives, South Western College Publishing. Duffie, D and Singleton, K (2003), Credit Risk: Pricing, Management, and Measurement, Princeton: Princeton University Press (Princeton

Series in Finance). Tuckman B. and A. Serrat (2011), Fixed Income Securities: Tools for Today's Markets, 3rd Edition, John Wiley & Sons. Veronesi, P. (2010), Fixed Income Securities: Valuation, Risk, and Risk Management, John Wiley & Sons.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

FM414 Half Unit Corporate Investment and Financial Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Ashwini Agrawal

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).

Course content: This is a case-based course that is geared towards applying corporate finance and investment valuation tools in a variety of real-world settings. Particular emphasis will be placed upon understanding the strengths and limitations of academic approaches to solving real-world problems. We will also discuss when and how these tools are used in various professional settings such as private equity/investment banking, buy-side research, and consulting. Some of the topics that we will cover include:

- Valuation of venture-capital based startups
- Risk management and hedging international currency exposures
- Valuation techniques for private vs. public firms
- IPO pricing
- Determining optimal capital structure
- Working capital management

Weekly case studies will be assigned and discussed in class.

Teaching: 30 hours of seminars in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Assessment: Continuous assessment (100%) in the WT.

FM421 Half Unit Finance for Mergers, Buyouts and Corporate Restructurings

This information is for the 2024/25 session.

Teacher responsible: Professor Pedro Saffi

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics and Management, MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway) and MSc in Finance and Risk. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not capped for Department of Finance students; any students that request a place in Autumn Term will be given one. For students from other departments who meet the necessary criteria (outlined below), you are likely to be given a place, but this is not guaranteed. Chances of gaining a place on this course are increased if it is selected during initial course selection in the Autumn Term.

Students on the MSc in Global Management ('Accounting and Finance' and 'Finance' concentrations only).

Students on any programme other than the MSc in Finance

and Economics, or the MSc in Finance and Economics (Work Placement Pathway), may only take this course if they have taken at least one of the following courses in the **Autumn Term**: FM474A Managerial Finance or FM431A Corporate Finance A. There will be no exceptions to this rule.

This course does not permit auditing students.

Pre-requisites: This is an advanced applied course and a thorough understanding of the major theoretical issues and concepts is required.

There are no pre-requisites for students on the MSc in Finance and Economics or the MSc in Finance and Economics (Work Placement Pathway).

Students on all other programmes must have taken one of the following courses in the Autumn Term as a pre-requisite: FM473A Financial Markets, FM474A Managerial Finance or FM431A Corporate Finance A.

Course content: This course is designed to help students learn how to apply various theoretical frameworks to solve real-world problems that are commonly faced by corporate managers, investors, and entrepreneurs. The course will likely be useful for students who plan to pursue a professional career in finance or an academic career in finance and economics.

Teaching: 30 hours of seminars in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in two separate groups. Each group will meet for a single block of three hours once a week. Each student will be assigned to one group. Students will **not** be allowed to choose their groups or to switch groups.

The course requires weekly in-class activities and discussions. Students must prepare for class activities in advance. Attendance is required.

Formative coursework: Weekly assignments based on case studies will be assigned to students. Each case's assignment questions will be discussed in class.

Indicative reading: Course materials (lecture notes and case studies) will be provided to the students at the start of the course.

Assessment: Exam (80%, duration: 2 hours and 30 minutes) in the spring exam period.

Coursework (20%) in the WT.

FM422

Corporate Finance

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Ferreira
Professor Dirk Jenter

Availability: This course is compulsory on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course does not permit auditing students.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content:

- Financing
- Valuation

This core course provides a broad introduction to the key issues in corporate finance. The first half of the course, the Financing Module, investigates how companies finance their activities by issuing securities (debt, equity and convertible claims) and how business policy interacts with financial policy. The aim is to understand what factors determine optimal capital structures and how the interplay of these factors affects financing decisions. The second half of the course, the Valuation Module, covers firm and project valuation and establishes how companies should select among investable assets. The module focuses on fundamental

valuation techniques based on discounting future cash flows. The course goes on to introduce further valuations methods, such as real options analysis, as well as key applications of valuation concepts to major corporate decisions such as mergers and acquisitions and initial public offerings. The course interweaves key conceptual material with a series of cases.

Teaching: 60 hours of lectures in the AT.

This course is taught in an interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular homework will be completed as part of the formative assessment for this course.

Indicative reading: The recommended textbook for this course is Berk and DeMarzo, Corporate Finance. Other recommended readings will be included in a study pack.

Assessment: Continuous assessment (100%) in the AT.

FM423

Asset Markets

This information is for the 2024/25 session.

Teacher responsible: Dr Igor Makarov and Dr Georgy Chabakauri

Availability: This course is compulsory on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course does not permit auditing students.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content:

- Investments and Securities Valuation
- Portfolio choice and performance evaluation
- Derivatives

The aim of the course is to familiarize students with the workings of financial markets, and equip them with the fundamental tools of asset valuation. The course will focus on the three main asset classes - fixed income, stocks, and derivatives - giving a unified perspective of modern valuation methods. The starting point will be the present value formula. The course will then proceed to fixed-income securities, focusing mainly on government bonds. These will be valued off the term structure of interest rates, using the present value formula. The connection with the principle of no-arbitrage will be emphasized. The course will then move to stocks, starting with portfolio theory and then deriving the relation between risk and return (CAPM). The CAPM will provide a risk-adjusted discount rate that will be used to discount stocks' cash flows with the present value formula. Alternative pricing models such as the APT and multi-factor models will also be covered, and the models will be applied to issues of asset allocation and portfolio selection. The last topic will be derivatives, especially futures and options. After familiarizing students with the use of derivatives, the course will cover the main valuation methods (binomial model, Black-Scholes) emphasizing again the principle of no-arbitrage.

Teaching: 60 hours of lectures in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to complete coursework regularly.

Indicative reading: The organisation of topics of the course follows closely the treatment in Berk and DeMarzo, Corporate Finance, 6th Edition, Pearson International, and Bodie, Kane and Marcus, Investments, 12th Edition, McGraw Hill. Other recommended readings and case studies will be included in a study pack.

Assessment: Continuous assessment (100%) in the AT.

FM429 Half Unit Asset Markets A

This information is for the 2024/25 session.

Teacher responsible: Dr James Clark

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Financial Mathematics, MSc in Real Estate Economics and Finance, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

Global MSc in Management (Accounting and Finance Concentration only)

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is available to other students from the Departments of Mathematics and Statistics where regulations permit.

For students from other departments who meet the necessary criteria (if applicable), you are likely to be given a place, but this is not guaranteed. Chances of gaining a place on this course are increased if it is selected during initial course selection in the Autumn Term.

This course cannot be combined with FM473 Financial Markets or FM474 Managerial Finance.

Outside students should consider the alternative option of FM473 Financial Markets or FM474 Managerial Finance.

This course does not permit auditing students.

Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.

Course content: This course aims to equip students with the fundamental concepts and tools underlying the asset markets side of modern finance. The course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models.

Teaching: 20 hours of lectures and 10 hours of seminars in the AT.

Formative coursework: Weekly problem sets covered in classes.

Indicative reading:

- J. Berk and P. DeMarzo, Corporate Finance, Pearson International Edition.
- Z. Bodie, A. Kane and A. Marcus, Investments, 8th edition, McGraw Hill. ISBN:0-07-338237-X

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the spring exam period.

FM431A Half Unit Corporate Finance A

This information is for the 2024/25 session.

Teacher responsible: Dr Cynthia Balloch

Availability: This course is compulsory on the MSc in Economics and Management. This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Finance and Risk. This course is not available as an outside option.

Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director. This course is not available as an outside option.

Outside students should consider taking FM474 Managerial

Finance as an alternative option.

This course cannot be combined with FM474 Managerial Finance. This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.

Course content: The course provides a broad introduction to a range of key topics in corporate finance. The first part of the course investigates how companies finance their activities by issuing debt, equity, and other securities, and the interaction of business policy with financial policy. This illustrates the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. The second part of the course covers project valuation, discount rates, how future cash flows are discounted accounting for differences in capital structure and establishes how companies should select their investments. The course combines conceptual material with a series of cases, with an emphasis on the application of theory to real business decisions.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT.

Formative coursework: Students will be set weekly formative assignments. Solutions and guidance will be provided during the weekly lecture and seminar classes.

Indicative reading: J. Berk and P. DeMarzo, Corporate Finance, Pearson International Edition. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: Exam (90%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the January exam period.

Class participation (10%).

FM431W Half Unit Not available in 2024/25 Corporate Finance A

This information is for the 2024/25 session.

Teacher responsible: Professor Ulf Axelsson

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics and MSc in Finance and Risk. This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only)

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is not available as an outside option.

Outside students should consider taking FM474L Managerial Finance as an alternative option.

This course cannot be combined with FM474 Managerial Finance. This course is not capped, any eligible student that requests a place will be given one.

Pre-requisites: Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.

Course content: The course covers range of topics in corporate finance starting with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and start-up finance (time permitting).

Teaching: 20 hours of lectures and 9 hours of seminars in the WT.
Formative coursework: Students will be set weekly problem set assignments. Solutions and guidance will be provided during the weekly seminar classes. The final seminar class, students will solve a formative mock exam. Students will receive individual feedback on the mock exam prior to the final exam.

Indicative reading: J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: Exam (100%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the spring exam period.

FM436

Financial Economics

This information is for the 2024/25 session.

Teacher responsible: Prof Ian Martin and Prof Mike Burkart

Availability: This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track), MRes/PhD in Finance, MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

This course does not permit auditing to outside students.

Pre-requisites: Mathematical background at the level of the September Courses in Mathematics and Financial Economics Preparatory Course is assumed.

Course content: Financial Economics provides students with an in-depth introduction to the theories of asset pricing and corporate finance. The course analyses investors' behaviour, market equilibrium, the pricing of securities, the valuation of real assets, and capital structure choice. Topics in asset pricing will encompass portfolio choice, complete and incomplete markets, mean-variance portfolio theory and equilibrium asset pricing, pricing with no arbitrage, Black-Scholes and other contingent claims pricing models, and the behaviour of financial markets during crises. Topics in corporate finance will encompass valuation methods and financing decisions in the presence of taxation, agency frictions, and asymmetric information.

Teaching: 60 hours of lectures in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Problem sets, covered in classes.

Indicative reading: Readings will be based on teaching notes and journal articles.

Assessment: In-class assessment (100%) in the ST. (Duration: 3 hours, reading time: 15 minutes)

FM437

Financial Econometrics

This information is for the 2024/25 session.

Teacher responsible: Dr Linyan Zhu (Autumn Term)

Dr Christian Julliard (Winter Term)

Availability: This course is compulsory on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

This course does not permit auditing students.

Pre-requisites: Mathematical background to the level of the course taught in September in the Economics Department (EC400) is assumed.

Course content: This course covers the techniques of empirical investigation in economics and finance. Students are introduced to recent empirical findings based on asset pricing and corporate finance models. The course includes a selection of the following

topics: multivariate regression; maximum likelihood estimation; hypothesis testing; omitted variables and misspecification; asymptotic theory; methods for causal inference; introduction to machine learning; time-series modelling; predictability of asset returns; event study analysis; econometric tests of the CAPM and multifactor models; volatility modelling; generalised method of moments estimation; introduction to Bayesian econometrics, model selection and model averaging, and large-scale modelling.

Teaching: 30 hours of lectures in the AT. 33 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Exercises are provided each week and they are discussed in class.

Indicative reading: A complete reading list is available at the beginning of session. Readings will be based on Hansen, *Econometrics*; Hayashi, *Econometrics*; Hamilton, *Times Series Analysis*; Greene, *Econometric Analysis*, Prentice-Hall; Campbell, Lo & MacKinlay, *The Econometrics of Financial Markets*, Princeton University Press; *Econometric Analysis of Cross Section and Panel Data*, J. Wooldridge; *Contemporary Bayesian Econometrics and Statistics*, Wiley Series in Probability and Statistics, J. Geweke; selected published articles.

Assessment: Continuous assessment (100%).

FM439 Half Unit

Asset Markets for MSc Finance and Risk

This information is for the 2024/25 session.

Teacher responsible: Dr Cristina Scherrer

Availability: This course is compulsory on the MSc in Finance and Risk. This course is not available as an outside option.

This course does not permit auditing students.

Pre-requisites: Students must be registered for Management and Regulation of Risk (FM403).

Course content: This course aims to equip students with the fundamental concepts and tools underlying the asset markets side of modern finance. The course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models.

Teaching: 30 hours of seminars in the AT. This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Weekly problem sets covered in classes.

Indicative reading:

- J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition.
- Z. Bodie, A. Kane and A. Marcus, *Investments*, 8th edition, McGraw Hill. ISBN:0-07-338237-X

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: Continuous assessment (100%).

FM441 Half Unit

Derivatives

This information is for the 2024/25 session.

Teacher responsible: Dr Rohit Rahi

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics,

MSc in Finance and Risk, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is not capped; any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: This is an advanced course. Students will be expected to have a good grasp of probability theory and multivariate calculus. Prior knowledge of stochastic calculus is not required; the necessary tools will be introduced as part of the course.

Course content: The course provides a thorough grounding in the theory of derivatives pricing and hedging. Both discrete-time and continuous-time models will be covered, including a comprehensive treatment of the Black-Scholes model. A special feature of the course is its emphasis on the modern theory of no-arbitrage pricing using martingale methods. These methods will be applied to the pricing of equity and currency options, forwards and futures, and interest rate derivatives. The uses of derivatives in hedging and risk management will be discussed as well.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Exercises will be discussed in class each week. Students will be expected to make positive contributions to class discussion.

Indicative reading: Teaching notes will be distributed. No one book covers the entire course, but the following is an excellent reference: John C Hull, *Options, Futures and Other Derivatives*.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

FM442 Half Unit

Quantitative Methods for Finance and Risk Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Jon Danielsson

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Finance and Risk, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit. This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: A strong background in statistics and quantitative methods at the undergraduate level is required. Prior programming experience is helpful.

Course content: This graduate-level course covers important quantitative and statistical tools in applied finance. It studies financial markets risk, with a particular focus on models for measuring, assessing and managing financial risk. Students will be introduced to the application of these tools and the key properties of financial data through a set of computer-based homework assignments and classes.

The course aims to introduce quantitative concepts and techniques in many areas of finance. Sample topics include risk

measures (e.g., Value-at-Risk and Expected Shortfall, including implementation and backtesting), univariate and multivariate volatility models, Monte Carlo Simulations, and associated topics in Econometrics. This list is meant to be representative, but topics may be added or removed. Recent stress events, such as the global crisis in 2008, Covid-19 in 2020, Russia's invasion of Ukraine and recent inflation are used to illustrate the various methodologies presented in the course.

An essential part of the course is implementing the models and tools in the programming language R. Further information on R as used in the course can be found in the R Notebook at <https://www.financialriskforecasting.com/notebook>.

The homework assignments are designed to guide the students to all stages of the analytical process, from locating, downloading and processing financial data to the implementation of the tools and interpretation of results. Students will have the opportunity to explore the databases available at the LSE and to become comfortable working with real data.

Teaching: 20 hours of lectures and 10 hours of seminars in the AT.

Indicative reading: No single text covers the course material. The relevant sections of the following readings would be appropriate for individual topics: Jon Danielsson (2011), *Financial Risk Forecasting*; The lecture slides and supporting programming material can be found on www.financialriskforecasting.com/. Other background reading is Ruey Tsay (2010), *Analysis of Financial Time Series*; Peter Christoffersen (2003) *Elements of Financial Risk Management*; Alexander J. McNeil, Rüdiger Frey, et al., (2015) *Quantitative Risk Management: Concepts, Techniques and Tools*.

Assessment: Exam (30%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the spring exam period.

Continuous assessment (70%) in the AT.

FM445 Half Unit

Portfolio Management

This information is for the 2024/25 session.

Teacher responsible: Dr Francesco Nicolai

Availability: This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics and Management, MSc in Finance and Risk and MSc in Financial Mathematics. This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit. This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

Course content: This course aims to cover the main topics in equity portfolio management. Some of the topics covered in the course include: Portfolio optimization techniques; Multi-factor models and their applications; Trading strategies; International portfolio management and currency hedging; Trading costs; Portfolio performance measurement and attribution; Style analysis; Mutual funds; Hedge funds. The course is based on a number of empirical applications and case studies, so that students can gain a better understanding of implementation issues related to managing an equity portfolio.

Teaching: 30 hours of seminars in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course. For the most part, the classwork is based on Excel applications of the models and empirical studies covered in lectures.

Indicative reading: A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are Modern portfolio theory and investment analysis, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; Modern investment management, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press; Investments, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin.

Assessment: Exam (80%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.

Coursework (20%).

FM447 Half Unit Global Financial Systems

This information is for the 2024/25 session.

Teacher responsible: Dr Jon Danielsson

Availability: This course is available on the MSc in Accounting and Finance and MSc in Financial History. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not open to students on the MSc Economics and Management and students from the following departments: Economics and Finance.

This course does not permit auditing students.

Pre-requisites: Students should have some background in economics, and be comfortable with formal arguments

Course content: This course examines academic and policy debates regarding the operation of the global financial system. The course is designed to be topical, with economic arguments serving as the basis for issue analysis. The course begins with an examination of systemic risk, followed by a survey of significant institutions, focusing on central banks. The influence of cryptocurrencies, central bank-issued digital currencies, fintech, and artificial intelligence on the financial system will be examined. Several theories of financial crises are elaborated upon and assessed in light of historical evidence. Foreign exchange markets, including the numerous regimes and reserve currencies, will be discussed. The course examines recent policy and regulatory developments (including Basel III and macroprudential regulations), monetary policy and interest rate normalisation and their relationship with inequality and inflation. It concludes with a discussion of the latest threats to global financial and economic stability

Teaching: 30 hours of lectures in the AT.

Formative coursework: Students are expected to attempt the problem sets and essay questions set in the classes.

Indicative reading: Most material will be provided by the book Global Financial Systems, by Jon Danielsson, published by Pearson, and the lecture slides can be found on www.globalfinancialsystems.org

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

FM471 Half Unit Sustainable Finance and Impact Investing

This information is for the 2024/25 session.

Teacher responsible: Professor Christopher Polk and Dr Greg Fischer

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA

Dual Degree (LSE and Tokyo), MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway), MSc in Finance and Risk, MSc in Management (1 Year Programme), MSc in Social Innovation and Entrepreneurship, Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

No exceptions to the availability policy will be made, and audits of FM471 are not allowed.

This course is not capped for Department of Finance students; any students that request a place in Autumn Term will be given one.

For students from other departments who meet the necessary criteria (if applicable), you are likely to be given a place, but this is not guaranteed. Chances of gaining a place on this course are increased if it is selected during initial course selection in the Autumn Term.

This course does not permit auditing students.

Pre-requisites: Students must take one of the following: FM423/FM423E Asset Markets, or FM436 Financial Economics, or FM429 Asset Markets A, or FM439 Asset Markets for MSc Finance & Risk or FM431A Corporate Finance A, or FM473A/FM473W Financial Markets, or FM474A/FM474W Managerial Finance. The pre-requisite may be taken concurrently.

Students who can demonstrate comparable background in a graduate-level course (which must be confirmed with a transcript and syllabus detailing course content, translated into English if necessary) may be granted an exemption from this requirement at the discretion of the course leader. Undergraduate coursework or professional experience / qualifications are not sufficient and will not be considered.

Course content: This course provides a conceptual foundation in sustainable finance and impact investing along with a clear understanding of the empirical facts associated with how sustainable finance and impact investing affect firm and fund performance. Using a blend of readings, lectures, cases, and discussions, participants will learn to critically assess the actions of investors and firms with regards to sustainable finance and impact investing, including both motivation and resulting consequences.

Topics addressed will include corporate ESG (Environmental, Social, and Governance) investing, climate finance, and various impact investing topics. Participants will take away from the course a solid understanding of 1) the evolution of sustainable finance and impact investing from niche field to mainstream; 2) the variety of ways in which sustainable finance and impact investing are implemented in practice, and 3) the tools, models and frameworks behind sustainable finance and impact investing.

Teaching: 30 hours of seminars in the WT.

Formative coursework: Case studies and homework assignments will help communicate and develop understanding of course concepts.

Indicative reading:

- Freeman, Ed, 1997, "Stakeholder Theory of the Modern Corporation", Business Ethics, 5th Edition, 38-48.
- Friedman, Milton, 1970, "A Friedman doctrine: The social responsibility of business is to increase its profits," The New York Times Magazine, September 13, 1970.
- Giglio, Stefano, Bryan Kelly and Johannes Stroebe, 2021, "Climate Finance", Annual Review of Financial Economics 13, 15-36.
- Pastor, Lubos, Robert F. Stambaugh, and Lucian Taylor, 2021, "Sustainable Investing in Equilibrium," Journal of Financial Economics 160 142 550-571.
- Pedersen, Shaun Fitzgibbons, and Lukasz Pomorski, 2021, "Responsible Investing: The ESG-efficient Frontier," Journal of Financial Economics 142 572-597.

Assessment: Continuous assessment (100%).

FM472 Half Unit International Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Liliana Varela

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Financial History and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on the International Political Economy MSc, on the Master in Public Administration and on other MSc programmes are also welcome to choose this course provided they meet the pre-requisites below. These students need to sign up for the course on LfY first and then email the course leader with information on their economics and/or finance background and their motivation for choosing the course. The course leader will then approve their application on LSE for You. In the past students on the IPE MSc, MPA, MSc in Economic History, European Institute, Master of Science in Development Management, Master of Science in Economy, Risk and Society, Master of Science in Law and Accounting have enjoyed this course.

This course is not open to students from the following departments: Economics, Finance, Mathematics, and Statistics. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case. This course does not permit auditing students.

Pre-requisites: Some background in economics and / or finance.

Course content: The objective of the course is to equip students with the relevant academic research, techniques and analytical skills to interpret current developments in the fast-changing area of international finance.

This course approaches such key issues and topics in international finance using the exchange and rate as a unifying theme. The foreign exchange market is the largest financial market, turning over every couple of weeks the equivalent of the yearly value of pre-C19 global GDP. It is also a unique market where prices are determined not only by the fundamentals of this asset class but also by government and central bank interventions. Exchange rates are an open economy's most important price as they can affect the relative value of an entire economy.

First, the course considers what finance and economic theory identify as the determinants of the relative price of two currencies. Second, the course analyses governments' available policy choices to influence the level and volatility of the relative price of its currency and how these choices differ across countries. Third, the course examines exchange rates as a source and conduit of global financial instability. Fourth, the course focuses on the risk and exposure for investors and firms arising from exchange rate market volatility. It examines the valuation of currency instruments and their use in strategies to hedge that exposure. It also analyses the structure, trading and organisation of the forex market and its central role in international finance.

The teaching approach combines theory, analyses of data and empirical examples. It also gives emphasis on fundamental concepts, principles, and analytical theories that are more robust to answer the most relevant questions within the area of international finance.

Teaching: 30 hours of seminars in the WT.

Indicative reading: Bekaert, G., & Hodrick, R. (2017). *International Financial Management* (3rd ed.). Cambridge: Cambridge University Press. doi:10.1017/9781316282274

Keith Pilbeam *International Finance* (Palgrave, 2023, 5th edition)

Further readings (optional): textbooks for students who want to explore FM472 topics beyond the lectures' material. These readings are not part of the exam material.

- C. Eun, B. Resnick and T. Chuluun (2021), *International Financial Management*, 9th edition;
- Sercu, P (2020), *International Finance*, Princeton University Press ;

- P. Krugman, M. Obstfeld and M. Melitz (2018), *International Finance*, Pearson, 11th edition;

Handouts and Moodle: Slides presented during the lecture are posted on Moodle. Class assignments are also posted on Moodle the week before the relevant class. Guidelines to solutions for numerical questions are posted on Moodle after they are covered in class.

Assessment: Exam (75%, duration: 2 hours) in the spring exam period.

Research project (15%) and continuous assessment (10%) in the WT.

- Exam (75%): The exam is a two-hour written examination, which includes both essay-type and numerical questions. Two instances of exams from past years will be provided on Moodle along with solutions.
- Group project (15%): Group written report. Essential information for the compulsory group project is provided during the first lecture and the first class in January 2025.
- Continuous assessment (10%): Continuous assessment takes the form of in-class participation.

FM473A Half Unit Financial Markets

This information is for the 2024/25 session.

Teacher responsible: Dr James Clark

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Financial History, MSc in Management and Strategy, MSc in Real Estate Economics and Finance, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

- Students on the MSc in Accounting, Organisations and Institutions need permission from the Programme Director to enrol in this course.
 - Students on the Diploma in Accounting and Finance need permission from the Programme Director to enrol in this course.
 - This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.
 - This course cannot be combined with Asset Markets A (FM429)
- This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case. This course does not permit auditing students.

Pre-requisites: The course assumes no previous knowledge of finance, economics, and statistics, and requires only basic knowledge of mathematics. However, the course is quantitative and students must be willing to learn and work with new concepts in mathematics and statistics. Course work will involve a significant amount of algebra and numerical exercises. Students should be comfortable with 'High School' level Mathematics and simple algebra, e.g., the ability to solve linear systems of two equations and two unknowns.

Course content: This course is a self-contained introduction to finance and it covers roughly the same topics as FM429. The course explores the way that firms and the capital market function to channel savings toward productive investments. From the investor's perspective it considers characteristics of the major financial contracts and the principles used in their valuation. It considers how investors should select their portfolios and the implications of this behaviour for pricing assets in stock and bond markets. It explores the question of whether stock markets are efficient in reflecting investors' information. It applies these insights to the firm's financial management decision of whether or not to invest in a risky project and how to select among alternative investments. In addition, the course also covers some core corporate finance questions, such as capital structure choices. The course is also related to FM474 (Managerial Finance): both are introductory courses in Finance. FM473 focuses mostly on

understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

Teaching: 30 hours of lectures in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive. There will be ten three-hour sessions. Attendance is required.

This course is taught twice, in both Autumn and Winter Term.

Students must either register for FM473A which is taught in Autumn Term, or FM473W which is taught in Winter Term.

Indicative reading: Brealey, Myers, Allen, and Edmans, Principles of Corporate Finance.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

FM473W Half Unit Financial Markets

This information is for the 2024/25 session.

Teacher responsible: Dr James Clark

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Financial History, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Real Estate Economics and Finance, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

- Students on the MSc in Accounting, Organisations and Institutions need permission from the Programme Director to enrol in this course.
- Students on the Diploma in Accounting and Finance need permission from the Programme Director to enrol in this course.
- This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.
- This course cannot be combined with Asset Markets A (FM429)

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

This course does not permit auditing students.

Pre-requisites: The course assumes no previous knowledge of finance, economics, and statistics, and requires only basic knowledge of mathematics. However, the course is quantitative and students must be willing to learn and work with new concepts in mathematics and statistics. Course work will involve a significant amount of algebra and numerical exercises. Students should be comfortable with 'High School' level Mathematics and simple algebra, e.g., the ability to solve linear systems of two equations and two unknowns.

Course content: This course is a self-contained introduction to finance and it covers roughly the same topics as FM429. The course explores the way that firms and the capital market function to channel savings toward productive investments. From the investor's perspective it considers characteristics of the major financial contracts and the principles used in their valuation. It considers how investors should select their portfolios and the implications of this behaviour for pricing assets in stock and bond markets. It explores the question of whether stock markets are efficient in reflecting investors' information. It applies these insights to the firm's financial management decision of whether or not to invest in a risky project and how to select among alternative investments. In addition, the course also covers some core corporate finance questions, such as capital structure choices.

The course is also related to FM474 (Managerial Finance): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

There will be 10 three-hour sessions. Attendance is required.

This course is taught twice, in both Autumn and Winter Term.

Students must either register for FM473A which is taught in Autumn Term, or FM473W which is taught in Winter Term.

Indicative reading: Brealey, Myers, Allen, and Edmans, Principles of Corporate Finance.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

FM474A Half Unit Managerial Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Cristina Scherrer

Dr Angie Andrikogiannopoulou

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Financial History, MSc in Management and Strategy, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

- This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.
- Students on the Diploma in Accounting and Finance need permission from the Programme Director to enrol in this course.
- This course cannot be combined with FM431 Corporate Finance A.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

This course does not permit auditing students.

Course content: This course is a self-contained introduction to finance and it covers roughly the same topics as FM431. The aim of the course is to provide a comprehensive overview of firms' financial decision making. The course is designed to provide an applied and practical approach to finance, enabling the students to address topical issues that modern corporations face. In particular, the course builds on concepts such as valuation and capital structure theories, and applies those tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial markets, the course focuses on corporate finance and business valuation. Topics such as initial public offerings will also be covered.

The course is also related to FM473 (Financial Markets): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

Teaching: 30 hours of lectures in the AT.

• This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are

"sessions" only, and the pedagogical approach in each session is interactive.

- This course will be taught in two separate groups. Each group will meet for a single block of three hours once a week. Each student will be assigned to one group. Students will not be allowed to choose their groups or to switch groups.
- The course requires weekly in-class activities and discussions. Students must prepare for class activities in advance.
- Attendance is required.

Formative coursework: Weekly homeworks.

Indicative reading: Berk and DeMarzo, Corporate Finance, ed. Pearson.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

FM474W Half Unit Managerial Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Cristina Scherrer

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Financial History, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

- This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.
- Students on the Diploma in Accounting and Finance need permission from the Programme Director to enrol in this course.
- This course cannot be combined with FM431160Corporate Finance A.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case. This course does not permit auditing students.

Course content: This course is a self-contained introduction to finance and it covers roughly the same topics as FM431. The aim of the course is to provide a comprehensive overview of firms' financial decision making. The course is designed to provide an applied and practical approach to finance, enabling the students to address topical issues that modern corporations face. In particular, the course builds on concepts such as valuation and capital structure theories, and applies those tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial markets, the course focuses on corporate finance and business valuation. Topics such as initial public offerings will also be covered.

The course is also related to FM473 (Financial Markets): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

Teaching: 30 hours of lectures in the WT.

- This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.
- This course will be taught in two or three separate groups. Each group will meet for a single block of three hours once a week. Each student will be assigned to one group. Students will not be allowed to choose their groups or to switch groups.
- The course requires weekly in-class activities and discussions.

Students must prepare for class activities in advance. Attendance is required.

Formative coursework: Weekly homeworks.

Indicative reading: Berk and DeMarzo, Corporate Finance, ed. Pearson.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

FM476 Half Unit Entrepreneurial Finance

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Paravasini and Dr Juanita Gonzalez-Urbe

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway), MSc in Finance and Risk, MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not capped for Department of Finance students; any students that request a place in Autumn Term will be given one.

This course is, however, capped with a capacity limit to the number of students registered on the course. For students from other departments on the programmes listed above, you are likely to be given a place, but this is not guaranteed. Students from outside these programmes may not get a place, as demand is typically high. Chances of gaining a place on this course are increased if it is selected during initial course selection in the Autumn Term. This course does not permit auditing students.

Pre-requisites: Basic Mathematics and Statistics knowledge.

N.B. - It is **mandatory** to attend the first week's classes in Lent

Term in order to register for FM476 Entrepreneurial Finance.

Students who did not attend these classes will **not** be permitted to then join the course.

Course content: After introducing students to methods to assess business plans as well as methods to identify and value business ventures and growth opportunities in the opening part of the course, the bulk of the first half of the course concentrates on obtaining financial resources. It covers a broad set of instruments (venture capital, angel finance, crowdsourcing, venture debt) used by entrepreneurial firms and aims to help the student understand how the staged financing process of a new venture works, and to be able to assess when to raise financing and how to structure it. The second half of the course focuses on practical applications in negotiation, development of a business plan, and evaluation of real-life ventures raising funding.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in three separate groups. There will be a joint one-hour session with all groups once a week and each group will have a separate additional two-hour session each week. Each student will be assigned a group at the beginning of the course and will continue with the same group for the rest of the term.

The course requires weekly in-class and out-of-class activities and discussions. Students must prepare for class activities in advance. There is a significant amount of in-term individual work, group work, and other activities. Attendance is required.

Formative coursework: All the work done in and out of the classroom will be assessed.

Indicative reading: Detailed course programmes and reading lists

are distributed at the start of the course. The course pack include lecture notes and case studies for summative and formative assessments.

Assessment: Continuous assessment (100%).

Summative assessment will take the form of individual reports, group reports, business plan exercises and peer evaluations.

FM477 Half Unit International Finance A

This information is for the 2024/25 session.

Teacher responsible: Dr. Liliana Varela

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway) and MSc in Finance and Risk. This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed either: Asset Markets (FM423 or FM423E) and Corporate Finance (FM422 or FM422E); or Financial Economics (FM436); or Management and Regulation of Risk (FM403).

Course content: Following an introduction to the exchange rate market, the course will focus on key elements of international financial management, international risk exposure, hedging via FX derivatives (forwards, futures, options, and swap contracts), managing transaction and economic exposure, international portfolio investment. The course will next focus on exchange rate determination and forecasting, the international monetary system, balance of payments, crises in open economies and current issues of the global economy. Relevant concepts will be illustrated throughout via topical business and country cases.

Teaching: 30 hours of seminars in the WT.

The course will be taught in an interactive Harvard-style three-hour lecture block integrating lectures and classes.

Formative coursework: Weekly problem sets covering both theoretical methods and practical applications.

Indicative reading: Detailed course readings, cases, and slides will be distributed at the start of the course. Illustrative texts include: International Financial Management by C. S. Eun and B. G. Resnick, McGraw-Hill Education; 8th edition (2018), International Financial Management by G. Bekaert and R. Hodrick, Cambridge University Press; 3rd edition (2017) and Maurice Obstfeld and Kenneth Rogoff, Foundations of International Macroeconomics, The MIT Press (1996).

Assessment: Continuous assessment (100%) in the WT.

FM481 Not available in 2024/25 Financial Econometrics for Research Students

This information is for the 2024/25 session.

Teacher responsible: Dr Christian Julliard
Prof Alexey Onatskiy

Availability: This course is compulsory on the MRes/PhD in Finance. This course is available as an outside option to students on other programmes where regulations permit. Optional on MRes/PhD Economics.

Pre-requisites: Strong background in statistics and mathematics; some knowledge of Economics and Finance.

Course content: The Lent Term of FM481 is shared with FM404 Forecasting Financial Time Series.

Part 1 – Probability, Mathematical Statistics, and Asymptotic Theory, provides students with an understanding of basic concepts in probability and statistics with a view of eventual use for

econometric analysis of financial data. Including Basic Probability Concepts, Random Variables, Selected Probability Distributions, Modes of Convergence, Properties of Estimators, Frequentist Hypothesis Testing and Bayesian Inference.

Part 2 - Theory and application of regression analysis, covers estimation and inference theory for regression models. The topics covered are least squares estimation, maximum likelihood estimation, instrumental variable estimation, and generalized method of moments estimation, with applications to linear models, many and weak instrument problems, limited dependent variable models, and panel data models.

Part 3 - The course provides a survey of the theory and application of time series methods in econometrics. The main objective of this course is to develop the skills needed to do empirical research in fields operating with time series data sets. The topics covered are: Hilbert spaces, projections, Wold theorems, ARMA models, Z-transform, convolution theorem, W-K prediction, Spectral analysis; Structural VAR Models; State Space Representations; Models with time-varying coefficients and stochastic volatility; Nonlinear filtering (particle filters); Unit Roots, Spurious Regressions and Cointegration; Predictability.

Teaching: 22 hours of lectures in the AT. 22 hours of lectures in the WT.

Formative coursework: Weekly classwork and problem sets.

Indicative reading:

- Cameron and Trivedi: Microeconometrics. Methods and Applications.
- Campbell, Lo and MacKinlay: The Econometrics of Financial Markets
- Geweke: Contemporary Bayesian Econometrics and Statistics
- Gouriéroux and Jasiak: Financial Econometrics: Problems, Models and Methods.
- Greene: Econometric Analysis.
- Johannes and Polson: Computational Methods for Bayesian Inference.
- Hamilton: Time-Series Analysis.
- Hayashi: Econometrics
- Roberts and Whited: "Endogeneity in Empirical Corporate Finance," Handbook of the Economics of Finance, vol. 2.
- Sargent, T., (1987), Macroeconomic Theory, chapters IX-XI.
- Wooldridge: Econometric Analysis of Cross-Section and Panel Data.

Assessment: Exam (100%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

FM482 Research paper in Finance

This information is for the 2024/25 session.

Teacher responsible: PhD Programme Director

Availability: This course is compulsory on the MRes/PhD in Finance. This course is not available as an outside option.

Course content: Students produce a research paper, between 6,000 and 8,000 words, related to the student's designated major field, to be submitted at the end of August.

Teaching: There are no direct teaching hours.

Formative coursework: Feedback on progress will be provided by the student's PhD Supervisor.

Assessment: Research paper (100%).

The research paper will be 6-8,000 words in length.

FM4T2 Half Unit Finance for Mergers, Buyouts and Corporate Restructurings- Dissertation

This information is for the 2024/25 session.

Teacher responsible: Prof Pedro Saffi

Availability: This course is available on the MSc in Economics, MSc in Economics (2 Year Programme), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

Course content: See entry for FM421

Teaching: See entry for FM421

Assessment: Dissertation (90%, 6000 words) in the ST. Coursework (10%) in the WT.

The submission is a 6,000 word structured empirical project (90%), on a topic within the guidelines set out in the course. The dissertation option is to be chosen in only one half unit module and must be completed in line with the guidance issued by the course leader. The submission deadline for the project is in Spring Term, with a deadline to be set by the Department.

FM4T5 Half Unit Portfolio Management - Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Francesco Nicolai

Availability: This course is available on the MSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option.

Course content: See entry for FM445

Teaching: See entry for FM445

Assessment: Dissertation (80%, 6000 words) in the ST. Coursework (20%) in the WT.

6,000 word dissertation (80%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in WT by the course teacher who will act as the student's supervisor. The submission deadline for the project is in Spring Term, with a deadline to be set by the Department.

FM4U1 Half Unit Fixed Income Markets - Dissertation

This information is for the 2024/25 session.

Teacher responsible: Professor Richard Payne

Availability: This course is available on the MSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option.

Course content: See entry for FM413

Teaching: See entry for FM413

Assessment: Dissertation (100%, 6000 words) in the ST. 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in WT by the course teacher who will act as the student's supervisor. The submission deadline for the project is in Spring Term, with a deadline to be set by the Department.

GI402 Half Unit Gender, Knowledge and Research Practice

This information is for the 2024/25 session.

Teacher responsible: Dr Hakan Sandal-Wilson

Availability: This course is compulsory on the MPhil/PhD in Gender, MSc in Gender and MSc in Gender (Research). This course is available on the MSc in Culture and Society, MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities and MSc in Social Research Methods. This course is available as an outside option to students on other programmes

where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to gender studies students on programmes for which this course is compulsory or for whom it is one of a limited range of options.

Course content: This course introduces students to critical epistemological and methodological scholarship relevant for embarking on gender research at graduate and postgraduate level and beyond. The course provides a critique of 'mainstream knowledge' through an exploration of Black, queer, postcolonial and other intersectional feminist theories. In addition, the course offers an engagement with some of the practical, ethical and methodological challenges of conducting gender research and producing feminist knowledge through drawing on a variety of 'disciplinary' experiences and reflections. Finally, the course engages with decolonising and decentring initiatives and questions the place of Gender Studies as an interdisciplinary field. The course asks: what are the implications of producing research within, beyond and without the epistemic centres of global north feminism?

Teaching: This course runs in the AT. This course has a reading week in Week 6 of AT.

Formative coursework: Proposal Essay (1500 words) in the AT.

Indicative reading: Patricia Hill Collins (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. New York: Routledge.

Sara Ahmed (2016) *Living a feminist life*. Duke University Press.

Uma Narayan and Sandra Harding, eds (2000) *Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World*. Bloomington: Indiana University Press.

Assessment: Project (100%, 3000 words) in the WT.

GI403 Half Unit Gender and Media Representation

This information is for the 2024/25 session.

Teacher responsible: Dr Sadie Wearing

Availability: This course is compulsory on the MSc in Gender, Media and Culture. This course is available on the CEMS Exchange, MBA Exchange, MPhil/PhD in Gender, MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Policy and Inequalities and MSc in Organisational and Social Psychology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the MSc Gender, Media and Culture. Students from outside this programme may not get a place.

Course content: This course aims to enable students: to think critically about representations of gender in a range of different media; to apply a range of theoretical and methodological approaches to the study of the media and culture; to examine changing representations of gender in the context of wider social changes and to explore questions concerning the interpretation and use of different media formats and content. The course focuses on examples largely drawn from Anglo-American media but students are encouraged to research and write on a wider range of contexts. The course usually includes topics such as gendered approaches to contemporary cinema; celebrity culture; online environments and gender; and contemporary cultural representations of feminism. It critically explores the history of gender studies and feminist scholarship in relation to media content and considers questions of media representations of gender in relation to dimensions such as sexuality, class, race, age and (dis)ability.

Teaching: This course runs in the AT. This course has a reading week in Week 6 of AT.

Formative coursework: A short essay to be submitted during AT.

Indicative reading:

- Carter C and Steiner L, Lisa McGlaughlin (eds) (2014) *The Routledge Companion to Media and Gender*
- Dyer, R. (2002) *The Matter of Images: Essays on Representation*.
- Gill, R. (2007) *Gender and the Media*
- Hall, S et al. (2013) *Representation: Cultural Representations and Signifying Practices* (2nd edition).
- hooks, B. (1994) *Outlaw Culture Resisting Representations*

Assessment: Essay (100%, 3000 words) in the WT.

GI407 Not available in 2024/25 Globalisation, Gender and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Nazanin Shahrokni

Availability: This course is compulsory on the MSc in Gender, Development and Globalisation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MA in Modern History, MPhil/PhD in Gender, MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Policy and Inequalities, MSc in Human Rights and MSc in Human Rights and Politics. This course is available as an outside option to students on other programmes where regulations permit. This course cannot be taken alongside GI409 Gender, Globalisation and Development: An Introduction, or GI420 Globalisation, Gender and Development: Theorising Policy and Practice. This course will be capped at 30 students.

Course content: This course will provide students with a thorough knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice. The first part of the course considers contemporary theories of globalisation and development and the differences that a gender perspective makes. A particular focus is on how globalisation is associated with widening social, spatial and gender inequalities. Specific reference is made to household inequalities, state policies, global care chain and migrant labourers, the emergence of the "global city," and "natural" disasters and pandemics, and their implications for social and gender inequalities. The final session brings the issues raised in the first part of the course to a conclusion by addressing some alternative visions of social change in the context of a globalised world. The second half of the course is concerned with theorising policies and practice in the field of gender and international development. The course outlines key contributions to the analysis of power within public policy making processes and examines feminist visions of social change which draw on ideas about capabilities, empowerment, citizenship and gender justice to engage with these policy processes. This is explored in greater detail through case studies of feminist struggles over recognition, redistribution and representation as they play out in relation to particular policy issues, namely violence against women, microfinance, social protection, gender quotas and collective action.

Teaching: This course runs across both MT and LT. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in both terms in week 6 in line with departmental policy.

Formative coursework: Essay (1500 words) in the MT.

Indicative reading:

- Agarwal, B. (2016) *Gender Challenges* (Vol 1, 2 and 3). India: Oxford University Press.
- Benería, L. Berik, G and Floro, M. (2015) *Gender, Development and Globalization: Economics as if All people Mattered*, London: Routledge. (2nd Edition).
- Chant, S. (ed.) (2010) *International Handbook of Gender and Poverty: Concepts, Research, Policy*, Cheltenham: Edward Elgar.
- Cook, S. and Kabeer, N. (2010) *Social Protection as Development Strategy*, London: Routledge.

- Cornwall, A., Harrison, E. & Whitehead, A. (eds) (2007) *Feminisms in Development: contradictions, contestations, and challenges*, London: Zed Books.
- Cornwall, A., Edstrom, J. and Greig, A. eds. (2011) *Men and Development: Politicising Masculinities*, London: Zed Books.
- Devaki, J. and Elson, D. (2011) *Harvesting Feminist Knowledge for Public Policy*, IDRC, London: Sage
- Escobar, A. (2011) *Encountering Development: The Making and Unmaking of the Third World*, Princeton Princeton University Press
- Jaggard, A. (2014) *Gender and Global Justice*, Bristol: Polity
- Kabeer, N. (2001) *The Power to Chose. Bangladeshi women and labour market decisions in London and Dhaka*, London: Verso.
- Kabeer, N. (2003) *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: a handbook for policy-makers and other stakeholders*, London: Commonwealth Secretariat.
- Marchand, M. and Runyan, A. (2011) *Gender and Global Restructuring*, second edition London: Routledge.
- Milanovic, B. (2016) *Global Inequality: A New Approach for the Age of Globalization*, Harvard: Harvard University Press
- Mirchandani, K. (2012) *Phone Clones. Authenticity Work in the Transnational Service Economy*, Ithaca: ILR Press.
- Ong, A. (2010) *Spirits of Resistance and capitalist Discipline*, 2nd Edition New York: Suny Press.
- Patel, R. (2010) *Working the Night Shift. Women in India's Call Centres*, Stanford: University Press.
- Perrons, D. (2004) *Globalization and Social Change*, London: Routledge.
- Spierings, N. (2015) *Women's employment in Muslim countries: patterns of diversity*. Basingstoke, Hampshire: Palgrave Macmillan.
- Selwyn, B. (2014) *The Global Development Crisis*, Cambridge: Polity Press.
- Stiglitz, J. (2015) *The Great Divide. Unequal Societies and What We Can Do About Them*, London: Penguin.
- Visvanathan, N. et.al. (2012) *The Women, Gender and Development Reader*, London: Zed Books.
- Walby, S. (2009) *Globalisation and inequalities: Complexity and contested modernities*. London: Sage Publications Ltd.
- Walby, S. (2011) *The future of feminism*. Cambridge: Polity Press. In addition a range of institutional reports will be referred to including for example
- IFPRI (2012) *Women's Empowerment in Agriculture Index*, Washington: International Food Policy Research Institute. Available at: <http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/126937/file/127148.pdf>.
- ILO (2015) *World Employment and Social Outlook: The Changing Nature of Jobs*, Available at: http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang-en/index.htm
- UNDP (2014) *Gender Equality Strategy 2014-2017*. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/>
- UNDP (2012) *Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability*. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/>
- UN Women (2015) *Progress of the World's Women. Transforming Economies, Realizing Rights*. Available at: <http://progress.unwomen.org/en/2015/>
- UNRISD (2015) *UNRISD Classics, Volume II: Gendered Dimensions of Development*. Available at: [http://www.unrisd.org/80256B3C005BCCF9/\(httpPublications\)/1585F4AEF409C253C1257E2700652AA8?OpenDocument](http://www.unrisd.org/80256B3C005BCCF9/(httpPublications)/1585F4AEF409C253C1257E2700652AA8?OpenDocument)
- UNDP (2015) *United Nations Sustainable Development Goals*, Geneva: The United Nations. Available at: http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf (Accessed: 4 May 2018).
- World Bank (2012) *World Development Report 2012: Gender Equality and Development*. Available at: <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/>

EXTWDR2012/0,,contentMDK:229

- 99750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html

[Note this is an edited collection of classic articles – take a look at these – you may find some on the reading list – but also see the recently written introduction by Silke Staab and Shahra Razavi]

Assessment: Essay (50%, 3000 words) in the WT.

Essay (50%, 3000 words) in the ST.

GI409 Half Unit

Conceptual Foundations in Gender, Development and Globalization

This information is for the 2024/25 session.

Teacher responsible: Dr Sharmila Parmanand

Availability: This course is compulsory on the MSc in Gender, Development and Globalisation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPhil/PhD in Gender, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Empires, Colonialism and Globalisation, MSc in Environment and Development, MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Human Geography and Urban Studies (Research), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in Political Science (Global Politics), MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of spaces (it is controlled access) and demand is typically very high. Priority is given to students on the MSc Gender, Development and Globalisation. Students from outside this programme may not get a place.

Course content: This course will provide students with a knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice. The course considers gender approaches to development such as Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD). A particular focus is on how global development is associated with widening social, spatial and gender inequalities, illustrated by case studies of global integration and uneven development. Specific reference is made to household inequalities, social protection programmes, and microfinance schemes. The final session brings the course to a conclusion by addressing some alternative visions of development and social change in the context of a globalised world.

Teaching: This course runs in the AT. This course has a reading week in Week 6 of AT.

Formative coursework: Essay (1500 words)

Indicative reading:

- Albertyn, C., García, H.A., Campbell, M., Freeman, S. and de Assis Machado, M.R., eds. (2023). *Feminist Frontiers in Climate Justice: Gender Equality, Climate Change and Rights*. Edward Elgar Publishing.
- Agarwal, B. (2016) *Gender Challenges* (Vol 1, 2 and 3). India: Oxford University Press.
- Benería, L., Berik, G and Floro, M. (2015) *Gender, Development and Globalization: Economics as if All people Mattered*, London: Routledge. (2nd Edition).
- Brasset, J., Elias, J., Rethel, L. and Richardson, B. (2023). *The international political economy of everyday life*. Oxford University Press.
- Chant, S.H. ed., (2011). *The International Handbook of Gender*

and Poverty: Concepts, Research, Policy. Edward Elgar Publishing.

- Devaki, J and Elson, D (2011) *Harvesting Feminist Knowledge for Public Policy*, IDRC, London: Sage
 - Escobar, A. (2011) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press
 - Li, T.M. (2007). *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Duke University Press.
 - Fraser, N., Arruzza, C. and Bhattacharya, T., (2019). *Feminism for the 99%*. Verso.
 - Marchand, M. and Runyan, A. (2011) *Gender and Global Restructuring*, second edition London: Routledge.
 - Visvanathan, N. et.al. (2012) *The Women, Gender and Development Reader*, London: Zed Books.
 - Walby, S. (2011) *The future of feminism*. Cambridge: Polity Press.
- In addition, a range of institutional reports will be discussed in the course, including:
- ILO (2024) *World Employment and Social Outlook*. Available at: <https://www.ilo.org/publications/flagship-reports/world-employment-and-social-outlook-trends-2024>
 - UNDP (2022) *Gender Equality Strategy 2022-2025*. Available at: <https://genderequalitystrategy.undp.org/>
 - UN Women (2019) *Progress of the World's Women: Families in a changing world*. <https://www.unwomen.org/en/digital-library/publications/2019/06/progress-of-the-worlds-women-2019-2020>
 - UN. *The 2030 Agenda for Sustainable Development*. <https://sdgs.un.org/2030agenda>

Assessment: Essay (100%, 3000 words) in the WT.

GI410 Half Unit

Screening the 21st Century: Cinema and Cultural Critique

This information is for the 2024/25 session.

Teacher responsible: Dr Sadie Wearing

Availability: This course is available on the MPhil/PhD in Gender, MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality) and MSc in Gender, Development and Globalisation. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. This may mean that you're not able to get a place on this course.

Pre-requisites: Students need to have an awareness of and interest in contemporary cultural theory and film.

Course content: The aims of the course are to offer students the opportunity to critically explore 21st century international cinema as a site for the interrogation of contested contemporary social and political processes. The course links cinematic representations to the preoccupations of cultural theory in relation to themes such as, colonial/postcolonial memory, neo liberalism and cultural dislocations, ethics and subjectivity, gendered migration and gendered violence, environmental degradation and protest, sexuality and representation. The course introduces students to a range of international film and will develop the critical tools for the analysis of both mainstream and marginal (or marginalised) cultural productions. It explores a range of critical and theoretical writing on film considering questions such as cinema as oppositional practice, transnational cinema, questions of representation, global spectatorship and 'witnessing' and the affective dimensions of cinema. Indicative films are: *Black Skin White Mask* (dir. Isaac Julien), *24 City* (dir. Jia Zhang ke), *Cache* (dir. Michael Haneke), *Limbo* (dir. Ben Sharrock), *Parasite* (dir. Bong Joon-Ho), *Relic* (dir. Natalie James), *Dark Waters* (dir. Todd Haynes).

Teaching: This course runs in the WT. This course has a reading week in Week 6 of WT. It is taught in an interactive 3 hour class that includes lecture and seminar elements. There is a compulsory weekly film screening.

Formative coursework: Essay (1500 words) including an element

of film analysis in the WT.

Indicative reading:

- Downing, L. and Saxton, L. (2010) *Film and Ethics: foreclosed encounters*.
- Alexandra Juhasz and Alisa Lebow (2015) eds. *A Companion to Contemporary Documentary Film* Oxford: Wiley Blackwell eds
- Lorey Isabelle, (2015) *State of Insecurity* London, Verso
- Stephen Rust, Salma Monani and Sean Cubitt eds (2013) *Eco cinema Theory and Practice* New York: Routledge
- Pines, J. and Wilemen, P. (eds) (1989) *Questions of Third Cinema*.
- Hamid, Naficy (ed) (1999) *Home Exile Homeland: film, media and the politics of place*
- Shohat, E. and Stam, R. (2003) *Multiculturalism, Postcoloniality and Transnational Media*.
- Ezra, E. and Rowden, T. (eds) (2005) *Transnational Cinema: the film reader*.
- Kaplan, A. (2005) *Trauma Culture: the politics of terror and loss in media and literature*.
- Martin, M. (1995) *Cinemas of the Black Diaspora: diversity, dependence and oppositionality*.
- Butler, J. (2009) *Frames of War*.
- Imre, A., Marciniak, K. and O'Healy, A. (eds.) (2007) *Transnational Feminist Encounters in Film and Media*.
- Lingzhen Wang (2021) *Revisiting Women's Cinema: Feminism, Socialism and Mainstream Culture in Modern China*

Assessment: Essay (100%, 3000 words) in the ST.

GI411 Half Unit

Gender, Post/coloniality and Development: Critical Perspectives and New Directions

This information is for the 2024/25 session.

Teacher responsible: Prof Sumi Madhok

Availability: This course is available on the MPhil/PhD in Gender, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Empires, Colonialism and Globalisation, MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the MSc Gender (Rights and Human Rights), followed by other Department of Gender Studies students.

Pre-requisites: While there are no specific requirements, it is preferred that students have a background in social science or the humanities.

Course content: The aim of this course is to introduce students to the growing body of scholarship that critically interrogates coloniality, gender and developmentalism at various postcolonial sites. It provides an opportunity for students to encounter and critically engage with canonical works within postcolonial and decolonial theories alongside those of gender and feminist theory in order to examine the historical and contemporary policy and practices in relation to gender and development. As such, the course combines a study of the historical/textual/cultural/political and philosophical in relation to and alongside the political-economic in order to explore questions of developmentalism, critical race theories, coloniality, decoloniality, subalternity, orientalism, representation, agency, neoliberalism, globalisation, human rights and humanitarianism. Finally, the course also introduces students to new directions in contemporary theoretical thinking that are either explicit critiques of postcolonial scholarship, i.e. texts such as 'Empire' and 'Ethics' or are critical engagements and even critical extensions of postcolonial thinking into new directions e.g. Transnationalism.

Teaching: This course runs in the WT. This course has a reading week in week 6 of WT.

Formative coursework: A formative essay (1500 words).

Indicative reading:

- Fanon, Frantz. (1963) *The Wretched of the Earth*. New York: Grove Inc..
- Rodney, Walter (1972) 'How Europe Underdeveloped Africa', Verso.
- Mohanty, Chandra Talpade. (2003) *Feminism Without Borders: Decolonizing Theory, Practising Solidarity*, Duke University Press, Durham
- Escobar, Arturo, (1995) *Encountering Development: The Making and Unmaking of the Third World*, Princeton, N.J, Princeton University Press
- Kapoor, Ilan, (2008) *The Postcolonial Politics of Development*, Routledge, London: New York;
- Mignolo, Walter, (2000), *Local Histories/Global Designs: Coloniality, Subaltern Knowledges and Border Thinking*, Princeton University Press, Princeton, N.J;
- Said, Edward. (1985, 1995) 'Orientalism', Penguin, Harmondsworth;;
- Spivak, Gayatri. Chakravorty (1999) *A Critique of Postcolonial Reason*, Harvard University Press.
- Grewal, Inderpal and Caren Kaplan (1994) *Scattered Hegemonies*
- Mbembe, Achille 'Postcolony', University of California Press, Berkeley.
- Mignolo, W.D. and Walsh, C.E., (2018) 'On Decoloniality: Concepts, analytics, praxis' Duke University Press. Moraña,
- M., Dussel, E.D. and Jáuregui, C.A. eds. (2008) *Coloniality at large: Latin America and the postcolonial debate*. Duke University Press.
- Mahmood, S. (2005) *The Politics of Piety*, Princeton University Press.

Assessment: Essay (100%, 3000 words) in the ST.

GI413 Half Unit

Gender, Race and Militarisation

This information is for the 2024/25 session.

Teacher responsible: Dr Hakan Sandal-Wilson

Availability: This course is available on the MPhil/PhD in Gender, MSc in Comparative Politics, MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research) and MSc in Political Science (Conflict Studies and Comparative Politics). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to Department of Gender Studies students.

Course content: This course will provide students with a critical introduction to militarisation and its gendered and racialised basis and effects. Students will be introduced to theories of militarisation and martial politics; militarised masculinities and femininities; different geopolitical experiences of violence and war; 'diversity' issues within a variety of national militaries; racialised representations of gender and terror; the global colour-line and gendered division of labour in peacekeeping; and the global politics of peace and anti-militarism activities.

Teaching: This course runs in the WT. This course has a reading week in Week 6 of WT.

Formative coursework: Written exercise in the WT

Indicative reading:

- Cockburn, C. (2012) *Anti-militarism: political and gender dynamics of peace movements*, Palgrave.
- Sjoberg, L., and S. Via, eds. (2010) *Gender, war, and militarism: Feminist perspectives*. New York: Praeger Security International
- Zillah Eisenstein. (2007). *Sexual Decoys: Gender, Race, and War in Imperial Democracy*. London, UK: Zed Books.

- Cynthia Enloe. (2000). *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley, CA: University of California Press.
- Robin Riley and Naeem Inayatullah. (2006). *Interrogating Imperialism: Conversations on Gender, Race, and War*. New York, NY: Palgrave Macmillan.

Assessment: Project (100%, 3000 words) in the ST.

GI414 Half Unit

Theorising Gender and Social Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Asiya Islam

Availability: This course is compulsory on the MSc in Gender, Policy and Inequalities. This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights) and MSc in Gender, Development and Globalisation. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the MSc Gender, Policy and Inequalities programme. Students from outside this programme may not get a place.

Course content: This course aims to equip students with an understanding of how feminist scholars use theoretical and analytic concepts to engage with social policy issues and debates. The course provides an overview of mainstream theoretical explanations for the structure and evolution of welfare states, and feminist critiques and modifications of that literature. Students will develop an understanding of how key concepts like citizenship, work, and well-being have been conceptualized and applied in the academic literature to document and explain gendered inequalities. The use of gender as a category of analysis is examined and attention is paid to the potentially modifying effects of other social hierarchies such as race and class.

Teaching: This course runs in the AT. This course has a reading week in Week 6 of AT.

Formative coursework: Students are expected to submit a 1,500 formative exercise during AT.

Indicative reading:

- Bacchi, C. (2017). Policies as gendering practices: Re-viewing categorical distinctions. *Journal of Women, Politics & Policy*, 38(1), 20-41.
- Bletsas, A. and Beasley, C. (Eds) (2012). *Engaging with Carol Bacchi: Strategic Interventions and Exchanges*, Adelaide: The University of Adelaide Press.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 1241-1299.
- Hearn, J., & Hobson, B. (2020). Gender, state and citizenships: Challenges and dilemmas in feminist theorizing. In T. Janoski, C. de Leon, J. Misra, & I. W. Martin (Eds.), *The New Handbook of Political Sociology*, pp. 153-190.
- Fraser, N. (2016) Contradictions of capital and care, *New Left Review*, 100, 99–117.160
- Rai, S. M., Hoskyns, C., & Thomas, D. (2014). Depletion: The cost of social reproduction. *International Feminist Journal of Politics*, 16(1), 86-105.
- Risman, B. J., & Davis, G. (2013). From sex roles to gender structure. *Current Sociology*, 61(5-6), 733-755.
- Steidl, C. R., & Werum, R. (2019). If all you have is a hammer, everything looks like a nail: Operationalization matters. *Sociology Compass*, 13, Article e12727.
- Waylen, G. (2017). Gendering Institutional Change. In *Oxford Research Encyclopedia of Politics*.

Assessment: Project (100%, 3000 words) in the WT.
A 3000 word assessment

GI415 Half Unit

Gender and Welfare Regimes: Developments and Change

This information is for the 2024/25 session.

Teacher responsible: Dr Ania Plomien

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Sexuality), MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Inequalities and Social Science and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the MSc Gender, Policy and Inequalities programme.

Course content: The course critically explores the ways in which gender is incorporated into welfare state scholarship and social policy practice. The material covers the theory and methodology of comparative studies and feminist and decolonial critiques of mainstream approaches. The critical lens illuminates how accounts of economic development and class politics are partial without considering gendered and racialised spheres of welfare generation and the role of exploitation, expropriation and exclusion within nation-states and transnationally. The analytical focus shifts between scales to include individual advanced welfare states, welfare regimes, and the role of supranational organisations such as the EU, ILO or OECD. The substantive politics, policies and patterns of inequality, and policy areas studied converge on the work-welfare-care nexus. Indicatively, we study the organisation of caring services, migration, family policy, provisions for groups with special care needs (e.g. lone parents, persons with disabilities), employment, the practices and roles of men (especially regarding fatherhood), demographic change. In looking at these areas students are encouraged to compare and contrast different welfare systems and consider the particularism of national policy approaches and the influence of supra- and transnational processes in shaping patterns of (in)equality.

Teaching: This course runs in the WT. This course has a reading week in Week 6 of WT.

Formative coursework: Students will be asked to prepare seminar facilitation activities in group work and submit a formative piece of work (1500 words) during the WT.

Indicative reading:

- K.M. Anderson (2015) Social policy in the European Union
- D. Béland and R. Mahon (2016) *Advanced introduction to social policy*
- M. Daly (2020) Gender inequality and welfare states in Europe
- G. Esping-Andersen (2009) *The incomplete revolution: adapting to women's new roles*
- S. Jaquot (2015) Transformations in EU gender equality: from emergence to dismantling
- J. Kantola and M. Lombardo (2017) *Gender and political analysis*
- R. Lister (2003) *Citizenship: feminist perspectives*, 2nd ed
- R. Nieuwenhuis and W. Van Lacker (2020) *The Palgrave handbook of family policy*
- S. Shaver (2018) *Handbook on Gender and social policy*
- F. Williams, (2021) *Social policy: a160critical and intersectional analysis*

Assessment: Essay (100%, 3000 words) in the ST.

GI417 Half Unit Not available in 2024/25 Feminist Population Politics

This information is for the 2024/25 session.

Teacher responsible: Prof Wendy Sigle PAN 11.01J

Availability: This course is available on the MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course considers both the politics of knowledge production in population studies and the politics surrounding international and national population policies. Although population change cannot be described, understood, or responded to without taking into account the wider – and profoundly gendered – social, political and economic context, feminist theory and gender theory have had relatively limited impact on population scholarship. This course explores the implications both theoretically and practically. Students will explore and evaluate the ways that feminist demographers and policy activists have sought to redress social and gender injustices. Moreover, they will be asked to consider how the integration of a feminist and gendered perspective might change the way research is carried out and used to inform policy.

Teaching: This course runs in WT.

There will be a reading week in week 6, in line with departmental policy.

Formative coursework: Students will meet with a study group to discuss papers and to complete assignments (presentations, assessments of papers, answers to questions) in preparation for seminars.

Students are expected to submit a 1,500 formative exercise and a self-assessment (attached as a coversheet).

Indicative reading: Eberhardt, P., & Schwenken, H. (2010). Gender Knowledge in Migration Studies and in Practice. *Gender Knowledge and Knowledge Networks in International Political Economy*, 94. Greenhalgh, S. (2012), On the Crafting of Population Knowledge. *Population and Development Review*, 38(1): 121–131. Intemann, K. (2010). Twenty-five years of feminist empiricism and standpoint theory: Where are we now? *Hypatia: A Journal of Feminist Philosophy* 25(4): 778-796. Riley, N.E. and McCarthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge: Cambridge University Press. Thornton, A. (2001). The developmental paradigm, reading history sideways, and family change. *Demography* 38(4): 449-465. Watkins, S.C. (1993) If all we knew about women was what we read in *Demography*, what would we know? *Demography* 30(4): 551-577.

Assessment: Project (100%) in the ST.

The production of a final 3000 word report (due in ST: 90% of the final mark) with milestones including a progress report, a first draft, and an assessed 1000 word peer review report (5% of the final mark). Full participation (completion of all of the milestones) contributes 5% of the final mark.

GI418 Half Unit Feminist Economics and Policy: An Introduction

This information is for the 2024/25 session.

Teacher responsible: Dr Ania Plomien

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities and MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the MSc Gender, Policy and Inequalities programme.

Pre-requisites: The course is run by the Department of Gender Studies – an interdisciplinary department. One of the key objectives of the course is to bring a multi-perspectival approach to the understanding of economic processes and the role of policy in attaining economic equality and well-being. As economic processes have a profound influence on many dimensions of social life, gender relations and gender (in)equality, and vice versa, this course seeks to expose students interested in gender and economic issues to the work of Feminist Economists. An interest in gender is essential and undergraduate level course in economics would be an advantage.

Course content: Recent decades have seen the emergence of gender equality as a key policy concern and Feminist Economics as a sub discipline. The purpose of the course is to engage with the theoretical foundations and intellectual contributions of Feminist Economics and to develop an analytical understandings of gender issues with respect to economic processes and policies operating at macro and micro levels. At the macro level, the course explores the implications of contemporary economic and financial governance from a gender perspective, the gender bias in macroeconomic analyses, and the gendered impact of crises, such as austerity policies and the Covid-19 pandemic. At the micro level, the course analyses the gender dynamics of household and labour market inequalities, engages with the economic foundations and explanations of gender inequality within employment and within the household, focusing on wage and productivity differences and the gender division between 'productive' and 'reproductive' work. Gender as economically significant marker of inequality is contextualised, where possible, in relation to race, social class, sexuality and migrant status. Attention is also paid to the way in which individual well-being is influenced by the level of development and transnational trade relations. Accordingly, the course seeks to bridge the macro-micro divide by drawing together the gendered critique of existing biases in economic thinking and to provide an analytical foundation for alternative approaches to policies that aim to contribute towards securing sustainable development and gender equal well-being.

Teaching: This course runs in the WT. This course has a reading week in Week 6 of WT.

Formative coursework: Essay (1500 words) in the WT.

Indicative reading:

- Bargawi, H., Cozzi, G and Himmelweit, R. (2017) *Economics and Austerity in Europe: Gendered Impacts and Sustainable Alternatives*.
- Berik, G., Kongar, E. (2021) *The Routledge Handbook of Feminist Economics*.
- Cantillon, S., Mackett, O. and Stevano, S., (2023) *Feminist Political Economy. A Global Perspective*
- Ferber, M. and Nelson, J. (1993) *Beyond Economic Man: Feminist Theory and Economics*.
- Ferber, M. and Nelson, J. (2003) *Feminist Economics Today: Beyond Economic Man*.
- Folbre, N. (2009) *Greed, Lust and Gender: A History of Economic Ideas*.
- Gutiérrez, M. (2003) *Macro-Economics: Making Gender Matter*.
- Jacobsen, J. (2020) *Advanced Introduction to Feminist Economics*.
- Karamessini, M and Rubery, J. (2014) *Women and Austerity: The Economic Crisis and the Future for Gender Equality*.
- Peterson, J. and Lewis, M. (1999) *The Elgar Companion to Feminist Economics*.
- Perrons, D. (2021) *Is Austerity Gendered?*
- Pujol, M. (1992) *Feminism and Anti-Feminism in Early Economic Thought*.
- Zein-Elabdin, E.O. and Charushela, S. (2004) *Postcolonialism Meets Economics*.

Assessment: Essay (100%, 3000 words) in the ST.

GI420 Half Unit**Transnational Feminist Development Agendas**

This information is for the 2024/25 session.

Teacher responsible: Dr Asiya Islam

Availability: This course is compulsory on the MSc in Gender, Development and Globalisation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Human Geography and Urban Studies (Research), MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Science (Global Politics), MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of spaces (it is controlled access) and demand is typically very high. Priority is given to students on the MSc Gender, Development and Globalisation. Students from outside this programme may not get a place.

Course content: This course engages with the relevant literature on globalisation and its discontents with a particular focus on feminist perspectives. Students will be provided with a thorough knowledge of the different modalities through which gender and other, related, axes of inequalities intersect with the complex processes of globalisation. Globalisation has worked through, built on, undermined and underlined various forms of inequality. To capture this complexity, this course focuses on global actors (i.e. networks, elites, and institutions) and sheds light on the three interconnected dimensions and processes of globalisation (economic, political, and cultural).

Teaching: This course runs in the WT. This course has a reading week in Week 6 of WT.

Formative coursework: One essay of 1500 words to be handed in midway through the WT.

Indicative reading: Basu, A. 2010. *Women's Movements in the Global Era: The Power of Local Feminisms*. Westfield Press. Bhattacharyya, G., 2018. *Rethinking racial capitalism: Questions of reproduction and survival*. Rowman & Littlefield.

Browne, J., Cave, S., Drage, E. and McInerney, K. eds., 2023. *Feminist AI: Critical Perspectives on Algorithms, Data, and Intelligent Machines*. Oxford University Press.

Fletcher, A.J. and Kubik, W., 2017. *Women in Agriculture Worldwide*. Routledge.

Hoang, K. K. 2022. *Spiderweb capitalism: how global elites exploit frontier markets*. Princeton University Press.

Hoang, L. and Yeoh, B. eds., 2015. *Transnational labour migration, remittances and the changing family in Asia*. Springer.

Kocabiçak, E., 2022. *The political economy of patriarchy in the global South*. Routledge.

Marchand, M.H. and Runyan, A.S. eds., 2010. *Gender and global restructuring: Sightings, sites and resistances*. Routledge.

Merry, S. E. 2014. *The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking*. University of Chicago Press.

Rai, S.M. and Waylen, G. eds., 2014. *New frontiers in feminist political economy*. London: Routledge.

Tripp, A.M, Casimiro, I., Kwesiga, J. and Mungwa A. (eds.) 2009.

African Women's Movements: Transforming Political Landscapes. Cambridge: Cambridge University Press.

Assessment: Essay (100%, 3000 words) in the ST.

GI421 Half Unit**Sexuality, Gender and Culture**

This information is for the 2024/25 session.

Teacher responsible: Dr Rohit Dasgupta

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights and Politics and MSc in Political Science (Global Politics). This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to Department of Gender Studies students.

Pre-requisites: Students from outside the Gender Studies Department wanting to take GI421 should provide a statement about their reasons for wanting to follow the course. This should include background in sexuality or gender studies, areas of related interest and experience, or other conceptual or theoretical grounding that might be relevant. GI421 is an interdisciplinary course with a **high theory content**, and students who do not provide evidence - e.g. prior courses in gender and/or sexuality, professional or political experience in related areas - of being at the appropriate level in this regard will not be admitted to the course.

Course content: 'Sexuality, Gender and Culture' introduces students to historical and theoretical components of the field, and explores case studies of the development of sexual cultures, identities and social movements from the late 19th century to the present. The course provides theoretical foundations in sexuality studies, incorporating intersectional, black feminist, postcolonial, queer, trans*, and social justice perspectives. Indicative topics include: colonialism and sexuality, sexualisation of culture, sexuality and political economy, pleasure and danger; pornography and sale of sex debates; LGBT emergence (these vary due to teaching team). It cuts across theory and social movements and requires students consider a reflexive approach to their own interests and perspectives. The course is interdisciplinary and demands a high level of student participation, but does not require a background in the field. It is also available as a first half of a full unit 'Transnational Sexual Politics' (GI422), though with different forms of assessment.

Teaching: This course runs during the AT. There is a reading week in Week 6 of AT. This course is taught alongside students from GI422.

Formative coursework: One 1500 word critical analysis to be submitted during AT.

Indicative reading:

- Jacqui Alexander (1994) 'Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas', *160Feminist Review* 16048: 5-23. 160
- Susanne YP Choi and Ming Luo (2016) 'Performative Family: Homosexuality, Marriage and Intergenerational Dynamics in China', *British Journal of Sociology* 67(2): 260-280.
- Michel Foucault (1978) *The History of Sexuality: Vol 1* (New York: Pantheon)
- Clare Hemmings, ed. (2014) 'Sexuality Section', Mary Evans et al, eds, *Handbook of Feminist Theory* (London: Sage).
- Audre Lorde (1978 in 1993) 'The uses of the erotic: the erotic as power' in *The Lesbian and Gay Studies Reader* (London: Routledge)
- Ishita Pande (2012) 'Coming of Age: Law, Sex and Childhood in Late Colonial India', *Gender and History* 24(1): 205-230.
- Gayle Rubin (1984 in 1993) 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality', *The Lesbian and Gay Studies Reader* (London: Routledge).
- Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press).
- Susan Stryker and Talia M. Bettcher (eds.), (2016) "Trans/ Feminisms" [Special Issue] *Transgender Studies Quarterly* 3(1-2).

- H. Sharif 'Herukhuti' Williams (2016) 'Introduction to Afrocentric Decolonizing Kweer Theory and Epistemology of the Erotic', *Journal of Black Sexuality and Relationships* 2(4): 1-31.

Assessment: Essay (100%, 3000 words) in the WT.

GI422

Transnational Sexual Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Rohit Dasgupta

Availability: This course is compulsory on the MSc in Gender (Sexuality). This course is available on the MA in Modern History, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Global Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Political Science (Global Politics). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the MSc Gender (Sexuality) programme. Students from outside this programme may not get a place.

Course content: 'Transnational Sexual Politics' takes a case-study approach to questions of sexuality, gender and culture (in the first term) and to sexuality in the contexts of globalization (in the second). The full unit considers a variety of ways in which sexuality is central to any understanding of the social world, and it explores queer methods for interrogating the world. It is an interdisciplinary course within which intersectional, black feminist, postcolonial, queer, crip, trans, and critical race perspectives are used to interpret particular sexual phenomena and contexts – rights, citizenship, fertility, representation, kinship, asylum and technology, for example. The course will allow a thorough grounding in sexuality and gender studies. Although it is interdisciplinary, it does not have a pre-requisite.

Teaching: This course runs across both AT and WT. This course has a reading week in Week 6 of AT and WT.

Formative coursework: One 1500 word critical analysis to be submitted during AT; submission of draft abstract for conference presentation to be submitted during WT.

Indicative reading:

- Jacqui Alexander (2006) *Gay Tourism: Culture and Context* (Binghamton, NY: Haworth Press).
- Clare Hemmings, ed. (2014) 'Sexuality Section', Mary Evans et al, eds, *Handbook of Feminist Theory* (London: Sage).
- Kamala Kempadoo (2004) *Sexing the Caribbean: Gender, Race and Sexual Labour* (New York: Routledge).
- Susanne YP Choi and Ming Luo (2016) 'Performative Family: Homosexuality, Marriage and Intergenerational Dynamics in China', *160British Journal of Sociology* 160(7(2)): 260-280.
- Jasbir Puar (2007) *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke UP).
- Mitra Rastegar (2013) 'Emotional Attachments and Secular Imaginings: Western LGBTQ Activism on Iran', *GLQ* 19(1): 1-29.
- Diane Richardson (2000) 'Constructing Sexual Citizenship, Theorising Sexual Rights', *Critical Social Policy* 20(1): 105-135.
- Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press).
- Susan Stryker and Talia M. Bettcher (eds.), (2016) "Trans/ Feminisms" [Special Issue] *Transgender Studies Quarterly* 3(1-2).
- H. Sharif 'Herukhuti' Williams (2016) 'Introduction to Afrocentric Decolonizing Kweer Theory and Epistemology of the Erotic', *Journal of Black Sexuality and Relationships* 2(4): 1-31.

Assessment: Essay (50%, 3000 words) in the ST.

Paper (30%) in the WT.

Critical evaluation (20%) in the AT.

The paper will be submitted for a student conference at the end of WT, and will include the previous submission of a 300 word abstract.

The critical evaluation will be of a cultural event (lecture; exhibition; performance; conference), and submitted at the end of AT (2000 words).

GI423 Half Unit Not available in 2024/25

Globalisation and Sexuality

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Science (Global Politics). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students wanting to take GI423 but who are not part of a listed degree programme should provide a statement about their reasons for wanting to follow the course. This should include background in sexuality or gender studies, areas of related interest and experience, or other conceptual or theoretical grounding that might be relevant. GI423 is an interdisciplinary course with a high theory content, and students who do not provide evidence - e.g. prior courses in gender and/or sexuality, professional or political experience in related areas - of being at the appropriate level in this regard will not be admitted to the course.

Course content: 'Globalisation and Sexuality' explores the importance of sexuality for global politics and society. Starting from the assumption that 'sexuality matters' in today's globalised world, the course considers histories, theories and contexts within which the role of sexuality is pivotal. Since sexual identities, rights and health are central to citizenship and to how nations and states relate to one another contemporarily, this course combines theory and case study to think through how as well as why sexuality has become so important. Students will be introduced to theories of sexual citizenship and rights, homonationalism and homophobia, affect and fantasy, sexuality and labour, and use these to explore topics such as sex tourism, reproductive technologies, lesbian and gay asylum, abortion, sexual violence and sexual cultures globally. The course is interdisciplinary and takes a transnational approach to sexuality and globalisation. Students will join existing students taking the full unit GI422 for lectures, but may have separate seminars.

Teaching: 15 hours of lectures and 10 hours of classes in the WT. Seminars precede lectures on the same day.

Formative coursework: An abstract of the student essay (up to 300 words) submitted on Friday of week 5, with written feedback; a detailed outline (up to 2000 words) of the essay to be submitted by Monday of week 9, with written and in person feedback in office hours before the end of term.

Indicative reading: Jacqui Alexander (2006) *Gay Tourism: Culture and Context* (Binghamton, NY: Haworth Press)
Rutvica Andrijasevic (2014) 'The Figure of the Trafficked Victim: Gender, Rights and Representation', *The Handbook of Feminist Theory* (London: Sage), pp. 359-373.
Sonia Corrêa et al (2008) *Sexuality, Health and Human Rights* (New York: Routledge),
Paisley Currah, Richard Juang and Shannon Minter (2006) *Transgender Rights* (University of Minnesota Press).
Angela Davis (1981) 'Racism, Birth Control and Reproductive Rights', *Women, Race and Class* (New York: Vintage Books), pp. 202-221.
Fatima El-Tayeb (2012) "Gays Who Cannot Properly be Gay": Queer

Muslims in the Neoliberal European City', *European Journal of Women's Studies* 19.2: 79-95.

Clare Hemmings, ed. (2014) 'Sexuality Section', Mary Evans et al, eds, *Handbook of Feminist Theory* (London: Sage).

Jasbir Puar (2007) *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke UP);

Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press);

Susan Stryker and Talia M. Bettcher (eds.), (2016) "Trans/Feminisms" [Special Issue] *TSQ* 3(1-2).

Omise'eke Tinsley (2018) *Ezili's Mirrors: Imagining Black Queer Genders* (Durham: Duke UP)

Assessment: Essay (100%, 4000 words) in the ST.
Final essay due Monday week 1 of summer term

GI424 Half Unit

Gender Theories: An Interdisciplinary Approach

This information is for the 2024/25 session.

Teacher responsible: Dr Aiko Holvikivi

Availability: This course is compulsory on the MPhil/PhD in Gender, MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available on the MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. Priority is given to students in Gender Studies, for whom the course is mandatory. Students from outside this programme are welcome to apply, but may not get a place.

Course content: The course aims to enable students to: become familiar with the fullest range of gender theories with particular attention to the intersections of gender, sexuality and race; develop a critical appreciation of these different theories of gender; use gender theories to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; use the analysis of gender as a basis for case study evaluation and research.

It is a half unit course which runs for 10 weeks. It begins with a review of the formative influences on the development of gender theory, including the sex/gender distinction, race and intersectionality, production/reproduction. It enables students to consider the implications for analysis of a variety of sites and topics including coloniality, power and social and psychic structures of gender, representation, queer theory, nation, and rights. The course considers the impact of gender analysis on key areas of social science investigation, and develops these with particular attention to location, ethics and the importance of global and transnational dimensions. Our expectation is that this course provides a thorough grounding for work across all other courses and for the dissertation module.

Teaching: This half-unit foundational course runs in the Autumn term. It is taught through lectures and seminars.

Formative coursework: Short writing assignment in AT.

Indicative reading:

- hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge.
- Lugones, María. 2007. "Heterosexuality and the Colonial/Modern Gender System." *Hypatia* 22(1): 186-209.
- Fraser, Nancy. 2016. Contradictions of capital and care. *New Left Review*, 100: 99- 117.
- Butler, Judith. 2004. *Undoing Gender*. Routledge.
- Sara Ahmed. 2004 *The Cultural Politics of Emotion*. Edinburgh University Press.
- Tamale, Sylvia. 2020. *Decolonization and Afro-Feminism*. Daraja Press.
- Abu-Lughod, Lila. 2013. *Do Muslim Women Need Saving?* Harvard University Press

- Chen, Sally Xiaojin. 2020. "Relational Interaction and Embodiment: Conceptualizing Meanings of LGBTQ+ Activism in Digital China." *Communication and the Public* 5(3-4): 134-148.

Assessment: Coursework (100%, 3000 words) in the AT.

GI425 Half Unit

Introduction to Gender, Peace and Security

This information is for the 2024/25 session.

Teacher responsible: Dr Aiko Holvikivi

Availability: This course is compulsory on the MSc in Gender, Peace and Security. This course is available on the MSc in Gender, MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Places are guaranteed for those students for whom it is a degree requirement. Further places on the course are allocated based on a short motivational statement, with priority given to students for whom it is a listed option. Department of Gender Studies students do not need to provide a statement.

Course content: This course provides a critical examination of gender, peace and security issues in conflict and post-conflict contexts. Specifically, the course focuses on the international Women, Peace and Security (WPS) agenda, which originated in UN Security Council Resolution 1325 (2000), followed by a series of subsequent resolutions to date. The course covers the main pillars of the WPS agenda, namely participation; protection from gendered violence; the prevention of conflict and violence; and gendered approaches to relief and recovery in conflict and post-conflict settings. The course examines a range of issues through a gender and feminist lens.

Topics include: gendered perspectives on war and peace; the socio-legal context of the Women, Peace and Security agenda; the history of Women, Peace and Security laws and policies; definitions and scope of gender-based and sexual violence in conflict; peace processes, peacekeeping and humanitarian assistance; and evaluation of a range of different critiques of the Women, Peace and Security agenda.

Teaching: This half-unit foundational course runs in the Autumn term. It is taught through lectures and seminars.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Basu, S., Kirby, P. & Shepherd, L.J. (eds) (2020) *New Directions in Women, Peace and Security*, Bristol University Press.
- Cohn, C. (ed.) (2013) *Women and Wars*, Polity Press.160
- Coomaraswamy, R. (ed.) (2015) *Preventing Conflict, Transforming Justice, Securing the Peace: Global Study on the Implementation of United Nations Security Council Resolution 1325*, UN Women.
- Davies, S.E. & True, J. (eds) (2018) *The Oxford Handbook of Women Peace and Security*, Oxford University Press.
- Enloe, C. (2010), *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War*, University of California Press.
- Zalewski, M., Drumond, P., Prugl, E., & Stern, M. 2018. (eds). *160 Sexual Violence Against Men in Global Politics*, Routledge.

Assessment: Essay (100%, 3000 words) in the WT.

GI426 Half Unit Gender and Human Rights

This information is for the 2024/25 session.

Teacher responsible: Professor Sumi Madhok

Availability: This course is compulsory on the MSc in Gender (Rights and Human Rights). This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the MSc Gender (Rights and Human Rights) programme, followed by other Department of Gender Studies students.

Pre-requisites: A background in the Humanities and/or the Social Sciences with a basic familiarity with human rights and/or gender studies.

Course content: This course will provide the students with a transnational and intersectional gender perspective on contemporary theories and practices of rights/human rights and humanitarianism. It brings together different sets of scholarship: gender theories, decolonial, queer and postcolonial scholarship, theoretical perspectives on human rights alongside with legal and policy perspectives - and will be of interest to students wanting to study the question of human rights in an interdisciplinary manner but also one that is crucially sutured to the question of gender. Consequently, the course will introduce students to key scholars: CLR James, Sylvia Wynter, Gayatri Spivak, Michel Rolph Trouillot, Ratna Kapur, Hannah Arendt, Audra Simpson, Walter Dignolo, Giorgio Agamben, Jacques Rancière, Judith Butler, Lila Abu Lughod, Wendy Brown among others while drawing attention to the evolution and working of international legal frameworks for securing women's rights and other marginal groups. The course will pay special attention to the struggles over 'humanity', 'civilisation' and 'indigeneity', as well as to tensions between citizenship rights and human rights, and the transformation of the former in the light of the latter. It will also focus on feminist demands and struggles over sexuality, sexual rights, bodily rights, culture, development and citizenship; over entitlements to material resources; to gendered protections in conflict; and on vulnerability and precarity under neoliberal economic and political regimes. The course is focused on encouraging critical thinking on human rights together with introducing students to alternative, decolonial and anti colonial perspectives on rights and human rights.

Teaching: This course runs in AT. This course has a reading week in Week 6 of AT.

Formative coursework: Formative essay assignment.

Indicative reading:

- Trouillot, M.R., 1995. *Silencing the past: Power and the production of history*. Beacon Press.
- James, C.L.R., 2001. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. Penguin UK.
- Sylvia Wynter: *On Being Human as Praxis*
- McKittrick K. (2015) ed. 'Sylvia Wynter: On Being Human as Praxis', Duke University Press.
- Lughod, L. (2013) 'Do Muslim Women Need Saving', Harvard University Press.
- Kapur, R., 2018. *Gender, Alterity and Human Rights: Freedom in a Fishbowl*. Edward Elgar Publishing., Giorgio. *Homo sacer: Sovereign power and bare life*. Stanford University Press, 1998.
- Arendt, Hannah. *The Origins of Totalitarianism*. Houghton Mifflin Harcourt, 1973.
- Balibar, Étienne. *Equaliberty: Political Essays*. Duke University Press, 2014.
- Fassin, D. (2012) 'Humanitarian Reason', Harvard University Press.
- Moyn, Samuel (2010) 'The Last Utopia', Columbia University Press.
- Correa, Sonia, Rosalind Petchesky and Richard Parker (2008)

(eds.) *Sexuality, Health and Human Rights*, Routledge, New York.

Assessment: Essay (100%, 3000 words) in the WT.

GI427 Half Unit Thematic Topics in Global Gender (In)Security

This information is for the 2024/25 session.

Teacher responsible: Dr Aiko Holvikivi

Availability: This course is available on the MSc in Gender, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. Priority is given to students on the MSc in Gender, Peace and Security. Further places on the course are allocated based on a short motivational statement. Department of Gender Studies students will be prioritised and do not need to provide a statement.

Course content: Thematic Topics in Global Gender (In)Security provides an in-depth examination of peace and security issues from a gender perspective. The course explores issues related to but also exceeding the international Women Peace and Security agenda (WPS) and specifically considers areas not covered in as much depth in the foundational (GI425) course. These include: 1) critical approaches to peace and security (feminist foreign policy; queer perspectives on conflict and post-conflict spaces; GPS in cultural perspective) 2) implementing international policy frameworks (perspectives on national action plans; institutional gender work; resistance and backlash) 3) violence, masculinities and peace work (conflict-related gender-based violence; men, peace and security; peace and security case studies). Students develop an independent research paper in conversation with course themes.

Teaching: This half-unit course runs in the Winter term. This course has a reading week in Week 6 of WT.

Formative coursework: Essay title and essay abstract presented for feedback from course instructors and peers.

Indicative reading:

- Amiry, Suad. 2007. *Sharon and My Mother in Law: Ramallah Diaries*. Knopf Doubleday.
- Belkin, Aaron. 2012. *Bring Me Men: Military Masculinity and the Benign Façade of American Empire, 1898-2001*. Columbia University Press.
- Bustelo, Maria, Ferguson, Lucy & Forest, Maxime. 2017. *The Politics of Feminist Knowledge Transfer: Gender Training and Gender Expertise*. Palgrave.
- Groarke, Margaret & Welty, Emily (eds). 2018. *Peace and Justice Studies*. Routledge.
- Väyrynen, Tarja, Parashar, Swati, Féron, Elise, Confortini, Catia Cecilia (eds). 2021. *160Routledge Handbook of Feminist Peace Research*. Routledge.

Assessment: Essay (100%, 3000 words) in the ST.

GI428 Half Unit Bodies, Culture and Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Leticia Sabsay

Availability: This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities.

This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to Department

of Gender Studies students.

Course content: 'Bodies, Culture and Politics' explores different understandings of "the human body," with a focus on how these have been mobilised by transnational artistic and cultural practices and politics of resistance. Bodies have been at the centre of debates within the social sciences and the humanities, and increasing attention has been paid to the significance of bodies in contemporary democratic politics. In the last decades, the uses of bodies and the arts in popular mobilisations and political activism have acquired renewed relevance, hand in hand with transnational dialogues and exchanges. Focusing on these trends, the course considers different theoretical approaches to bodies and embodiment (i.e. phenomenological, deconstructivist, materialist, psychoanalytic), and a set of related areas of inquiry, including the materiality of bodies, the differential value socially assigned to bodies, the affective dimension of embodiment, intersectional processes of racialisation, gendering and sexualisation, vulnerability, beauty ideals, and (dis)ability. These questions will inform our exploration of the imaginaries of the body mobilised by feminist and queer political art, activism, and cultural practices, as well as popular mobilisations and anti-racist and anti-austerity social movements, among others.

Teaching: The course runs in the WT. This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 project and 1 presentation in the WT.

Indicative reading:

- Ahmed, Sara (2006) *Queer Phenomenology*
- Butler, Judith (2014) *Notes Towards a Performative Theory of Assembly*
- Crimp, Douglas (2002) *Melancholia and Moralism: Essays on AIDS and Queer Politics*
- Griznik, Marina and Sefik Seki Tatlik (2014) *Necropolitics, Racialization, and Global Capitalism: Historicization of Biopolitics and Forensics of Politics, Art, and Life*
- Grosz, Elizabeth (1994) *Volatile Bodies: Towards a Corporeal Feminism*
- Pollock, Griselda (2013) *After-Affects/After-Images: Trauma and Aesthetic Transformation in the Virtual Feminist Museum*
- Salamon, Gayle (2010) *Assuming a Body: Transgender and Rhetoric of Materiality*
- Tate, Shirley (2015) *Black Women's Bodies and the Nation: Race, Gender and Culture*

Assessment: Essay (100%, 3000 words) in the ST.

GI429 Half Unit

Archival Interventions: Feminist, Queer and Decolonial Approaches

This information is for the 2024/25 session.

Teacher responsible: Clare Hemmings PAN

Availability: This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to Department of Gender Studies students.

Pre-requisites: The course is available for any MSc student at LSE, but students from outside the Dept of Gender Studies will need to seek permission to register. They will need provide a statement that shows a strong background in feminist, queer or post/decolonial theories, or a background in archives or library studies. These statements will be reviewed and entry cannot be guaranteed.

Course content: The course will foreground an interdisciplinary approach to the archive that provides students with skills to

approach archival work for their own research, and embed them in the critical work on archives that characterises much of the secondary and theoretical literature in the field. The course introduces students to archives both close to home – the Hall Carpenter Archive and the Women's Library, both at LSE – and further afield – within London, the UK and transnationally, and online. It highlights the importance of archives for research in gender studies, and teaches some key methods for archival data management and engagement. It explores the importance of archives generated through social movements as well as or as a critique of e.g. national archives and asks students to think about how to generate their own archives. The course's critical perspective assumes that the prioritisation of sources and the gaps within archives are fundamental to the generation of knowledge: what is lost is as important as what is visible or what remains. Students will be introduced to work that highlights the colonial, racist, homophobic and sexist nature of some archiving practices (and dominant archives) and will be asked to think about the kinds of critiques that transform our archival legacy. Finally, the course will encourage students to experiment with archives, in order to expand what we think of as an archive and to intervene to transform 'archival space'. Drawing on work on 'the sensed archive', on memoir, fiction and visual art practice, the course considers ways of bringing archives to life.

The course will be divided into three parts. The first '**archival fabrications**' asks what an archive is, how feminist, queer and critical race theorists have generated them, and will explore some fundamental techniques and issues that archiving presents to students. This will allow for the development of some methodological training and will engage students on the question of sources and how to gather or interpret them. Students will be introduced to oral history, online and social movement archives as well as the curation and form of more institutionalised archives. The second, '**archival readings**' highlights the different world-views archives generate from a critical perspective, foregrounding issues of nationalism, memorialisation, sexism and heteronormativity within archives and their curation. It also encourages students to think about alternative ways of understanding and reading archives, focused on 'exploring the gaps' that are inevitably part of any archival project. What kinds of reading tactics have feminist, queer and/or postcolonial critics developed for intervening in archives and to what effect? How might these tactics be harnessed for students' own research? The final part, '**archival experiments**' introduces students to a range of creative, interdisciplinary methods that generate new archives from a critical perspective (and moving beyond critique). Students will be introduced to experiments that foreground alternative sources, orderings, collections and imaginings as a way of extending archival knowledge. For example, black feminist work on 'critical fabulation' as a storytelling technique has been key to providing fuller archival knowledge of everyday lives; queer work on the sensed archive has extended the disciplinary range of archival sources; and feminist artists and activists have played with sources (and made others) in order to transform what we think of as past, present and future. Students will be asked to consider their own archival practice through all three parts of the course.

Teaching: This course runs in the WT. This course has a reading week in Week 6 of WT.

Formative coursework: Students will visit an archive of their choice (online or in person) and narrate their experience of the archive. What work does the archive do? How is the archive organised? What happened when they visited? Based on their visit, they will identify a research question they will use as the basis of further exploration for the summative. The formative is a 1500 word piece (due by the beginning of week 7), and should include a detailed account of the archive itself, the encounter with the space and its organisation, the research that drew you to the archive, and what you are hoping to learn.

NB. Students will be given lots of support for this process - LSE archivists will come to the workshops to introduce students to the range of materials/sources at the School; students will be given a list of possible archives to visit in person or online; and they will have at

least one workshop devoted to the needs of the formative, including the importance of identifying a research question going forward.

Indicative reading:

- Anjali Arondekar (2009) *For the Record: On Sexuality and the Colonial Archive in India* (Duke University Press).
- Jacques Derrida (1995) *Archive Fever: A Freudian Impression* (University of Chicago Press).
- *Feminist Review Journal* (2020) Special Issue on Feminist Archives
- Saidiya Hartman (2019) *Wayward Lives, Beautiful Experiments* (Norton)
- Julietta Singh (2018) *No Archive Will Restore You* (Punctum Books)

Additional Initial Readings:

- Antoinette Burton (2005) *Archival Stories: Facts, Fictions, and the Writing of History* (Duke University Press).
- Tina Campt (2004) *Other Germans: Black Germans and the Politics of Race, Gender and Memory in the Third Reich* (Michigan University Press)
- Hazel Carby (2018) *Imperial Intimacies: a Tale of Two Islands* (Durham: Duke University Press).
- Howard Chiang (2014) 'Archiving Peripheral Taiwan', *Radical History Review* (120): 204-225.
- Ann Cvetkovich (2009) 'Photographing objects: art as queer archival practice', *Lost and Found in Translation*
- Alexis Pauline Gumbs (2018) *M Archive: After the End of the World* (Durham: Duke University Press).
- Stuart Hall, "Constituting an Archive," *Third Text* 54 (2001).
- Clare Hemmings (2018) *Considering Emma Goldman: Feminist Political Ambivalence and the Imaginative Archive* (Durham: Duke University Press).
- Nadine Lake (2014) 'Black Lesbian Bodies: Reflections on a Queer South African Archive', *Africa Insight* 44(1); 69-83.
- Martin Manalansan (2014) 'The "Stuff" of Archives: Mess, Migration, and Queer Lives', *Radical History Review* (120): 94-107.
- Nayanika Mukerjee (2015) *The Spectral Wound: Sexual Violence, Public Memories and the Bangladesh War of 1971* (Durham: Duke University Press).
- Luisa Passerini (1996) *Autobiography of a Generation: Italy, 1968* (Hanover, NH: Wesleyan University Press).
- Tanya Tagaq (2018) *Split Tooth* (Viking)

Assessment: Project (100%, 3000 words) in the ST.

Based on the formative, students will present and critically engage the archive they have visited as their course project. The assessment will include an extended account of the archive, any visit(s) made, encounters with the materials and people in the archive and methods used to access materials. Students will be supported to identify a key research question for exploring the archive (as part of their formative) and will be asked to critically assess the archive space from the perspective of that question. In line with the material and approaches covered in the course, students will also be encouraged (with close supervision) to integrate interdisciplinary and experiment approaches to the field. 3000 words split into background and archival encounter (part 1) and analysis (part 2) to be submitted in ST.

GI430 Half Unit Not available in 2024/25 Intersectional Inequalities in the Agro-Food System

This information is for the 2024/25 session.

Teacher responsible: Dr Anouk Patel-Campillo PAN11.01.M

Availability: This course is available on the MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available as an outside option to students on other programmes where regulations permit.

Course content: In the past decades, there has been unprecedented change in the ways in which food is produced, distributed, and consumed. Scholars have grappled to understand the nature of systemic change and capture the processes and

mechanisms that characterize it to shed light on the impact that agro-food system restructuring has on people and places.

This course takes an intersectional and interdisciplinary approach to the analysis of agro-food system restructuring across scale (world region, national and transnational), space (flows, circulation, (in)mobility), and place (household, farm/food processing factory, community) to highlight the ways in which transformations in/of the agro-food system reflect struggles over claims and governance mechanisms by economic actors, states, and civil society.

In the first part of the course, the students will be introduced to (macro-level) causes and effects of agro-food system restructuring. The themes covered in this part of the course include trade and the corporate food regime to illustrate the ways in which globalization, neoliberalism and institutional architectures influence the geopolitics of the agro-food system while creating or maintaining macro-level and intersectional inequalities.

The second part of the course advances a granular understanding of the lived experiences of individuals, households and communities whose re/productive activities are central to the agro-food system and whose lives and environs are most affected by these transformations. Some of the themes covered in this part of the course include household gender inequality, land grabbing, and extractivism, among others. The course will end by examining some alternative paradigms for a more just and equitable agro-food system.

Teaching: This course runs in LT. It will be delivered using both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

Formative coursework: Students will be expected to produce one 1500 word essay in the LT.

Indicative reading:

- Bradley, K. and Herrera, H., 2016. Decolonizing food justice: Naming, resisting, and researching colonizing forces in the movement. *Antipode*, 48(1), pp.97-114.
- Clapp, Jennifer. 2014. "Financialization, distance and global food politics." *Journal of Peasant Studies* 41 (5):797-814.
- Desmarais, A.A., 2003. The via campesina: Peasant women at the frontiers of food sovereignty. *Canadian Woman Studies*, 23(1).
- Kay, C. 2008. Reflections on Latin American Rural Studies in the Neoliberal Globalization Period: A New Rurality? *Development and Change* 39 (6):915-43.
- Kenney-Lazar, Miles, Diana Suhardiman, and Michael B Dwyer. 2018. "State spaces of resistance: Industrial tree plantations and the struggle for land in Laos." *Antipode* 50 (5):1290-1310.
- Korovkin, T. 1997. Indigenous Peasant Struggles and the Capitalist Modernization of Agriculture: Chimborazo 1964-1991. *Latin American Perspectives* 24 (3):25-49.
- Lamb, Vanessa, Laura Schoenberger, Carl Middleton, and Borin Un. 2017. "Gendered eviction, protest and recovery: a feminist political ecology engagement with land grabbing in rural Cambodia." *The Journal of Peasant Studies* 44 (6):1215-1234.
- Lang, T., and M. Heasman. 2015. *Food Wars: The Global Battle for Mouths, Minds and Markets*. London: Verso.
- McMichael, P., 2013. *Food regimes and agrarian questions*. Fernwood Publishing.
- Nestle, M. (2013). *Food politics: How the food industry influences nutrition and health*. University of California Press.
- Neilson, J. and Pritchard, B., 2011. *Value chain struggles: Institutions and governance in the plantation districts of South India*. John Wiley & Sons.
- Park, Clara Mi Young. 2018. "'Our Lands are Our Lives': Gendered Experiences of Resistance to Land Grabbing in Rural Cambodia." *Feminist Economics*:1-24.
- Patel, Rajeev C. 2012. "Food sovereignty: power, gender, and the right to food." *PLoS medicine* 9 (6):e1001223.
- Radel, C., Schmook, B., McEvoy, J., Mendez, C. and Petrzalka, P., 2012. Labour migration and gendered agricultural relations: The feminization of agriculture in the ejidal sector of Calakmul, Mexico. *Journal of Agrarian Change*, 12(1), pp.98-119.

Assessment: Essay (100%, 3000 words) in the ST Week 1.

GI431 Half Unit

Abolition and Anticarceral Feminisms

This information is for the 2024/25 session.

Teacher responsible: Dr S.M. Rodriguez

Availability: This course is available on the MSc in Gender, MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access).

Places are allocated based on a written statement. Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

Course content: This course centers around the critical feminist inquiry: are prisons obsolete? The class will focus on the history, growth, and current functioning of global systems of stratification, surveillance, and segregation/detention with the critical goal of questioning the future of such carceral structures. The course begins with the iconic book, *Are Prisons Obsolete?* by Angela Davis and foundational anticarceral feminist examinations. The texts for the course intersect with several fields, including Geography, History, Africana Studies, and Critical Disability Studies. Through transnational, decolonial and interdisciplinary exploration, students are introduced to a range of sites and strategies of carceral and anticarceral feminisms and exposed to methods of scholarly interrogation and analysis. The course introduces justice-based terminologies and political philosophies, and outlines various justice models such as retributive, rehabilitative, restorative, incapacitative, and transformative justice.

Teaching: 30 hours of workshops in the WT.

Formative coursework: Students will be expected to produce 1 reflection essay (1,000 words) in the WT.

Indicative reading: 1 Ben-Moshe, Liat. 2020. *Decarcerating disability: Deinstitutionalization and prison abolition*. U of Minnesota Press.

2 Bernstein, Elizabeth. 2012. "Carceral politics as gender justice? The "traffic in women" and neoliberal circuits of crime, sex, and rights." *Theory and society* 41: 233-259.

3 Davis, Angela Y. 2011. *Are prisons obsolete?*. Seven stories press.

4 Davis, Angela Y., Gina Dent, Erica Meiners, and Beth Richie. 2022. *Abolition. Feminism. Now*. London: Hamish Hamilton.

5 Rodriguez, S. M. 2022. *Forging Black Safety in the Carceral Diaspora: Perverse Criminalization, Sexual Corrections, and Connection-Making in a Death World*. *Social Justice*, 49(3), 97-113.

6 Tapia Tapia, Silvana. 2022. *Feminism, Violence Against Women, and Law Reform: Decolonial Lessons from Ecuador*. Routledge.

7 Thuma, Emily L. 2019. *All our trials: Prisons, policing, and the feminist fight to end violence*. University of Illinois Press.

8 Walia, Harsha. 2021. *Border and rule: Global migration, capitalism, and the rise of racist nationalism*. Haymarket Books.

Assessment: Research proposal (100%) in the ST Week 1.

The research proposal consists of three parts:

- Epistemological Reflection – 1,500-word written piece, reflecting on a selection of readings alongside social context or personal standpoint
- Site of Analysis (Case or Policy) – poster presentation, 1,000-word written piece, or a documentary video roughly 10 minutes in length
- Proposed Method of Study – 500-word review of methodological and ethical considerations

Availability: This course is compulsory on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available on the MPhil/PhD in Gender. This course is not available as an outside option.

Course content: The Independent Research Project is a student-led module facilitating learning on how to conduct original research independently, with support to develop research ideas and to achieve research 'milestones' during development stages. The completion of the Independent Research Project module entails the following:

- Achievement of all 'milestones' / development stages of your project throughout the academic year.
- Completion of GI499 Methodologies Series - attendance at all compulsory (varies between six to eight) and a minimum of three optional classes.
- Submission of a dissertation/independent study project, meeting departmental standards and requirements.

The Independent Research Project and resulting dissertation may be on any approved topic within the field of the MSc programme studied.

The 'methodologies series' provides introductory compulsory and optional workshops in the Autumn, Winter and Spring Terms designed to provide support for the conception, development and completion of the Independent Research Project. Students will be introduced to dissertation guidelines, common difficulties, ethical issues, basics in research practice, managing sources, the process of research and writing, and ways of creating research impact.

The sessions will consider challenges raised by quantitative and qualitative methods, and include examples from and approaches to policy research, interviewing, discourse analysis, oral histories, archival studies, and visual and media analysis. The workshops may vary and are taught within the Department of Gender Studies according to expertise, and will involve student participation.

Teaching: The 'methodologies series' involves a combination of compulsory and optional dissertation workshops spread across the AT, WT and ST.

Students are provided supervision for the Independent Research Project during the WT and ST.

This course has a reading week in Week 6 of WT.

Indicative reading:

- Ackely, B. and True, J. (2010) *Doing Feminist Research in Political and Social Science*, Houndmills, Basingstoke: Palgrave Macmillan.
- Badgett, Lee (2016) *The Public Professor: How to Use Your Research to Change the World*. NY: New York University Press.
- Belcher, W. L. (2009) *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*, Chicago, London: Chicago University Press.
- Biggam, J. (2017) *Succeeding with your Master's Dissertation: A Step-by-Step Handbook*, Maidenhead: Open University Press.
- Creswell, J. W, Creswell, J. D (2018) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, California: Sage.
- Harding, Sandra G. (ed.) (2003) *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. NY: Routledge.
- Hart, C (2005) *Doing your Masters Dissertation: Realising Your Potential as a Social Scientist*, London: Sage.
- Hesse-Biber, S. N., Leavey, P. L. (2007) *Feminist Research Practice: A Primer*, Thousand Oaks, London: Sage.
- Swetnam, D., Swetman, R. (2000) *Writing Your Dissertation: How to Plan, Prepare and Present Your Work Successfully*, Oxford: How to Books.
- Weiss, Robert S. (1995) *Learning From Strangers: The Art and Method of Qualitative Interview Studies*. NY: The Free Press.

Assessment: Dissertation (100%, 10000 words) in August.

Additionally, in the WT students will submit milestone documents: (a) title or topic of research; (b) summary proposal including research question, methodological and analytical / theoretical approach; (c) and an annotated bibliography during the Spring vacation.

GI499

Dissertation - Independent Research Project

This information is for the 2024/25 session.

Teacher responsible: Dr Sharmila Parmanand and faculty of Department of Gender Studies.

GV408 Half Unit

Contemporary Disputes about Justice

This information is for the 2024/25 session.

Teacher responsible: Dr Bruno Leipold

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Theory.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access and is capped at two groups) and demand is typically very high. Priority is given to students on the MSc in Political Theory; students from outside this programme may not get a place.

Pre-requisites: None, though some previous exposure to normative political theory may be an advantage.

Course content: The course offers a critical analysis of key debates about justice which have followed the publication of John Rawls's *A Theory of Justice* in 1971. The first part of the course focuses on Rawls's own theory of justice as fairness and critiques of that theory by liberals, feminists, socialists and critical race theorists. The second part of the course explores a number of alternative accounts of justice, such as Iris Marion Young's focus on injustice and oppression, and some of the egalitarian alternatives to Rawls's difference principle, such as Ronald Dworkin's equality of resources and Elizabeth Anderson's democratic equality. The final third of the course delves into various ways in which discussions of justice have been extended and applied. This includes discussion of whether principles of domestic justice apply globally; how we should understand historical injustice and what remedies and reparations are justified in light of those injustices; and what sort of economic systems could realise the demands of justice, such as a property-owning democracy and liberal socialism, as well as discussion of specific economic institutions, such as workplace democracy and universal basic income.

Teaching: This course is delivered through 20 hours of seminars in the Winter Term. There will be a reading week in WT Week 6 for private study and assessment preparation.

Formative coursework: All students are expected to submit one formative (non-assessed) essay.

Indicative reading: J. Rawls, *A Theory of Justice*; Susan Moller Okin, *Justice, Gender and the Family*; Iris Marion Young, *Justice and the Politics of Difference*; Elizabeth Anderson 'What is the Point of Equality?' *Ethics*; Ronald Dworkin 'What is Equality? Part 2: Equality of Resources', *Philosophy and Public Affairs*; Charles Beitz, *Political Theory and International Relations*; Lea Ypi, *Global Justice & The Political Avant-Garde*; David Miller, *National Responsibility & Global Justice*; Laura Valentini, *Justice in a Globalized World*.

Assessment: Essay (100%, 4000 words).

GV439 Half Unit

Government and Politics in Central and Eastern Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Vesselin Dimitrov

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Political Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you request a place and meet the criteria, you are likely to be given a place.

Course content: The course provides an analytical assessment of the transition from communism to liberal democracy in Central and Eastern Europe and integration with the European Union, including the Eurozone. The course offers an in-depth analysis of institutions, party systems, government and public administration,

nationalism, and EU integration, including the Eurozone. Topics covered include: The Communist system. Constitution-making and the development of democratic party systems. Reform of executive institutions and public administration. (Mis)management of ethnic conflict: the case of Yugoslavia. Integration with the European Union, including the Eurozone.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 32 hours in the Winter Term and Spring Term.

There will be a reading week in Week 6 of the WT for private study and formative/summative assessment preparation.

Formative coursework: Students are required to produce two essays in the Winter Term.

Indicative reading: V Dimitrov, K H Goetz and H Wollmann, *Governing after Communism: Institutions and Policymaking*; A Przeworski, *Democracy and the Market*; H Grabbe, *The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe*; J Elster et al, *Institutional Design in Post-Communist Societies*; R Taras (Ed), *Postcommunist Presidents*; R Crampton, *Eastern Europe in the Twentieth Century*, 2nd edn; S White, P G Lewis and J Batt (Eds), *Developments in Central and East European Politics* 5.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GV441 Half Unit Not available in 2024/25

States and Markets

This information is for the 2024/25 session.

Teacher responsible: Dr David Woodruff

Availability: This course is available on the MSc in Development Studies, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Science and Political Economy), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped. Priority will be given to MSc in Political Science students. In 2023-2024 all students on Department of Government programmes who wished to take the course were able to do so.

Course content: To introduce politics students to basic economic theorising; to discuss the nature of markets; review contemporary discussions regarding the role of the state in the economy; provide a comparison of the relationship of states and markets in different political settings and historical contexts. Indicative topics: The state and the institutional foundations of markets; states and markets in the Great Depression; domestic and international monetary institutions; varieties of capitalism and change in varieties of capitalism; economics and politics of market bubbles; politics and policy in the financial crisis of 2007-2009; the Eurozone crisis.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 28 and a half hours in the Autumn Term.

There will be a reading week in Week 6 of the AT.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: Block, Fred. "The Roles of the State in the Economy." *The Handbook of Economic Sociology*, edited by Neil J Smelser and Richard Swedberg, Princeton University Press, 1994, pp. 691–710.

Keynes, John Maynard. "The Means to Prosperity." *The Collected Writings of John Maynard Keynes*, edited by Elizabeth Johnson and Donald Moggridge, vol. VI, Cambridge University Press, 1978, pp. 335–66, doi:10.1017/UPO9781139524162.

Fourcade-Gourinchas, Marion, and Sarah L. Babb. "The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries." *American Journal of Sociology*, vol. 108, no. 3, 2002, pp. 533–79, doi:10.1086/367922.

Assessment: Exam (100%, duration: 2 hours) in the January exam

period.

GV454 Half Unit Parties, Elections and Governments

This information is for the 2024/25 session.

Teacher responsible: Prof Torun Dewan

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Science (Political Behaviour) and MSc in Political Science (Political Science and Political Economy). This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course focuses on key topics in political science concerning voting and representation. Topics covered include:

- Party and Candidate Strategy
- The Role and Origins of Parties
- Government Formation and Termination
- Electoral Systems: Franchise, Ballot, and Allocation formulas
- Leadership
- Political Careers
- Government Accountability

Examples will be drawn from a wide range of democracies.

Teaching: This course is delivered through seminars totalling 20 hours across the Winter Term. There is a reading week in Week 6 of the WT.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: The course is focussed mainly on journal articles. However the following books are relevant to some of the topics covered:

Gary Cox, *Making Votes Count* (1995); Gary Cox & Mathew McCubbins, *Setting the Agenda* (2005); George Tsebelis, *Veto Players* (2002); Kenneth Shepsle and Mark Boncheck, *Analysing Politics* (1997); Tim Besley, *Principled Agents* (2005); John Aldrich, *Why Parties* (1995); Bruce Bueno de Mesquita, Alastair Smith, Randolph Siverson and James Morrow, *The Logic of Political Survival* (2003); Giovanni Sartori, *Comparative Constitutional Engineering* (1997); Michael Laver & Norman Schofield, *MultiParty Government: The Politics of Coalition in Europe* (1990).

Assessment: Essay (100%).

GV477 Half Unit Comparative Public Policy Change

This information is for the 2024/25 session.

Teacher responsible: Dr Michael Lerner
Dr Rehan Jamil

Availability: This course is available on the MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is capped at 2 groups.

Pre-requisites: Students should normally be taking GV4E9 *Approaches and Issues in Public Policy and Administration* or already have a good knowledge of comparative public policy. Waiving of these requirements will be at the discretion of the course teachers.

Course content: The course examines explanations of policy change using comparative methods. Students will become familiar with core models of agenda-setting and policy adoption, consider

dimensions of variation in public policy, and identify and test drivers of policy change. The course will also offer foundational instruction in research design, measurement, and methods for case-based comparative analysis. Specific topics include policy change for economic transitions, emerging technologies, and social protection.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across the Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading: There is no single textbook but the following are particularly useful introductions:

Dodds, Anneliese. (2018), *Comparative Public Policy* (2nd ed.) Macmillan International Higher Education.

Hall, Peter (1997). "The role of interests, institutions and ideas in the comparative political economy of the advanced industrial state" in *Comparative Politics: Rationality, Culture and Structure* (Mark I. Lichbach and Alan S. Zucker, eds.). Cambridge University Press. Chapter 7.

Hacker, Jacob S., Paul Pierson, and Kathleen Thelen. (2015). "Drift and conversion: Hidden faces of institutional change" in *Advances in Comparative-Historical Analysis* (James Mahoney and Kathleen Thelen, eds.). Cambridge University Press. Chapter 7.

Breetz, Hanna, Matto Mildenberger, and Leah Stokes (2018). "The political logics of clean energy transitions." *Business and Politics*, 20.4: 492-522.

Brummer, Chris and Yesha Yadav (2019). "Fintech and the Innovation Trilemma." *Georgetown Law Journal*, 107.2:235–308.

Assessment: Video (20%) in the WT.

Research paper (80%) in the ST.

Students will create up to two 4–6 minute video blog posts interpreting a recent event through the lens of course material (one must be uploaded in the first half of term, and one in the second half of term), of which one will be submitted for assessment.

The research paper will consist of a comparative case analysis of 3000 words.

GV481 Half Unit Quantitative Analysis for Political Science

This information is for the 2024/25 session.

Teacher responsible: Dr Aliz Toth

Availability: This course is compulsory on the MSc in Political Science (Political Behaviour) and MSc in Political Science (Political Science and Political Economy). This course is available on the MRes/PhD in Political Science, MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on the Political Science and Political Economy and Political Behaviour streams of the MSc in Political Science will be granted priority access as this is a compulsory course for their programme. Other postgraduates wanting to take the course (space permitting) require the permission of the teachers responsible.

Course content: The course provides an introduction to quantitative thinking in the field of political science. Its goal is to give students the tools to ask the right questions, be sceptical when appropriate, and distinguish between useful and misleading evidence. Students will be introduced to the basic toolkit of quantitative analysis, which includes hypothesis testing, regression, experiments, differences in differences, and regression discontinuity. Students will also learn how to use a statistical software program, RStudio, to organize and analyze data through weekly problem sets.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours in the

Autumn Term. There will be a reading week in Autumn Term Week 6.

Formative coursework: Two problem sets.

Indicative reading: Bueno de Mesquita, E.B. and Fowler, A., 2021. Thinking clearly with data: A guide to quantitative reasoning and analysis. Princeton University Press.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Coursework (50%) in the AT.

The coursework will consist of a data analysis exercise using R.

GV482 Half Unit

Political Science and Political Economy: Current Issues

This information is for the 2024/25 session.

Teacher responsible: Prof Stephane Wolton

Availability: This course is compulsory on the MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit.

Other postgraduates wanting to take the course (space permitting) require the permission of the teacher/s responsible.

Pre-requisites: Students should either have attended GV4C8 and GV481 or equivalent courses. Knowledge of game theory at the level of GV4C8 and empirical method to the level of GV481 is required.

Course content: The course will cover four topics in political science and political economy. Each topic will be covered over two to three weeks. During these weeks, students will learn how game theory and empirical methods can be used to understand and think critically about pressing political issues. In recent years, the topics covered have been: 1) The critiques of democracy, 2) Populism, 3) Discrimination, 4) Autocracy or democracy?.

During the lecture, students will be taught important papers on the topics covered. Seminars will be of two sorts. Some seminars will consist of replication exercises (Weeks 1, 5, 8, 9, and 11). Others will be problem set based (Weeks 2, 3, 5, 7, and 10). All seminars will be related to topics viewed during the lectures.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Winter Term (20 hours of lectures and 20 hours of seminars). There will also be a take-home mock exam and a two-hour revision seminar in the Spring Term.

There will be a reading week in WT Week 6.

Formative coursework: Students will hand in one problem set and one replication exercise before the reading week. There will also be a take-home mock exam in the Spring Term.

Indicative reading: Mostly journal articles. The reading list varies each year.

Assessment: Coursework (50%).

Online assessment (50%) in the ST.

The coursework will consist of a research project on a political science issue picked by the course convenor. Students will be provided with a dataset and will be asked to empirically investigate the question at hand. The online exam will consist of a problem question using game theory and an essay question (estimated amount of effort required for the online exam: 3 hours in a 24 hour-period, though there is no limit on how much time the student spends on the exam during the 24-hour period).

GV483 Half Unit

Public Management Theory and Doctrine

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Lodge

Availability: This course is available on the MPA Dual Degree

(LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Public Policy and Administration, MSc in Regulation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and access cannot be guaranteed. Priority will be given to students on the programmes listed above.

Course content: The course offers an intensive introduction into key areas of public management with reference to both developed and lesser developed world contexts. Topics include administrative doctrine, implementation, organizational change and inertia, capacity building, performance-management, leadership, institution creation, transparency and risk management. Public management is treated as an interdisciplinary field of study, with a particular emphasis on the administrative practices and change as well as the critical analysis of practical arguments about Public Management.

Teaching: This course will be delivered through a combination of seminars and lectures, amounting to a minimum of 23 and a half hours in the Autumn term. This course includes a reading week in Week 6 of term.

Formative coursework: Students are expected to complete two formative essays.

Indicative reading: M Barzelay, Public Management as a design-oriented profession discipline, 2019; C Hood, The Art of the State, 1998; C Hood and M Lodge, Politics of Public Service Bargains, 2006; C Hood and H Margetts, Tools of Government in the Digital Age, 2007; C Hood, The Blame Game, 2010; A Hassel and K Wegrich, How to Do Public Policy, 2022.

Assessment: Essay (60%, 2500 words) in the WT.

Blog post (40%) in the AT.

The blog would have a word limit of 1000 words, and would be due for submission at the end of Week 11 of AT.

GV488

Law and Politics of Regulation

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Lodge, Prof Veerle Heyvaert, and Dr Michael Lerner

Availability: This course is compulsory on the MSc in Regulation. This course is not available as an outside option.

Course content: The course aims to give students an essential grounding in theories of regulation encountered in the legal, political science and law and economics literatures. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Additional sessions offer an introduction to regulatory economics and practitioner-led seminars.

Teaching: This course will be delivered through a combination of seminars and lectures, amounting to a minimum of 50 hours across the Autumn and Winter terms. This course includes a reading week in Week 6 of both terms.

Formative coursework: All students are expected to produce two written essays.

Indicative reading: R Baldwin, M Cave and M Lodge, Understanding Regulation (2012); K Yeung and M Lodge, Algorithmic Regulation (2019); C Hood, H Rothstein & R Baldwin, The Government of Risk (2001); C Sunstein, Risk and Reason (2002); R. Baldwin, M. Cave and M. Lodge, Oxford Handbook of Regulation (2010); M Lodge and K Wegrich, Managing Regulation (2012); D. Carpenter and D. Moss, Preventing Regulatory Capture (2013).

Assessment: Exam (75%, duration: 3 hours) in the spring exam period.

Essay (25%, 2500 words) in the ST.

The summative assessment is composed of:

- Exam (75%, duration: 3 hours) in ST.
- Individual research paper (25%, 2500 words), to be submitted in Week 1 of ST.

GV498 Half Unit Multiculturalism

This information is for the 2024/25 session.

Teacher responsible: Prof Paul Apostolidis

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at two groups.

Course content: This seminar explores diverse theoretical perspectives on political and ethical responses to contemporary multiculturalism and the many different forms of cultural politics. In part, we confront normative-philosophical issues concerning how to justify special rights for particular cultural groups with reference to certain principles of freedom, justice or the human need for 'recognition.' We consider immigrants' and other groups' demands for cultural preservation in light of European cosmopolitan ideals, and explore how those ideals may not only embrace cultural openness but also carry legacies of colonialism. The course also takes up questions regarding the meaning and effects of cultural politics in relation to political struggles for socioeconomic justice and against racial, gender and sexual domination. Through what practices of communication can different cultural groups approach mutual understanding in the aftermath of empire and colonisation? Does engaging in sexual and gender identity politics clash with or strengthen political action against capitalist and racial power? Texts in the course's later phase combine political theory with empirical studies of indigenous, racial/ethnic minority, youth-subcultural and religious politics. These readings give us concrete grounds for addressing the course's key questions as well as examples of innovative methodological approaches to writing political theory.

Teaching: This course is delivered through a minimum of 20 hours of seminars in the Winter Term. There will be a reading week in Week 6 of the Winter Term.

Formative coursework: Students are invited to write one 1500 word formative essay, due no later than week 8.

Indicative reading: Charles Taylor, "The Politics of Recognition"; Will Kymlicka, "Multicultural Citizenship"; Iris Marion Young, "Polity and Group Difference"; Cristina Beltrán, "The Trouble with Unity: Latino Politics and the Creation of Identity"; Saba Mahmood, "Religious Reason and Secular Affect"; Glenn Coulthard, "Red Skin, White Masks"; Charles W. Mills, "Multiculturalism as/and/or Anti-Racism?"

Assessment: Essay (100%, 4000 words) in the ST.

GV499 Dissertation

This information is for the 2024/25 session.

Availability: This course is compulsory on the MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Behaviour), MSc in Political Science (Political Science and Political Economy), MSc in Political Theory, MSc in Public Policy and

Administration and MSc in Regulation. This course is not available as an outside option.

Course content: A compulsory 10,000 word dissertation is required to be submitted as part of the assessment for each Government MSc programme. The dissertation is due in August 2025.

Assessment: Dissertation (100%, 10000 words) in August.

GV4A2 Half Unit Citizens' Political Behaviour: Elections, Public Opinion and Identities

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Bruter

Availability: This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Political Behaviour), MSc in Political Science (Political Science and Political Economy) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 1 group.

Note that students from Masters or Doctoral programmes not listed above may still take the course subject to approval by the course convener.

Pre-requisites: Students intending to take this course are recommended to submit a brief research project idea by the end of AT Week 2. The recommended format is a 1 page proposal indicating a research topic and why it is interesting, a potential specific research question and a brief outline of the methodology the student intends to use to answer this question empirically.

Course content: This course intends to familiarise students with the study of electoral psychology and political behaviour in a broad sense. The three main objects of study in political science are institutions, policies, and citizens, and the study of political behaviour and political psychology is the field that centres on the third. A very important part of political behaviour is electoral participation and vote choice. We will explore general models of voting behaviour, electoral psychology, and participation, as well as specific aspects such as extremist politics. We will look closely at public opinion, how it is formed and how it can be studied. In the final part of the course, special consideration is given to political identities and how they are related to political behaviour.

Teaching: 20 hours of seminars in the AT. 4 hours of seminars in the ST.

The seminars include a mixture of 5 substantive seminars, 3 research clinics to discuss the research projects, and 2 election seminars discussing specific elections taking place during the teaching year.

Indicative reading: Bruter, M. and Harrison, S. Inside the Mind of a Voter

Harrison, S. Pathologies of Democratic Frustration
Lipset, S., Lazarsfeld, P. et al. The psychology of voting
Sniderman, P. Personality and democratic politics

Bruter, M., and Lodge, M. Political Science research methods in action

Baddeley, A. The psychology of memory

Cammaerts, B. et al. Youth participation in democratic life

Harrison, S and Bruter, M. Mapping extreme right ideology

Van der Eijk, C, and Franklin, M. 2009. Elections and Voters.

Basingstoke: Palgrave Macmillan.

Franklin, Mackie, et al. 1992. Electoral Change. Cambridge: Cambridge UP.

Assessment: Project (80%, 5000 words) in the ST.

Class participation (20%) in the AT.

One empirical research project, due at the start of ST, on a topic relevant to the course and approved by the course co-ordinator

with a word limit of 5,000 words (80%).

The class participation element (20%) involves critiques of further readings work as follows: to make the reading list more manageable for the 5 substantive seminars, all students will only be expected to familiarise themselves with the core readings, and will divide the further readings between themselves. Each student will be expected to be responsible for a total of 4-5 further readings throughout the year, each from different weeks.

Students responsible for a further reading will be asked to write a short (1-2 page) critique of it following a set format (1) what is the research question and why is it interesting, 2) what methods are the authors using, 3) what are the main findings, 4) what are the main shortcomings or what do you wish the authors had done differently) and post it on Moodle by the Sunday before the seminar so that students can quickly browse the week's 'menu' in advance. The students having each covered different further readings will bring them into the seminar discussion.

The students are asked to select their 3 best critiques which must have been submitted on time on Moodle and which will be marked.

GV4A8 Half Unit Political Violence and Terrorism

This information is for the 2024/25 session.

Teacher responsible: Prof James Hughes

Availability: This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Availability to students outside the MSc in Political Science (Conflict Studies and Comparative Politics stream) is subject to space. This course is capped at two groups.

Course content: How can we distinguish legitimate resistance and political violence from terrorism? What is the relationship between war and terror? What distinguishes a combatant from non-combatant? Should we erode civil liberties and democratic values to fight terrorism? How do social scientists theorise about political violence and terrorism? This course attempts to answer these and similar questions by a comparative examination of the theories and ethics of political violence and the root causes, nature and types, and dynamics of violence. This course also evaluates different political and security policies and methods of conflict resolution as change agents. A number of case studies of historical and contemporary conflicts are examined to illustrate the theoretical and policy dilemmas. The course has two parts. Firstly, it examines definitions and concepts, the principles and efficacy of the laws and norms of armed conflict and ethical dilemmas in their application. We explore the causes and motivations for engaging and not engaging in political violence. We examine the historical evolution of policies of counterinsurgency and counterterrorism from the colonial era to the present day by analysing cases (France/Algeria, UK/Empire, US/Vietnam, Israel/Palestine, Russia/Chechnya). The effects of dealing with resistance, from coercive to cooperative approaches, is analysed, and the impact on the balance between security and liberty in democracies is mapped. Secondly, the course explores the key issues and debates through a number of detailed case studies that analyse political violence and terrorism in democracies and non-democracies, including the insurgency and counterinsurgencies in Northern Ireland, Iraq, and Afghanistan, the transnational challenges posed by Islamist violence and forms of White Supremacist violence. The relationship between war, ethnic cleansing and genocide is examined by comparing the cases of the Former Yugoslavia, Ukraine, and Israel/Palestine/Gaza. Throughout the course critical perspectives are encouraged, with lessons drawn from the performance of different regime types (colonial, democratic, and authoritarian) in managing political violence.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours per group in the Autumn Term. There will be a reading week in Week 6 of the

AT for private study and assessment preparation.

Formative coursework: One essay of 1,500 words, to be on a topic that differs from the summative essay. Students must also contribute to a team presentation.

Indicative reading: Tore Bjorgo ed. *Root Causes of Terrorism*, Routledge (2005); Andrew Silke ed. *Terrorists, Victims and Society, Psychological Perspectives on Terrorism and its Consequences*, Wiley (2003); David Whittaker, *The Terrorism Reader*, Routledge (3rd edn, 2007); Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, Basic Books (1992); *Arguing about War*, Yale University Press (2004); Michael Ignatieff, *The Lesser Evil. Political Ethics in an Age of Terror*, Edinburgh University Press (2005); James Hughes, *Chechnya from Nationalism to Jihad*, University of Pennsylvania Press (2008); Marc Sageman, *Understanding Terror Networks*, University of Pennsylvania Press (2004) and *Leaderless Jihad, Terror Networks in the Twenty-First Century*, University of Pennsylvania Press (2007), and *Misunderstanding Terrorism*, University of Pennsylvania Press (2016); Jeff Victoroff and Arie W. Kruglanski eds, *Psychology of Terrorism. Classic and Contemporary Insights*, Psychology Press (2009); Cas Mudde, *The Populist Radical Right: A Reader*, Routledge (2017).

Assessment: Essay (100%, 5000 words) in the WT.

GV4B6 Half Unit Kant's Political Philosophy

This information is for the 2024/25 session.

Teacher responsible: Dr Tom Bailey

Availability: This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 2 groups.

Pre-requisites: Some familiarity with either the history of political thought or with philosophy is an advantage but is not strictly necessary. The course does not assume any prior exposure to Kant's political or philosophical writings. That said, Kant's writings are intellectually demanding; students should have an interest in engaging with political concepts at a fairly high level of abstraction.

Course content: This course offers an introduction to and critical appraisal of Immanuel Kant's political philosophy. Despite the enormous influence which Kant's moral philosophy has exerted on debates in contemporary political theory, his political philosophy has until recently been largely ignored. This is now changing: Kant's political philosophy is beginning to be studied in its own right. Such study shows that his political thinking is distinctive within the tradition of European political thought and from much contemporary political theory. The impact of Kant's thought upon the latter must, therefore, be re-assessed. Through close reading and analysis of the primary texts, this course introduces students to Kant's distinctive approach to political thinking.

The core text will be the *Doctrine of Right* (Part 1 of *The Metaphysics of Morals*). The course will also draw on Kant's other works, including his celebrated essay, 'On Perpetual Peace'; and his less well known, but no less important essay 'On the Common Saying: "This may be true in theory, but does it work in Practice"'. The analytic and substantive focus will be on three interrelated themes: Kant's idea of freedom as an idea of reason; his account and justification of individual property rights and related conception of state authority; and his cosmopolitan conception of justice. The analytic and philosophical focus will be on Kant's own political thinking, although we shall compare and contrast Kant's position with other – historical and contemporary – positions wherever appropriate.

Teaching: This course will be delivered in the form of a two-hour weekly seminar during the Winter Term, totalling 20 hours. There will be a reading week in Week 6 of Winter Term.

Formative coursework: Students are expected to come well prepared and take an active role in seminar discussion. Doing the weekly readings in advance of the seminars is essential for this course. Students are expected to write one formative essay

(of up to 2500 words). The formative essay will be marked and commented on, but does not count towards formal assessment for this course.

Indicative reading: Kant, *The Metaphysics of Morals*, Part 1; Kant, *Groundwork of the Metaphysics of Morals*; M Timmons (ed.), *Kant's Metaphysical of Morals. Interpretative Essays*; Katrin Flikschuh, *Kant and Modern Political Philosophy*; Arthur Ripstein, *Force and Freedom*; B. Sharon Byrd and Joachim Hruschka, *Kant's Doctrine of Right: A Commentary*; Onora O'Neill, *Constructions of Reason*; Pauline Kleingeld, *Kant and Cosmopolitanism*; Stephen Darwall, *The Second-Person Standpoint*.

Assessment: Essay (100%, 5000 words).

GV4B7 Half Unit The Idea of Freedom

This information is for the 2024/25 session.

Teacher responsible: Dr Bruno Leipold

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Theory. This course is not available as an outside option.

This course has a limited number of places (it is controlled access and is capped at two groups) and demand is typically very high. Priority is given to students on the MSc in Political Theory; students from outside this programme may not get a place.

Pre-requisites: Basic familiarity with concepts and methods in normative political theory.

Course content: The concept of freedom is often invoked in political life. Many policies and broader political agendas are justified in its name. Nearly all modern ideologies from liberalism to socialism and conservatism claim liberty as a central value. But what, exactly, does freedom mean? Is freedom best understood in terms of absence of interference or in terms of non-domination? Is one made unfree only when one's rights are violated? Does poverty constitute a constraint on freedom? Does wage-labour make workers unfree? And could citizens of an authoritarian regime be described as free? These are some of the questions addressed in this module. Depending on the particular year in which the module is taught, the approach taken may be either historical or contemporary-analytic or a combination of the two. Consequently, authors discussed may include key historical thinkers such as Hobbes, Locke, Rousseau, and Kant, as well as contemporary scholars such as Isaiah Berlin, Hannah Arendt, Charles Taylor, Philip Pettit, Nancy Hirschmann, Quentin Skinner, Amartya Sen, Martha Nussbaum and others. The overall aim of the course is to enable students to assess the quality and strength of different theorists' conceptions of freedom and to deploy those conceptions in the analysis and justification of some core institutions within the modern state.

Teaching: This course is delivered through 20 hours of seminars in the Autumn Term. There will be a reading week in Week 6 of the AT.

Formative coursework: All students are expected to submit one formative (non-assessed) essay.

Indicative reading: Isaiah Berlin, 'Two Concepts of Liberty' in Berlin, *Liberty* (edited by Henry Hardy); Hannah Arendt, 'Freedom and Politics', in Miller (ed.), *The Liberty Reader*; Gerald MacCallum, 'Negative and Positive Freedom', in *Philosophical Review*, 76 (1967); Nancy Hirschmann, *The Subject of Liberty*; Phillip Pettit, *A Theory of Freedom*; Robert Nozick, *Anarchy, State, and Utopia*; G. A. Cohen, 'Capitalism, Freedom and the Proletariat' in Miller (ed.) *The Liberty Reader*; John Stuart Mill, *On Liberty*; Jean-Jacques Rousseau, *The Social Contract*; Thomas Hobbes, *Leviathan*; John Locke, *Second Treatise of Government*.

Assessment: Essay (100%, 4000 words).

GV4B8 Half Unit Not available in 2024/25 Civil Wars: Concepts and Cases

This information is for the 2024/25 session.

Teacher responsible: Dr William Kissane

Availability: This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po) and MSc in Gender, Peace and Security.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines social science explanations of the origins, intractability and outcomes of civil wars. It does this through the comparative analysis of various cases. These cases may vary from year to year. Particular stress is on: Civil war and civilization. The concept of civil war. Patterns of civil war since 1945. Large N approaches. Decolonisation and democratisation as causes of civil war. The emergence of security dilemmas. Partition and civil war. The idea of global civil war.

Teaching: This course provides a combination of seminars and lectures totalling a minimum of 30 hours in the Lent Term. There will be a reading week in week 6 of the LT for private study and assessment preparation.

Formative coursework: All students are expected to submit one non-assessed essay of 1500 words.

Indicative reading: Bill Kissane, *Nations Torn Asunder*; The Challenge of Civil War, OUP 2016.

Assessment: Essay (100%, 3000 words) in the ST.

GV4B9 Half Unit The Second Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Vesselin Dimitrov

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Political Behaviour). This course is available as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you request a place and meet the criteria, you are likely to be given a place.

Course content: The course explores the problems of delayed modernisation, problematic democratisation, conflictual nation-building and geopolitical insecurity in the European semi-periphery, including countries such as Russia, Poland, Spain, Italy, Austria-Hungary, and Sweden. It analyses the socio-economic structures, political issues and problems shared by the European semi-periphery from the first wave of liberal globalisation and the emergence of mass politics in the late 19th century to European integration in the early 21st century. It analyses the strategies adopted by political elites and social classes in the face of modernisation, imperial decline, nationalism, and European integration.

Course topics include: The emergence of core and semi-periphery in Europe; Problems of economic modernisation; Political parties and ideologies; State nationalism, sub-state nationalism and problems of nation-state building; Religion: the socio-political power of the church; Ruling elites and structures of power; Fascism and varieties of right-wing authoritarianism in the 1920s and 1930s; Communism; Empire and EU integration.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 32 hours in the Winter Term and Spring Term.

There will be a reading week in Week 6 of the WT for private study and assessment preparation.

Formative coursework: Students are required to submit one

formative essay of 2000 words in the Winter Term.

Indicative reading: K Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (Boston, 2001); M Mann, *The Sources of Social Power: Vol. 2, The Rise of Classes and Nation States, 1760-1914, Vol. 3, Global Empires and Revolution, 1890-1945, and Vol. 4, Globalizations, 1945-2011* (Cambridge, 2012-13); B Moore, *Social Origins of Dictatorship and Democracy* (Boston, 1967); E Hobsbawm, *The Age of Capital, 1848-1875* (London, 1975), *The Age of Empire, 1875-1914* (London, 1989), *Age of Extremes: The Short Twentieth Century, 1914-1991* (London, 1994), and *Nations and Nationalism since 1780* (Cambridge, 1992); D Lieven, *Empire* (London, 2000); N Stone, *Europe Transformed 1878-1919* (Oxford, 1999); J Zielonka, *Europe as Empire: The Nature of the Enlarged European Union* (Oxford, 2007).

Assessment: Exam (75%, duration: 2 hours) in the spring exam period.

Essay (25%, 2500 words) in the ST.

GV4C8 Half Unit Game Theory for Political Science

This information is for the 2024/25 session.

Teacher responsible: Prof Rafael Hortalá-Vallve

Availability: This course is compulsory on the MSc in Political Science (Political Science and Political Economy). This course is available on the MSc in Political Science (Political Behaviour), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit. Students enrolled on the Political Science and Political Economy stream of the MSc in Political Science will be granted priority access as this is a compulsory course on the programme. Other postgraduates wanting to take the course (space permitting) require the permission of the teacher/s responsible.

Course content: Game theory provides a scientific approach to the study of social interactions which focusses on the strategic aspects of decision-making between two or more individuals or groups. This course will cover the basic elements of game theory and how they have been applied in the area of political science and political economy. The aim of the course is to provide a deeper understanding of game theoretic tools and to help you understand how these ideas have been developed and applied in the political science literature. The course will be divided into looking at static games where all players move simultaneously and the dynamic games where players move in sequence. We will also analyse simple settings where all information is known to all players (complete information) and then move to more complex settings where some information is not known to all players (incomplete information).

Teaching: This course provides a combination of seminars and lectures totalling 40 hours in the Autumn Term and 2 hours in the Spring Term. There will be a reading week in Week 6 of the AT.

Formative coursework: Weekly problem sets to be completed and discussed in class and a two hour mock exam in week 11 of AT.

Indicative reading: The core text for the course is M J Osborne, *An Introduction to Game Theory*, Oxford University Press 2004.

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Problem sets (50%) in the WT Week 1.

GV4C9 Half Unit Not available in 2024/25 Globalization and Democratization in Southeast Asia

This information is for the 2024/25 session.

Teacher responsible: Prof John Sidel

Availability: This course is available on the MSc in Development

Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics) and MSc in Social Anthropology (Religion in the Contemporary World). This course is not available as an outside option.

This course is capped at 1 group.

Course content: This course focuses on the diverse processes of globalization and democratization observed in Southeast Asia over the past few decades. Special attention is paid to democracy in Indonesia and the Philippines, regression from democracy to military rule in Thailand and Myanmar, and 'creeping pluralism' and 'creeping constitutionalism' in Vietnam. The course examines important trends and developments accompanying globalization and democratization in the region - in government-business relations, in local politics, in civil society, in religious practices, in inter-communal relations, and in the organization and use of violence in politics. Throughout the course, the countries examined are treated as cases suitable for analysis and comparison in the light of the broader Comparative Politics and Global Politics literatures on globalization and democratization.

The course begins by situating globalization and democratization in Southeast Asia against a comparative historical and sociological backdrop, paying close attention to the variegated patterns of class, state, and religious formation in the region. The course compares patterns of globalization and democratization across the Philippines, Thailand, Indonesia, Myanmar, and Vietnam. Lectures, readings, and seminar discussions then turn to key trends accompanying globalization and democratization in Southeast Asia. The trends examined include populist challenges to established power structures; campaigns against 'corruption' and in support of 'the rule of law' and 'good governance'; social movements and struggles for popular empowerment; the democratization of religious practices and institutions; religious violence, and separatist mobilization. These trends are treated through comparative analysis of different cases within Southeast Asia and in the light of relevant theoretical literatures drawn from Comparative Politics and Global Politics.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours in the Michaelmas Term.

There will be a reading week in Week 6 of the MT.

Formative coursework: One non-assessed 1500-word essay.

Indicative reading: Teri L. Caraway and Michele Ford, *Labor and Politics in Indonesia* (Cambridge: Cambridge University Press, 2020); Nicole Curato (ed.), *A Duterte Reader: Critical Essays on Rodrigo Duterte's Early Presidency* (Ithaca, NY: Cornell University Southeast Asia Program, 2017); Renaud Egreteau, *Caretaking Democratization: The Military and Political Change in Myanmar* (Oxford: Oxford University Press, 2016); Federico Ferrara, *The Political Development of Modern Thailand* (Cambridge: Cambridge University Press, 2015); Michele Ford and Thomas B. Pepinsky (eds.), *Beyond Oligarchy: Wealth, Power, and Contemporary Indonesian Politics* (Ithaca, NY: Cornell University Southeast Asia Program 2014); Benedict J. Tria Kervliet, *Speaking Out in Vietnam: Public Political Criticism in a Communist Party-Ruled Nation* (Ithaca, NY: Cornell University Press, 2019); Wataru Kusaka, *Moral Politics in the Philippines: Inequality, Democracy, and the Urban Poor* (Singapore: NUS Press, 2017); Michael J. Montesano, Terence Chong, and Mark Heng (eds.), *After the Coup: The National Council for Peace and Order Era and the Future of Thailand* (Singapore: Institute of Southeast Asian Studies, 2018); Thomas Power and Eve Warburton (eds.), *Democracy in Indonesia: From Stagnation to Regression?* (Singapore: Institute of Southeast Asian Studies, 2020); Francis Wade, *Myanmar's Enemy Within: Buddhist Violence and the Making of a Muslim 'Other'* (London: Zed Books, 2017).

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Essay (50%, 3000 words) in the AT.

GV4D3 Half Unit**Local Power in an Era of Globalization, Democratization, and Decentralization****This information is for the 2024/25 session.****Teacher responsible:** Prof John Sidel**Availability:** This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Global Politics). This course is not available as an outside option.

This course has limited availability, and it is necessary for students (regardless of MSc programme) to obtain permission from the teacher responsible. The course is capped at 1 group.

Course content: Over the course of the past three decades, the inter-related processes of globalization, democratization, and decentralization are said to have generated new social forces and political freedoms in localities around the world. Market reforms and village elections in China, the end of Communist Party rule in Russia and Eastern Europe, and trends of (re)democratization in Asia, Africa, and Latin America have all offered new opportunities for local people to effect change in local politics around the world. Yet academic, journalistic, and policy accounts have highlighted the rise and resilience of "local despotisms" – "authoritarian enclaves," "bosses," "caciques," "chiefs," "clans," "local strongmen," "mafias," "warlords" – in the midst of this reworking of market, electoral, and administrative circuitries. This course focuses on this phenomenon of what scholars have come to call "subnational authoritarianism", and competing explanations for its emergence and entrenchment, the diversity of its manifestations, and various challenges mounted against its perpetuation.

The goals of the course are twofold. First, the course offers a critical examination of competing accounts of and explanations for the phenomenon of "subnational authoritarianism" in the developing world. Second, the course helps students to think more carefully, critically, and creatively about local politics more broadly, and to do so with an eye towards the comparative analysis of local power structures rooted in local economies and societies. The course begins with an examination of an emerging new political-science literature on "subnational authoritarianism" and a more established body of scholarship on clientelism and machine politics. The course then turns to case studies in diverse settings, ranging from southern Italy to China, India, Indonesia, Nigeria, and Russia, and extending to cases of "warlordism" in contexts such as contemporary Afghanistan, Iraq, Libya, and Somalia.

The readings allow students to examine and evaluate competing explanations for the rise and entrenchment of local bosses, chiefs, clans, and mafias, diverging descriptions of their modes of domination, and alternative accounts of their disappearance, evolution, or transformation in the face of economic, social, and political change. Successive weeks also explore the links between constellations in local politics on the one hand, and patterns of economic development, ethnic conflict, and religious mobilization on the other. The final weeks of the course shift attention to the efforts to challenge entrenched local power structures and to create "countervailing power" through popular mobilization, political participation, and social empowerment in localities in diverse settings across the world.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 23 and a half hours in the Winter Term.

There will be a reading week in Week 6 of the WT.

Formative coursework: One non-assessed 1,500-word essay.**Indicative reading:** Jacqueline Behrend and Laurence Whitehead (eds.), *Illiberal Practices: Territorial Variance within Large Federal Democracies* (Baltimore, MD: Johns Hopkins University Press, 2016); Ward Berenschot, *Riot Politics: Hindu-Muslim Violence and the Indian State* (London: C. Hurst, 2012); Judith Chubb, *Patronage, Power, and Poverty in Southern Italy: A Tale of Two Cities* (Cambridge: Cambridge University Press, 1982); Edward L. Gibson, *Boundary Control: Subnational Authoritarianism in Federal Democracies* (Cambridge: Cambridge University Press, 2013); Ben Hillman, *Patronage and Power: Local State Networks and Party-**State Resilience in Rural China* (Stanford, CA: Stanford University Press, 2014); Kimberly Marten, *Warlords: Strong-Arm Brokers in Weak States* (Ithaca, NY: Cornell University Press, 2012); Wolfram Lacher, *Libya's Fragmentation: Structure and Process in Violent Conflict* (London: I.B. Tauris, 2020); Kelly McMann, *Economic Autonomy and Democracy: Hybrid Regimes in Russia and Kyrgyzstan* (Cambridge: Cambridge University Press, 2006); Gulnaz Sharafutdinova, *Political Consequences of Crony Capitalism inside Russia* (Notre Dame: Notre Dame University Press, 2010); Jane C. Schneider and Peter T. Schneider, *Reversible Destiny: Mafia, Antimafia, and the Struggle for Palermo* (Berkeley: University of California Press, 2003).**Assessment:** Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 3000 words).

GV4D7 Half Unit**Dilemmas of Equality****This information is for the 2024/25 session.****Teacher responsible:** Dr Sarah Goff**Availability:** This course is available on the MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. Priority is given to students in the MSc Political Theory programme, and students from outside this programme may not get a place.

This course is capped at 2 groups.

Course content: The course starts with the general questions of why equality matters and what is to be equalized. It then introduces some of the major debates in the contemporary egalitarian literature: equality of opportunity versus equality of outcome; luck egalitarianism versus relational equality; and equality versus sufficiency. Throughout the course, and particularly in the latter half, we consider concrete social problems and dilemmas faced by those who are committed to the ideal of equality. Topics covered this year include discrimination and policies that aim to reduce inequalities between social groups.**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Autumn Term.

There will be a reading week in Week 6 of the AT for private study and assessment preparation.

Formative coursework: Students will submit a short formative essay (up to 1500 words) and will be given feedback on this before submitting their assessed coursework.**Indicative reading:** Samantha Brennan, 'Feminist Ethics and Everyday Inequalities' *Hypatia* 24, 2009; Derek Parfit, 'Equality and Priority' *Ratio* 10, 1997; Ronald Dworkin, *Sovereign Virtue: The Theory and Practice of Equality* (Harvard University Press, 2000); Amartya Sen, *Development as Freedom* (Oxford University Press, 1999); Elizabeth Anderson, 'What is the Point of Equality?' *Ethics* 109, 1999; Harry Frankfurt, 'The Moral Irrelevance of Equality' *Public Affairs Quarterly* (2000); and Deborah Hellman, *When is Discrimination Wrong?* (Harvard University Press, 2011).**Assessment:** Essay (100%, 4500 words).

GV4E1 Half Unit Not available in 2024/25 Comparative Democratization in a Global Age

This information is for the 2024/25 session.

Teacher responsible: Dr William Kissane

Availability: This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: To introduce students to the fundamental political science debates about the phenomenon of democratization, to explore the explanatory strength of key paradigms, and to compare distinct modes of democratization. Specific topics are: Definitions of democratization and democratic consolidation; waves of democratization; capitalist development and democratization; elite transitions; post-civil war democracy; hybrid regimes; democratic backsliding; the current crisis of democracy and the existence of civil strife in the United States. Cases range from year to year but currently include China, Hungary, the United States, Spain, Turkey and Mozambique.

Teaching: This course provides a combination of seminars and lectures totalling a minimum of 30 hours in the Autumn Term. There will be a reading week in Week 6 of the AT for private study and assessment preparation.

Formative coursework: All students are expected to submit one non-assessed essay of 1500 words.

Indicative reading: D Potter et al, *Democratization*; J. Grugel, *Democratization*; Rueschmeyer, Stephens and Stephens, *Capitalist Development and Democracy*; J Linz and A S Stepan, *Problems of Democratic Transition and Consolidation*.

Assessment: Essay (100%, 3000 words) in the WT.

GV4E2 Half Unit Capitalism and Democracy

This information is for the 2024/25 session.

Teacher responsible: Dr David Woodruff

Availability: This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Science and Political Economy) and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

Available as an outside option for students on other programmes with the teacher's consent. This course is capped. In 2023/2024, all Department of Government students who wished to take the course were able to do so.

Course content: Compatibility and incompatibility of capitalism and democracy; Constitutional restraints on economic policymaking in central banking and property rights; Democracy and economic crisis; Democracy and economic inequality. This course examines the uneasy interaction between the two dominant concepts underpinning political and economic institutions in advanced industrial societies. It addresses questions about the relationship of capitalism to democracy, both conceptually and empirically. We consider whether democracy undermines or supports capitalism, focusing on policies relating to central banking, redistribution, and property rights, as well as how inequality affects elections and policymaking. We also examine how capitalism may undermine or sustain democracy and what circumstances heighten the tension between democracy and capitalism.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in the Winter Term.

There will be a reading week in Week 6 of the WT.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: Schumpeter, *Capitalism, Socialism, and Democracy*. Holmes, 'Precommitment and the Paradox of

Democracy'. Mill, *Considerations on Representative Government*. Lohmann, 'An Information Rationale for the Power of Special Interests'. McNamara, 'Rational Fictions: Central Bank Independence and the Social Logic of Delegation'. Beard, *An Economic Interpretation of the Constitution of the United States*. Kenworthy and Pontusson, 'Rising Inequality and the Politics of Redistribution in Affluent Countries'. Ferguson, 'Deduced and Abandoned: Rational Expectations, the Investment Theory of Political Parties, and the Myth of the Median Voter'. Hopkin and Blyth, 'The Global Economics of European Populism: Growth Regimes and Party System Change in Europe'.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GV4E3 Half Unit Not available in 2024/25 Conflict and State-Building in Eastern Europe and Eurasia

This information is for the 2024/25 session.

Teacher responsible: Prof James Hughes

Availability: This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at two groups. The course is available with permission as an outside option subject to space (and where regulations permit).

Course content: This course analyses a range of conflict cases in Eastern Europe and Eurasia and provides a theoretically informed assessment and critique of the current debates on the concepts of state-building, self-determination, and secession in these regions. It seeks to explain why some state-building projects and claims to self-determination and secession have succeeded while others are failing or have failed to achieve international recognition, or are otherwise seen as problematical cases. The concepts lie at the intersection of politics and international law, and the focus in this course is on the politics and policies. The first two weeks deal with the conceptual debates and theories and practices in state-building, self-determination, and secession, examining the collapse of the Soviet Union and Yugoslavia as communist federations, and the associated violent conflicts that followed the collapse. The collapse is located in the Cold War context, and the impact of internal and external ideas about democracy and nationalism on the collapse is explored. The rest of the course examines how the collapse has continued to reverberate across the regions. We use weekly case studies drawn from the former Soviet space and former Yugoslavia. The cases include wars and violent conflicts over self-determination and secession, the management of multiethnicity in state-building, and the role of international institutions and external intervention in managing state-building, self-determination and secession. The cases considered include many of the so-called "frozen conflicts" and several of the wars in the region: Kosovo, Bosnia-Herzegovina, Chechnya, Ukraine/ Crimea/Donbas, Georgia/Abkhazia, Nagorno-Karabagh, Estonia and Latvia. As an LSE Moodle course, almost all of the weekly readings are available online.

Teaching: This course provides a combination of seminars and lectures totalling a minimum of 30 hours per group in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: One essay of 1,500 words, to be on a topic that differs from the summative essay. Students must also contribute to a team presentation.

Indicative reading: Hurst Hannum, *Autonomy, Sovereignty, and Self-Determination: The Accommodation of Conflicting Rights*. Rev. ed. University of Pennsylvania Press, 1996; Jörg Fisch, *The Right of Self-Determination of Peoples: The Domestication of an Illusion*. Cambridge University Press, 2015; Fernando R. Teson, *The Theory of Self-Determination*. Cambridge University Press, 2017; Philip G. Roeder and Donald Rothchild eds, *Sustainable Peace. Power and Democracy after Civil Wars*, Cornell University Press, 2005;

Timothy D. Sisk, *Statebuilding: Consolidating Peace after Civil War*. Polity, 2013; Roland Paris, and Timothy D. Sisk, *The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations*. Routledge, 2009; James Hughes, *Chechnya. From Nationalism to Jihad*, University of Pennsylvania Press, 2007; James Hughes & Gwendolyn Sasse (Eds), *Ethnicity and Territory in the Former Soviet Union*, Routledge, 2001; Christoph Zurcher, *The Post-Soviet Wars: Rebellion, Ethnic Conflict, and Nationhood in the Caucasus*, New York University Press, 2007; David Chandler, *Empire in Denial. The Politics of State-Building*, Pluto, 2006; Roberto Belloni, *State building and international intervention in Bosnia*, Routledge, 2007; Marc Weller, *Contested Statehood: Kosovo's Struggle for Independence*. Oxford University Press, 2009; Marc Weller, *Settling Self-Determination Disputes: Complex Power-Sharing in Theory and Practice*. Nijhoff, 2008; Gwendolyn Sasse, *The Crimea Question. Identity, Transition and Conflict*, Harvard University Press, 2007.

Assessment: Essay (100%, 5000 words) to be submitted early in the Spring Term.

GV4E8 Half Unit Power Sharing and Institutional Design in Divided Societies

This information is for the 2024/25 session.

Teacher responsible: Dr Paul Mitchell

Availability: This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Behaviour), MSc in Political Science (Political Science and Political Economy) and MSc in Public Policy and Administration. This course is not available as an outside option.

Priority will be given to students on the MSc in Political Science (Conflict Studies and Comparative Politics). This course is capped at 2 groups.

Course content: The resolution of serious ethnic and national conflicts almost inevitably involves some form of power sharing and/or power division (autonomy and federation). While power sharing is often invoked in normative and comparative accounts of conflict resolution, it is less frequently systematically examined. Conflict and Institutional Design (CID) is a comparative analysis of the making, maintenance and too often breaking of power sharing agreements. We begin with the problems of political violence and civil wars. Civil wars end but often restart. When and how are peace agreements negotiated? What type of power-sharing and federal designs are available? Under what conditions is power sharing likely to help contain conflict, and when does it fail? The course will pay particular attention to what happens after a power-sharing agreement is reached. The institutional focus will include peace agreements and the making of new constitutions. We will analyse electoral system design for divided societies, the 'timing' of first elections, the dynamics of electoral and party competition within ethnic segmentation. The final section of the course looks at power-sharing designs for divided societies: consociational governance (power-sharing constitutions, executives, legislatures); and at territorial approaches to conflict regulation (partition, federalism, ethno-federalism and regional autonomy). Finally – Why do some power-sharing regimes succeed while others fail?

Teaching: This course is delivered through a combination of seminars (10 x 1.5 hours) and lectures (10 x 2 hours) totalling a minimum of 35 hours in Winter Term. There will be a reading week in Week 6 of the WT.

Formative coursework: Briefing papers on pre-selected key concepts/cases.

Indicative reading: Wallensteen, Peter (2023). *Understanding Conflict Resolution*. London: Sage.
Lijphart, Arend (2008). *Thinking about Democracy: Power Sharing and Majority Rule in Theory and Practice*. London: Routledge. [the collected writings of Lijphart].
Cederman, Lars-Erik, Simon Hug and Julian Wucherpfennig (2022).

Sharing Power, Securing Peace? Ethnic Inclusion and Civil War. Cambridge University Press.

Casperson, Nina (2017). *Peace Agreements*. London: Polity.

Cederman, Lars-Erik et al. (2013) *Inequality, Grievances and Civil War*. Cambridge: Cambridge UP.

McCulloch, Alison and John McGarry (2017, eds) *Power-Sharing: Empirical and Normative Challenges*. London: Routledge.

Noel, Sid (2005, ed), *From Power Sharing to Democracy*. Montreal: McGill-Queen's University Press.

Norris, Pippa (2008). *Driving Democracy: Do Power-Sharing Institutions Work?* Cambridge University Press.

Assessment: Essay (100%, 5000 words) in the ST.

The research essay will be on a topic of your choice. Having said that the topic will be discussed between each of you and myself and I must approve the topic. The research paper should ideally examine a research question using relevant concepts and theories, and must have an empirical dimension that is relevant to the themes of the course. 'Empirical' is understood in the broadest sense: your material could be a case study set in an appropriate theoretical framework, it could examine a theme with comparative case studies, it could be quantitative or qualitative. Whatever is deemed appropriate to the research question at hand. Bear in mind though that broad surveys are generally not a good idea. After all 5000 words is about half the standard size of a journal article. Much more advice about the essay will be given as the course progresses both collectively and in individual meetings with each of you. Since you will be working on something that really interests you I hope that this will be an enjoyable experience.

GV4E9 Approaches and Issues in Public Policy and Administration

This information is for the 2024/25 session.

Teacher responsible: Prof Dan Berliner

Availability: This course is compulsory on the MSc in Public Policy and Administration. This course is not available as an outside option.

Course content: The course is designed to introduce MSc students to major issues in understanding public administration and policy. Students will be divided into two to four classes, depending on the number of students taking the course. 18 of the lectures will reflect the topics to be covered in the weekly classes (18 plus 1 revision class) addressing key themes in Public Policy and Public Administration. Some of the lectures may be given by other colleagues teaching on the MSc degree as well as by outside speakers. 2 lectures and classes will cover dissertation writing (for GV499) in the field of public policy and administration.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 50 hours across the Autumn, Winter and Spring Terms. This course includes reading weeks in Week 6 of both the AT and WT terms.

Formative coursework: Two formative essays, one in the Autumn Term and one in the Winter Term.

Indicative reading: Arjen Boin and Martin Lodge (2024) *The Politics of Policymaking*; Christoph Knill and Jale Tosun (2020) *Public Policy*; Paul Cairney (2019) *Understanding Public Policy*; Merilee Grindle (2012) *Jobs for the Boys*; B Guy Peters (2018) *Politics of Bureaucracy* (7th edn); David L Weimer and Aidan R Vining (2016) *Policy analysis: Concepts and practice*; Steve Balla, Martin Lodge and Edward C Page (eds) (2015) *Oxford Handbook on the Classics of Public Policy*.

Assessment: Exam (75%, duration: 3 hours) in the spring exam period.

Essay (25%, 3000 words) in the WT.

GV4F2 Half Unit

Popular Politics in the Middle East

This information is for the 2024/25 session.

Teacher responsible: Prof John Chalcraft

Availability: This course is available on the MSc in Gender (Rights and Human Rights), MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped.

Course content: The course explores the role of popular politics in the making of the contemporary Middle East and North Africa. The primary focus is on the Arab world but reference is also made to Iran, Israel and Turkey. We study the origins, course and consequences of popular protest, social and political movements, uprisings and revolutions in the region. We ask how a wide variety of subaltern social groups have challenged subordination and brought about new social relations. Our cases are drawn from the early twentieth century to the present. Common topics include the Iranian revolution of 1979, everyday forms of resistance, the first intifada in the Occupied Palestinian Territories (1987-1991), social justice and labour movements, Islamic activism, the Arab uprisings of 2011 and the Rojava Revolution. The course draws on critical, historically-minded and Gramscian approaches, aims to grasp the role of active subjectivity and leadership in context, and evaluates the ways in which a wide variety of movements have aimed to bring about change, and how they have succeeded and/or failed to do so.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in Autumn Term. Week 6 of the AT is a reading week.

Formative coursework: In order to develop essay skills and obtain feedback outside of formal assessment, students will complete a 2,000 word formative essay on which they will receive feedback as to overall standard, argument, evidence, structure and style. Students will choose one essay from a list of titles. To prepare for the 5,000 word essay, students will submit for approval a proposed title and a two-page handout summarising the question or puzzle that their essay will address. A seminar will also be held as a workshop to assist students prior to the final submission of their 5,000 word essay.

Indicative reading: Abrahamian, Ervand. *Iran between Two Revolutions* (Princeton University Press, 1982); Achcar, Gilbert. *The People Want*. (Saqi Books 2012); Bayat, Asef. *Street Politics: Poor People's Movements in Iran* (Columbia University Press, 1997); Chalcraft, John. *Popular Politics in the Making of the Modern Middle East* (Cambridge University Press, 2016); Cronin, Stephanie. *Subalterns and Social Protest* (Routledge, 2007); Kurzman, Charles. *The Unthinkable Revolution in Iran* (Harvard University Press, 2004); Swedenburg, Ted. *Memories of Revolt: The 1936-1939 Rebellion and the Palestinian National Past* (Fayetteville: University of Arkansas Press, 2003); Tripp, Charles, *The Power and the People* (Cambridge: CUP, 2013).

Assessment: Essay (100%, 5000 words) in the WT.

GV4F4 Half Unit

Policy Advice in Theory and Practice

This information is for the 2024/25 session.

Teacher responsible: Dr Elise Antoine

Availability: This course is available on the MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 3 groups.

Course content: Many masters graduates in public policy and

administration go on to work in organizations that produce or consume policy advice. With this in mind, this course will look at how policy advice is produced and used. It has three objectives: to introduce students to a range of theoretical and empirical scholarship on the issues involved in producing and using policy advice; to develop practical policy analysis and communication skills required of policy advisors; and to expose students to practitioners who produce and use policy advice. Students will develop their policy analysis and communication skills by critically analysing the theoretical scholarship on policy advice, the science-policy link, and research impact. Moreover, we will apply this analysis to real-world cases during the seminars, in group presentations and exercises, and in the formative and assessed coursework.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 35 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: One group presentation and a mock examination.

Indicative reading: Bardach, Eugene (2009) *A Practical Guide for Policy Analysis*, Third Edition. Washington, DC: CQ Press.

Stone, D.A., (2002). *Policy Paradox: The Art of Political Decision Making*, New York: Norton.

Scott, C. and Baehler, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney: University of New South Wales Press.

Weimer, David L. and Vining, Aidan R. (2005) *Policy Analysis: Concepts and Practice*, Fourth Edition. Upper Saddle River, NJ: Pearson.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Project (50%, 2500 words).

GV4F5 Half Unit

Advanced Study of Key Political Thinkers

This information is for the 2024/25 session.

Teacher responsible: Prof Lea Ypi

Availability: This course is available on the MA in Modern History and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit. This course is capped at 1 group.

Pre-requisites: An advanced undergraduate course in the History of Political Thought or Political Philosophy, or following consultation with the course teacher.

Course content: This course provides an opportunity to study the works of Machiavelli in-depth. It will focus on themes in his political theory: human nature, morality and politics, the role of the prince, the analysis of virtue and gloria, the conception of the state and the idea of Machiavellian democracy. We will situate Machiavelli's arguments in their political and theoretical context, as well as exploring both how subsequent theorists understood and employed his ideas, and the major contemporary critical debates in Machiavelli's scholarship. The seminar will therefore blend intellectual history and political theory.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the Autumn Term. There will be a reading week in Week 6 of the AT for private study and assessment preparation.

Formative coursework: Students will be encouraged to submit one formative extended essay plan of no more than 1500 words. This will form the basis of the final summative assessment. The course leader will provide written feedback on this plan, and provide the opportunity for a one-to-one meeting to discuss the plan, but will not provide a numerical grade or classification for it.

Indicative reading: Machiavelli, *The Prince*, ed. Q. Skinner, trans. R. Price (Cambridge, 1988).

Machiavelli, *Discourses on Livy*, ed. J.C. and P. Bondanella (Oxford, 2003) or ed. B. Crick (Penguin, 1970).

John McCormick, *Machiavellian Democracy* (Princeton: Princeton

University Press). Introduction, Ch. 1 and Ch. 3.
 John M. Najemi (ed.) *The Cambridge Companion to Machiavelli* (Cambridge: Cambridge University Press, 2010).
 Skinner, Q., *Visions of Politics, Volume II: Renaissance Virtues* (Cambridge: Cambridge University Press, 2002). Ch. 6 and 7.
Assessment: Essay (80%, 4000 words) and continuous assessment (20%).

GV4F8 Half Unit Institutions and Global Trade

This information is for the 2024/25 session.

Teacher responsible: Prof Stephanie Rickard

Availability: This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Political Behaviour), MSc in Political Science (Political Science and Political Economy) and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is controlled access and spaces are limited. Priority will be given to students enrolled on MSc programmes in the Department of Government and on the Master of Public Policy.

Course content: This course examines the role interests and institutions play in global trade and countries' trade policies. Theories from both economics and political science are used to understand how formal institutions and economic interests shape trade policies and politics. This course examines domestic political institutions, such as electoral systems, as well as international institutions, such as the World Trade Organization.

Teaching: This course provides a minimum of 30 hours of lectures and seminars in the Winter Term. There will be a reading week in WT Week 6 for private study and assessment preparation.

Formative coursework: Students will be asked to complete weekly writing assignments.

Indicative reading: Osgood, Iain. (2017) "The Breakdown of Industrial Opposition to Trade in World Politics." *World Politics* 69(1): 184-231.

Evans, Carolyn. (2009) "A Protectionist Bias in Majoritarian Politics: An Empirical Investigation." *Economics & Politics* 21(2): 278-307.

Zahrnt, Valentin. "Domestic Constituents and the Formulation of WTO Negotiating Positions: What the Delegates Say." *World Trade Review*. 7.2 (2008): 393-421.

Assessment: Essay (100%, 3500 words) in the ST.

GV4F9 Half Unit The Challenges of Governance in sub-Saharan Africa

This information is for the 2024/25 session.

Teacher responsible: Dr George Ofosu

Availability: This course is available on the MSc in Gender, Peace and Security, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics) and MSc in Political Science (Political Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at one group.

Course content: This course introduces students to some of the major arguments, hypotheses and debates in the literature on politics in sub-Saharan Africa (SSA). The material will cover the period between the end of the colonial period to the contemporary era. The course will help students develop the skills to be more intelligent consumers of the extant literature on politics in SSA. The primary questions that motivate the course are: (a) to what extent are political outcomes in contemporary Africa a consequence of its history, society, and geography? (b) Why are state structures and institutions weak in Africa compared to most other regions?

(c) Why did (do?) African leaders choose growth-killing policies, (d) What is the role of ethnicity in Africa's economic and political development? (e) (Under what conditions) Are multiparty elections better for good governance in sub-Saharan Africa?

To this end, the course is structured into four parts. In the first part, we take a tour of Africa's recent political history, examining pre-colonial structures, the impact of the slave trade and colonialism on the politics, societies, and economies of post-colonial states. We then consider the social and political forces that shape African countries' forms of government and the structure and capacity of their states. In the third part, we briefly survey the determinants of Africa's economic development, focusing specifically on policy choices, legal systems, natural resources and the ambivalent role of foreign aid. The fourth part is devoted to Africa's democratic experiment focusing on the issues of political parties, election fraud and violence, transparency initiatives, and political representation in Africa.

Political scientists have sought to address these and other research questions using varied methodological approaches. Accordingly, the scholarly literature we will review draws on quantitative, historical, and qualitative methods — though students will not need any prior specialized training to understand the debates and questions raised in them. Also, because many developments in African politics cannot be understood in isolation from African societies or their historical context, this course augments political science research with work by journalists, historians, economists, and anthropologists.

Teaching: This course is delivered through 20 hours of seminars in the Autumn Term. There will be a reading week in Week 6 of the AT for private study and assessment preparation.

Formative coursework: Students will be required to complete one formative essay (1,500 words).

Indicative reading: Rodney, W. (1981). *How Europe underdeveloped Africa*. Washington, D.C., Howard University Press; Hyden, Goran. *African Politics in Comparative Perspective*, Cambridge: Cambridge University Press, 2006; Bratton, M. & Van de Walle N., *Democratic Experiments in Africa*, New York, Cambridge University Press, 1997; Jackson, R. and Rosberg C., *Personal Rule: Theory and Practice in Africa*, *Comparative Politics* 16:4, 1984; Posner D., *Institutions and Ethnic Politics in Africa*, New York: Cambridge University Press, 2005; Clapham C., *Africa and the International System*, New York, Cambridge University Press, 1996; Englebert P., *State Legitimacy and Development in Africa* Boulder: Lynne Rienner, 2000; Rotberg R, and Gisselquist R., *The Index of African Governance*, Cambridge, World Peace Foundation, 2009; Herbst J., *States and Power in Africa: Comparative Lessons in Authority and Control*, Princeton: Princeton University Press, 2000; Bates R., *Markets and States in Tropical Africa*, Berkeley: University of California Press, 1981.

Assessment: Essay (80%, 4000 words) in the WT. Class participation (20%) in the AT.

GV4G1 Half Unit Not available in 2024/25 Applied Quantitative Methods for Public Policy and Political Science

This information is for the 2024/25 session.

Teacher responsible: Prof Valentino Larcinese

Availability: This course is available on the MRes/PhD in Political Science, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Political Science and Political Economy), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Please note: this course is **available to all MSc and MRes students from the Department of Government**. Students from other departments are also welcome but should request permission from the teacher.

Pre-requisites: A good knowledge of statistics and of the generalized linear model at the level of MY452.

Course content: This course provides an introduction to current empirical research in political science with a focus on methods for causal inference. The weekly meetings consist of a mix of lectures and tutorials. The lectures will present the techniques and illustrate their applications by making extensive use of the most up-to-date empirical literature. The tutorials will give feedback on formative work and will provide an opportunity to learn how to apply the methods with the statistical software Stata. After reviewing the rationale for simple OLS estimation, particularly focussing on the conditions for a causal interpretation of the coefficients, the course will cover instrumental variables, panel data, differences-in-differences, regression discontinuity and several applications to political science. Students will be stimulated to think in experimental terms and the main theme will be how to replicate or get close to the experimental ideal of natural sciences by using non-experimental observational data.

Teaching: This course is delivered through a minimum of 30 hours of lectures and tutorials in the Winter Term. There will be a reading week in Week 6 of Winter Term.

Formative coursework: There will be two pieces of formative work to be submitted to the lecturer.

Indicative reading: Most readings will be journal articles. The main references for the methods will be:

- Thad Dunning: Natural experiments in the social sciences, Cambridge University Press 2012.
- Angrist & Pischke: Mostly Harmless Econometrics, Princeton University Press 2009.
- Stock & Watson: Introduction to Econometrics, Pearson 2007 (Second edition).

Assessment: Exam (40%, duration: 2 hours) in the spring exam period.

Project (60%, 5000 words) in the WT and ST.

The project includes a presentation element.

GV4G7 Half Unit Marx and Marxism

This information is for the 2024/25 session.

Teacher responsible: Prof Lea Ypi

Availability: This course is available on the MA in Modern History and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit. This course is capped at 2 groups.

Course content: This course will try to develop an analysis of what we might call 'moral socialism' by engaging with authors who have developed the links between the thought of Kant and Marx and with one of the lesser known developments of Marxism in the 20th century: the Austro-Marxist school of thought. Together the group of thinkers associated to the Austro-Marxist movement provided one of the most original developments of Marx's theory by trying to combine aspects of Kant's moral philosophy with Karl Marx's critique of society. We will start with introductory sessions on the relationship between Kant and Marx and the historical context of Austro-Marxism. We will then each week explore different themes relevant to Austro-Marxist thought: from Max Adler's analysis of the social a priori to Otto Bauer's discussion of the nationalities problem, from Karl Renner's analysis of legal institutions to Rudolf Hilferding's analysis of finance capital. We will also cover the thought of Friedrich Adler and Otto Neurath and engage with criticisms of their theories by contrasting them with alternative Marxist analyses developed at the same time such as those of Lukacs, Lenin or Rosa Luxemburg. The focus throughout will be on understanding and assessing the Austro-Marxist's complex arguments. The course should be of interest to MSc students taking existing courses on liberalism and justice but also to students in Law, IR, Sociology, and International History.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the

Autumn Term. This course includes a reading week in AT Week 6.

Formative coursework: One formative essay of around 2,000 words.

Indicative reading: Bottomore, Tom, and Patrick Goode. Austro-Marxism. Oxford: Clarendon Press, 1978.

Rabinbach, Anson. The Austrian Socialist Experiment: Social Democracy and Austromarxism, 1918-1934. Boulder: Westview Press, 1985.

Blum, Mark E., and Smaldone, William (eds.) Austro-Marxism: The Ideology of Unity. Leiden: Brill, 2016.

Assessment: Essay (100%, 4000 words).

GV4H1 Half Unit Not available in 2024/25 Chinese Political Thought

This information is for the 2024/25 session.

Teacher responsible: Prof Leigh Jenco

Availability: This course is available on the MSc in China in Comparative Perspective and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at one group. **Priority will be given to students enrolled on the MSc in Political Theory.**

Pre-requisites: A specialist background in political theory is strongly recommended.

Course content: This course will introduce students to recurring debates and concepts within Chinese political thought. We focus on the germinal texts of the Warring States period (circa 400 BCE), such as the Analects of Confucius and the Dao De Jing of Laozi. Reading texts in translation, we will critically examine the variety of normative frameworks that have structured political thinking in early China, with a particular focus on the relationship between personal agency and political outcomes. This is NOT a history course; its broader goal is to help students use Chinese thought to think critically and creatively about political and social life in general and not just in "Chinese" contexts. This course is suitable for students interested in political theory, philosophical approaches to politics, Chinese studies, and/or the history of political thought. Readings are entirely in English and NO prior knowledge of Chinese language or history is required.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Michaelmas Term. This course includes a reading week in Week 6 of the MT.

Formative coursework: One formative essay of 1500 words maximum, excluding footnotes and bibliography, on an assigned topic.

Indicative reading: Ivanhoe, Philip J. Readings in Classical Chinese Philosophy. Edited by Philip J. Ivanhoe and Bryan W. Van Norden. 2nd ed. Hackett Pub Co, 2006.

Selections from De Bary, Wm. Theodore, and Richard John Lufrano. Sources of Chinese Tradition. Vol. 2, From 1600 Through The Twentieth Century. New York: Columbia University Press, 2000.

Assessment: Essay (80%, 3000 words) in the WT.

Class participation (20%) in the AT.

The class participation element will be assessed via one group project and quality of contribution to seminar discussion.

GV4H3 Half Unit Feminist Political Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Sarah Goff

Availability: This course is available on the MPhil/PhD in Gender, MSc in Gender, MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities and MSc in Political Theory.

This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case. Priority is given to students in the MSc Political Theory programme.

Course content: This course covers some of the central debates in contemporary feminist political theory, with a particular emphasis on the legacy and usefulness of liberalism. The course focuses on debates and differences within feminist political theory, rather than justifications for, or defences of, feminist political theory. Among the problems raised are conceptions of the individual and individual autonomy; the relative invisibility of gender issues in mainstream literature on justice and equality; the tendency to conceive of equality in sex-blind terms; the tendency to presume a universally applicable set of norms. We consider the theoretical debates in relation to a number of contemporary political issues. Topics likely to be addressed include: feminism and contract, individualism and autonomy, equality and the politics of difference, marriage and feminist perspectives on trans issues.

Teaching: This course provides a combination of seminars and lectures totalling 20 hours in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: Students will submit a short formative essay (up to 1500 words) and will be given feedback on this before submitting their assessed coursework.

Indicative reading: Simone de Beauvoir (1949) *The Second Sex*; Susan Moller Okin 'Forty Acres and a Mule for Women' *Politics, Philosophy & Economics* (2005); Carole Pateman (1988) *The Sexual Contract*; Iris M Young (1990) *Justice and the Politics of Difference*; Anne Phillips (1995) *The Politics of Presence*; Clare Chambers (2017) *Against Marriage: An Egalitarian Defence of the Marriage-Free State*; Serene Khader (2018) *Decolonizing Universalism: Towards a Transnational Feminist Ethic*; Talia Mae Bettcher 'Evil deceivers and make-believers: Transphobic violence and the politics of illusion' *Hypatia* (2007).

Assessment: Essay (100%, 4000 words).

GV4H4 Half Unit Foundations of Political Theory

This information is for the 2024/25 session.

Teacher responsible: Professor Kai Spiekermann

Availability: This course is compulsory on the MSc in Political Theory. This course is not available as an outside option.

Course content: This course provides an introduction to the philosophical and methodological foundations of political theory. It aims to give participants a conceptual toolbox that can be brought to bear on many different substantive problems and research questions in political theory and neighbouring fields. The course introduces some central methodological debates in contemporary political theory, explores the links between political theory and related disciplines, and familiarises students with different approaches to political theorising.

Teaching: This course provides a combination of lectures, seminars, and other activities totalling 25 hours in the Autumn Term.

There will be a reading week in AT Week 6.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: David Leopold and Marc Stears (eds.) (2008) *Political Theory: Methods and Approaches* (Oxford: Oxford University Press); Adrian Blau (ed.) (2017) *Methods in Analytical Political Theory* (Cambridge: Cambridge University Press); John S. Dryzek, Bonnie Honig and Anne Phillips (eds.) (2008) *The Oxford Handbook of Political Theory* (Oxford: Oxford University Press); Robert E. Goodin and Philip Pettit (eds.) (1993) *A Companion to Contemporary Political Philosophy* (Oxford: Blackwell); Keith Dowding (2015) *The Philosophy and Methods of Political Science*

(London: Palgrave).

Assessment: Essay (100%, 3000 words) in the WT.

GV4H5 Half Unit The Political Philosophy of Environmental Change

This information is for the 2024/25 session.

Teacher responsible: Prof Kai Spiekermann

Availability: This course is available on the MSc in Environment and Development, MSc in Environmental Policy and Regulation and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and priority is given to students on the MSc Political Theory. In previous years we have been able to provide places for most applicants, but that may not continue to be the case.

Pre-requisites: Some prior training in political theory, ethics, or related fields is recommended.

Course content: This course considers the problem of climate change from a political-philosophical perspective, drawing primarily on contemporary analytical political philosophy, political theory, and environmental ethics, but with cross-disciplinary input from the natural and social sciences. Some key questions will be abstract and theoretical, including: What kind of problem is climate change? How do we value nature? How ought we to distribute the costs of climate? How are the injustices of climate change related to other historical injustice? What do we owe future generations? At the same time, the course also challenges us to think about the application of theories from philosophy and the social sciences, leading to questions like: How can we improve the knowledge about climate change? How do we motivate citizens and states to reduce emissions? How do we decide what to preserve for future generations? Is civil or uncivil disobedience a promising route to bring about social change? Which democratic institutions might support effective climate policies?

Teaching: This course is delivered through a combination of lectures and seminars totalling 30 hours in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: Students will submit a short formative essay (up to 1500 words) and will be given feedback on this before submitting their assessed coursework.

Indicative reading: John Broome (2012) *Climate Matters: Ethics in a Warming World*, New York (W.W. Norton); Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue, eds. (2010) *Climate Ethics: Essential Readings*, Oxford (Oxford University Press); Denis G. Arnold, ed. (2011) *The ethics of global climate change*, Cambridge (Cambridge University Press); Stephen M. Gardiner (2011) *A Perfect Moral Storm: The Ethical Tragedy of Climate Change*, Oxford (OUP); Jeremy Moss, ed. (2015). *Climate Change and Justice*, Cambridge: Cambridge University Press; Simon Caney (2020). "Climate Justice", in: *Stanford Encyclopedia of Philosophy*, Ed. Edward N. Zalta. Available at: <https://plato.stanford.edu/entries/justice-climate/>; Intergovernmental Panel on Climate Change (2021-2) *Sixth Assessment Report*, Available at www.ipcc.ch.

Assessment: Essay (100%, 4000 words).

GV4H6 Half Unit Behavioural Political Economy

This information is for the 2024/25 session.

Teacher responsible: Prof Rafael Hortalá-Vallve

Availability: This course is available on the MSc in Political Science (Political Behaviour) and MSc in Political Science (Political Science

and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: It is required that students have some familiarity with formal models (game theory) and basic statistical concepts.

Course content: In this course we will introduce behavioural concepts and use them in explaining decisions of politicians, candidates for political office, voters, lobbyists, and other actors in the political and policymaking arena. The focus of the course will be academic but we will also visit the recent development by public policy practitioners – both the UK and the US have behavioural insights teams working closely with the executive branch.

We will analyse different political phenomena that do not perfectly fit our rational choice models. We will cover issues such as turnout in large elections, populist policies, framing of public policies to influence public opinion, attribution of blame to politicians, opt-in/opt-out policies and paternalism in policy recommendations, etc. By introducing insights from psychology to our classical political economy models we will study the effects of social, cognitive, and emotional factors on political decisions. Parallel to this formal analysis we will also introduce experimental methods.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 24 hours in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: A presentation on the topic of your summative essay to be delivered in an extra session in WT Week 9.

Indicative reading: Berggren, N (2012), "Time for behavioural political economy? An analysis of articles in behavioural economics", *Review of Austrian Economics*
De Rooij, E (2009), "Field Experiments on Political Behavior and Collective Action", *Annual Review of Political Science*
Druckman, J (2006), "The growth and Development of Experimental Research in Political Science", *American Political Science Review*

Druckman, J, D Green, J Kuklinski, and A Lupia (2011), *Cambridge handbook of Experimental Political Science*, Cambridge University Press

Kagel, J and A Roth (1995), *Handbook of Experimental Economics*, Princeton University Press

McDermot, R (2002), "Experimental Methods in Political Science", *Annual Review of Political Science*

Morton, R and K Williams (2010), *Experimental Political Science and the study of causality: from nature to the lab*, Cambridge University Press

Palfrey, T (2009), "Laboratory experiments in Political Economy", *Annual Review of Political Science*

Thaler, RH and CR Sunstein (2009), *Nudge: improving decisions about health, wealth and happiness*, Yale University Press

Wilson, R (2011), "The contribution of behavioural economics to political science", *Annual Review of Political Science*

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 3000 words) in the ST.

Each student is required to submit an essay (3000 words including footnotes and appendix) in Week 1 of Spring Term composed of two parts: the analysis of a behavioural aspect in a political economy situation and a novel experimental design proposal related to it. This essay will count for 50% of the final mark. The remaining 50% will be assessed by means of an exam.

GV4J4 Half Unit

Citizen Representation and Democracy in the European Union

This information is for the 2024/25 session.

Teacher responsible: Prof Sara Hobolt

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in

European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Behaviour) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 1 group.

Course content: This course studies representation, public opinion and party politics in the European Union. The aim of the course is to develop a better understanding of the functioning of democracy in the European Union and provide the analytical tools to evaluate and develop proposals for strengthening democracy. This course will examine both how citizens are represented in the European Union and how the EU shapes democratic politics in member states. The first part of the course assesses pathways of representation and accountability in the European Union, focusing on representation of citizens' interests in the Council, Commission and the European Parliament as well other avenues for citizen influence, such as referendums and the Citizens' Initiative. The second part of the course examines how national politics shapes, and is shaped by, European integration, examining party fragmentation, Euroscepticism, populism and democratic backsliding. The final part of the course evaluates different proposals for reform with the aim of strengthening democracy and representation in the EU, and students will have the opportunity to develop their own reform proposal.

Teaching: 20 hours of seminars in the Autumn Term and 2 hours of seminars in the Spring Term.

Each seminar will be a mix of lectures, group work and student presentations, ending with a conference on the future of Europe. This course includes a reading week in Week 6 of AT.

Formative coursework: One formative essay (1,500 words)

Indicative reading:

- C De Vries (2018) *Euroscepticism and the Future of European Integration* (Oxford University Press);
- C De Vries, D Hobolt, S-O Proksch and J Slapin (2021) *Foundations of European Politics* (Oxford University Press);
- S Hix, A Noury and G Roland (2007) *Democratic Politics in the European Parliament* (Cambridge University Press);
- G Marks and M Steenbergen, (2004) *European Integration and Political Conflict* (Cambridge University Press);
- F Scharpf (1999) *Governing in Europe: Effective and Democratic?* (Oxford University Press).

Assessment: Exam (75%, duration: 2 hours) in the spring exam period.

Essay (25%, 2500 words) in the WT.

GV4J6 Half Unit

Game Theory for Research

This information is for the 2024/25 session.

Teacher responsible: Prof Torun Dewan

Availability: This course is available on the MRes/PhD in Political Science and MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Knowledge of game theory at the level of GV4C8 is required.

Course content: This course will help students think about the way game theory is applied to research in political science and political economy. Lectures will cover some advanced topics including: Repeated Games (Folk Theorems); Information Aggregation; Cheap Talk; Bayesian Persuasion; and Global Games. Seminars will focus on going through published papers; students will study one to two papers using game theory.

Teaching: 30 hours of lectures/seminars in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: Students will write a referee report on one

of the papers on the reading list. They will then discuss their report with the instructor.

Indicative reading: Two useful (but advanced) game theory textbooks are:

- Game Theory. Drew Fudenberg and Jean Tirole. MIT Press (1991).
- Game Theory. Michael Maschler, Eilon Solan, and Shmuel Zamir. Cambridge University Press (2013).

A reading list will be provided at the beginning of the term.

Assessment: Essay (100%) in the ST.

GV4J8 Half Unit

Middle East Politics in Transnational Perspective

This information is for the 2024/25 session.

Teacher responsible: Prof John Chalcraft

Availability: This course is available on the MSc in Gender (Rights and Human Rights), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course offers an advanced introduction to the politics of the Middle East and North Africa in transnational perspective. It takes a critical, sociological, historically-informed, and qualitative approach. It focuses on cross-border forms of resistance and subaltern activism. We study such topics as transnational revolutionary movements, Third World national liberation, popular movements on the Arabian peninsula, feminism, Salafi-Wahhabism, human rights advocacy, and transnational Palestinian activism. Students will develop an advanced introductory understanding of the transnational politics of the region.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in the Winter Term. There will be a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Abdelrahman, Maha. 2007. 'The Nationalization of the Human Rights Debate in Egypt', Nations and Nationalism, 13(2), pp. 285–300; Abu-Lughod, Lila. 2013. Do Muslim Women Need Saving? Cambridge MA: Harvard University Press; Chalcraft, John. 2016. Popular Politics in the Making of the Modern Middle East. Cambridge University Press; Farquhar, Michael. 2017. Circuits of Faith: Migration, Education and the Wahhabi Mission. Stanford: Stanford University Press; Featherstone, David. 2012. Solidarity: Hidden Histories and Geographies of Internationalism. London: Zed Books; Gill, Stephen. 2000. 'Towards a Post-Modern Prince? The Battle in Seattle as a Moment in the New Politics of Globalisation'. Millennium, 29, 1: 131–40; Moghadam, V. M. 2012. 'Global Social Movements and Transnational Advocacy'. In The Wiley-Blackwell Companion to Political Sociology John Wiley and Sons, pp. 408–420; Perugini, Nicola and Neve Gordon. 2015. The Human Right to Dominate. Oxford: Oxford University Press; Prashad, Vijay. 2007. The Darker Nations: A People's History of the Third World. New York: New Press; Pratt, Nicola. 2007. 'The Queen Boat case in Egypt: sexuality, national security and state sovereignty' Review of International Studies (2007), 33, 129–144; Tarrow, Sidney. 2001. 'Transnational Politics: Contention and Institutions in International Politics' Annual Review of Political Science 2001 4:1, 1–20.

Assessment: Essay (100%, 5000 words) in the ST.

GV4J9 Half Unit

Populism

This information is for the 2024/25 session.

Teacher responsible: Professor Francisco Panizza

Availability: This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Political Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is capped at one group (it is controlled access), and so places are limited. Priority is given to students on the listed programmes; students from outside these listed programmes may not get a place.

Course content: The course studies populism from a conceptual and comparative perspective. Given the highly contested nature of populism, the first weeks will look in depth to different theories of populism, including ideational, strategic, and performative understandings of populism. It will then move to explore the conditions of emergence of populism, the relation between populism and democracy, varieties of populism and grassroots populist movements.

Teaching: This course provides a combination of seminars and lectures totalling 30 hours in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: Students will be expected to produce 1 essay in the WT.

One short essay (approx. 500–700 words) to be submitted in Week 7 of the WT. The formative essay will consist of a draft outline of the summative essay. It will require the choice of an essay topic and title, the justification of why it is relevant, a short literature review, the formulation of the essay question and a summary of how the question will be addressed (for instance, using comparative cases). The essay will not receive a grade, instead feedback will be provided to promote critical thinking and guide students to use critical thinking through the real-life process of academic writing. Students will not be allowed to submit the summative essay without previously submitting the formative essay.

Indicative reading: Priority Readings

- Ben Moffit. Populism. Cambridge: Polity, 2020.
- C. Rovira Kaltwasser, P. Taggart, P. Ostiguy and P.Ochoa-Espejo (eds.) Oxford Handbook on Populism. Oxford: Oxford University Press, 2017.

Further Readings

- M. Canovan, "Trust the People". Populism and the two faces of democracy. Political Studies 47 (11) 1999.
- Jan-Werner Müller. What is Populism? 160 Princeton: Princeton University Press, 2016.
- P. Ostiguy, F. Panizza and B. Moffitt. Populism in Global Perspective. A Performative and Discursive Approach. New York: Routledge, 2021.
- C. de la Torre (ed) Routledge Handbook of Global Populism. London: Routledge, 2019.
- Chantal Mouffe. For a Left Populism. 160 London: Verso, 2018.

Assessment: Essay (80%, 4000 words) in the ST.

In-class assessment (20%) in the WT.

The essay will be marked in line with departmental guidance on assessed essays. This will allow for a scale of outcomes in line with different levels of academic outputs. It will be marked for command of the literature, theories and empirical findings, analytical sophistication, use of evidence, critical judgement and originality.

The in-class assessment (20%) consists of a student-led seminar based on a presentation of 20 minutes, followed by a structured discussion of the issues raised by the lecture and the presentation. Particular value will be placed on the ability to present contending arguments in a clear and balanced way, the use of empirical evidence to support arguments, and the capacity to raise relevant questions for seminar discussion.

GV4K1 Half Unit

Participatory Governance

This information is for the 2024/25 session.

Teacher responsible: Prof Daniel Berliner

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Behaviour), MSc in Political Science (Political Science and Political Economy), MSc in Public Policy and Administration and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. This course is capped at 3 groups.

Course content: Participatory governance – involving ordinary people in policy making and implementation – is increasingly being adopted around the world and across many different policy areas. This includes initiatives like consultations, coproduction, petitions, policy crowdsourcing, participatory budgeting, complaints mechanisms, service delivery reporting, “civic tech” platforms, citizen juries, and citizen assemblies. These forms of participatory governance also vary in important ways, including the deliberativeness of interactions, the mode of participant selection, the role of technology, and the nature of linkage with public authority. While many scholars and policymakers hail the potential for public participation to lead to more effective, representative, and legitimate governance, others raise important concerns such as risks of exacerbating inequalities, limited accountability, or serving as mere “window-dressing,” among others.

This course examines participatory governance in theory and practice, with a global scope covering applications in both “developed” and “developing” countries as well as at a global level. It surveys theories of participatory and deliberative democracy, and their relationships with representative democracy, as well as themes of coproduction, collaboration, and social accountability; and their applications to applied policy cases and lessons for policymakers. The course also examines key cross-cutting questions, such as who participates and why, the possibilities of meaningful deliberation, relationships with political authority, and applications of information technologies and artificial intelligence. The course also incorporates recent empirical research on the impacts of participatory and deliberative governance and on the representativeness of participation in different settings. Students will have opportunities to apply these concepts and themes to specific case studies in their course essay.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in the Autumn Term. There will be a reading week in Week 6 of AT.

Formative coursework: Students will have the option to produce one formative essay of 1,000 words, due by the end of week 9 in the AT.

Indicative reading: Fung, Archon, and Erik Olin Wright. 2001.

“Deepening democracy: Innovations in empowered participatory governance.” *Politics & Society* 29(1): 5-41.

OECD. (2020). *Innovative Citizen Participation and New Democratic Institutions: Catching the Deliberative Wave*. OECD Publishing, Paris.

Peixoto, Tiago, and Micah L. Sifry. (2017). *Civic Tech in the Global South: Assessing Technology for the Public Good*. World Bank.

Nabatchi, Tina, Alessandro Sancino, and Mariafrancesca Sicilia. (2017). “Varieties of Participation in Public Services: The Who, When, and What of Coproduction.” *Public Administration Review*. 77(5): 766-776.

Boswell, John, Rikki Dean, and Graham Smith. (2023). “Integrating citizen deliberation into climate governance: Lessons on robust design from six climate assemblies.” *Public Administration*. 101(1): 182-200.

Landemore, Hélène, and Scott E. Page. (2015). “Deliberation and

disagreement: Problem solving, prediction, and positive dissensus.” *Politics, Philosophy & Economics*. 14(3): 229-254.

Gonzalez, Yanilda, and Lindsay Mayka. (2023). “Policing, Democratic Participation, and the Reproduction of Asymmetric Citizenship.” *American Political Science Review*. 117(1): 263-279.

Parthasarathy, Ramya, Vijayendra Rao and Nethra Palaniswamy. (2019). “Deliberative Democracy in an Unequal World: A Text-as-Data Study of South India’s Village Assemblies.” *American Political Science Review*. 113(3): 623-640.

He, Baogang, and Mark E. Warren. (2011). “Authoritarian deliberation: The deliberative turn in Chinese political development.” *Perspectives on Politics*. 9(2): 269-289.

Wampler, Brian, Stephanie McNulty, and Michael Touchton. (2021). *Participatory budgeting in global perspective*. Oxford University Press.

Assessment: Essay (100%, 4000 words) in the WT.

GV4K2 Half Unit Not available in 2024/25

Postcolonial and Comparative Political Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Leigh Jenco

Availability: This course is available on the MSc in Gender (Rights and Human Rights), MSc in Political Science (Global Politics) and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at two groups. In previous years we have been able to provide places for all students that apply but that may not continue to be the case. **Priority will be given to students enrolled on the MSc in Political Theory programme.**

Course content: This course will examine the consequences of, and responses to, the historic domination of Euro-American forms of knowledge in the field of political theory. Situating political theory as one of many disciplines that reinforce the cultural imperialism of colonial orders, the course will consider how postcolonial theorists have diagnosed this form of epistemic imperialism. We will go on to discuss how recent attempts at forging a “comparative political theory” might (or might not) productively engage more diverse forms of thinking for the purpose of making our conversations about political life more truly global, rather than parochially “Western.” The course will provide students with the vocabulary and conceptual tools to navigate this difficult theoretical terrain, through a focus on a close reading of key texts. We focus in particular on how historical narratives and uses of the past complicate the attempt to overcome Eurocentrism. This course will be of interest to students of political theory, intellectual history, and the history of political and social thought.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: Students will be expected to produce 1 essay (1500 words maximum excluding footnotes and bibliography) in the WT.

Indicative reading:

- Nandy, Ashis. 1988. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. New Delhi: Oxford University Press.
- Chakrabarty, Dipesh. 2000. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press.
- Idris, Murad, Leigh K Jenco, and Megan C. Thomas, eds. 2019. *The Oxford Handbook of Comparative Political Theory*. New York: Oxford University Press.
- Euben, Roxanne L. 2006. *Journeys to the Other Shore*. Princeton: Princeton University Press.
- Chen, Kuan-Hsing. 2010. *Asia as Method: Toward Deimperialization*. Durham [NC]: Duke University Press.
- Jenco, Leigh. 2015. *Changing Referents: Learning Across Space and Time in China and the West*. New York: Oxford University Press.

- Hokari, Minoru. 2011. *Gurindji Journey: A Japanese Historian in the Outback*. Honolulu: University of Hawaii Press.
- Dallmayr, Fred. 2004. "Beyond Monologue: For a Comparative Political Theory." *Perspectives on Politics* 2 (2): 124–44.

Assessment: Essay (80%, 3500 words) in the ST.
Class participation (20%) in the WT.

GV4K7 Half Unit

Conflict and Cooperation: Key Debates

This information is for the 2024/25 session.

Teacher responsible: Dr Omar McDoom

Availability: This course is available on the MSc in Development Studies, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Behaviour), MSc in Political Science (Political Science and Political Economy), MSc in Political Sociology and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is controlled access (it is capped). Priority will first be given to students enrolled on the programmes listed above in the Department of Government, then the programmes listed above in other Departments, and finally other masters programmes by other Departments.

Course content: This course is structured around a series of distinct debates that broadly relate to the theme of conflict and cooperation. The debates may be normative or empirical in nature and the course scope is purposely broad to allow the choice of debates to evolve over time and to reflect the evolution in the scholarly literature of salient issues relating to conflict and cooperation.

Debates envisaged for the course may be considered either foundational (more likely to persist over time) and topical (more likely to change over time).

Foundational debates may include:

- Should governments be permitted to restrict civil liberties in the name of security?
- What role, if any, does inequality play in the onset of political violence?
- Should multiculturalism be preserved and promoted in plural societies?
- How may we distinguish between terrorist organizations and liberation movements?

Topical debates may include:

- How effective has non-violent resistance been in achieving political change?
- What are the forces driving the resurgence of nationalism and populism in the world today?
- What role can Big Data play in preventing and predicting violent conflict?
- What institutional solutions have worked to keep the peace in post-conflict societies?
- When is it permissible to kill civilians for a political cause?
- What is the relationship between ethnic diversity and social cohesion in plural societies?

Teaching: This course provides a minimum of 20 hours of seminars in the Autumn Term. There will also be a reading week in AT Week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

Formative assessment involves an essay plan (of 1000 words) which will be used for the summative long essay.

Indicative reading:

- Conor Gearty: *Liberty and Security*
- Chandran Kukatahas: *Are There Any Cultural Rights?* 160
- Al Qaeda: A statement from Al Qaeda regarding the mandates of the heroes and the legality of the 160 operations in New York and Washington
- Robert Putnam: *E Pluribus Unum: Diversity and Community in the*

Twenty-first Century

- Robert Pape: *Dying to win: the strategic logic of suicide terrorism*
- Joseph Carens: *Aliens and Citizens: The Case for Open Borders*
- Donald Horowitz: *Ethnic groups in conflict*, Chapter 4
- Daniel Byman: *Why Drones Work: The Case for Washington's Weapon of Choice*
- Roland Paris: *The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention*

Assessment: Essay (80%, 3000 words).

Class participation (20%) in the AT.

The summative long essay will address one of the course debates.

The question will be set by the instructor. The class participation mark includes written contributions to an online discussion forum and oral contributions in the classroom.

GV4K8 Half Unit

Global Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Mathias Koenig-Archibugi

Availability: This course is available on the MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. The course is capped at one seminar group and admission is not guaranteed.

Course content: The course examines the process and outcomes of policy-making at the global level. Students can choose an area of specialization from a range of global policy issues, with a focus on those addressed by the Sustainable Development Goals (SDGs) set by the United Nations. Examples of policy areas covered in the course are environmental governance, with a focus on the protection of forests; global health governance, with a focus on tackling communicable diseases; the promotion of workers' rights in the global economy; the elimination of gender-based discrimination and violence; and the fight against tax avoidance and illicit financial flows. The course considers a range of modes of policy-making, from classic intergovernmental cooperation to novel forms of governance beyond the state such as transgovernmental networks, multistakeholder initiatives, and regulation by non-state actors. The sessions cover the following topics: 1. What are "global", "public" and "policy"? Does global public policy exist? 2. Who are the targets of global public policy and what are their interests? 3. How to assess the performance of global public policy: output criteria. 4. How to assess the performance of global public policy: input and throughput criteria. 5. Which types and combinations of actors develop global public policies and how does it matter? 6. How are global "problems" framed and interpreted, and how does this affect their solution? 7. Do the delegation of authority and the legalization of global public policy affect its outcomes? 8. What role does deliberation and experimentation play in global policy initiatives? 9. What are the consequences of fragmentation and competition in the overall architecture of global public policy? 10. What are the prospects for building a global polity?

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in the Winter Term. There will be a reading week in Week 6 of the WT for private study and assessment preparation.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the WT.

Indicative reading: Koenig-Archibugi, M. (2002) 'Mapping Global Governance', in D. Held and A. McGrew (eds) *Governing Globalisation*. Polity Press.

Koenig-Archibugi, M. (2010) *Understanding the Global Dimensions of Policy*, *Global Policy*, Vol. 1(1): 16-28.

Mitchell, R. B. (2008), 'Evaluating the Performance of

Environmental Institutions: What to Evaluate and How to Evaluate It?', in O. R. Young, et al. (eds), *Institutions and Environmental Change: Principal Findings, Applications, and Research Frontiers*. MIT Press.

Montanaro, L. (2012). The democratic legitimacy of self-appointed representatives. *The Journal of Politics*, 74(4), 1094-1107.

Peinhardt, C. and Sandler, T. (2015) *Transnational Cooperation: An Issue-Based Approach*. Oxford University Press.

Shiffman, J., & Shawar, Y. R. (2022). Framing and the formation of global health priorities. *The Lancet*, 399(10339), 1977-1990.

Wilson, K. (2015). Towards a radical re-appropriation: Gender, development and neoliberal feminism. *Development and change*, 46(4), 803-832.

Abbott, K., & Snidal, D. (2009). The governance triangle: Regulatory standards institutions and the shadow of the state. In W. Mattli and N. Woods (eds) *The Politics of Global Regulation*. Princeton University Press.

De Búrca, G. (2017). Human rights experimentalism. *American Journal of International Law*, 111(2), 277-316.

Assessment: Essay (100%, 4000 words) in the ST.

GV4L1 Half Unit Not available in 2024/25 Analytical Approaches to British Politics

This information is for the 2024/25 session.

Teacher responsible: Prof Torun Dewan

Availability: This course is available on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is designed primarily for students on the MSc PSPE with the relevant training in quantitative methods and some game theory. It will also be available to students from other programmes with the relevant skill, space permitting.

Pre-requisites: The course is primarily for students on the MSc Political Science and Political Economy; students fulfilling the core requirements of the programme (completion of GV4C8 and GV481) will be eligible. Other students can be accepted if they have similar quantitative skills to students who have completed the first term of the PSPE programme, space permitting.

Course content: Strøm (2000) argues that the conceptual essence of Parliamentary government is a "historical evolution" – an accident of 19th century Britain that spread to other parts of the world. Recent analytical political science has shed light on Britain's political development and how its institutions function, using game theoretic modelling, rational choice narratives, and quantitative data. The course covers this literature and takes an analytical approach to topics such as: the historical development of British institutions and Imperial governance; the emergence and impact of Government-vs-Opposition; the historical development of the British party system; the causes and consequence of franchise extension; the Cabinet and its conventions; and the composition of the Executive and Parliament over time.

Teaching: 15 hours of lectures and 20 hours of seminars in the WT. 1 hour and 30 minutes of lectures in the ST. There will be a reading week in LT Week 6.

Formative coursework: One formative piece of work of 1500 words to be handed in at the end of reading week.

Indicative reading:

- Cox, G. (1987) *The Efficient Secret*, Cambridge University Press
- Berlinski, S., Dewan, T, and Dowding K. (2012) *Accounting for Ministers: Scandal and Survival in British Government 1945-2007*, Cambridge University Press
- Mclean, I (2002) *Rational Choice and British Politics: An Analysis of Rhetoric from and Manipulation from Peel to Blair*, Oxford University Press
- Schonhardt-Bailey, C (2006) *From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective*, MIT Press

Assessment: Online assessment (100%) in the ST.

Online assessment duration: 7 days in the ST.

GV4L2 Half Unit The Politics and Policy of Climate Change and Sustainability

This information is for the 2024/25 session.

Teacher responsible: Dr Michael Lerner

Availability: This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Science and Political Economy), MSc in Public Policy and Administration and MSc in Regulation. This course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high. This course is capped at 2 groups.

Pre-requisites: A basic understanding of the physical science of climate change would be advantageous.

Course content: This course introduces students to the policy interventions and underlying political dynamics that shape the pace and direction of efforts to mitigate climate change and improve sustainability. Students will unpack the conceptual foundations of climate politics, assess climate and sustainability problems across a variety of practical cases, and learn to prescribe and justify policy interventions to accelerate sustainability transitions.

A unifying theme of the course will be its frequent attention to the political economy of climate (in)action. Specific topics include carbon lock-in; climate advocacy and obstruction; environmental authoritarianism; corporate climate governance; national climate institutions; just transition agreements; energy subsidies and carbon pricing; and geoengineering. The case studies in this course focus primarily, but not exclusively, on domestic environmental politics in advanced industrialized democracies.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

There will be a reading week in Week 6 of the Winter Term.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading:

- Bernstein, Steven, and Matthew Hoffmann. "Climate politics, metaphors and the fractal carbon trap." *Nature Climate Change* 9.12 (2019): 919-925.
- Seto, Karen C., et al. "Carbon lock-in: Types, causes, and policy implications." *Annual Review of Environment and Resources* 41 (2016): 425-452.
- Parris, Thomas M., and Robert W. Kates. "Characterizing a sustainability transition: Goals, targets, trends, and driving forces." *Proceedings of the National Academy of Sciences* 100.14 (2003): 8068-8073.
- Meckling, Jonas. "Oppose, Support, or Hedge? Distributional Effects, Regulatory Pressure, and Business Strategy in Environmental Politics." *Global Environmental Politics* 15.2 (2015): 19-37.
- Stroup, Sarah S., and Wendy H. Wong. *The Authority Trap*. Cornell University Press (2017). Chapter 1.
- Finnegan, Jared J. "Institutions, climate change, and the foundations of long-term policymaking." *Comparative Political Studies* (2022).
- Baldwin, Elizabeth, Sanya Carley, and Sean Nicholson-Crotty. "Why do countries emulate each other's policies? A global study of renewable energy policy diffusion." *World Development* 120 (2019): 29-45.
- Stokes, Leah C. *Short Circuiting Policy: Interest Groups and the Battle over Clean Energy and Climate Policy in the American States*. Oxford University Press (2020). Chapter 1.

Assessment: Video (20%) in the WT.

Policy report (80%) in the ST.

Students will create up to two 4–6 minute video blog posts

interpreting a recent event through the lens of course material (one must be uploaded in the first half of term, and one in the second half of term), of which one will be submitted for assessment. The assessed policy report will have a word limit of 3000 words.

GV4L3 Half Unit Not available in 2024/25 Data Science Applications in Politics Research

This information is for the 2024/25 session.

Teacher responsible: Dr Melissa Sands

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Political Science (Global Politics), MSc in Political Science (Political Science and Political Economy) and MSc in Public Policy and Administration. This course is not available as an outside option. This course is capped at 1 group. Priority will be given to students enrolled on programmes in the Department of Government.

Pre-requisites: Quantitative Analysis for Political Science (GV481), Introduction to Quantitative Analysis (MY451), or equivalent.

Course content: This course introduces students to the latest empirical research and covers different applications of novel and "big" data in political science. Themes include causality and credibility, administrative and open data, media, social media, and search data, and text and image data. Students will be introduced to the set of questions that each type of data can help answer. The course situates the "big data" revolution within the broader context of political science and policy research and discusses some of the promises and pitfalls of digital innovations and new data science methods, with an emphasis on the importance of ensuring the integrity of the research process from start to finish.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

There will be a reading week in Week 6 of the Winter Term.

Formative coursework: Students will be expected to produce 1 presentation and 1 problem sets in the WT.

Presentation is a brief (10-15) overview and critique of one published research paper of the student's choice, selected from a menu of options.

Indicative reading:

- Brady, Henry E. "The challenge of big data and data science." *Annual Review of Political Science* 22 (2019): 297-323.
- Titunik, Rocio. "Can big data solve the fundamental problem of causal inference?." *PS: Political Science & Politics* 48, no. 1 (2015): 75-79.
- Carlitz, Ruth D., and Rachael McLellan. "Open Data from Authoritarian Regimes: New Opportunities, New Challenges." *Perspectives on Politics* 19, no. 1 (2021): 160-170.
- King, Gary, Jennifer Pan, and Margaret E. Roberts. "How the Chinese government fabricates social media posts for strategic distraction, not engaged argument." *American political science review* 111.3 (2017): 484-501.
- Chen, M. Keith, and Ryne Rohla. "The effect of partisanship and political advertising on close family ties." *Science* 360, no. 6392 (2018): 1020-1024.
- Nickerson DW, Rogers T. 2014. Political campaigns and big data. *Journal of Economic Perspectives* 28(2): 51-73
- Lerman, Amy E., and Vesla Weaver. "Staying out of sight? Concentrated policing and local political action." *The ANNALS of the American Academy of Political and Social Science* 651, no. 1 (2014): 202-219.
- Vomfell, L., Stewart, N. Officer bias, over-patrolling and ethnic disparities in stop and search. *Nat Hum Behav* 5, 566-575 (2021).
- Law, Tina, and Joscha Legewie. "Urban data science." *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource* (2015): 1-12.

Assessment: Coursework (80%, 3000 words) in the ST. Problem sets (20%) in the WT.

The coursework would comprise a replication exercise, where

students replicate and extend the analysis of one published research paper.

GV4L4 Half Unit Critical Theory and Political Action

This information is for the 2024/25 session.

Teacher responsible: Prof Paul Apostolidis

Availability: This course is available on the MSc in Inequalities and Social Science and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

The course has a limited number of places (it is controlled access) and priority will be given to students on the programmes listed above.

Course content: This course engages students in the study of 'critical theory' in a broad and inclusive sense, with a special interest in exploring how theory can inform and be shaped by political practises. Students first will consider formative texts and ideas in twentieth-century critical theory from Gramsci and the early Frankfurt School, confronting issues such as the relation between advanced capitalism and popular thought-forms, the critique of positivism, and philosophy's entanglement with material, cultural and political history. Next, we turn our attention to late twentieth-century and twenty-first century writings that attune critical theory to dynamics of race, gender, sexuality, and the intellectual agency of dominated groups. We take up the Birmingham School's critical development of Gramscian theory to analyse racial power and resistance in Britain as well as Paulo Freire's theory of popular education. We also examine more recent writings in Marxism, feminism, and critical race theory. We explore relations between capitalism and racial domination, gender power, and sexual norms, and we consider the implications for political action that arise from critically investigating these relations. The course also highlights questions of method related to the task of placing theory and practical politics in dialogue, thus inquiring how to generate grounded and engaged critical theory.

Teaching: 20 hours of seminars in the AT.

There will be a 2-hour seminar each week, with a combined lecture and discussion in that time-block.

There will be a reading week in Week 6 of the Autumn Term.

Formative coursework: Students will be expected to produce 1 essay in the AT.

One 1,500-word formative essay will be due in AT Week 8. The essay will mainly provide preliminary examination of a question or debate in critical theory but also will include a brief proposal for a contemporary political phenomenon to analyse in the summative research essay.

Indicative reading: Essential readings typically include the following texts:

- Gramsci, Antonio. 2001. *Selections from the Prison Notebooks of Antonio Gramsci*. Edited and translated by Quintin Hoare and Geoffrey Nowell Smith. London: Electric Book Company.
- Adorno, Theodor W. 1973. *Negative Dialectics*. Translated by E. B. Ashton. New York: Continuum.
- Hall, Stuart. 1988. *The Hard Road to Renewal: Thatcherism and the Crisis of the Left*. London: Verso.
- Freire, Paulo. 2000. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos. New York: Continuum.
- Weeks, Kathi. 2011. *The Problem with Work: Feminism, Marxism, Antiwork Politics, and Postwork Imaginaries*. Durham: Duke University Press.
- Davis, Angela. 1998. *The Angela Y. Davis Reader*. Edited by Joy James. Oxford: Blackwell.

Assessment: Essay (100%, 4000 words) in the WT Week 1. One 4,000-word essay due after the term's completion (i.e., in January, WT Week 1, given that this is an AT course). The essay will analyse a contemporary political practise or movement that has a popular or mass base, chosen by the student, using key concepts drawn from the course's main readings.

The summative essay will account for 100% of the course mark.

GV4L5 Half Unit Politics, Gender, and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Nirvikar Jassal

Availability: This course is available on the MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Behaviour), MSc in Political Science (Political Science and Political Economy), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case. Priority will be given to students on the programmes listed above.

Pre-requisites: Familiarity with basic research design and introductory statistics is strongly recommended.

Course content: While political science scholarship on gender often focuses on disparities between men and women in terms of political participation, the way inequalities in other domains such as (a) health, (b) education, (c) criminal justice, and (d) the bureaucracy intersect with politics may sometimes be overlooked. This course provides a survey of empirical social science research on gender over the past 20-years primarily from the disciplines of development economics and political science. The scholarship covers a wide range of countries, including those in the Global South. Some of the topics that the course will cover include: how does the representation of women in political institutions affect development? Are there any state policies that can serve to reduce gender-based violence or improve women's access to property rights? How can discrimination against the LGBTQ community be reversed? Broadly, the class explores research related to why and where disparities persist between men and women, as well as what kind of interventions – adopted by governments, NGOs, and other agencies – mitigate these gaps, as well as make public institutions more equitable and inclusive.

Teaching: 20 hours of seminars in the WT.

There will be a reading week in Week 6 of the Winter Term.

Formative coursework: Students will be expected to produce 1 essay at the end of the term on an original research question related to politics, gender, and development.

Indicative reading:

- Chattopadhyay, Raghavendra, and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* 72 (5): 1409–43.
- Alesina, Alberto, Paola Giuliano, and Nathan Nunn. 2013. "On the Origins of Gender Roles: Women and the Plough *." *The Quarterly Journal of Economics* 128 (2): 469–530.
- Mendelberg, Tali, Christopher F. Karpowitz, and Nicholas Goedert. 2014. "Does Descriptive Representation Facilitate Women's Distinctive Voice? How Gender Composition and Decision Rules Affect Deliberation." *American Journal of Political Science* 58 (2): 291–306.
- Bos, Angela L., Jill S. Greenlee, Mirya R. Holman, Zoe M. Oxley, and J. Celeste Lay. 2022. "This One's for the Boys: How Gendered Political Socialization Limits Girls' Political Ambition and Interest." *American Political Science Review* 116 (2): 484–501.
- Carrell, Scott E., Marianne E. Page, and James E. West. 2010. "Sex and Science: How Professor Gender Perpetuates the Gender Gap." *The Quarterly Journal of Economics* 125 (3): 1101–44.

Assessment: Essay (100%, 4000 words) in the ST.

The summative assessment comprises one final take-home essay on an original research question.

Students will be able to answer their original research question using any social science methodology discussed in class,

qualitative research, or any other technique discussed with the convener.

GV4L6 Half Unit Political Economy of Inequality

This information is for the 2024/25 session.

Teacher responsible: Prof Valentino Larcinese

Availability: This course is available on the MSc in Political Science (Political Behaviour), MSc in Political Science (Political Science and Political Economy), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: At the heart of the study of politics is a question about who gets what and when. Consequently, inequality features as a central theme in the discipline. Scholars have studied how inequality shapes democratization, redistribution, voting behaviour, and how the institutions of welfare and taxation in turn shape inequality. More recently, scholars have started to pay attention to how inequality across and within ethnicities, races, and gender may matter to political outcomes. The centrality of inequality is reflected in the significant increase in quantity and quality of research on this subject over the past two decades. In this course we will cover the following topics:

- Normative foundations and conceptual complexities involved in the study of inequality
- Measures of inequality
- Inequality in a comparative perspective: evolution over time and across countries
- Economic explanations for the changing patterns of inequality over the past two centuries – 160globalization, technological change
- Historical institutions and the persistence of Inequality
- The political economy of redistribution – 160Taxation, redistribution and the growth of welfare state
- Identity politics and redistribution – class, status, ethnicity/race and gender
- Beyond economic inequality: inequality in welfare, happiness and health
- Educational inequality, mobility and politics
- The constraints to addressing inequality: global market integration, state capacity and Robinhood Paradox.

Teaching: 25 hours of seminars in the AT.

There will be a reading week in AT Week 6.

Weekly classes will last 2.5 hours with a lecture component that will vary each week. Earlier in the term as we engage with definitions, concepts and measurement the lectures will comprise around 30-45 mins of class time. Later in the term, the lectures will provide a broad over view of the topic and set the terms of the seminar discussion and will likely run for around 15-20 mins of class time.

Formative coursework: Students will be expected to produce 1 essay in the AT.

The formative coursework comprises a 1000-word response essay written for the week that the student serves as a discussant in class. The lecturer will assign which week the student will write about.

Indicative reading:

- Ansell, B.W., 2010. *From the Ballot to the Blackboard: The Redistributive Political Economy of Education*, Cambridge: Cambridge University Press.
- Roemer, J.E. et al., 2009. *The Oxford Handbook of Economic Inequality*. 1st ed., Oxford: Oxford University Press.
- Atkinson, Anthony B, and François Bourguignon, 2000. *Handbook of Income Distribution*. Vol. 1, Oxford: Elsevier Science & Technology.

Assessment: Essay (100%, 4000 words) in the WT.

The summative assessment comprises a 4000-word final essay due at the start of WT, based on a topic on inequality.

GV4L7 Half Unit Not available in 2024/25 Political Participation and Representation in Latin America

This information is for the 2024/25 session.

Teacher responsible: Dr Mathias Poertner

Availability: This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Global Politics), MSc in Political Science (Political Behaviour), MSc in Political Science (Political Science and Political Economy) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit. Priority will be given to students on the programmes listed above.

Course content: Latin America has long been the centre of dynamic political, social, and economic change. The region has suffered some of the most repressive political regimes, highest degrees of economic inequality, and worst organized crime. Yet Latin America has also been the focus of some of the most innovative experiments in democratic participation and social mobilization.

This course surveys key topics related to political representation and participation in the region. The first five weeks focus on key moments of political representation and participation in twentieth and twenty-first century Latin America, going from the emergence of mass politics in the 1930s and 1940s to the collapse of democracies in the 1960s and 1970s, the return to democracy in the 1980s, and more recent processes of democratic consolidation and economic liberalization. The second half of the course then explores specific topics of political participation and representation in more detail. Here, the course will focus on the role of social movement organizations (e.g., labour unions and indigenous movements) and political parties for representation, the formation of political attitudes and voting behaviour, the emergence and demise of partisanship, the inclusion and representation of crucial social identities (such as ethnicity, gender, and class), specific party-voter linkages, and participatory institutions in the context of the recent inclusionary turn in the region.

This course will offer a grounding in underlying institutional and behavioural theories behind political representation and participation, as well as the broader political and economic context in twentieth and twenty-first century Latin America. Students will gain empirical knowledge on the region's politics, a deeper theoretical understanding of issues of political representation and participation, as well as crucial analytical skills.

Tentative outline of weekly topics:

- 1 Overview & Introduction
- 2 The Emergence of Mass Politics
- 3 Democratic Breakdown
- 4 Democratization
- 5 Neoliberalism under Democratic Rule
- 6 Popular Interests: Labour, the Rural Sector, and Indigenous Movements
- 7 Political Parties and Partisanship
- 8 Party-Voter Linkages: Ethnicity, Gender, and Class
- 9 Party-Voter Linkages: Clientelism
- 10 The Inclusionary Turn and Participatory Institutions

Teaching: 20 hours of seminars in the WT.

This course is delivered through seminars totalling a minimum of 20 hours in the Winter Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

An annotated bibliography (1000 words) evaluating 3-6 sources which will be used in the summative long essay.

Indicative reading:

- Collier, Ruth Berins and David Collier. 1991. *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America*. Princeton: Princeton University Press, excerpts.

- Collier, Ruth Berins and Samuel Handlin, eds. 2009. *Reorganizing Popular Politics: Participation and the New Interest Regime in Latin America*. University Park: The Pennsylvania State University Press, excerpts.
- Hagopian, Frances. 2009. "Parties and Voters in Emerging Democracies." In Carles Boix and Susan C. Stokes, eds., *The Oxford Handbook of Comparative Politics*. Oxford: Oxford University Press.
- Holland, Alisha and Brian Palmer-Rubin. 2015. "Beyond the Machines: Clientelist Brokers and Interest Organizations in Latin America." *Comparative Political Studies* 48(9): 1186-1223.
- Kapiszewski, Diana, Steven Levitsky, and Deborah J. Yashar, eds., 2021. *The Inclusionary Turn in Latin American Democracies*. Cambridge: Cambridge University Press, excerpts.
- Lupu, Noam. 2014. "Brand Dilution and the Breakdown of Political Parties in Latin America." *World Politics* 66(4): 561-602.
- Madrid, Raúl. 2008. "The Rise of Ethnopolitics in Latin America" *World Politics* 60(3): 475-508.
- Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. Cambridge: Cambridge University Press, pp. 1-43.
- Poertner, Mathias. 2021. "The Organizational Voter: Support for New Parties in Young Democracies." *American Journal of Political Science* 65 (3): 634-651.
- Stokes, Susan, Thad Dunning, Marcelo Nazareno, and Valeria Brusco. 2013. *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*. New York: Cambridge University Press, pp. 3-26.
- Yashar, Deborah. 2006. "Indigenous Politics in the Andes: Changing Patterns of Recognition, Reform, and Representation," In Scott Mainwaring, Ana María Bejarano, and Eduardo Pizarro Leongómez, eds., *The Crisis of Democratic Representation in the Andes*. Stanford: Stanford University Press, pp. 257-294.

Assessment: Essay (80%, 2500 words) in the ST Week 1.

Presentation (20%) in the WT.

- **Classroom participation & country reporting (20%):** In addition to active participation in class, students are responsible for ongoing reporting about politics in one Latin American country, assigned in Week 1, throughout the course of the semester. Students will be responsible for following the news on "their" country every week. Once during the semester, each student will give a current event report on "their" country. This brief (5 minutes) presentation should describe one of the major political events that have affected "their" country within the last six months.

- **A summative essay (80%):** 1600 a critical research essay addressing one of the course topics (2500 words).

GV4L8 Introductory Maths for Political Science

This information is for the 2024/25 session.

Teacher responsible: Dr Marta Antonetti

Availability: This course is available on the MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is strongly recommended for MSc in Political Science (Political Science and Political Economy). It is available for students from other streams/programmes with permission of the instructor.

Course content: The aim of this pre-sessional course is to provide students with the essential mathematical background for the study of political economy in political science. It is specially tailored to prepare students for the core courses in the MSc Political Science PSPE stream, but can be of use for any student interested in the field.

This course will cover key concepts in algebra (definition of function, derivation, limits), maximization problems (constrained and unconstrained), and some notions of probability (Bayes' rule,

random variables).

Teaching: This course provides 10 hours of introductory sessions at the beginning of the Autumn Term.

Please note that all the teaching for this course will take place in Autumn Term Week 0 (23-27 September 2024).

Indicative reading: There is no required reading for this course.

GV4L9

Introductory R for Political Science

This information is for the 2024/25 session.

Teacher responsible: Dr Marta Antonetti

Availability: This course is available on the MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is strongly recommended for any MSc student who wishes to enrol on GV481. This includes, but is not limited to, students from the MSc in Political Science: Political Science and Political Economy (PSPE) stream and Political Behaviour stream, for which GV481 is a core course.

Course content: The aim of this pre-session course is to introduce students to the use of statistical software, which is essential background for the study of quantitative methods in political science. It is specially tailored to prepare students for the GV481 course.

The course is composed of up to five sessions dedicated to introducing R to MSc students. We will cover basic commands and some more advanced programming techniques, which will be used in GV481.

Teaching: This course provides 10 hours of introductory sessions at the beginning of the Autumn Term.

Please note that all the teaching for this course will take place in Autumn Term Week 0 (23-27 September 2024).

Indicative reading: There is no required reading for this course.

GV4M6 Half Unit Not available in 2024/25

Modern African Political Philosophy

This information is for the 2024/25 session.

Teacher responsible: Prof Katrin Flikschuh

Availability: This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at one group.

Pre-requisites: This course assumes no particular pre-requisites aside from intellectual curiosity about non-Western traditions of thought. Some prior exposure to either political theory or philosophy will be an advantage.

Course content: This course introduces students to post-independent African philosophical and political thinking. The chief objective of the course is to get students to engage with the intellectual heritage of the African continent and critically to re-think historically ingrained misperceptions about its peoples and cultures. Please note that this course focuses on modern African philosophy and political theory. The orientation is not anthropological or developmental; nor is this a course in 'post-colonial studies' more broadly conceived. Throughout, we will be reading and engaging with texts written by contemporary African philosophers and political theorists. There will be three broad blocks:

1. Methodology: 'What is African Philosophy?' We will examine the development from an oral to a written tradition and the particular methodological challenges involved. We will assess the prefix 'African': is such a geographical and/or cultural scope restriction consistent with the very idea of 'philosophy'? If there is a distinctly 'African' philosophy, does this in turn challenge the universalising

assumption of 'Western' philosophy? If there is 'African' philosophy as well as 'Western' philosophy, what, then, is 'philosophy'?

2. Substantive Issues: 'Personhood, Agency, and Community'.

We will discuss African thinkers' claims to the distinctiveness of African cultures' metaphysical and moral conceptions of self and society, and how these in turn impact conceptions of moral and political agency. We will compare and contrast Western individualist conceptions of the person with communal African conceptions; we will consider the idea of ancestral existence as a form of moral life after death; we will compare and contrast conceptions of individual freedom, destiny, and communal responsibility. Throughout, we will ask whether divergent conceptions of moral personhood are coherently possible or whether we should seek to strive for convergence towards a universal norm.

3. Implications: We shall ask how African thinkers conceive their social and political contexts and how their views do or do not cohere with Western thinking about African developmental challenges. Given their colonial origins, are current state structures in Africa morally and politically viable? Are human rights discourses truly universal, or are they excessively individualistic and insufficiently cognisant of the value of community? Are current aid and development premised on adequate background assumptions about modern African polities, or do they need to be revised?

Teaching: This course is taught as a weekly two-hour seminar in the Autumn Term, totalling 20 hours of teaching. There will be a reading week in Week 6 of Autumn term.

Formative coursework: Students will be expected to produce 1 formative essay in the AT.

Formative assessment will consist of an essay of maximally 2500 words in length. A list of essay questions will be made available by Week 4 of AT. Students may design their own essay questions, if they prefer to do so. However, they must clear their proposed essay question with the course convener beforehand. Course work must be submitted by the end of Week 7. The essay will be read and commented on. It will be assigned a guide-mark but will not form part of the summative assessment. Essays substantially above 2500 words will not be read.

Indicative reading: Anthony Kwame Appiah, *In My Father's House. Africa in the Philosophy of Culture* (OUP 1992).

Kwame Gyekye, *Tradition and Modernity. Philosophical Reflections on the Africa Experience* (OUP 1997).

Barry Hallen, *A Short History of African Philosophy* (Indiana University Press 2002).

Paulin Hountondji, *African Philosophy: Myth and Reality* (Indiana University Press, 1996).

Teodros Kiros (ed.) *Explorations in Africa Political Thought* (Routledge 2001).

V.Y. Mudimbe, *The Invention of Africa. Gnosis, Philosophy, and the Order of Knowledge* (Indiana University Press 1988).

Kwasi Wiredu, *Philosophy and an African Culture* (CUP 1980).

Kwasi Wiredu (ed.), *A Companion to African Philosophy* (Blackwell 2006).

Lee Brown (ed.) *African Philosophy* (OUP 2006).

Placide Temples, *Bantu Philosophy*, 1945.

Paulin Hountondji, *The Struggle for Meaning* (Ohio State University Press 2002)

Kwasi Wiredu, *Cultural Universals and Particulars* (CUP 1996).

Odera Oruka, *Sage Philosophy*, 1990.

Emmanuel Chukwudi Eze, *On Reason. Rationality in a World of Cultural Conflict and Racism* (Duke University Press 2008).

Assessment: Essay (100%, 5000 words).

The assessed work for this course consists of one extended essay of 5000 words due at the beginning of Winter term, on a course topic either chosen from the list of essay questions or designed by the student him or herself in consultation with the course convener. Students are permitted to use their formative essay as a basis for their assessed essay. However, the assessed essay must advance substantially beyond the argument made in the formative essay; students must not submit the same work twice. The assessed essay must be submitted electronically to

the Departmental Office. The submitted essay will undergo a plagiarism check, including self-plagiarism. Plagiarism is a serious academic offence which, if proven, will likely incur the penalty of official course failure. Late submissions will incur penalties in the form of mark deduction.

GV4N1 Half Unit

Qualitative Analysis for Political Science

This information is for the 2024/25 session.

Teacher responsible: Dr Steffen Hertog

Availability: This course is available on the MRes/PhD in Political Science, MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Political Science (Global Politics). This course is not available as an outside option.

Course content: This course gives a practical overview of the major mainstream qualitative methods used in political science, including case studies and process-tracing, small-n comparisons, systematic case selection, and approaches for combining qualitative and quantitative approaches. It will be grounded in current debates about causal inference, how it can be achieved through qualitative methods, and how doing so is complementary to or rival to statistically based causal inference. Particular emphasis will be put on understanding how various authors apply various qualitative methods in practice (both implicitly and explicitly) and on how students can choose and deploy them in their own research projects. It will also discuss practical aspects of generating qualitative data through techniques such as interviews and archival research.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. There will be a reading week in Week 6 of the Autumn Term.

Formative coursework: The course will involve two shorter formative assignments in AT (750 words each) that will:

- critique the methods of a given research article or paper, allowing students to deepen and demonstrate their understanding of the benefits and drawbacks of different methods and the challenges in applying them in practice, and;
- present a short mock research design addressing a research question of their own choosing (subject to seminar teacher approval).

Indicative reading:

- Henry E Brady and David Collier, *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Lanham, Md.: Rowman & Littlefield Publishers, 2010).
- John Gerring, *Case Study Research: Principles and Practices* (Cambridge University Press, 2007).
- Gary Goertz and James Mahoney, *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences* (Princeton University Press, 2012).
- Tasha Fairfield and Andrew E. Charman, "Explicit Bayesian Analysis for Process Tracing: Guidelines, Opportunities, and Caveats," *Political Analysis* 25, no. 3 (July 2017): 363-380.
- Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 53, no. 3 (Summer, 1999), pp. 433-468.
- Anthony W. Marx, "Race-Making and the Nation-State," *World Politics* 48, no. 2 (1996): 180-208.

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Essay (50%, 2000 words) in the WT.

The summative assignments will consist of a 2000 word in-depth review of a published piece of research (due in early WT, 50%) and an exam (January, 50%) in which students will demonstrate the breadth of their knowledge of qualitative methods.

GV4N2

Introduction to Comparative Politics and Conflict Studies

This information is for the 2024/25 session.

Teacher responsible: Dr Sarah Brierley

Availability: This course is compulsory on the MSc in Political Science (Conflict Studies and Comparative Politics). This course is not available as an outside option.

Course content: The course introduces students to the broad fields of comparative politics and conflict studies. Students examine theoretical and methodological underpinnings and diverse examples of 'best practice' in research and writing in comparative politics of the broad discipline of political science.

Lectures and seminar discussions focus on important areas of research in comparative politics and the methodological challenges involved. At the end of the course students will have –

- Gained knowledge on substantive topics in the field of comparative politics and conflict studies; be able to define key concepts and understand how scholars measure important political and social outcomes.
- Understanding of the advantages and disadvantages of different methodological approaches to the study of comparative politics, and why scholars use different methods.
- Developed the ability to ask relevant research questions in the field of comparative politics.
- Been able to design a research project to answer their research questions.
- Evaluated and critiqued existing literature and discussed ways to move a research area forward.

This course exposes students to core topics and debates in the field of comparative politics. Topics include, for example, the state and state-building, electoral and party systems, democratisation, civil conflict, electoral violence, and crime. In discussing substantive issues, the course will expose students to a range of methodological approaches used in the study of comparative politics.

Readings treat such variegated topics of inquiry and debate in comparative politics as democracy, the state, political parties, ethnic and civil conflict. In discussing substantive issues, the course will expose students to a range of methodological approaches used in the study of comparative politics.

The course treats examples of real existing comparative politics as practiced by leading scholars in the field in recent years. These examples are chosen to cover diverse forms of comparison, diverse modes of analysis, diverse topic areas, and diverse countries and regions of the world. Cutting across these forms of diversity and sets of questions that will be addressed throughout the course concerning the practicalities and limitations of various methods of comparative analysis for explaining observable patterns in politics.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. 15 hours of lectures and 15 hours of seminars in the WT.

There will be a reading week in Week 6 of the Autumn and Winter Terms.

Formative coursework: Two short literature response papers to be submitted in the AT and WT.

Indicative reading:

- Przeworski, Adam, Susan C. Stokes, and Bernard Manin, eds. *Democracy, accountability, and representation*. Cambridge University Press, 1999.
- Putnam, R. D., Leonardi, R., & Nanetti, R. Y. (1993). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton University Press.
- Grzymala-Busse, Anna M. *Sacred Foundations: The Religious and Medieval Roots of the European State*. Princeton University Press, 2023.
- De Vries, C.E. and Hobolt, S.B. (2020). *Political Entrepreneurs*. Princeton University Press.
- Cederman, Lars-Erik, Kristian Skrede Gleditsch, and Halvard Buhaug. *Inequality, grievances, and civil war*. Cambridge University Press, 2013.

- Weinstein, J. M. (2006). *Inside rebellion: The politics of insurgent violence*. Cambridge University Press.
 - Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American political science review* 97.1 (2003): 75-90.
- Assessment:** Exam (60%, duration: 2 hours) in the spring exam period.
Research proposal (40%) in the WT.
The research proposal would have a word limit of 1,500 words.

GV4N3

The Politics of Globalization

This information is for the 2024/25 session.

Teacher responsible: Dr Mathias Koenig-Archibugi

Availability: This course is compulsory on the MSc in Political Science (Global Politics). This course is not available as an outside option.

Course content: The course examines the nature, the causes and the political consequences of globalization in a variety of domains, including security, culture, the economy, and the environment. The course aims at enabling students to assess the extent of continuity and transformation in key areas of global politics.

The course will analyse how globalization shapes, and in turn is shaped by, politics within countries, between countries and beyond countries. It will introduce the main approaches to the study of globalization and examine how it affects patterns of conflict, cooperation and competition between a range of politically relevant actors, including governments, political parties and citizens, great powers, intergovernmental and nongovernmental organisations, global companies and other non-state groups. These patterns of conflict, cooperation and competition will be examined with reference to a variety of policy domains, such as security, economy, environment, health and migration. The course will also assess the challenges to and opportunities for democracy in a global age.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. 15 hours of lectures and 15 hours of seminars in the WT. This course is delivered through a combination of lectures and seminars. There will be a reading week in Week 6 of the Autumn and Winter Terms.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the AT and 1 essay and 1 presentation in the WT.

Indicative reading:

- Held, David, Anthony McGrew, David Goldblatt and Jonathan Perraton (1999), *Global Transformations*, Cambridge: Polity Press.
- Zürn, Michael, and Pieter de Wilde. "Debating globalization: cosmopolitanism and communitarianism as political ideologies." *Journal of political ideologies* 21, no. 3 (2016): 280-301.
- Acharya, Amitav. "After liberal hegemony: The advent of a multiplex world order." *Ethics & international affairs* 31, no. 3 (2017): 271-285.
- Milanovic, Branko. "Global income inequality in numbers: In history and now." *Global policy* 4, no. 2 (2013): 198-208.
- Go, Julian (2017) *Why is Colonialism Over? Field Theory, Global Change, and the Subaltern Effect*.
- Paxton, Pamela, Melanie M. Hughes, and Jennifer L. Green. "The international women's movement and women's political representation, 1893–2003." *American Sociological Review* 71, no. 6 (2006): 898-920.
- Xuetong, Yan. "Bipolar rivalry in the early digital age." *The Chinese Journal of International Politics* 13, no. 3 (2020): 313-341.
- Börzel, Tanja A., and Michael Zürn. "Contestations of the liberal international order: From liberal multilateralism to postnational liberalism." *International Organization* 75, no. 2 (2021): 282-305.
- Lim, Adelyn (2016), "Transnational Organizing and Feminist Politics of Difference and Solidarity: The Mobilization of Domestic Workers in Hong Kong" *Asian Studies Review*, 40 (1): 70-88.

Assessment: Essay (100%, 5000 words) in the ST Week 1.

GV4N4

Comparative Political Behaviour

This information is for the 2024/25 session.

Teacher responsible: Dr Mathias Poertner

Availability: This course is compulsory on the MSc in Political Science (Political Behaviour). This course is not available as an outside option.

Course content: This course examines how citizens see the political world and form opinions about it, and how their political behaviour is shaped by those opinions and their social identities. The course will start out by surveying some foundational work on different theoretical perspectives in political behaviour and central methodological challenges in political behaviour research. After that, we focus on research that addresses different voter motivations, the broader political and social context, and specific political behaviours. Throughout the course, we will pay special attention to the interplay between political institutions, contextual factors, and behavioural outcomes. Readings are drawn from all major world regions.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. 15 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6 of the Autumn and Winter Terms, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

This will consist of a research proposal (1500 words) outlining a research question and research design to be explored in the research paper.

Indicative reading:

- Achen, Christopher H and Larry M. Bartels. 2016. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press.
- Aldrich, John H. 1993. "Rational Choice and Turnout." *American Journal of Political Science* 37(1): 264-278.
- Campbell, Angus et al. 1960. *The American Voter*. New York: John Wiley & Sons.
- Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York: Harper Collins, Chapters 2, 7-8.
- Dunning, Thad et al., eds., 2019. *Information, Accountability, and Cumulative Learning*. Cambridge: Cambridge University Press.
- Foos, Florian and Eline A De Rooij. 2017. "All in the Family: Partisan Disagreement and Electoral Mobilization in Intimate Networks—A Spillover Experiment." *American Journal of Political Science* 61(2): 289-304.
- Gerber, Alan S. et al. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-scale Field Experiment." *American Political Science Review* 102(1): 33-48.
- Holmberg, Sören. 2007. "Partisanship Reconsidered." In Russell J. Dalton and Hans-Dieter Klingemann, eds., *The Oxford Handbook of Political Behavior*. New York: Oxford University Press.
- Kalla, Joshua L. and David E. Broockman. 2018. "The Minimal Persuasive Effects of Campaign Contact in General Elections: Evidence from 49 Field Experiments." *American Political Science Review* 121(1): 148-166.
- Lupu, Noam. 2014. "Brand Dilution and the Breakdown of Political Parties in Latin America." *World Politics* 66(4): 561-602.
- Nichter, Simeon. 2008. "Vote Buying or Turnout Buying? Machine Politics and the Secret Ballot." *American Political Science Review* 102(1): 19-31.
- Poertner, Mathias. 2021. "The Organizational Voter: Support for New Parties in Young Democracies." *American Journal of Political Science* 65(3): 634-651.
- Stokes, Susan, Thad Dunning, Marcelo Nazareno, and Valeria Brusco. 2013. *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*. New York: Cambridge University Press.
- Zaller, John. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press.

Assessment: Presentation (20%).

Coursework (80%) in the ST Week 1.

For the coursework component (80%) students can choose between submitting a) a fully executed research paper or b) a

research proposal – a fully developed pre-analysis plan for a research project addressing one of the course topics that includes both a literature review and a research design. The word count for the research paper/proposal will be 6000 words.

GY400 Half Unit

The Economics of Urbanisation

This information is for the 2024/25 session.

Teacher responsible: Prof John Henderson CKK 4.31

Availability: This course is available on the MPhil/PhD in Economic Geography, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Geographic Data Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: No specific LSE course requirements. At a minimum, students should have an analytical course in micro-economics (or equivalent) and a basic statistics or econometrics course.

Course content: This MSc course will offer students the opportunity to learn some of the conceptual foundations and empirical regularities involved in studying why countries urbanise, the nature of structural and spatial transformation involved in the urbanisation process and the development of systems of cities. Complementing this will be a study of the internal spatial transformation of cities, the evolution of the location of production activities, the formation and role of slums, and the evolution of land market regulations and property right assignments. Critical to understanding these processes will be learning about the role of regulation and political processes, as well as policy initiatives, in shaping outcomes. The course will also examine the current process of urbanisation in Asia and Africa in the various special contexts of different regions and countries, drawing from lessons of the past as experienced in Latin America and parts of the developed world.

Teaching: 20 hours of lectures and 20 hours of seminars in the WT.

The first three weeks of seminars will involve a review of basic statistical methods to help prepare students for class and lecture material.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading: Duranton G. (2008), 'Viewpoint: From cities to productivity and growth in developing countries', Canadian Journal of Economics, Vol. 41, No. 3, 689-736

Henderson, J.V., T. Regan, and A. J. Venables (2021) "Building the city: urban transition and institutional frictions," Review of Economic Studies

Donaldson D (2018) 'Railways of the Raj', American Economic Review 108, 899-934

Couture, V., B. Faber, Y. Gu, L. Liu, (2020)

Connecting the countryside via e-commerce: Evidence from China. American Economic Review: Insights

Baum-Snow, N., L. Brandt, V. Henderson, M. Turner, Q Zhang (2017) "Roads, Railroads and Decentralization of Chinese Cities" Review of Economics and Statistics

Muralidharan, K., & Prakash, N. (2017). Cycling to school: Increasing secondary school enrollment for girls in India. American Economic Journal: Applied Economics, 9(3), 321-350.

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Presentation (30%) in the WT.

GY403 Half Unit

Contemporary Debates in Human Geography

This information is for the 2024/25 session.

Teacher responsible: Dr Austin Zeiderman and Dr Ryan Centner

Availability: This course is compulsory on the MPhil/PhD in Human Geography and Urban Studies and MSc in Human Geography and Urban Studies (Research). This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

Compulsary for MPhil/PhD Human Geography and Urban students without MSc Human Geography and Urban Studies.

Course content: This is a reading-intensive seminar focused on grasping contemporary debates in human geography and urban studies. Given the diversity of topic, approach, and style involved in geographical research and writing, it is impossible to provide a comprehensive overview in just ten sessions. Instead, we will read and discuss texts that expose a breadth of interests and modes of human-geographical scholarship, aiming to achieve theoretical understanding while considering how the ideas involved inform empirical research. Together, we will focus on some of the most pressing concerns and lively conversations in the discipline, as well as identify the points of tension and differences of position between them. We will pay attention not only to what scholars in human geography and urban studies are talking about, but how, why, and what is at stake. The essay that students write should help them situate their research interests and understand how they might contribute to wider bodies of scholarship.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of interactive lectures across Autumn Term and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the ST.

Indicative reading: Readings focused on in this course will vary from year to year.

Assessment: Essay (100%, 4000 words) in the ST.

GY404 Half Unit

Inclusive Growth

This information is for the 2024/25 session.

Teacher responsible: Prof Neil Lee

Availability: This course is available on the MPhil/PhD in Economic Geography, MSc in Geographic Data Science, MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students from across LSE have done well in GY404, but a good background in economic geography, economics, public policy, social policy or political science helps.

Course content: Policymakers globally face two linked challenges. First, they need to achieve economic growth. Development has stalled across much of the advanced world, many countries are stuck in middle-income traps, and growth has been highly uneven in the 'developing' world. But alongside this they need to ensure this growth translates into shared prosperity. Many countries have

seen growing inequality. Where countries have achieved growth, this as too often failed to benefit workers. People's lives are shaped by the economies of where they live, so to meet these challenges will require place based solutions from both national and local government.

GY404 is a policy focused course looking at the intersection of economic change, place, and inclusive growth. We will consider two basic questions: Can economic development be made inclusive? And, if so, how? To help answer these questions we will engage with some key themes. These include the economics of technological change and implications for both developed and less developed economies, the relationship between innovation and inequality, the creation of 'good jobs', entrepreneurship, finance and microfinance as tools for poverty reduction, and the logics of place based industrial policy

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered via a series of seminars in Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: GY404 is a highly interactive course where students undertake simulations based on case studies and policy activities. Students are expected to present, debate, and participate actively in seminars.

Indicative reading: Lee, N. 2024. Innovation for the masses: How to share the benefits of the tech economy. University of California Press.

OECD. 2014. All on board: Making inclusive growth happen. OECD.
Moretti, E. 2013. The New Geography of Jobs. Harcourt Mifflin.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GY409 Half Unit

Globalisation and territorial development: Theory, Evidence and Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Storper

Availability: This course is available on the MPhil/PhD in Economic Geography, MSc in City Design and Social Science, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: The economic geography of globalization, and examination of some of the principal effects of globalization on economic development of cities, regions and nations. Theories of regional economic development, location, and trade are applied to the contemporary process known as "globalization", and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.

Teaching: This course is delivered through a combination of lectures and workshops across Autumn Term. This course includes a reading week in Week 6

Formative coursework: Students will be expected to participate in group work in the workshop sessions that take place every two weeks, using a combination of written presentations with written presentation slides, interactive games, and other methods used.

Indicative reading: P Aghion; J G Williamson, Growth, Inequality and Globalization, Cambridge University Press, 1998;
S Brakman, H Garretsen; C van Marrewijk, The New Introduction to Geographical Economics, Cambridge University Press, 2009;
G Clark, M Gertler; M Feldman (Eds), The Oxford Handbook of Economic Geography, Oxford University Press, 2000;
C Crouch, P Le Galès, C Trigilia; H Voelzkow (Ed), Local Production Systems in Europe: Rise or Demise? Oxford University Press, 2001;
J H Dunning (Ed), Regions, Globalization and the Knowledge-Based Economy, Oxford University Press, 2000;
P Krugman; M Obstfeld, International Economics: Theory and Policy, Harper-Collins, 1991; A Scott (Ed), Global City Regions, Oxford University Press, 2000;
M Storper, The Regional World: Territorial Development in a Global Economy, Guilford Press, 1997.

A number of more specialised texts will be recommended at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The exam is organised as a set of essay questions that reflect the content of lectures and readings in the course. Students are offered a choice of questions from which to select. The questions are generally offered in two or three groups, where students will select one question from each group of offered questions.

GY410 Half Unit

Economics of Local and Regional Development

This information is for the 2024/25 session.

Teacher responsible: Prof Riccardo Crescenzi CKK 4.28

Availability: This course is available on the MPhil/PhD in Economic Geography, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: Why do some regions and territories perform systematically better than others in terms of economic development and wealth? What are the key drivers of local and regional economic performance? How can local and regional economic development policies boost economic activity and improve socio-economic conditions in disadvantaged areas? Technological change, evolving geo-political conditions and new patterns of economic integration have challenged the 'traditional' answers to these questions and call for new analytical and policy tools. This course provides students with an in-depth understanding of the economic determinants of regional and local economic development and of the policies influencing these drivers. After examining the existing disparities in regional economic performance between and within a number of advanced, emerging and developing countries, the course illustrates the scope and justification for government intervention in this area. Various theories and approaches to local and regional economic development, leading to different policy prescriptions, are analysed in order to identify different regional and local determinants of economic performance (from innovation and human capital to Foreign Direct Investment (FDI), Global Value Chains (GVCs) and

global connectivity). In particular, the course dwells on the regional policy of the European Union (EU) - one of the most important large-scale regional policy experiences - in order to discuss the practical pros and cons of existing policy tools and illustrate the benefits of a 'balanced' approach to the analysis, design, management and implementation of regional and local economic development policies in the context of digital and green transitions. Special attention will also be devoted to the cases of the United States, China and India in a comparative perspective.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

Indicative reading: R Capello, *Regional Economics* 2nd Edition, Routledge, 2016; R Crescenzi & O Harman O, *Harnessing Global Value Chains for Regional Development*, Routledge, 2023; R Crescenzi & A Rodríguez-Pose *Innovation and Regional Growth in the European Union*, Springer, 2011; C Jones, *Introduction to Economic Growth* 2nd edition, W. W. Norton & Company 2006; P McCann *Urban and Regional Economics*, OUP 2001; A Pike, A Rodríguez-Pose & J Tomaney, *Local and regional development* 2nd Edition, Routledge, 2017.

A number of more specialized texts will be recommended at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

GY413 Half Unit Regional Development and Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Andres Rodriguez-Pose

Availability: This course is available on the MPhil/PhD in Economic Geography, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Inequalities and Social Science, MSc in Local Economic Development, MSc in Public Policy and Administration, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: A good background is required in one of the fields of management, economics, economic geography, development, regional and urban studies.

Course content: This course deals with the management and institutions of local and regional economic development. It dwells on the socio-economic implications of the emergence of local and regional governments and institutions as key actors in the design and implementation of economic development strategies across the world. In particular, the first section of the course analyses the consequences for economic efficiency and equality of the gradual but relentless shift of development responsibilities from the national and the supranational to the local and regional scale, linked of political and fiscal decentralisation. The second section of the course focuses, from a theoretical and empirical perspective, on the strategies being implemented by subnational governments across the world in order to cope and redress development problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment,

the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course draws on examples from Europe, the US, Latin America, and Asia.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to participate in group debates throughout the course, with written presentation slides required. Feedback is provided in the sessions.

Indicative reading: N Brenner, *New state spaces: Urban governance and the rescaling of statehood*, Oxford University Press, 2004; P Dicken, *Global Shift: Mapping the Changing Contours of the World Economy* (7th edition), Sage, 2021; J D Donahue, *Disunited States*, Harper Collins, 1997; R Kanbur and A J Venables, *Spatial inequality and development*, Oxford University Press, 2005; P. McCann, *The UK regional-national economic problem: Geography, globalisation and governance*, Routledge, 2016; A Pike, A Rodríguez-Pose and J Tomaney, *Local and regional development* (2nd edition), Routledge, 2017; A Pike, A Rodríguez-Pose & J Tomaney, *Handbook of Local and Regional Development*, Routledge, 2011; R J Putnam, *Bowling alone: The collapse and revival of American community*, Simon & Schuster, 2000; A J Scott, ed., *Global city-regions*, Oxford University Press, 2001; J Rodden, *Why Cities Lose: The Deep Roots of the Urban-Rural Political Divide*, Basic Books, 2019; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course; M Storper, *Keys to the city: How economics, institutions, social interaction, and politics shape development*, Princeton University Press, 2013.

Assessment: Take-home assessment (100%) in the ST.

GY415 Half Unit Local Capacity and Economic Development Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Carolin Hulke

Availability: This course is available on the MSc in Geographic Data Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: This course adopts a critical perspective to explore the micro-foundations of local economic development in the Global South embedded in a globalised economy with a special focus on multi-level actors and their agency as changemakers. It delves into the determinants, consequences, and power dynamics underlying the behaviour, strategies, and decisions of key economic players on the global, regional, national and local level. These actors encompass a diverse spectrum, including local firms of varying sizes, multinational enterprises, research institutions, government bodies, international organisations, non-governmental organizations (NGOs), civil society and local communities with a range of degrees of formality and informality. The study of different actors on multiple levels, and their interactions and linkages, will help building up the analytical framework to interpret the genesis of localised economic systems, their dynamics and evolution over time, and the policy options, particularly, from a bottom-up perspective of regions located in the Global South. The course will interactively tackle the following, non-exhaustive, set of policy-relevant questions:

- How can we critically engage with the concept and implementation of LED in diverse places of the Global South, especially given our contemporary capitalist global economy?

- Which are the central and marginal actors in LED?
- What are major bottlenecks and pitfalls in designing and implementing LED strategies successfully based on local capacities?

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of workshops and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Policy Brief outline to be submitted by week 5 and group presentations on case studies in different weeks of AT: written feedback will be provided on all formative coursework in order to help prepare for the assessed Policy Brief.

Indicative reading: The course is mainly based on academic articles and papers, all available through @reading list. Some chapters will also be used from books such as: A. Pike, A. Rodriguez-Pose & J. Tomaney, Local and Regional Development, 2006; B-A. Lundvall, KJ Joseph, C. Chaminade & J. Vang (eds.), Handbook of Innovation Systems and Developing Countries, 2009; J Cantwell & E Amann (eds.), Innovative Firms in Emerging Market Countries, 2012; S Iammarino & P McCann Multinationals and Economic Geography. Location, Technology and Innovation, 2013. In general, all readings are electronically available from the LSE Library unless otherwise indicated.

Assessment: Policy brief (100%) in the AT.

A 2,500 word Policy Brief is due in the week after the end of AT.

GY426

Environmental and Resource Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Sefi Roth

Prof. Hendrik Wolff

Dr Eugenie Dugoua

Dr Frank Venmans

Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University). This course is available on the MPhil/PhD in Environmental Economics, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Geographic Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: A background in economics and calculus is highly desirable.

Course content: Environmental and resource economics is at the forefront of the response to local, national and global environmental problems. As such, it has become an essential part of the thinking and actions of national and regional governments, as well as international agencies and organizations. This course seeks to develop a rigorous treatment of the theory of environmental and natural resource economics, and to show how formal economic thinking can assist real world policymaking in areas such as climate change, ecosystem & biodiversity conservation and water resource management.

The course consists of four components which cluster together the principal areas of interest and research in environmental and natural resource economics:

PART I: Environmental Economics and Pollution Control

PART II: Behavioural Economics, Evaluation and the Environment

PART III: The Economics of Natural Resources: Efficiency,

Optimality and Sustainability

PART IV: Economics of Climate Change and Low-Carbon Transitions

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures Autumn Term and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

Formative coursework: Students will be required to solve problems sets that will be solved collaboratively during class sessions.

Indicative reading: Detailed reading lists will be provided to support each course component. The following texts will be particularly useful:

Autumn Term:

- Kolstad, C., Environmental Economics, Oxford: Oxford University Press, (2000).
- L. Perman, R., Y. Ma, J. McGilvray and M. Common, Natural Resource and Environmental Economics, Pearson Addison Wesley, Fourth Edition (2011), and Third Edition (2003)
- Bondy M, Roth S, and Sager, L. (2020) Crime Is in the Air: The Contemporaneous Relationship between Air Pollution and Crime, Journal of the Association of Environmental and Resource Economists 7:3, 555-585
- Dugoua E (2019) International Environmental Agreements and Directed Technological Change: Evidence from the Ozone Regime. Working Paper available at http://eugeniedugoua.com/papers/Dugoua2018_Montreal_Innovation.pdf

Winter Term:

- Conrad, J., Resource Economics, Cambridge: Cambridge University Press, (2005);
- L. Perman, et al., Natural Resource and Environmental Economics, Pearson Addison Wesley, Fourth Edition (2011), and Third Edition (2003);
- Arrow et al. (2013). Determining Benefits and Costs for Future Generations. Science 26 Jul 2013:Vol. 341, Issue 6144, pp. 349-350.

Assessment: Assessment path 1

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Assessment path 2

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Essay (50%, 6000 words) in the ST.

Assessment Pathway 1: For all students NOT enrolled on MSc Economics or MSc Econometrics and Mathematical Economics

Assessment Pathway 2: For MSc Economics and MSc Econometrics and Mathematical Economics students only.

GY427 Half Unit

Climate Change: Science, Economics and Policy

This information is for the 2024/25 session.

Teacher responsible: Professor Simon Dietz

Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University). This course is available on the MSc in Environment and Development, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University) and MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. Priority will be given to students on the MSc in Environment and Development, and the MSc in Environmental Policy and Regulation, then students on other programmes within the Department of Geography and Environment. For further details, please contact your relevant Programme Coordinator.

Course content: A comprehensive guide to the issue of climate change, from fundamental concepts in climate science, through estimating the future impacts of climate change on economies and societies, to cutting greenhouse gas emissions by using economic instruments such as carbon trading. Interdisciplinary, but with an emphasis on economic analysis, albeit taught in a non-technical style.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through interactive lectures across the Winter Term.

This course includes a reading week in Week 6 of the Winter term.

Formative coursework: Students will carry out regular assignments.

Indicative reading: Detailed reading lists will be provided to support each course component.

Assessment: Take-home assessment (100%) in the ST.

GY428 Half Unit Applied Quantitative Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Stephen Jarvis
Prof. Hendrik Wolff

Availability: This course is compulsory on the MSc in Environmental Economics and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University). This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Regional and Urban Planning Studies, MSc in Geographic Data Science, MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: A background in undergraduate statistics or, preferably, econometrics is required

Course content: This course will provide an introduction to quantitative methods in use in modern environmental and resource economics. Emphasis will be placed on the practical use of empirical tools. This applied focus will be complemented by the investigation of assumptions and proofs that can improve the understanding of empirical results. Students will apply the methods taught using statistical/econometric software and data documenting some topical public policy questions. These applications will take place in ten seminars of one hour each. During the seminars the students will gain understanding of the statistical programming language R. Throughout the course, examples from relevant and topical empirical papers published in the area of applied econometrics and environmental economics will be critically discussed. The module will focus on linear regression methods, with an emphasis on their use for causal inference. The first part of the course will cover the standard linear regression model, its assumptions, violations and testing procedures. Functional forms and non-linear models will also

be discussed. The latter part of the course will cover a range of important estimation approaches, including fixed effects with panel data, difference-in-differences, instrumental variables and regression discontinuity designs. The course will conclude with a more general discussion of how these tools can be used in research and policy analysis.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: There will be an opportunity to get feedback on one or more of the problem sets assigned during the AT.

Indicative reading: Detailed reading lists will be provided to support each course component, but the following texts will be particularly useful:

- Stock J.H. and M.W. Watson (2019). Introduction to Econometrics. Fourth Edition Pearson International Edition;
- J. Wooldridge (2006), Introductory Econometrics: A Modern Approach, Thomson;
- Angrist J and Pischke J.S. (2014) Mastering 'Metrics, Princeton.
- Angrist J and Pischke J.S. (2009) Mostly Harmless Econometrics, Princeton.
- Cunningham S. (2021) Causal Inference The Mixtape, Yale.

Assessment: Exam (70%, duration: 2 hours) in the January exam period.

Coursework (30%) in the AT.

The coursework assessment will take the form of problem sets or exercises that recap on some of the most important topics.

GY431 Half Unit Not available in 2024/25 Cities, People and Poverty in the South

This information is for the 2024/25 session.

Teacher responsible: Laura Antona

Availability: This course is available on the MSc in City Design and Social Science, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Health and International Development, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Experience and/or knowledge of development and/or urbanisation in the South would be a distinct advantage

Course content: The course examines the patterns, processes and implications of urbanisation in developing societies (with an emphasis on the Middle East region), and with particular reference to the survival and well-being of low-income groups. The conceptual and empirical focus of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods, and the interrelations of grassroots processes with policy interventions on the part of governments, international development agencies and NGOs. Specific themes include: trends in urban development in the 20th and 21st centuries; the conceptualisation and measurement of poverty and the urban; the 'urbanisation' of poverty; poverty reduction strategies by international organisations; intersectionality; urban informality; urbanisation of violence and conflict; and urban social movements.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of seminars,

pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas.

Formative coursework: Students will be expected to produce one formative essay during the course, as well as to prepare seminar presentations (usually in pairs), and to be actively involved in seminar discussions, including as discussants and rapporteurs.

Indicative reading: Detailed reading lists will be provided during the course. No one book covers the entire course. However, recommended essential reading is as follows: N. Brenner (ed), *Implosions/Explosions: Towards a Study of Planetary Urbanization*, 2014; F. Engles, *The Condition of the Working Class in England*, Oxford, 2009 (1845); S. Parnell and S. Oldfield (Eds), *The Routledge Handbook on Cities of the Global South*, 2014; S. Graham, *Cities Under Siege: The New Military Urbanism*, 2011; A. Mbembe, *Essays on Decolonization: Out of the Dark Night*, 2021; T. Mitchell, *The Rule of Experts: Egypt, Techno-Politics, Modernity*, 2002; Marx and Kelling, *Knowing urban informalities*, *Urban Studies*, 2019, 56, 3; United Nations Sustainable Development Goals: Knowledge Platform.

Assessment: Essay (50%, 2500 words) in the AT.

Essay (50%, 2500 words) in the WT.

GY432 Half Unit Urban Ethnography

This information is for the 2024/25 session.

Teacher responsible: Prof Gareth Jones

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course considers the role of ethnography to how we understand cities. We will look in detail at different types of ethnography, raise issues of methodology, ethics and writing. Specific themes will cover the urban belonging and the neighbourhood; gentrification, hustle, the sensory city; the 'ghetto' and abandonment; street ethnography; time, waiting and hope; bodies and sex; food ethnographies; infrastructure and mobilities; gates and the middle class; gangs, intimacy and violence. The course offers an opportunity to reflect on cities in ways which do not reduce them to arenas for technical, policy-driven interventions, and instead to consider the richness of the urban experience.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a series of seminars across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: A 1,500 word essay or review of readings on a chosen topic from class list.

Indicative reading: There are some useful Readers on urban ethnography such as:

- M. Duneier et al., *The Urban Ethnography Reader*, 2014;
- S. Low, *Spatializing Culture: The Ethnography of Space and Place*, 2016;
- The course is based on key ethnographies supplemented by articles.
- J.S. Anjaria, *The Slow Boil: street food, rights, and public space in Mumbai*, 2016;

- J. Auyero, *The Patients of the State: the politics of waiting in Argentina*, 2012;
- T. Belmonte, *The Broken Fountain*, 2005;
- P. Bourgois, *In Search of Respect: selling crack in El Barrio*, 2003;
- P. Bourgois and J. Schonberg, *Righteous Dopefiend*, 2009;
- M. Di Nunzio, *The Act of Living: Street Life, Marginality, and Development in Urban Ethiopia*, 2019;
- C. Freeman, *Entrepreneurial Selves: neoliberal respectability and the making of a Caribbean middle-class*, 2014;
- H. Garth, *Food in Cuba: the pursuit of a decent meal*, 2020;
- A. Goffman, *1600 on the Run: Fugitive Life in an American City*, 2012;
- R. Heiman, *Driving after Class: anxious times in an American suburb*, 2017;
- K.K. Hoang, *Dealing in Desire Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*, 2015;
- C. Jeffrey, *Timepass: youth, class the politics of waiting in India*, 2010;
- C. Melly, *Bottleneck: moving, building and belonging in an African City*, 2017;
- B. O'Neill, *The Space of Boredom: Homelessness in the Slowing Global Order*, 2017;
- L. Ralph, *Renegade dreams: living through injury in gangland Chicago*, 2014;
- A.M. Reese, *Black Food Geographies: race, self-reliance, and food access in Washington DC*, 2019;
- F. Stuart, *Down, out, and under arrest: Policing and everyday life in Skid Row*, 2016;
- S. Venkatesh, *Gang Leader for a Day*, 2008;
- J. Zhang, *Driving toward modernity: cars and the lives of the middle class in contemporary China*, 2019;
- T. Zheng, *Red lights: The lives of sex workers in postsocialist China*, 2009.

Assessment: Essay (100%, 5000 words) in the ST.

GY438 Half Unit Not available in 2024/25 Urban Asia: Cities and Social Change

This information is for the 2024/25 session.

Teacher responsible: Prof Hyun Shin

Availability: This course is available on the CEMS Exchange, MA in Asian and International History (LSE and NUS), MBA Exchange, MSc in China in Comparative Perspective, MSc in City Design and Social Science, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in International and Asian History, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

The number of students able to be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator

Course content: This is an interdisciplinary urban course that encourages students to develop a critical understanding of how urban space is transformed in diverse social, economic and political settings, and what social implications are made upon the powerless and the poor. Examining the process of socio-spatial transformation in times of condensed urbanisation and economic development, this course makes use of Asia as an empirical site to unsettle Western notions of urban development. Various examples of urban policies and practices will be drawn from cities across East and Southeast Asia, with emphasis on newly industrialised capitalist economies as well as transitional economies such as mainland China.

Focusing on urban questions in particular, the course comprises of lectures and seminars on the following themes:

- the political economy of urbanisation;
- the politics of land;
- global gentrifications;
- displacement and dispossession;
- cities of spectacle and mega-events;
- urban social movements

Students will also have opportunities to view and discuss various sources of audiovisual materials and documentaries related to these themes.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars, workshops and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

Formative coursework: Students are expected to complete one essay plan for their assessed essay and blog.

Indicative reading: Chen, Y.-L. and Shin, H.B. (eds.) *Neoliberal Urbanism, Contested Cities and Housing in Asia*. Palgrave Macmillan;

Chua, B.H. (2017) *Liberalism Disavowed: Communitarianism and State Capitalism in Singapore*. Cornell University Press;

Doucette, J., and Park, B.-G. (2019) *Developmentalist Cities? Interrogating Urban Developmentalism in East Asia*. Brill;

Haila, A. (2016) *Urban Land Rents: Singapore as a Property State*. Wiley Blackwell;

Lees, L., Shin, H.B. and Lopez-Morales, E. (2016) *Planetary Gentrification*. Polity Press;

Roy, A. and Ong, A. (eds.) (2011) *Worlding Cities: Asian Experiments and the Art of Being Global*. Blackwell;

Wu, F. (2015) *Planning for Growth: Urban and Regional Planning in China*. Routledge

Abbas, A. (1997) *Hong Kong: Culture and the Politics of Disappearance*, University of Minnesota Press;

Allen, J.R. (2012) *Taipei: City of Displacements*, University of Washington Press;

Forrest, R., Koh, S.Y. and Wissink, B. (eds.) (2017) *Cities and the Super-rich: Real Estate, Elitist Practices and Urban Political Economies*. Palgrave Macmillan;

Glassman, J. (2018) *Drums of War, Drums of Development: the Formation of a Pacific Ruling Class and Industrial Transformation in East and Southeast Asia, 1945-1980*. Brill Press;

Harvey, D. (2016) *The Ways of the World*. Profile Books;

Labbé, D. (2014) *Land Politics and Livelihoods on the Margins of Hanoi, 1920-2010*. UBC Press;

Lees, L., Shin, H.B. and Lopez-Morales, E. (Eds.) (2015) *Global Gentrifications: Uneven Development and Displacement*, Policy Press;

Mathews, G. (2011) *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*, The University of Chicago Press;

Hsing, Y.-t. (2010) *The Great Urban Transformation*. Oxford University Press;

Park, S.H., Shin, H.B. and Kang, H.S. (eds.) (2021) *Exporting Urban Korea? Reconsidering the Korean Urban Development Experience*. Routledge;

Seng, L.K. (2013) *Squatters into Citizens: The 1961 Bukit Ho Swee Fire and the Making of Modern Singapore*. NUS Press;

Simone, A. (2014) *Jakarta: Drawing the City Near*. University of Minnesota Press;

Smart, A. (2006) *The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963*. Hong Kong University Press;

Sorensen, A. (2002) *The Making of Urban Japan: Cities and Planning from Edo to the Twenty-first Century*. Routledge/Curzon

Assessment: Coursework (30%, 1500 words) and essay (60%, 3000 words) in the ST.

Class participation (10%) in the WT.

Coursework (30%) refers to a blog piece. Students are to submit regular reading responses via Moodle as part of class

participation. Further details will be included in the course guide.

GY439 Half Unit Not available in 2024/25 Cities, Politics and Citizenship

This information is for the 2024/25 session.

Teacher responsible: Dr Murray Low STC.S.512

Availability: This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Perspectives on contemporary urban politics.

The course will equip students interested in urban change and development to understand and critically assess the variety of ways in which urban politics and policies are imagined and discussed in universities as well as in the world of policy. It will also develop their understandings of key debates and themes in contemporary urban political life.

Topics covered will include: imagining urban politics; theories of urban politics, 'globalisation' and urban political life; urban governance; civil society and urban social movements; urban dimensions of citizenship and migration; policing, violence and urban politics; urban politics and 'neoliberalism.'

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through interactive seminars across Winter Term

This course includes a reading week in Week 6 of Winter Term

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading: J Borja and M Castell, *Local and Global*, 1997; J Davies and D

Imbroscio, eds., *Theories of Urban Politics* (2nd Edition), 2009; M Douglass and J Friedmann, eds., *Cities for Citizens*, 1998; D Judge, G Stoker and H Wolman, eds, *Theories of Urban Politics*, 1995; P Le Galegrave;s, *European Cities*, 2002; L Sandercock, *Towards Cosmopolis*, 1998; S. Sassen

Territory, Authority, Rights, 2006; M P Smith, *Translocal Urbanism*, 2001.

Assessment: Take-home assessment (100%) in the ST.

GY441 Half Unit The Politics of Housing

This information is for the 2024/25 session.

Teacher responsible: Dr Romola Sanyal

Availability: This course is available on the MSc in City Design and Social Science, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The aim of this course is to examine the politics of housing from a transnational and comparative perspective. The course will link the empirical analyses on housing to theoretical discussions on class, community, gender, ethnicity and design. It will analyse housing issues ranging from informality, homelessness and gated communities to housing tenure,

Some of the themes covered in this course include: Traditional Housing, Communities, Gender and Housing, Race and Ethnicity and Housing, Homelessness, Housing and Emergencies etc.

This course includes a reading week in Week 6 of Winter Term.

One 1500 word essay and 4 one page reading responses

- Grewal, I. (1996) *Home and Harem: Nation, Gender, Empire and the Cultures of Travel*. Durham: Duke University Press
- Caldeira, Teresa. (2001) *City of Walls: Crime, Segregation and Citizenship in Sao Paulo*. Berkeley: University of California Press.
- Gowan, T. (2010) *Hobos, Hustlers, and Backsliders: Homeless in San Francisco*. Minneapolis: University of Minnesota Press.
- Gottesdiener, L (2013) *A Dream Foreclosed: Black America and the Fight for a Place to Call Home*. Westfield: Zuccotti Park Press
- Jackson, K. (1985) *Crabgrass Frontier: The Suburbanization of the United States*. New York: Oxford University Press.
- King, A. (1995) *The Bungalow: The Production of a Global Culture*, New York: Oxford University Press.
- Smart, A. (2006) *The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963*. Hong Kong University Press.

Assessment: Essay (70%, 3000 words) in the ST.
Presentation (30%) in the WT.

This information is for the 2024/25 session.

Availability: This course is available on the MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course focus largely on the problems facing developed countries. The course comprises ten lectures covering issues of physical, economic and social measures to promote sustainability alongside understandings of how this may be measured in an urban context.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and

This course includes a reading week in Week 6 of Autumn Term.

Indicative reading: Detailed reading on specific policy areas will be provided.: J Agyeman & B Evans (Eds), *Local Environmental Policies and Strategies*, 1994; S. Wheeler. *Planning for Sustainability: Creating livable, equitable, and ecological communities*, 2004; Y. Rydin, *Governing for Sustainable Urban Development*, 2010; S. Davoudi, J. Crawford and A. Mehmood (Eds), *Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners*, 2009.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

This information is for the 2024/25 session.

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available on the CEMS Exchange, MBA Exchange, MPhil/PhD in Economic Geography, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulation permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

Pre-requisites: Students should normally have completed an introductory course in economics or attend the pre-session GY447 sessions and classes to obtain a minimal familiarity with the content.

Course content: The course aims to provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local level and local economic policy applications. Topics include: The determinants of industrial, commercial and residential location. The interaction between activities within a spatial context. The economics of land markets and of the development process. The determinants of rents and densities. Economic models of urban structure. Sources of market failure in the urban economy. The rationale of government intervention. Techniques of intervention in the urban and environmental context. The role of the public sector: pricing, allocation, production and investment decisions. Urban and regional economic policy issues.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/ seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Autumn Term only.

The course will also feature a pre-sessional element in week 0 of Autumn Term and a reading week in Week 6 of Autumn Term.

Formative coursework: A 1 hour, in person formative exam will be carried out during Winter Term.

Indicative reading: 1) A O'Sullivan Urban Economics;

2) J Brueckner, Lectures in Urban Economics

3) J F McDonald and Daniel P. McMillen, Urban Economics and Real Estate;

4) J Stiglitz, Economics of the Public Sector;

5) Pindyck & Rubinfeld Microeconomics, Suslow & Hamilton Study Guide.

6) D DiPasquale & W C Wheaton, Urban Economics and Real Estate Markets;

More detailed readings will be provided during the course.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GY448 Half Unit Social and Political Aspects of Planning

This information is for the 2024/25 session.

Teacher responsible: Dr Alan Mace

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available on the MSc in City Design and Social Science, MSc in Geographic Data Science and MSc in Human Geography and Urban Studies (Research). This course is available as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

Course content: The course seeks to bring into conversation with one another the theory and practice of urban planning. Planning is understood as a discursive practice where issues are framed and policy is generated through multiple parties employing both data and lived experience. We therefore focus on how planning processes are deeply embedded in the social. Rather than offering training in particular planning tools such as impact assessments, which vary from setting to setting, the course provides you with skills to critique planning practices. You will look at key planning ideas such as the neighbourhood, community and participation. We consider the implications for practice of the increasing complexity of planning both within and across jurisdictions including sub-regions and regions. In the latter weeks we bring various aspects of the course together through case studies of different planning practices in various national settings. The course is primarily focused on planning in the global north as it draws on our practice and research experience, but examples are included from the global south.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will submit a timed assignment of 1,000 words in preparation for the summative exam.

Indicative reading:

- Friedmann, J., 2011. *Insurgencies: Essays in Planning Theory*, Routledge.
- Joss, S. 2015. *Sustainable Cities; Governing for Urban Innovation*. Palgrave.
- Sanyal, B., Lawrence, J.V and Rosan C.D.R. 2012. *Planning Ideas That Matter*. MIT Press.

Once on the course, all key readings are available online being either journal articles or electronic book chapters.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

GY449 Half Unit Urban Futures

This information is for the 2024/25 session.

Teacher responsible: Dr Austin Zeiderman

Availability: This course is available on the MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is strictly capped at 30. Students are required to apply through Graduate Course Choice on LSE for You by providing a short written statement of why they are interested in taking the course (this includes students on Geography and Environment MSc programmes). If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. Priority will be given to students on the MSc programmes listed above. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: This course assumes that students already have a background in the social sciences and/or humanities as well as in urban studies. Exceptions will be made for students who can show that they are suitably qualified.

Course content: By now we are accustomed to hearing that, for the first time in history, the majority of the world's population lives in cities. We may also be aware that more than one billion people now live in the urban slums and shantytowns of the global South, and that this is where the majority of world population growth will take place. But what sort of futures are being imagined for the cities of the twenty-first century? In response to this question, GY449 Urban Futures will critically analyze how the future of cities, and the cities of the future, have been thought about and acted upon in different times and places. Students will learn to adopt a geographical and historical approach to urban futures by exploring how ways of envisioning the future of cities differ across time and space. Treating the future as a social, cultural, and political reality with a profound influence on the present, the course will examine how urban areas are planned, built, governed, and inhabited in anticipation of the city yet to come. Each week will be organised around a particular model for the future of the city: the ideal city, the dystopian city, the modernist city, the colonial city, the capitalist city, the socialist city, the organic city, the global city, and the secure city. These models will be examined through concrete examples and will enable the discussion of broader theoretical perspectives in urban studies, with a specific focus on the critical analysis of urban futures. Though grounded in urban geography, this course will draw upon texts and other materials from anthropology, sociology, history, cultural studies, literature, film, philosophy, social theory, architecture, art, and city planning. Its primary objective is to equip students with sophisticated, critical ways of thinking about the future of cities, since doing so has real significance for the kind of city we want to, and eventually will, ourselves inhabit.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through weekly interactive seminars across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to participate actively in seminar discussions throughout the course, with occasional presentations and discussion leadership roles required. Feedback will be provided in the sessions.

Indicative reading: This is a reading-intensive course and each session will be dedicated to in-depth discussions of book-length studies. A detailed reading list will be provided at the beginning of the course, but will include works such as: Jaime Amparo Alves, *The Anti-Black City: Police Terror and Black Urban Life in Brazil* (2018); Filip De Boeck and Sammy Balaji, *Suturing the City: Living Together in Congo's Urban Worlds* (2016); Hiba Bou Akar, *For the*

War Yet to Come: Planning Beirut's Frontiers (2018); Gökçe Günel, Spaceship in the Desert: Energy, Climate Change, and Urban Design in Abu Dhabi (2019); Erik Harms, Luxury and Rubble: Civility and Dispossession in the New Saigon (2016); Danny Hoffman, Monrovia Modern: Urban Form and Political Imagination in Liberia (2017); Natalie Oswin, Global City Futures: Desire and Development in Singapore (2019); Christina Schwenkel, Building Socialism: The Afterlife of East German Architecture in Urban Vietnam (2020); Keeanga-Yamattha Taylor, Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership (2019).

Assessment: Essay (100%) in the WT.

Details will be discussed during class and guidelines will be provided on Moodle.

GY450

Planning Practice and Research

This information is for the 2024/25 session.

Teacher responsible: Dr Nancy Holman and Dr Alan Mace

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The aim of this course is to provide students with an understanding of the current planning issues faced by practitioners and their policy responses. This will begin with an introduction to the planning context of London and an overview of the British planning system. This will be followed by weekly sessions with invited speakers involved in planning practice and research. They will be engaged in relevant current research or be practicing planners or policy-makers from central or local government, research agencies or consultancy. The content will consist of a series of guided walks, lectures and seminars covering issues of current concern and debate within urban and regional policy and planning.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is normally delivered through a combination of events, field trips and walks across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Assessment: There is no Assessment in this course but the content will be relevant to the assessed courses in the MSc Regional and Urban Planning Studies Programme.

GY452 Half Unit

Urban Research Methods

This information is for the 2024/25 session.

Teacher responsible: Prof Hyun Shin CKK.3.17

Additional teacher(s): Professor Neil Lee; Prof Gareth Jones; Professor Claire Mercer; Dr Romola Sanyal; Dr Jessie Speer; Dr Austin Zeiderman; A.N.Other

Availability: This course is compulsory on the MSc in Urbanisation and Development. This course is available on the MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available on the MSc in Urban Policy (LSE and Sciences Po) for those students who choose the MSc in Urbanisation and Development track for their Year 2 studies.

Course content: The course aims to introduce students to the key methods that are frequently mobilised to carry out research on

urbanising societies around the world. Additionally, the course is to help students think more systematically about methodological considerations in order to execute a successful dissertation research. Below is an indicative list of themes that are normally covered in the course:

- Designing an urban research project and ethics
- Comparative (case) studies
- Working with archives
- Interviews and focus groups
- Conducting ethnography
- Quantitative data and questionnaires
- Analysis and write-up

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Flyvbjerg, B. (2001) Making social science matter: Why social inquiry fails and how it can succeed again. Cambridge: Cambridge University Press

Hay, I. (ed.) (2010) Qualitative Research Methods in Human Geography. 3rd edition. Oxford: Oxford University Press

Heimer, M. and Thøgersen, S. (eds.) (2006) Doing fieldwork in China. Copenhagen: NIAS Press

Hennink, M. et al (2011) Qualitative Research Methods. London; Thousand Oaks, CA: SAGE

Sayer, A. (1992) Method in social science: A realist approach. London: Routledge

Ward, K. (ed.) (2012) Researching the city: a guide for students. London: Sage

Assessment: Essay (70%, 2500 words) and research proposal (30%) in the ST.

GY454 Half Unit

Urban Policy and Planning

This information is for the 2024/25 session.

Teacher responsible: Dr Nancy Holman

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available on the MSc in Geographic Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: Students must have completed Social and Political Aspects of Planning (GY448).

Course content: The course provides a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. We will cover urban regeneration policy and community development as they relate to neighbourhood planning. The aim is also to gain an understanding of the causes of similarity and difference in policy approaches. Students will undertake a group research project based on a London neighbourhood including an assessment of local planning policy.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and

lectures across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 1 presentation in the WT.

Indicative reading: Urban Task Force, Urban Renaissance; DETR, Our Towns and Cities: The future; R Atkinson ; G Moon, Urban Policy in Britain; P Hall ; C Ward, Sociable Cities; E Blakely ; M Snyder, Fortress America; D Judd ; S Fainstein, The Tourist City; J Mannigan, Fantasy City; T Hall ; P Hubbard, The Entrepreneurial City.

Assessment: Essay (80%, 3000 words).

Presentation (20%) in the WT.

A 3,000 word essay linked to a planning brief.

A group presentation linked to a planning brief.

GY455 Half Unit Economic Appraisal and Valuation

This information is for the 2024/25 session.

Teacher responsible: Prof Giles Atkinson and Dr Stephen Jarvis

Availability: This course is available on the MSc in City Design and Social Science, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Geographic Data Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator

Course content: This course is concerned with the foundations and practical use of applied economics in the context of project appraisal and policy evaluation. Course content will be drawn from the following. Introduction to economic aspects of project appraisal and cost-benefit analysis. Efficiency, equity and distributional concerns. Measurement of costs and benefits with a specific emphasis on practical methods to value non-market goods and services. The use of appraisal and evaluation in policy processes. The application of project appraisal and policy evaluation methods to policy sectors such as transport, health and the environment. Seminars and lectures will focus on applied case studies and the practical tools involved in the appraisal of projects and policies. Examples particularly from environmental, health, development and transport policy across a range of countries.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course will be delivered through a combination of seminars and lectures across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Indicative reading: Detailed reading lists will be provided to support each course component. Emphasis will be placed on texts, case study material and state-of-the-art contributions to, for example, the literature on non-market valuation. For an overview and introduction to the main issues covered by the course, students may wish to consult the following: G Atkinson and S Mourato, "Cost-Benefit Analysis and the Environment", OECD Environment Working Paper No. 97; G Atkinson et al. (2018) Cost-Benefit Analysis and the Environment: Further Developments and

Uses, 2018; AE Boardman et al, Cost-Benefit Analysis: Concepts and Practice, 2018 (chapters 1 and 2).

Assessment: Essay (100%, 4000 words) in the ST.

A 4000 word essay linked to real-life examples of economic appraisal and valuation

GY457 Applied Urban and Real Estate Economics

This information is for the 2024/25 session.

Teacher responsible: Prof Christian Hilber

Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available on the MPhil/PhD in Economic Geography and MSc in Geographic Data Science.

This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

Pre-requisites: The course assumes that students already have knowledge of economics equivalent to a good first degree in the subject. It is available as an option to students who can show that they are suitably qualified.

Course content: This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context. Examples of topics covered include: the functioning of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban growth - theory and evidence; land and real property markets; the impact of land market regulation including the economic impact of land use planning; local public finance and house price capitalisation; real estate cycles; homeownership; housing policies.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across the Autumn and Winter Term

This course includes a reading week in Week 6 of Autumn Term and in week 6 of Winter Term.

Formative coursework: Students can submit up to two essays of up to 1500 words (one per teacher/teaching term). Essay topics are exam questions from the previous year. Submission is voluntary. Upon request, teachers are happy to provide feedback on seminar presentations.

Indicative reading: Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: J. Brueckner, Lectures on Urban Economics, 2011; P.C. Cheshire, M. Nathan & H. Overman, Urban Economics and Urban Policy: Challenging Conventional Policy Wisdom, 2014; D. DiPasquale & W. Wheaton, Urban Economics and Real Estate Markets, 1996; G. Duranton, V. Henderson & W. Strange, Handbook of Regional and Urban Economics, Vol. V, North Holland, 2015; M. Fujita, Urban Economic Theory: Land Use and City Size, 1989; E.L. Glaeser, Triumph of the City, 2011; Henderson, J.V. and J.F. Thisse, Handbook of Regional and Urban Economics Vol. IV, North Holland, 2004; J.F. McDonald & D.P. McMillen, Urban Economics and Real Estate, Theory and Policy, 2011; B. O'Flaherty, City Economics, 2005; A. O'Sullivan, Urban Economics (9th edn.), 2018.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

GY458 Half Unit

Real Property Market Practice

This information is for the 2024/25 session.

Teacher responsible: Dr Felipe Carozzi CKK.4.27

Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

It is available by arrangement with the teacher responsible as an option to other students on other programmes who have an appropriate academic background and an interest in real estate markets.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

Pre-requisites: Background (UG level) in basic statistics is required. Basic or Intermediate courses in econometrics (at the UG level) will be advantageous.

Course content: The course aims to introduce students to the analysis of real estate markets from two separate but related perspectives: that of academic empirical research and that of practitioners and professionals. In doing so, the course introduces students to the types of methods, questions and language that are employed in both fields when investigating the operation of Real Estate Markets. It will also introduce students to the types of data available and provide substantive training in econometrics and data science methods for the analysis of this data. Finally, it provides a stepping stone in the development of skills for applied economics research.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars, workshops and lectures across Autumn Term. This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

Indicative reading: There is no course text. Specific readings (papers and textbook chapters) will be provided in class. Readings on econometric methods will be mostly based on the following texts:

- 1) Angrist, J. D., & Pischke, J. S. (2014). *Mastering metrics: The path from cause to effect*. Princeton university press.
- 2) Angrist, J. D., & Pischke, J. S. (2008). *Mostly harmless econometrics*. Princeton university press.
- 3) Wooldridge, J. M. (2015). *Introductory econometrics: A modern approach*. Cengage learning.

Assessment: Essay (100%, 3000 words).

The course is assessed with a 3,000 word research project identifying a research problem in real estate markets on a specific issue (e.g., 'Does Mortgage Credit Supply Affect House Prices in Spain?', 'Are Council Tax Differentials Capitalised into Housing Prices?', 'Which Side of Beijing-Tianjin High-Speed Railway Benefits Most in terms of Housing Prices?') which will require the student to investigate data sources and implement quantitative methods in order to provide a suitable answer. Students should discuss their intended topics with their academic advisors and the teachers responsible.

GY459 Half Unit

Urban Theory and Policy in the Global South

This information is for the 2024/25 session.

Teacher responsible: Dr Laura Antona, Prof Claire Mercer and Prof Gareth Jones CKK 3.21

Availability: This course is compulsory on the MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available on the MSc in Development Management,

MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research) and MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: This course provides a grounding in key debates in urban studies with specific reference to the Global South. It highlights the interconnections between urban theory, research and policy. Anticipated topics include The City and Comparative Urbanism; Critical Urban Theory; Neoliberalism and Financialisation; Urban Governance and Citizenship; Social Life of Cities; Peripheral Urbanism; Housing Cities; Migration and Labour; Urban Exception and Spectacle; Environmentalism and Heat. Lectures will draw from staff research, with particular emphasis on Brazil, Ghana, India, Mexico, Singapore, South Africa and Tanzania.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: A comprehensive reading list mostly focussing on articles will be provided. Useful books include:

- A. Amin & N. Thrift, *Seeing like a City* (2016);
- A. Amin & M. Lancione (eds), *Grammars of the Urban Ground* (2022);
- G. Bhan, *The Routledge Companion to Planning in the Global South* (2017);
- S. Chant & C. McIlwaine, *Cities, Slums and Gender in the Global South* (2016);
- R. de Satge & V. Watson, *Urban Planning in the Global South: conflicting rationalities in contested space* (2019);
- S. Fox & T. Goodfellow, *Cities and Development* (2016);
- E. Glaeser, *Triumph of the City* (2012);
- M. Lancione & C. McFarlane (eds), *Global Urbanism: knowledge, power and the city* (2021);
- C. Lemanski & C. Marx (eds) *The City and Urban Poverty*, (2015);
- F. Mirafab & N. Kudva (eds) *Cities of the Global South Reader*, (2015);
- M. Murray, *The Urbanism of Exception: the dynamics of global-city building in the twenty-first century* (2017);
- S. Parnell & E. Pieterse, *Africa's Urban Revolution* (2014);
- J. Robinson, *Comparative Urbanism: Tactics for Global Urban Studies* (2022);
- R. Rolnik, *Urban Warfare: Housing under the Empire of Finance* (2019);
- P. Sendra & R. Sennett, *Designing Disorder: experiments and disruptions in the city* (2020);
- A. Simone & E. Pieterse, *New urban worlds: Inhabiting dissonant times* (2018).

Assessment: Essay (70%, 3000 words) in the WT.

Presentation (30%) in the AT.

GY460 Half Unit Techniques of Spatial Economic Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Filippo Boeri CKK 4.21

Availability: This course is compulsory on the MSc in Geographic Data Science. This course is available on the MPA in Data Science for Public Policy, MPhil/PhD in Economic Geography, MPhil/PhD in Regional and Urban Planning Studies, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Statistics (Social Statistics), MSc in Statistics (Social Statistics) (Research) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. Students requesting this course should provide information on their prior econometrics and statistics training and their motivation for study. If the course is over-subscribed, places will be allocated at the Department's discretion based on this information and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

Pre-requisites: Students must have a good understanding of statistics and applied micro-econometrics at an undergraduate level or, for example, have studied Applied Quantitative Methods (GY428) in Autumn term or another course which introduces topics such as instrumental variables and panel data methods. It is advisable to look at the first two key readings listed below before signing up for this course. Students who are comfortable working with computers, data and already have basic familiarity with STATA, R or other statistics/econometrics software will get the most out of this course.

Course content: The aim of the course is to develop the technical tools necessary to understand and analyse spatial economic and social phenomena and to apply quantitative techniques to analyse economic and social problems, processes and policies at the urban and regional scale. The course also uses Geographical Information Systems and other spatial computer applications for research purposes, but you should not expect to get a training in GIS from this course (GY476 provides a complementary GIS course).

Topics include: spatial weights, aggregation and smoothing methods; spatial econometric models and neighbourhood effects; answering causal questions in the spatial context; spatial interaction and discrete choice models; spatial cluster and point pattern analysis; inequality, competition and diversity; structural spatial economic models, applications of machine learning. Not all topics will be covered every year.

Much of the content will be covered by studying and replicating the results of research papers.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of computer practical classes/seminars and lectures across the Winter Term. There are opportunities for support for the second assignment in the ST.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Throughout the term, progress and understanding will be assessed by in-class exercises and quizzes.

Indicative reading: A reading list and outline is available on Moodle. Important readings are Gibbons, S., H.G Overman and E. Patacchini (2015) Spatial Methods, Ch. 3 in Duranton, G, J.V. Henderson and W. Strange (eds) Handbook of Urban and Regional Economics Vol 5a, Elsevier Baum-Snow, N. and F. Ferreira (2015) Causal Inference in Urban Economics, Ch. 1 in Duranton, G, J.V. Henderson and W. Strange (eds) Handbook of Urban and Regional Economics Vol 5a, Elsevier An overview of some topics is provided by: A Fotheringham, C

Brunsdon; M Charlton, Quantitative Geography: Perspectives on Spatial Data Analysis. Sage Publications, 2000.

Assessment: Project (70%, 2800 words) in the ST.

Coursework (30%, 1200 words) in the WT.

Assessment for this course is in two parts:

Exercise testing some of the key learning outcomes, typically a report in the style of a journal referee report providing a critical evaluation of a journal article. Deadline near end of WT. 1200 words. Weighting 30%.

Project proposal, data analysis exercise or other assignment.

Deadline around end of ST. 2800 words. Weighting 70%

GY462 Half Unit Real Estate Finance

This information is for the 2024/25 session.

Teacher responsible: Prof Olmo Silva CKK.4.30

Availability: This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available on the MSc in Accounting and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

Course content: This course aims to provide students with concepts and techniques for analysing financial decisions in real estate development and investment. Topics include: basic real estate investment analysis and financial leverage; real estate investment performance and portfolio considerations; private equity in real estate, structured investment deals and waterfall analysis; fixed and flexible rate mortgage loans and mortgage payment issues; real estate development and development finance; and current and international trends in real estate (e.g., sustainability issues in real estate investment).

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes/seminars and lectures across the Winter Term (plus one revision session in Spring Term).

External interventions by real estate practitioners will be scheduled when feasible.

This course includes a reading week in Week 6 of Winter Term.

Some enrichment (non-compulsory) activities related to the course might be scheduled during this period (e.g. sessions on cash-flow modelling in excel).

Formative coursework: Students will be expected to complete in-class exercises and up to two take-home case-studies.

Indicative reading: Key texts are:

Brueggeman, W. B. and J. D. Fisher (2005) Real Estate Finance & Investments (13th edition or newer), New York City, NY: McGraw-Hill/Irwin;

Linneman, Peter (2004) Real Estate Finance & Investments: Risks and Opportunities, (2nd edition or newer). Philadelphia: Linneman Associates.

A more detailed reading list will be handed out at the beginning of the course.

Assessment: Exam (70%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.

Presentation (30%) in the WT.

The presentation will involve both individual as well as group work.

GY465 Half Unit

Concepts in Environmental Regulation

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Mason, Dr Richard Perkins

Availability: This course is compulsory on the MSc in Environmental Policy and Regulation and MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University). This course is available on the MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Regulation and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: This course provides critical insights into the nature, dynamics and practice of environmental regulation. It considers different rationales for environmental regulation and the influence of different interest groups over public environmental policy making. The course proceeds to examine the characteristics, design, and performance of different policy instruments, together with various factors impacting policy implementation processes.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the AT.

In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students are expected to prepare one piece of formative coursework in the Autumn Term: feedback will be provided..

Indicative reading: While there is no one single text that covers all aspects of the course, you are welcome to consult the following:

- Bell, S., McGillivray, D., Pedersen, O., Lees, E., and Stokes, E. (2017) *Environmental Law* (9th edition). Oxford: Oxford University Press.
- Carter, N. (2018) *The Politics of the Environment: Ideas, Activism, Policy* (3rd edition). Cambridge: Cambridge University Press.
- Randall, A. (2011) *Risk and Precaution*. Cambridge: Cambridge University Press.

Assessment: Coursework (100%, 3500 words) in the WT.

The summative assignment will be a policy brief (3500 words).

This course is available to students in other departments and on other programmes where their regulations allow, and if there is space on the course.

Course content: The course begins with an overview of the ideas and debates shaping current thinking on African cities in theory and policy. We then examine key issues currently facing African cities drawing on contemporary research in human geography, African studies, development studies, urban studies, anthropology, sociology and planning studies. These include: histories, economies, livelihoods, mobilities, planning, land, housing, infrastructures and risks.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term

Formative coursework: Students will be expected to produce 1 draft essay plan for the assessed essay in AT.

Indicative reading: de Boeck F and S Baloji (2016) *Suturing the city: living together in Congo's urban worlds*, Autograph ABP, London

Diouf M and R Fredericks (eds) (2014) *The arts of citizenship in African cities: infrastructures and spaces of belonging*, Palgrave Macmillan, Basingstoke

Goodfellow, T (2022) *Politics and the urban frontier: transformation and divergence in late urbanizing East Africa*, OUP, Oxford

Keith, Michael and Andreza Aruska de Souza Santos (eds) (2021)

African cities and collaborative futures: urban platforms and metropolitan logistics, Manchester University Press, Manchester

Obeng-Odoom F (2016) *Reconstructing urban economies: towards a political economy of the built environment*, Zed, London

Myers, Garth A (2016) *Urban environments in Africa: a critical analysis of environmental politics*, Policy Press, Bristol

Myers G (2011) *African cities: alternative visions of urban theory and practice*, Zed, London

Parnell S and E Pieterse (eds) (2014) *Africa's urban revolution*, Zed, London

Pieterse E and AM Simone (eds) (2013) *Rogue urbanism: emergent African cities*, Jacana Media with African Centre for Cities, University of Cape Town

Quayson A (2014) *Oxford Street, Accra: city life and the itineraries of transnationalism*, Duke University Press, Durham and London

Robinson J (2006) *Ordinary cities: between modernity and development*, Routledge, Abingdon

Simone AM (2004) *For the city yet to come: changing African life in four cities*, Duke University Press, Durham and London

Assessment: Essay (50%, 2000 words) and coursework (50%, 2000 words) in the WT.

Students will submit an extended essay addressing an issue of urban development in depth in one or two African cities of their choice.

GY470 Half Unit Not available in 2024/25

Urban Africa

This information is for the 2024/25 session.

Teacher responsible: Prof Claire Mercer CKK 3.20

Availability: This course is available on the MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

GY471 Half Unit Not available in 2024/25

Urban environments and more-than-human cities

This information is for the 2024/25 session.

Teacher responsible: Dr Julia Corwin

Availability: This course is available on the MSc in Environment and Development, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students are required to apply through Graduate Course Selection on LSE for You by providing a short written statement (3-4 sentences max) explaining why they are interested in taking the course and any experience they have with similar course topics or theoretical approaches.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

Priority will be given to students on the MSc programmes listed above.

Course content: While cities are often depicted as inanimate and cold, made of concrete and steel, this course examines cities as lively, interconnected spaces. Rather than separating nature from urban spaces, this interdisciplinary course looks at how cities around the world are produced through socio-ecological processes, and how certain forms of nature are produced within the city. Cities depend on and foster diverse forms of life and communities that are often unexamined or remain in the background, yet are integral both for urban life as well as for the functioning of the global economy. Drawing from human geography, science and technology studies (STS), urban political ecology and urban studies, we will study cities as productive, creative and convivial spaces, as well as destructive spaces that can restrict life (both human and non-human). Themes that thread through these topics are questions of power and inequality; cities of the Global South and North and nature in postcolonial cities; the interdependence of life in cities; and the role of cities in both local environments and the global economy. The course will draw from ethnographies and documentaries of nature in the city to explore the complexities of urban natures and intertwined urban lives, with the option of a creative final assessment.

Teaching: 25 hours of seminars in the WT.

Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 project in the WT.

The formative assessment is a short project proposal for their final project, outlining their topic and the methods they will employ, with the option of a longer proposal (up to 1000 words).

Indicative reading:

- Barua, Maan, and Anindya Sinha. 2023. "Cultivated, Feral, Wild: The Urban as an Ecological Formation." *Urban Geography* 44 (10): 2206–27.
- Haraway, Donna. *When Species Meet*. Minneapolis: University of Minnesota Press.
- Ginn (2017). *Domestic Wild: Memory, Nature and Gardening in Suburbia*. London: Routledge.
- Hetherington, Ed. (2019). *Infrastructure, Environment, and Life in the Anthropocene*. Durham: Duke University Press.
- Narayanan, Yamini. 2023. *Mother Cow, Mother India: A Multispecies Politics of Dairy in India*. Stanford: Stanford University Press.
- Pitt, Hannah. 2015. "On Showing and Being Shown Plants: A Guide to Methods for More-than-Human Geography." *Area* 47 (1): 48–55.
- Van Patter, Lauren E. 2023. "Toward a More-Than-Human Everyday Urbanism: Rhythms and Sensoria in the Multispecies City." *Annals of the American Association of Geographers* 113 (4): 913–32.
- Dooren, Thom van, Eben Kirksey, and Ursula Münster. 2016. "Multispecies Studies: Cultivating Arts of Attentiveness." *Environmental Humanities* 8 (1): 1–23.

Assessment: Project (100%, 5000 words) in the ST.

The summative assessment is a final project/portfolio of 5000 words or equivalent with options for creative and multimedia projects (multimedia projects will include a shorter accompanying essay). The assessment will have different options to support student and staff neurodiversity as well as different types of skills that students may want to practice. Potential assessment options include doing an urban ethnography project or a multimedia project such as a photo essay or documentary on an urban environment project in London, with accompanying analysis. Students will be given guidance on the different options and will be assessed primarily on the content rather than the format of the

assessment.

GY472 Half Unit Real Estate Investment

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the MSc in Real Estate Economics and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Entry into the MSc Real Estate Economics and Finance or by request from other qualified MSc students. Those qualified will already have knowledge of economics equivalent to a good first degree in the subject.

Course content: This course broadly aims to study how methods from economics and finance can be used to evaluate real estate investment decisions and how to incorporate insights from urban economics to improve the profitability of investments.

In the first part of the term, the course will begin with an introduction to the urban economics of real estate investment, focusing on how shifts in supply and demand across real estate related markets impact the risk and return of an investment. The students will then work towards an understanding of how different methods of varying sophistication can be used in the empirical evaluation of risk.

The second part of the module will deal with more topical issues. These will include (amongst others): real estate development and asset management, with a focus on their impacts on risk and return; real estate investment trusts (REITs), their structures and their performance; real estate portfolio construction and analysis; trends in urban economics and their impact on investment evaluations; machine learning, data analytics and real estate investment.

Assessment for the course will centre on the valuation of a mixed-use retail property in London. A field trip to tour the property and surrounding urban environment will occur during the term.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of lectures, seminars and workshops across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 2 essays in the WT.

In their first essay, students will work in their groups to conduct the quantitative analysis for a case study using the standard tools in real estate investment. Each student will prepare a 1000 word essay based on this quantitative work, analyzing the assumptions and methods used and the results. The second essay will also be 1000 words and center on assessing the students ability to incorporate urban economic theory and empirical research into their valuation. These formative exercises closely match the style and structure of the summative coursework.

Indicative reading:

- Archer, Wayne R., and David C. Ling. "The three dimensions of real estate markets: Linking space, capital, and property markets." *Real Estate Finance* 14.3 (1997): 5–11.
- Brueggeman, W. B. and J. D. Fisher (2005) *Real Estate Finance & Investments* (13th edition or newer), New York City, NY: McGraw-Hill/Irwin
- Clayton, Jim, David C. Ling, and Andy Naranjo. "Commercial real estate valuation: fundamentals versus investor sentiment." *The Journal of Real Estate Finance and Economics* 38.1 (2009): 5–37.
- Hoesli, Martin, Elion Jani, and André Bender. "Monte Carlo simulations for real estate valuation." *Journal of Property Investment & Finance* 24.2 (2006): 102–122.
- Gunnelin, Åke, et al. "Determinants of cross-sectional variation in discount rates, growth rates and exit cap rates." *Real Estate*

Economics 32.2 (2004): 217-237.

- Gyourko, Joseph, and Edward Nelling. "Systematic risk and diversification in the equity REIT market." *Real Estate Economics* 24.4 (1996): 493-515.
- Lieser, Karsten, and Alexander Peter Groh. "The determinants of international commercial real estate investment." *The Journal of Real Estate Finance and Economics* 48.4 (2014): 611-659.
- Plazzi, Alberto, Walter Torous, and Rossen Valkanov. "Expected returns and expected growth in rents of commercial real estate." *The Review of Financial Studies* 23.9 (2010): 3469-3519.
- Sivanidou, Rena. "Urban spatial variations in office-commercial rents: the role of spatial amenities and commercial zoning." *Journal of Urban Economics* 38.1 (1995): 23-49.
- Danielsson, Jón. *Financial risk forecasting: the theory and practice of forecasting market risk with implementation in R and Matlab*. Vol. 588. John Wiley & Sons, 2011.

Assessment: Essay (100%, 3500 words) in the ST Week 1.

The summative essay will be 3500 words and count for 100% of the student's final grade.

The essay will centre on assessing the students' ability to use the materials and tools discussed during the course to present a rigorous investment strategy.

This will include the ability to produce estimates of the impact of shifts in demand and/or supply for commercial real estate using data and rigorous methods, and the capacity to incorporate these into the evaluation of an investment proposal's risk and return.

The assessment will include a group and an individual component – and students will be asked to reflect on all elements learnt during the term (not just a selected number of weeks).

GY473 Half Unit

Economic Development and the Environment

This information is for the 2024/25 session.

Teacher responsible: Prof Charles Palmer CKK 4.11

Availability: This course is compulsory on the MPhil/PhD in Environmental Policy and Development, MSc in Environment and Development and MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University). This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University) and MSc in Geographic Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Pre-requisites: The course is taught from the perspective of applied economics, and is principally designed for students with beginner to intermediate levels of economic knowledge and understanding. Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC1A5 Microeconomics I.

Course content: With a focus on individuals and countries defined as low- and middle-income, the starting point for this course is recognition of the importance of resource use and the environment as building blocks for economic development. Using concepts and tools of environmental and development economics, the course aims to impart knowledge and develop critical thinking about a number of selected topics concerned with the interface between environment and development, at both the macro- and micro-scale. Central to this is an examination of the trade-offs and

complementarities between environment and development.

The course is structured over 10 weeks. After an introduction, the course begins with an emphasis on the overarching role of institutions in governing development paths and the way in which resources are managed. It then concentrates on the sustainability of the national and global economy, focusing on the role of managing wealth in shaping development prospects, whether green growth can deliver sustainability, at the macro-scale. The course then considers several topics that explore different resources and areas of sustainability policy at the micro-scale. Specifically, the demand for and supply of key ecosystem services – food, water and energy – have important implications for resource use and the environment. They also serve as building blocks for economic development. The impacts of current development trends on natural and man-made ecosystems, in particular, forest and urban ecosystems, are examined at the end of course along with the role of global trade in explaining resource use and environmental degradation.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures in Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce 1 exercise in the AT.

There will be a piece of formative work set during AT to help students develop their critical thinking skills for the take-home assessment in ST.

Indicative reading:

- G Atkinson et al. (eds.), *Handbook of Sustainable Development*, Edward Elgar, 2014.
- R Lopez and M Toman (eds.), *Economic Development and Environmental Sustainability*. Columbia University Press, 2006.
- E Barbier, *Economics for a fragile planet*, Cambridge University Press, 2022.
- W Adams, *Green development: environment and sustainability in a developing world*, 2009
- A Banerjee and E Duflo, *Poor economics: a radical rethinking of the way to fight global poverty*, Public Affairs, 2011

Assessment: Take-home assessment (100%) in the ST.

There will be an online assessment.

GY474 Half Unit

Politics of Environment and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Kasia Paprocki and Dr Tanya Matthan

Availability: This course is compulsory on the MSc in Environment and Development and MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University). This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: This course explores key themes at the intersection of development and environmental politics.

Specifically, the course is centred on the applications of political ecology, critical development studies, and materialist human geography to topics in environment and development. In exploring the complex relationships between historical dynamics of development, inequality, and the environment, it covers a range of important natural resource and environmental issues, such as climate change, conservation, waste, and decolonizing environmental governance.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Autumn Term.

This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce 1 project in the AT.

Indicative reading:

- Li, T. M. (2007). *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham: Duke University Press.
- West, P (2006) *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.
- Curley, A (2021) "Resources is just another word for colonialism." In M. Himley, E. Havice, & G. Valdivia (Eds.), *The Routledge Handbook of Critical Resource Geography* (pp. 79-89). London: Routledge.
- Sealey-Huggins, L (2018) "The Climate Crisis is a Racist Crisis": Structural Racism, Inequality and Climate Change." In A. Johnson, R. Joseph-Salisbury, & B. Kamunge (Eds.), *The Fire Now: Anti-Racist Scholarship in Times of Explicit Racial Violence* (pp. 99-113). London: Zed Books.
- Brockway, L. (1979). Science and Colonial Expansion: The Role of the British Royal Botanic Gardens. *American Ethnologist*, 6(3), 449-465.
- Collins, Y. A. (2019). Colonial residue: REDD+, territorialisation and the racialized subject in Guyana and Suriname. *Geoforum*, 106, 38-47.
- Kashwan, P., Duffy, R., Massé, F., Asiyanbi, A. P., & Marijnen, E. (2021). From Racialized Neocolonial Global Conservation to an Inclusive and Regenerative Conservation. *Environment: Science and Policy for Sustainable Development*, 63(4), 4-19.
- Táíwò, O. m. O. (2022). *Reconsidering Reparations*. New York: Oxford University Press.
- Whyte, K. P. (2017). Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene. *English Language Notes*, 55(1-2), 153-162.

Assessment: Essay (100%, 4000 words) in the WT.

GY475 Half Unit

Issues in Environmental Governance

This information is for the 2024/25 session.

Teacher responsible: Dr Richard Perkins, Dr Eugenie Dugoua and Prof Michael Mason

Availability: This course is compulsory on the MSc in Environmental Policy and Regulation and MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University). This course is available on the MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Local Economic Development, MSc in Regulation and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: This Winter Term half unit is designed to highlight key issues in environmental governance. A basic premise of the course is that governing sustainability transitions requires us to consider environmental decision-making and action by an increasingly diverse set of actors – including private ones. The themes covered illustrate the challenges, approaches, and tools of environmental governance by these actors: governing technological change, corporate social responsibility, sustainable finance, civil regulation, and international negotiations.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the WT.

In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across the Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: All students are required to make one presentation on an agreed topic.

Indicative reading: While there is no one single text that covers all aspects of the course, students are advised to consult the following:

- Gupta, A. and M. Mason (eds.) (2014). *Transparency in Global Environmental Governance*. Cambridge, MA: MIT Press.
- Martindale, W. (2023). *Responsible Investment: An Insider's Account of What's Working, What's Not and Where Next*. Cham: Palgrave Macmillan/Springer.
- Rasche, A. et al. (eds.) (2023). *Corporate Sustainability: Managing Responsible Business in a Globalised World*. 2nd edition. Cambridge: Cambridge University Press.

Assessment: Take-home assessment (100%) in the ST.

GY476 Half Unit

Applied Geographical Information Systems

This information is for the 2024/25 session.

Teacher responsible: Dr Ana Varela Varela

Availability: This course is compulsory on the MSc in Geographic Data Science. This course is available on the MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Subject to approval by course organiser.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

Course content: Geographical Information Systems (GIS) offer the social scientist an array of tools for generating, manipulating and visualising spatial data. This course covers practical GIS techniques for the social scientist, demonstrating how these tools can be combined with advanced analysis to enhance social science research. It emphasises practical skills and the use of relevant software. Specifically, the course will introduce the use of GIS tools in R and in QGIS. Attention will be given to a critical reflection upon the nature of the data used, encouraging students to go beyond traditional data use, and think about the role of the spatial data scientist in selecting and developing evidence to support policymaking and practice. Examples of literature

with applications in economic geography, environment, planning and other spatial social sciences will be provided for self-study. Readings are intended to develop a sound understanding of how real-world (geo)data are produced, their potential insights and biases, as well as opportunities and limitations.

Some of the topics covered in the course include introducing GIS and spatial data; processing, editing, and visualising various types of spatial data; spatial modelling; network analysis; working with online mapping resources; and applying machine learning techniques to spatial data.

Teaching: 20 hours of computer workshops in the AT.

MSc in Geographic Data Science students will have additional sessions totalling 4 hours to cover more advanced material.

Formative coursework: Formative work includes tasks designed to enhance understanding of the course material through practical application.

Indicative reading:

- Singleton, A., & Arribas-Bel, D. (2019). Geographic Data Science, Geographical Analysis. 53:1, 61-75
- Lovelace, R., Nowosad, J., & Muenchow, J. (2024). Geocomputation with R. CRC Press.
- Donaldson, D., & Storeygard, A. (2016). The View from Above: Applications of Satellite Data in Economics. The Journal of Economic Perspectives: A Journal of the American Economic Association, 30(4), 171–198.
- Taylor, C. A., & Druckenmiller, H. (2022). Wetlands, Flooding, and the Clean Water Act. The American Economic Review, 112(4), 1334–1363.
- Davis, D. R., Dingel, J. I., Monras, J., & Morales, E. (2019). How Segregated Is Urban Consumption? The Journal of Political Economy, 127(4), 1684–1738.

Assessment: Assignment (100%) in the AT.

Summative assessment will comprise a practical GIS analysis task.

There will be two versions of the assignment, one for Geographic Data Science students and one for students from other programmes.

GY477 Half Unit Not available in 2024/25 Race and Capitalism in North America

This information is for the 2024/25 session.

Teacher responsible: Dr Jessie Speer

Availability: This course is available on the MSc in City Design and Social Science, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

Please note that the course is capped at 30 students.

Course content: This course examines how capitalist development manifests in uneven and racialised ways across the broader North American region. It begins with an overview of ideas and debates on race and capitalism, including discussions of:

- Indigeneity
- Colonialism
- Migration
- Urban disinvestment
- Environmental racism
- Prisons and policing

The remainder of the course looks at key regions of North America, including the Caribbean, Mexico, and US South, with a focus on internal peripheries and broader regional connections that reveal the intertwined relationship between race, class and uneven development.

By examining US politics in the larger context of North America, this course will untangle the complexities of region-making and the blurred boundaries of the nation state. Using contemporary

case studies combined with geographic and decolonial theory, students will examine how the region's internal peripheries are embedded with a web of colonial and capitalist relations that have broad impacts outside of the US. The course will take place through a weekly seminar-style discussion, during which students will be encouraged to bring their own ideas and interests into the classroom. Assessment will be based on a portfolio of weekly written reading responses as well as a final essay.

Teaching: 25 hours of seminars in the AT.

Formative coursework: Students will receive feedback on their first three weekly reading responses.

Indicative reading:

- Barra, M. P. (2021). Good sediment: Race and restoration in coastal Louisiana. Annals of the American Association of Geographers, 111(1), 266-282.
- Cahuas, M. C. (2020). The struggle and (im)possibilities of decolonizing Latin American citizenship practices and politics in Toronto. Environment and Planning D: Society and Space, 38(2), 209-228.
- Curley, A., & Smith, S. (2020). Against colonial grounds: Geography on Indigenous lands. Dialogues in Human Geography, 10(1), 37-40.
- Davis, A. (2011). Women, race, and class. Vintage.
- Domosh, M. (2015). Practising development at home: Race, gender, and the "development" of the American South. Antipode, 47(4), 915-941.
- Gilmore, R. W. (2007). Golden gulag: Prisons, surplus, crisis and opposition in globalizing California. University of California Press.
- Gorman, C. S., & Culcasi, K. (2021). Invasion and colonization: Islamophobia and anti-refugee sentiment in West Virginia. Environment and Planning C: Politics and Space, 39(1), 168-183.
- McKittrick, K. (2011). On plantations, prisons, and a black sense of place. Social & Cultural Geography, 12(8), 947-963.
- Pulido, L. (2016). Flint, environmental racism and racial capitalism. Capitalism Nature Socialism, 27(3): 1-16.
- Woods, C. A. (1998). Development arrested: The blues and plantation power in the Mississippi Delta. Verso.

Assessment: Essay (50%, 2000 words) and portfolio (50%) in the AT.

Students will submit short reading responses each week. The final portfolio due at the end of the term will include all weekly reading responses. Students will also submit a 2,000 word final essay after completing the course.

GY479 Half Unit Urban Transformations

This information is for the 2024/25 session.

Teacher responsible: Dr Ryan Centner

Availability: This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course introduces students to key theories and debates about societies undergoing rapid urban change. Course lectures examine large urban transformations in three ways. The first pertains to 'urbanisation' as a historical process by which social life, even outside of cities, becomes 'urban'. This means addressing the relationship between the country and the city, the idea of the urban in historical perspective, and the relationship between urban life in the global North and South. The second approach considers the city as a site for radical political change, as well as social experimentation in planning and development. This means studying cities as spaces of

movement, resistance, and innovation, with an emphasis on urban experiments (especially in 'Southern' cities). Thirdly, urban transformation is analysed in terms of the explosion of theorisations about the nature of the urban, how to study it, and how to make a difference in 'the urban', both intellectually and materially, within a global economy. Through these three overlapping lenses – history, politics/planning, and theory – the course aims to equip students with a conceptual and empirical foundation for analysing city transformations and globalised urbanisation, with particular attention to emerging urbanisms in the global South.

Topics covered may include the following: industrialisation and immigration; processes of suburbanisation, ghettoisation, and gentrification; global cities; the colonial and postcolonial city; urban citizenship and the right to the city; urban uprisings; the geopolitics of urban theory; urban nostalgia; urban innovation and the politics of urban self-regard/self-representation.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Autumn Term.

This course includes a reading week in Week 6 of Michaelmas Term.

Formative coursework: Students will be expected to produce 1 essay in the AT.

An optional short essay of 2000 words (maximum). Critically explore the applicability of one week's readings from the first 5 weeks of the course to an empirical case outside the course reading. This will be due in Week 7 of AT.

Indicative reading: R. Beauregard. *When America Became Suburban*, 2006;

J. Brown-Saracino (ed). *The Gentrification Debates*, 2010;

T. Caldeira, *City of Walls: Crime, Segregation, and Citizenship in Sao Paulo*, 2000;

M. Davis, *Planet of Slums*, 2006;

D. Harvey, *Rebel Cities: From the Right to the City to the Urban Revolution*, 2012;

J.M. Jacobs, *Edge of Empire: Postcolonialism and the City*, 1996;

G. Moussawi, *Disruptive Situations: Fractal Orientalism and Queer Strategies in Beirut*, 2020;

J. Robinson, *Ordinary Cities: Between Modernity and Development*, 2006;

A. Roy and A. Ong (eds), *Worlding Cities: Asian Experiments and the Art of Being Global*, 2011;

T. Samara, S. He, and G. Chen (eds), *Locating Right to the City in the Global South*, 2013;

The reading list is intended only to be indicative of literatures broached in the course. Actual readings will consist of particular articles and chapters on a weekly basis, as well as a wider range of inclusions.

Assessment: Essay (90%, 5000 words) in the WT.

Class participation (10%) in the AT.

Due in the first half of WT, the essay (5000 words, maximum) will be based on a range of questions provided by the instructor during AT. Some options will be very specific about certain issues and/or regions, whereas others will be more conceptual and open for student exploration. Across all these options, there will be wide enough scope for students with different academic backgrounds and thematic or geographical interests to be accommodated, while still hewing to the organising topics of the course.

Attendance and active participation in seminar is also essential, and assessed. Students will be required to co-lead discussion with a peer and the instructor for one (out of ten) seminars.

GY480 Half Unit

Remaking China: Geographical aspects of Development and Disparity

This information is for the 2024/25 session.

Teacher responsible: Prof Hyun Shin CKK.3.17

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in International and Asian History, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The recent decades have seen China emerging as one of the most important global economic and political players. The course aims to offer opportunities to gain comprehensive and yet critical insights into China's development in urban, regional and global dimensions by reflecting upon the significance of China's role in the world economy as well as the challenges emerging within China. Tentative topics that the course covers include, but not limited to, the following: China's rise in the global capitalism; uneven development and regional disparities; the political economy of urbanisation; the role of the state; governing neighbourhoods; China on the move and migration; China's middle class; practising global China; public participation and rights activism.

Teaching: 30 hours of seminars in the AT.

Formative coursework: Students are expected to complete one essay plan for their assessed essay and blog.

Indicative reading:

- Campanella, T.J. (2008) *The concrete Revolution: China's urban revolution and what it means for the world*. Princeton Architectural Press
- Friedman, E. (2022) *The Urbanization of People: The Politics of Development, Labor Markets, and Schooling in the Chinese City*. Columbia University Press
- Hsing, Y-T (2010) *The Great Urban transformation*. Oxford University Press
- Ngai, P (2005) *Made in China: Women Factory Workers in a Global Workplace*. Duke Univ. Press
- Shao, Q. (2013) *Shanghai Gone: Domicide and defiance in a Chinese megacity*. Rowman & Littlefield Publishers
- Wu, F. (2015) *Planning for Growth: Urban and Regional Planning in China*. Routledge
- Wu, F. (2022) *Creating Chinese Urbanism: Urban Revolution and Governance Changes*. UCL Press

Assessment: Coursework (30%, 1500 words) and essay (65%, 3000 words) in the WT.

Class participation (5%) in the AT.

Students are to submit regular reading responses via Moodle as part of class participation.

GY484

Dissertation - MSc Regional and Urban Planning Studies

This information is for the 2024/25 session.

Teacher responsible: Dr Erica Pani

Availability: This course is compulsory on the MSc in Regional And Urban Planning Studies. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/

seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a series of lectures across Autumn Term and Winter Term.

This course includes a reading week in Week 6 of both Autumn and Winter Term.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

GY485

Dissertation - MSc Geographic Data Science and MSc Real Estate Economics and Finance

This information is for the 2024/25 session.

Teacher responsible: Programme Director(s)

Availability: This course is compulsory on the MSc in Geographic Data Science and MSc in Real Estate Economics and Finance. This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of workshops and one to one supervision across Autumn, Winter and Spring Term.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

GY486

Dissertation - MSc Local Economic Development

This information is for the 2024/25 session.

Teacher responsible: Dr Erica Pani

Availability: This course is compulsory on the MSc in Local Economic Development. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a series of lectures across Autumn Term and Winter Term.

The course includes a reading week in Week 6 of both Autumn and Winter Term.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

GY487

Dissertation - MSc in Human Geography and Urban Studies (Research)

This information is for the 2024/25 session.

Teacher responsible: Programme Director - Dr Ryan Centner

Availability: This course is compulsory on the MSc in Human Geography and Urban Studies (Research). This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must

be obtained from the relevant Programme Director.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

GY488

Dissertation - MSc Urbanisation and Development

This information is for the 2024/25 session.

Teacher responsible: Programme Director

Availability: This course is compulsory on the MSc in Urbanisation and Development. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Two workshops are usually convened, the first in AT and second in WT to discuss dissertations. Each student is provided with a dissertation supervisor. A dissertation proposal is submitted as part of GY452.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of workshops as well as one to one supervision meetings across Autumn, Winter and Summer Terms.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

GY489

Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development

This information is for the 2024/25 session.

Teacher responsible: Programme Director of relevant MSc programme.

Availability: This course is compulsory on the MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University) and MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University). This course is available on the MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University). This course is not available as an outside option.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through combined workshops and lectures.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

HP400 Half Unit Financing Health Care

This information is for the 2024/25 session.

Teacher responsible: Mr George Wharton

Availability: This course is compulsory on the MSc in Health Policy, Planning and Financing and MSc in International Health Policy. This course is available on the MSc in Global Health Policy, MSc in Health Data Science and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis.

Course content: This course aims to give students a thorough grounding in health financing policy. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in European countries, but the general principles studied apply internationally.

The course provides an overview of key health financing policy issues, including the advantages and disadvantages of different ways of raising revenue for health; the role of private financing mechanisms; the importance of pooling; decisions about whom to cover, what services to cover, and how much of service cost to cover; allocating resources to purchasers, purchasing market structure and the principles of strategic purchasing; the incentives associated with different methods of paying providers; and the issue of financial sustainability.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 23 hours during Autumn Term. Students will work together in small groups on structured learning activities set by the course leads, ahead of the seminars.

There will be a departmental reading week in week 6 of term. There will be a 2 hour revision session held in the Spring Term ahead of the final exams.

Formative coursework: Students will receive feedback on formative activities of in-class group work and presentations.

Indicative reading: WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010); E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002); J Kutzin, Health financing policy: a guide for decision-makers, World Health Organization (2008); T Rice, The economics of health reconsidered, Health Administration Press (3rd edn, 2009).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The course will introduce concept of risk and risk reducing strategies, theories of planning, and priority setting techniques in health care. In addition, the course will examine the processes and forces shaping the development and implementation of health policy. The course will examine core concepts such as power, the role of the state and other policy stakeholders (e.g. NGOs, international organisations, etc.), institutions, and evidence, in shaping health policy agendas or choices.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 23 hours during Autumn Term. Seminars will take place in small groups where students will work together in small groups on structured learning activities set by the course leads.

There will be a departmental reading week in Week 6 of term.

Formative coursework: Students will sit a mock exam in the last week of term.

Indicative reading: Green, A., An Introduction to Health Planning for Developing Health Systems, new edn, OUP, 2007.

Walt, Gill. 1994. Health policy: an introduction to process and power. London: Zed Books.

Hill, M. The Policy Process, a reader, second ed. Harlow: Prentice Hall 1997

Buse, Kent, Nick Mays, and Gill Walt. 2012. Making Health Policy. Maidenhead, Berkshire: Open University Press.

D Leon & G Walt (eds), Poverty, Inequality and Health: An international perspective, OUP (2001)

Parkhurst, J. The politics of evidence: from evidence based policy to the good governance of evidence. London Routledge 2016.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

HP402 Half Unit Measuring Health System Performance

This information is for the 2024/25 session.

Teacher responsible: Dr Rocco Friebe

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis to students outside the department.

Course content: This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course students are expected to:

- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

Teaching: Teaching will be delivered in no less than 29 hours and includes lectures, seminars and workshops in the Winter Term.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

HP401 Half Unit Introduction to Health Policy and Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Justin Parkhurst COW 2.08

Availability: This course is compulsory on the MSc in Global Health Policy and MSc in International Health Policy. This course is available on the MSc in Health Data Science, MSc in Health Policy, Planning and Financing and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Course content: A comparative approach to the development of health and healthcare policies in high, middle, and low income country settings, emphasising the goals of health policymaking, public health approaches, the political nature of health policy issues, and core concepts from policy studies that can be used to conceptualise policy change dynamics in health.

Indicative reading: Papanicolas I, Smith P (Eds) *Health System Performance Comparison: An Agenda for Policy, Information and Research*. Maidenhead: Open University Press, 2013; P Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), *Performance measurement for health system improvement: experiences, challenges and prospects*. Cambridge University Press, 2010.

Institute of Medicine, *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC, National Academies Press, 2001;

OECD, *Measuring up: improving health system performance in OECD countries*. Paris: OECD, 2002. World Health Organization (WHO), (2000)

The world health report 2000: Health systems: Improving performance, Geneva: WHO Publications

Assessment: Presentation (25%) in the WT.

Essay (75%, 3000 words) in the ST.

HP404 Half Unit

Global Health Policy: Institutions, Actors and Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Clare Wenham

Availability: This course is compulsory on the MSc in Global Health Policy. This course is available on the MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis.

Course content: Globalization has not only impacted on the nature of emerging global health but the policy responses to these challenges. This module critically examines the transnational institutions and actors involved in global health policy and the interplay between them. The governance of global health issues has traditionally been carried out by states and various United Nations agencies (namely, the World Health Organisation), but given the transboundary nature of many global health issues, a diverse range of actors, including the private sector, civil society organizations and national governments, are now integrally involved. The funding of global health programmes and policies, for example, has shifted from primarily bi-/multilateral donors to include private and public sectors and philanthropists in a global health governance mosaic. The module will use a number of case studies to examine the organisation and role of global health institutions, the challenges and opportunities presented by these governance arrangements, and their (intended and unintended) impacts on global health policy and practice. In doing so, the module will draw on contributions from a range of social sciences including sociology, political science and health services research.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 25 hours during Autumn Term. Seminars will be discussion-based and take place in small groups each week.

There will be a departmental reading week in Week 6 of term.

Formative coursework: One essay (1000 words) focusing on different approaches to framing global health

Indicative reading: Frenk, J., & Moon, S. (2013). Governance challenges in global health. *New England Journal of Medicine*, 368(10), 936-942.

Taylor, S. (2018). 'Global health': meaning what?. *BMJ Global Health*, 3(2) e000843.

Davies, S. (2010). Global politics of health. *Polity*.

McInnes, C., & Lee, K. (2012). Global health and international relations. *Polity*.

Assessment: Essay (100%, 4000 words) in the AT.

One extended essay (4000 words) will be due at the end of AT.

Essay questions will be provided at the start of the course, or students are welcome to select an essay topic of their choice, with approval from the course convener.

HP405 Half Unit

Social Determinants of Health

This information is for the 2024/25 session.

Teacher responsible: Dr Justin Parkhurst COW.2.08

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit. This course is a listed option on MSc's in the department of Health Policy and for the MSc in Health and International Development. The course will be capped and priority may be given to students in the Department of Health Policy or related MSc degrees as needed.

Course content: The course introduces the social determinants of health from a global perspective. Content will draw on low, middle, and high income country examples, (although a majority of material will come from middle and high income cases). The course begins by exploring the shift in focus from individual to population health, the link to social determinants, and methodological challenges. It then goes into specific social determinants and issues such as poverty, education, gender and the built environment. Specific health and intersectional issues are then introduced, before final lectures that consider the politics of policy responses dealing with social determinants. A set of 6 seminars compliment the lectures with the final seminar linked to assessment.

Teaching: The course will be delivered in no less than 27 hours and includes lectures and seminars in the Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the WT.

An outline or early draft of the term essay will be submitted in week 8 to allow feedback and guidance from teaching staff before final submission.

Indicative reading: Rose, Geoffrey. 2001. "Sick individuals and sick populations." *International journal of epidemiology* 30 (3):427-432. WHO Commission on the Social Determinants of Health. 2008.

Closing the gap in a generation: health equity through action on the social determinants of health. Final report of the Commission on Social Determinants of Health. Geneva: World Health Organization. Birn, Anne-Emanuelle, Yogan Pillay, and Timothy H. Holtz. 2009. *Textbook of international health: global health in a dynamic world*. New York: Oxford University Press.

Sallis, James F, Neville Owen, and Edwin B Fisher. 2008. "Ecological models of health behavior." In *Health behavior and health education: Theory, research, and practice*, edited by Karen Glanz, Barbara K. Rimmer and K. Viswanath, 465-486. San Francisco: John Wiley & Sons.

Subramanian, S. V., Paolo Belli, and Ichiro Kawachi. "The macroeconomic determinants of health." *Annual review of public health* 23.1 (2002): 287-302.

Assessment: Essay (75%, 3000 words) in the ST.

In-class assessment (25%) in the WT.

25% of the grade will be based on small group presentations in the final seminars.

75% of the grade will be based on a term essay (3000 words) that requires them to address a key health concern facing a population in a specific country of interest from a social and political perspective. They will need to write a policy brief that reviews literature, considers policy responses in relation to critical conceptual approaches covered, and proposes potential approaches to the problem.

HP407 Half Unit

Evidence Review and Synthesis for Decision Making

This information is for the 2024/25 session.

Teacher responsible: Dr Huseyin Naci

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

This course is relevant to all students with an interest in health and social care interventions.

Course content: Evidence review and synthesis methods (such as systematic reviews and meta-analyses) are increasingly used to evaluate the effectiveness of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need individuals equipped with the methods of reviewing and synthesising the existing body of evidence by performing systematic reviews and meta-analyses.

This course will be focused on the principles of reviewing and synthesising the existing body of literature. The course will have three components. The first will provide the rationale for adopting a systematic approach for evidence review and synthesis. It will equip students with the methods to undertake risk of bias assessments of randomised controlled trials. The second component will focus on the quantitative synthesis of multiple randomised controlled trials in meta-analysis. The third component will discuss the opportunities and challenges of using evidence for decision-making.

The intended learning outcomes of this course will be the following:

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomised trials and collections of randomised trials
- Critically evaluate the quality of randomised controlled trials in oral and written form
- Assess heterogeneity in a collection of studies
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 33 hours during Winter Term. Students will work in small groups to complete weekly self-directed learning activities and meet with seminar leads for weekly feedback on their progress. A computer workshop will be held to introduce students to systematic review and meta analysis software.

There will be a departmental reading week in Week 6 of term.

Formative coursework: Feedback given on a completed meta analysis

Indicative reading:

- Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011).
- Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011.
- Sutton AJ et al. Methods for Meta-analysis in Medical Research. Wiley, Chichester, UK, 2000.
- Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. *Annals of internal medicine* 1997;126(5):376–80.
- Higgins, Julian PT, et al. The Cochrane Collaboration's tool for assessing risk of bias in randomised trials. *Bmj* 343 (2011): d5928.

Assessment: Project (100%, 3000 words) in the ST. Systematic review and meta-analysis report resembling an original article submission to a peer-reviewed journal (100%). Students will

develop their meta-analysis project in a group and individually write up as their summative assessment.160

HP409

Dissertation for MSc Health Policy, Planning and Financing

This information is for the 2024/25 session.

Teacher responsible: Currently Dr. E Courtin and Dr M. Bhatia (LSE) and Dr T Chantler (LSHTM) as Programme Directors though the Programme Directorship sometimes varies from year to year.

Availability: This course is compulsory on the MSc in Health Policy, Planning and Financing. This course is not available as an outside option.

Course content: The aim of the course is to provide core information to students on dissertation-writing as well as to address queries students may have in relation to their dissertation topic, the methodology used, the likelihood of ethical approval, and data acquisition, among others.

The dissertation could be on any topic in the field of health policy, planning and/or financing. The main body of the dissertation should include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

Teaching: Teaching comprises two 2-hour seminars. It may be merged with other MSc students in the Department when covering overlapping issues.

Finally, there is individual supervision for students on the dissertation.

Formative coursework: Students will be required to write a summary of the proposed dissertation, outlining the title, background to the topic, methods to be employed, and likely expected results.

Assessment: Dissertation (100%, 10000 words).

HP412 Half Unit

Global Health Security

This information is for the 2024/25 session.

Teacher responsible: Dr Clare Wenham COW 1.03

Availability: This course is available on the MSc in Global Health Policy, MSc in Global Politics, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Health Policy, MSc in International Health Policy (Health Economics) and MSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Global health security has become a dominant paradigm in global health. Recent outbreaks of COVID-19, Ebola, Zika and pandemic influenza have heightened the global sense of vulnerability to the spread of infectious disease, and as a consequence global health policy is now complete with references to such health emergencies. These threats are even listed on national security strategies of many governments, and as such we see the ever increasing link between security and health across policy areas and levels. As we have all witnessed, COVID-19 has affected every part of the world, and every part of socio-economic life as we know it. Thus, we must understand how this has happened, and what we can do to prevent the next outbreak, and mitigate against future downstream effects of pandemics. This course interrogates this health-security nexus. It considers different conceptual understandings of security including global health security, national security, biosecurity and human security and considers these in multiple health contexts. These empirical explorations include COVID-19, Ebola, Zika, Anti-microbial resistance (AMR) and conflict and health. Yet, this

course also asks students to consider the assumptions inherent to the security discourse, and the challenges these has on global health policymaking. Should the global health community be championing global health security, or has the terminology run its course.

To examine these concepts, empirics and broader political questions, this module will draw on contributions from international relations, political science, law, epidemiology and public health research.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 20 hours during MT. Seminars will be led by a small group of students who will present the key discussion points to their colleagues. Small group work will be undertaken in the seminars to allow for more in-depth discussion and class debate. Additional seminar activities will provide students with real-life scenarios of global health security crises. Activities will aim to bring to life the theories, challenges and politics discussed during the course.

There will be a departmental reading week in week 6 of term.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Students will submit a short 1000 word essay (on the topic that they are writing on for the summative) during the teaching term. These will be graded and feedback given to students. This allows students to get valuable experience of writing critical essays have they not before in previous modules or degrees, and the expectations of the summative assessment. For example, if a student's formative work flagged particular concerns this could be addressed ahead of the summative submission.

Indicative reading:

- McInnes, C., & Lee, K. (2006). Health, foreign policy and security. *Rev Int Stud*, 32, 5-23.
- Rushton, S. (2011) Global Health Security: Security for Whom? Security for What?, *Political Studies* 59 (4): 779 -796
- Davies, S. E. (2008). Securitizing infectious disease. *International Affairs*, 84(2), 295-313.
- Chen, L., & Narasimhan, V. (2003). Human security and global health. *Journal of Human Development*, 4(2), 181-190.
- Rushton, S., & Youde, J. (Eds.). (2014). *Routledge handbook of global health security*. Routledge.
- Elbe, S. (2005). AIDS, security, biopolitics. *International relations*, 19(4), 403-419.
- King, N. B. (2002). Security, disease, commerce: ideologies of postcolonial global health. *Social studies of science*, 32(5-6), 763-789.
- O'Manique, C. (2005). The "securitisation" of HIV/AIDS in Sub-Saharan Africa: a critical feminist lens. *Policy and Society*, 24(1), 24-47.
- Heymann, D. L., Chen, L., Takemi, K., Fidler, D. P., Tappero, J. W., Thomas, M. J., ... & Kalache, A. (2015). Global health security: the wider lessons from the west African Ebola virus disease epidemic. *The Lancet*, 385(9980), 1884-1901.
- Ooms, G., Beiersmann, C., Flores, W., Hanefeld, J., Müller, O., Mulumba, M., ... & Jahn, A. (2017). Synergies and tensions between universal health coverage and global health security: why we need a second 'Maximizing Positive Synergies' initiative. *BMJ global health*, 2(1), e000217.

Assessment: Essay (75%, 3500 words) and blog post (25%) in the AT.

1 x 3500 word essay – 75% of grade

Students will be asked to pick one essay question. They will be given the option to choose their own essay topic (after discussion with their seminar leader) or to select from a provided list of questions. The questions will be broad, allowing for student individuality to come across in their answers.

1 x Blog post – 25% of grade

Students will be assessed on their reflections of the course and any role play activity undertaken.

HP420 Half Unit Health Economics

This information is for the 2024/25 session.

Teacher responsible: Prof Andrew Street COW 1.02

Availability: This course is available on the MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

In allocating places in this course, students enrolled in the MSc in International Health Policy and MSc in International Health Policy (Health Economics) have priority.

Course content: This course develops basic economic concepts as they are applied to the health sector. We shall discuss economics issues at system-level, including options for financing health care, predicting future expenditure, and assessing the degree of health equity and equality. We shall consider demand for health care and for health insurance, discussing matters such as moral hazard, adverse selection and risky health behaviours. Then we shall turn to the supply-side of health care provision, considering the agency relationship between patients and physicians, the competitiveness of health care markets, the geographical configuration of health care services, and methods for paying health care providers. The course is designed to provide an intuitive understanding of a wide range of economic concepts, illustrated by practical examples.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 33 hours during Autumn Term. Workshops will be held throughout the term to enable students to work through key problem sets. Students will also take part in small group seminars.

There will be a departmental reading week in Week 6 of term.

Formative coursework: Mock exam in the AT.

Indicative reading: The course draws from a variety of textbooks and articles, with a thorough reading list provided prior to the lectures. The course makes repeated use of the following textbook:

- J Bhattacharya, T Hyde & P Tu, *Health Economics*, Palgrave Macmillan, 2014.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

HP421 Half Unit Economic Analysis for Health Policy in Low- and Middle-Income Countries

This information is for the 2024/25 session.

Teacher responsible: Dr Miqdad Asaria

Availability: This course is compulsory on the MSc in Global Health Policy. This course is available on the MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis to students outside the department.

Course content: The aim of the course is to provide students with some key analytical methods and concepts used by economists to study health care policies in low- and middle-income countries. The course takes a micro-economic perspective, in that it will study how individuals involved in health care systems (patients, providers, insurers) make decisions which affect the utilisation and delivery of health care services.

The course will present key theoretical concepts and use empirical evidence particularly relevant for policy questions in low- and middle-income settings. The course will be applied in nature, as students will learn through case studies which will expose to different types of data and evidence to analyse decisions made by

individuals and then articulate recommendations for health policy. By the end of this course, students will be able to:

- define fundamental principles and concepts of health economics relevant to health policy challenges in low- and middle-income countries
- understand the economic models of decisions made by individuals on the demand- and supply-side of health care markets in low and middle-income countries;
- apply economic reasoning and models to identify problems and to recommend relevant health care policies;
- refer to seminal literature and evidence in the health economics and health policy fields in low- and middle-income countries;
- be able to interpret simple results from empirical economic studies, and formulate policy recommendations.

Teaching: The course will be delivered in no less than 28 hours and consists lectures and seminars in the Winter Term. A revision session will be held early in the Spring Term ahead of the exam.

Formative coursework: Coursework assessed throughout the WT

Indicative reading: The course draws from a variety of textbooks and articles, providing essential references to understand the theoretical concepts and read key empirical studies. A complete reading list is provided at the start of the term.

The following papers are a selection of readings used in the course:

- Dupas P (2011) "Health Behavior in Developing Countries" Annual Review of Economics, Vol. 3
- Lepine, A., M. Lagarde and A. Le Nestour (2018). "How effective and fair is user fee removal? Evidence from Zambia using a pooled synthetic control." *Health Economics* 27(3): 493-508.
- Dupas, P., V. Hoffmann, M. Kremer and A. P. Zwane (2016). "Targeting health subsidies through a nonprice mechanism: A randomized controlled trial in Kenya." *Science* 353(6302): 889-895.
- Capuno, J. J., A. D. Kraft, S. Quimbo, C. R. Tan and A. Wagstaff (2016). "Effects of Price, Information, and Transactions Cost Interventions to Raise Voluntary Enrollment in a Social Health Insurance", *Health Economics* 25(6) p650-662
- Baicker, K., W. J. Congdon and S. Mullainathan (2012). "Health Insurance Coverage and Take-Up: Lessons from Behavioral Economics." *Milbank Quarterly* 90(1): 107-134.
- R. M. Scheffler, C. H. Herbst, C. Lemiere and J. Campbell. (2016). *Health Labor Market Analyses in Low- and Middle-Income Countries: An Evidence-Based Approach*.
- McPake, B, A Scott, and I Edoka. (2014). *Analyzing Markets for Health Workers: Insights from Labor and Health Economics*. Directions in Development. Washington, DC: World Bank.
- Lagarde, M. and D. Blaauw (2014). "Pro-social preferences and self-selection into jobs: Evidence from South African nurses." *Journal of Economic Behavior & Organization* 107, Part A: 136-152.
- Banerjee, A. V., E. Duflo and R. Glennerster (2008). "Putting a Band-Aid on a Corpse: Incentives for Nurses in the Indian Public Health Care System." *Journal of the European Economic Association* 6(2-3): 487-500.
- Björkman, M. and J. Svensson (2009). "Power to the People: Evidence from a Randomized Field Experiment on Community-Based Monitoring in Uganda." *The Quarterly Journal of Economics* 124(2): 735-769.
- Currie, J., W. Lin and W. Zhang (2011). "Patient knowledge and antibiotic abuse: Evidence from an audit study in China." *J Health Econ* 30(5): 933-949.
- Björkman Nyqvist, M. and S. Jayachandran (2017). "Mothers Care More, but Fathers Decide: Educating Parents about Child Health in Uganda." *American Economic Review* 107(5): 496-500.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

HP422 Half Unit

Health Care Economic Evaluation

This information is for the 2024/25 session.

Teacher responsible: Dr Ranjeeta Thomas COW 2.07

Availability: This course is compulsory on the MSc in International Health Policy (Health Economics). This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing and MSc in International Health Policy. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Resource allocation is at the heart of decision-making in the health care sector. Economic evaluation is an approach used to support decision-makers in allocating resources by providing tools to compare the costs and benefits associated with multiple alternative scenarios or interventions.

This course will enable students to understand and apply the analytic methods used in the economic evaluation of health interventions. By the end of the course, students are expected to:

- Explain the welfare economic principles underlying health-care economic evaluations
- Identify the different approaches to economic evaluations (cost-effectiveness, cost-benefit, cost-utility etc)
- Measure and analyse costs and effects of health care interventions
- Construct a decision-analytic model to compare the costs and benefits of different interventions
- Apply statistical methods to deal with uncertainty in economic evaluations
- Evaluate how to make decisions under-uncertainty in health-care economic evaluations

It is recommended students taking this course have some knowledge of probability and statistics (similar to ST102).

As Microsoft Excel will be used for practical sessions, some experience of using Excel would be helpful.

Teaching: 1 hour and 30 minutes of lectures and 4 hours of workshops in the AT.

This course will be delivered through a combination of lectures and workshops totalling a minimum 26 hours during Autumn Term.

The lectures provide conceptual foundations, theory and statistical methods. Students will attend seminars where they will work together in small groups on structured learning activities set by the course leads.

There will be a departmental reading week in Week 6 of term.

Formative coursework: A piece of formative coursework will be set in the middle of the term, and feedback provided to students.

Indicative reading: The following are basic readings for the course:

- Drummond MF, Sculpher MJ, Claxton K, Stoddart GL, Torrance GW (2015). *Methods for the Economic Evaluation of Health Care Programmes*. Fourth edition: Oxford University Press, Oxford.
- Gray A, Clarke P, Wolstenholme J, Wordsworth S (2011) *Applied Methods of Cost-Effectiveness Analysis in Health Care*, Oxford University Press, Oxford.
- More technical and advanced textbooks, especially for statistical analysis.
- Briggs A, Sculpher M, Claxton K (2006). *Decision Modelling for Health Economic Evaluation*. Oxford University Press, Oxford.

Supplementary Reading List

This is made available on Moodle along with all other course materials, and includes references to specialised texts and articles on each subject covered within the course.

Assessment: Project (100%, 3000 words) in the WT.

Assessment is through a project that students will undertake in small groups and write up individually (3,000 word paper), to be submitted at the end of the course.

HP423 Half Unit

Advanced Health Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Miqdad Asaria COW.3.07

Availability: This course is compulsory on the MSc in International Health Policy (Health Economics). This course is available on the MSc in Health Data Science, MSc in Health Policy, Planning and Financing and MSc in International Health Policy. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Health Economics (HP420).

Students enrolling on this course will be expected to have taken advanced undergraduate courses in microeconomics and calculus.

Course content: The course will cover: international comparisons of health care expenditure, individual health-seeking behaviour, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), and equity in health care.

Students may find material from the half unit HP426 Applied Health Econometrics, to be beneficial to studying this course. See the HP426 course guide for further detail.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 25 hours during Winter Term. Seminars will take place in small groups with students presenting assigned topics each week.

There will be a departmental reading week in Week 6 of term.

Formative coursework: Students will give a presentation in seminars and receive feedback from seminar leads

Indicative reading: Culyer, A.J., and Newhouse, J.P., (eds.), 2001, *Handbook of Health Economics Volumes 1A & 1B*, (North-Holland, Amsterdam); Zweifel, P. and Breyer, F., 1997, *Health Economics*, (OUP, Oxford).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

HP424 Half Unit

Pharmaceutical Economics and Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Panagiotis Kanavos

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Course content: The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly. The course will

- Provide students with an understanding of basic features of pharmaceutical markets, how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.
- Illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.
- Introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- Facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- Enable students to analyse pharmaceutical markets from

the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.

- Introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum of 24 hours during Winter Term.

There will be a departmental reading week in Week 6 of term.

Formative coursework: A formative essay under exam conditions (1 question in 1 hour) will be a requirement and is to be submitted immediately after the revision session.

Indicative reading: 1. E Mossialos, M Mrazek & T Walley (eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004)

2. S O Schweitzer, *Pharmaceutical Economics and Policy*, Oxford University Press (2006)

3. W S Comanor, 'The Political Economy of the Pharmaceutical Industry', *Journal of Economic Literature*, XXIV (September): 1178-1217 (1986)

4. F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), *Handbook of Health Economics*, Vol 1, Amsterdam, Oxford, Elsevier, 2000.

1. A Acosta, A Ciapponi, Aaserud M, et al (2014). Pharmaceutical policies: effects of reference pricing, other pricing, and purchasing policies. *Cochrane Database of Systematic Reviews*, 10: CD005979.

2. AS Kesselheim, J Avorn, A Sarpatwari (2016). The high cost of prescription drugs in the United States: origins and prospects for reform. *JAMA*, 316(8): 858-871.

3. DH Howard, PB Bach, ER Berndt, RM Conti. Pricing in the market for anticancer drugs, 29(1): 139-162.

4. E Mossialos, M Mrazek & T Walley (eds) (2004). *Regulating pharmaceuticals in Europe. Striving for efficiency, equity and quality*. Open University Press.

5. OJ Wouters, M McKee, J Luyten (2021). Estimated research and development investment needed to bring a new medicine to market, 2009-2018. *JAMA*, 323(9): 844-853.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

HP425 Half Unit

Statistical Methods in Health Care Economic Evaluation

This information is for the 2024/25 session.

Teacher responsible: Dr Ranjeeta Thomas

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: This course assumes knowledge of elementary mathematics and statistics. Students who wish to take HP425, but who have not taken an introductory university course in statistics or econometrics, may wish to consider auditing MY451 (Introduction to Quantitative Analysis) in Autumn Term in order to prepare themselves for this course. Students who are unsure whether they have the requisite background are encouraged to approach the Lecturer before the start of Winter Term.

This course is envisaged to be complementary to HP422 (Cost-Effectiveness Analysis in Health Care), which is offered in Autumn Term.

Course content: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector. Introduction to random variables and probability distribution, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, parametric and non-parametric approaches for missing data, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Presentation of results, acceptability curves.

Teaching: This course will be delivered through a combination of lectures and workshops totalling a minimum 30 hours during Winter Term. Students will also take part in computer workshops to complete problem datasets and practice key skills from the course.

Formative coursework: 1000 word essay

Indicative reading: A full reading list is provided at the start of the course. The course makes use of selected parts of the following texts:

- M Drummond & A McGuire (eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, OUP, 2001.
- D Machin, YB Cheung & MKB Parmar, *Survival analysis: a practical approach*, 2nd edn, Wiley, 2006.
- J Klein & M Moeschberger, *Survival Analysis: Techniques for Censored and Truncated Data*, 2nd edn, Springer, 2005.
- M Cleves, W Gould, R Gutierrez & Y Marchenko, *An Introduction to Survival Analysis Using Stata*, 3rd edn, Stata, 2010.
- M Drummond, M Schulpher, K Claxton, G Stoddart & G Torrance, *Methods for the Economic Evaluation of Health Care Programmes*, 4th edn, OUP, 2015.
- M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, OUP, 1996.
- M Johannesson, *Theory and Methods of Economic Evaluation of Health Care*, Kluwer, 1996.
- P Johansson, *Evaluating Health Risks: An Economic Approach*, CUP, 1995.

Assessment: Project (100%, 4000 words) in the ST.

HP426 Half Unit Applied Health Econometrics

This information is for the 2024/25 session.

Teacher responsible: Dr Ilias Ioannis Kyriopoulos

Availability: This course is compulsory on the MSc in Health Data Science and MSc in International Health Policy (Health Economics). This course is available on the MSc in International Health Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Most research questions, in health economics require students to apply econometric techniques. This course will introduce these techniques and students exiting the course can expect to have acquired a competency in econometrics as it is applied to health economics. The seminars - which are lab based - will allow students to apply these methods to practical problems using Stata and interpret the results.

This content of this course may be useful to those considering the half unit HP423 Advanced Health Economics.

Teaching: This course will be delivered through a combination of lectures and workshops totalling a minimum 25 hours in Autumn Term. Students will take part in computer workshops to complete problem datasets and practice key skills from the course. There will be a departmental reading week in Week 6 of term.

Formative coursework: One formative assessment will require the analysis of some data in STATA and the description of the results.

Indicative reading:

- Joshua David Angrist, Jorn-Steffen Pischke (2015) *Mastering 'Metrics: The Path from Cause to Effect*. (most relevant to the course)
- Jeffrey M. Wooldridge, (2009) *Introductory econometrics: a*

modern approach, 4th edition.

- Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B., & Vermeersch, C. M. (2016). *Impact evaluation in practice*. The World Bank.
- Almond, D. (2006). Is the 1918 influenza pandemic over? Long-term effects of in utero influenza exposure in the post-1940 US population. *Journal of political Economy*, 114(4), 672-712.
- Almond et al. (2010) "Estimating marginal returns to medical care: Evidence from at-risk newborns" *The quarterly journal of economics* 125.2 (2010): 591-634.
- Camacho, A. (2008). Stress and birth weight: evidence from terrorist attacks. *American Economic Review Papers and Proceedings*, 98(2), 511-15.
- Card, David, Carlos Dobkin, and Nicole Maestas. "The impact of nearly universal insurance coverage on health care utilization: evidence from Medicare." *American Economic Review* 98.5 (2008): 2242-58.
- Carpenter, Christopher, and Carlos Dobkin. "The effect of alcohol consumption on mortality: regression discontinuity evidence from the minimum drinking age." *American Economic Journal: Applied Economics* 1.1 (2009): 164-82.
- Carpenter, C., & Dobkin, C. (2011). The minimum legal drinking age and public health. *Journal of Economic Perspectives*, 25(2), 133-56.
- Currie, J., Ray, S. H., & Neidell, M. (2011). Quasi-experimental studies suggest that lowering air pollution levels benefits infants' and children's health. *Health Affairs*, 30(12), 2391-2399.
- Duflo, E. (2001). Schooling and labor market consequences of school construction in Indonesia: Evidence from an unusual policy experiment. *American economic review*, 91(4), 795-813.
- Finkelstein, A., Taubman, S., Wright, B., Bernstein, M., Gruber, J., Newhouse, J. P., ... & Oregon Health Study Group. (2012). The Oregon health insurance experiment: evidence from the first year. *The Quarterly journal of economics*, 127(3), 1057-1106.
- Galiani, S., Gertler, P., & Schargrodsky, E. (2005). Water for life: The impact of the privatization of water services on child mortality. *Journal of political economy*, 113(1), 83-120.
- Powell-Jackson, T., Mazumdar, S., & Mills, A. (2015). Financial incentives in health: New evidence from India's Janani Suraksha Yojana. *Journal of health economics*, 43, 154-169.

Assessment: Project (100%, 3500 words) in the WT.

100% Research project (data analysis with STATA and write-up of 3,500 words) 160

HP428 Half Unit Randomised evaluations of health programmes: from design to implementation

This information is for the 2024/25 session.

Teacher responsible: Dr Mylene Lagarde COW.3.02

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis.

Course content: Randomized trials have long been used in the clinical world to test the efficacy of medical treatments. Increasingly, social scientists have used the same approach, randomly assigning groups to different interventions, in order to determine which policies are most likely to address the key behavioural problems faced by health systems, from inadequate provider performance to low adherence to treatment or risky health behaviours.

This course proposes a hands-on and intuitive approach to designing and conducting a randomised evaluation of a

behavioural health programme. The aim of the course is to provide students with the skills required to design and implement a successful randomised evaluation. By the end of the course, students should be able to:

- Explain the reasons for undertaking randomised evaluations;
- Design and plan a randomised experiment to ensure it answers relevant questions, informed by a conceptual framework;
- Understand the technical aspects of the randomised evaluation, including be able to perform and understand simple sample size calculation;
- Explore potential threats to randomisation, and implement strategies to mitigate them;
- Determine how to best measure the outcomes of interest, including reflecting on the accuracy of survey instruments;
- Understand the best practices in how to conduct and manage fieldwork, and follow ethical principles to conducting research.
- Understand the best practices to analyse data from different types of randomised evaluations.

Seminars will be designed to encourage students to critically engage with the topics and apply the technical skills taught in lectures. Each seminar will be closely aligned with the lecture content to give students the opportunity to apply the new knowledge. Case studies will be chosen from various cultural backgrounds, to allow the presentation of a diverse range of settings and issues. Throughout the courses, but more extensively in the second half of the term, seminars will be dedicated to discussing issues and problems raised in lectures in relation to the project chosen by students in their group for the research protocol.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum of 20 hours during Winter Term. Seminars will take place in small groups and consist of a mix of case studies and discussions/presentations of the students' own work. Ahead of the seminars students will work in small groups on structured learning activities set by the course lead. Each seminar will also be a forum for discussing, presenting and receiving feedback on students' research protocols.

There will be a departmental reading week in Week 6 of term.

Formative coursework: A draft protocol. Students will be asked to submit a short 1,500 word draft protocol by week 5. While some aspects of their work may still be work in progress (e.g. using bullet points), students will be expected to write up the start of their protocol in a detailed way. Detailed feedback will be given to each student.

Indicative reading: The main textbook that will be used throughout the course is:

- Glennerster, R., & Takavarasha, K. (2013). *Running Randomized Evaluations: a Practical Guide*. Princeton University Press.
- Other useful resources include:
- Gerber, A. S., & Green, D. P. (2012). *Field Experiments: Design, Analysis and Interpretation*. New York, NY: Norton.
 - Duflo, Esther, et al. (2006) *Using Randomization in Development Economics Research: A Toolkit*.
 - White, Howard (2009) 'Theory-based impact evaluation: principles and practice', *Journal of Development Effectiveness* 1(3)
 - Drost, E.A. (2011) *Validity and Reliability in Social Science Research*. *Education Research and Perspectives*, 38, 105- 123
 - Olken, B. A. (2015). "Promises and Perils of Pre-analysis Plans." *Journal of Economic Perspectives* 29(3): 61–80.
 - Rachel Glennerster and Shawn Powers *Balancing Risk and Benefit: Ethical Tradeoffs in Running Randomized Evaluations*
 - Dupas, P., & Miguel, E. (2017). *Impacts and Determinants of Health Levels in Low-Income Countries*. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.
- Other general interest books that discuss randomised evaluations (applications, challenges) include:
- Halpern, D. (2016). *Inside the Nudge Unit*. London, Penguin Press.
 - Leigh, A. (2018). *Randomistas: How Radical Researchers Are Changing Our World*, Yale University Press.

Assessment: Research proposal (100%) in the WT.

The objective of the research protocol (4,000 words max) will be to plan the randomised evaluation of a particular health programme. Students will be asked to choose an intervention

to address a particular behavioural problem from a proposed list (e.g. increasing health insurance uptake, improving doctor performance or quality of care; reducing risky health behaviours; increasing patient adherence to treatment etc.). Students will also be given the option to choose their own topic (pending agreement by their seminar leader).

HP429 Half Unit Not available in 2024/25

Behavioural Incentive Design in Health and Health Care

This information is for the 2024/25 session.

Teacher responsible: Prof Joan Costa-Font COW 1.06

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Access to the course will be given in priority to students from the Department of Health Policy.

Course content: The course covers the role of social and monetary incentives in modifying related health behaviour, and especially prevention and health care use. It will primarily draw on theoretical frameworks from several social sciences including applied microeconomics and behavioural economics, psychology, and sociology to provide an integrated framework about how to think about incentives in health and health care. The course will extend health economics teaching to cover quasi-rational behaviour and behavioural economics issues, and it will primarily focus on non-experimental evidence, although it will sometimes draw from policy and quasi-experiments. Its main purpose will be to discuss key theoretical and empirical background to guide the design of health and health care policies.

The course will focus on the following issues: Quasi-rational actor and motivation. Risk-benefit decision-making framework. Monetary and non monetary incentives. Esteem, Stigma. Obesity and payments. Monetary Incentives, co-payment design, Social Incentives. Reference Points. Risk preferences and perceptions. Locus of Control and Health and Health Care Behaviour. Anchoring and social cues. Taxes and Health: the role of Sin Taxes. Subsidies and Health: the role of conditional cash transfers. Myopia and Insurance Purchase: the case of long-term care insurance. Defaults and Presumed Consent. Motivation Crowding-Out and organ Donation. Information provision: risk information campaigns on food labelling, GM food. Stigma and Esteem: Smoking, Obesity. Cultural economics of health and health care: the role of traditional medicines. Body Self-Identity and Anorexia. Sleep and working time trade-off. Media, narratives and health-related behaviour. Culture, social norms: use of traditional medicine. Identity and blood donation, Food disorders. Health Inequality Aversion and Attitudes to Health Care. Behavioural incentives private and public health insurance design.

Teaching: This course will be delivered through a combination of lectures, seminars and workshops totalling a minimum 25 hours during Winter Term. Students will take part in seminars presenting key readings and leading discussion. Students will work in small groups in workshops to develop skills in specific health policy problems and prepare their project to be presented to the entire class and submitted as a course assessment.

Formative coursework: Students will submit slides of a presentation based on their group project and complete in-class quizzes

Indicative reading: Costa-Font, J., Hockley, T., & Rudisill, C. (2023). *Behavioural Incentive Design for Health Policy: Steering for Health*. Cambridge University Press.

Assessment: Essay (100%, 3000 words) in the ST.

The assessment will be an individual essay based on group project work.

HP431 Half Unit

Dissertation in Health Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Ranjeeta Thomas, Dr Olivier Wouters and Dr Huseyin Naci

Availability: This course is compulsory on the MSc in Global Health Policy, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is not available as an outside option.

Course content: The dissertation could be on any topic relevant to topics studied in the student MSc. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

Teaching: 4 hours of workshops.

The course comprising a total of two 2-hour lectures that will focus on issues pertaining to the dissertation (topic selection, structure, methods, result reporting, ethics approval), as well as general guidance on potential methodological approaches. The course will serve as a means to assist students with the preparation and finalisation of their dissertation proposals. In this context, students will also receive feedback and assistance from their supervisors, with whom they will need to meet separately.

These will be complemented by sessions of individual supervision.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT and ST.

This will comprise of your dissertation proposals which must be completed by all students.

Indicative reading: Dunleavy, P. (1986) *Studying for a Degree in the Social Sciences*, Macmillan.

(See Chapter 5: Writing a Dissertation)

Denscombe, M. (2007) *The Good Research Guide: for small-scale social research projects*.

Maidenhead: Open University Press. H61 D41

Dunleavy, P. (2003) *Authoring a PhD: how to plan, draft, write and finish a doctoral thesis or*

dissertation. Basingstoke: Palgrave-Macmillan. LB2369 D92

Grix, J. (2004) *The Foundations of Research*. Houndmills : Palgrave Macmillan LB2369 G87

Rudestam, K. and Newton, R. (2001) *Surviving Your Dissertation: a comprehensive guide to*

content and process. London: Sage. LB2369 R91

Assessment: Dissertation (100%, 6000 words).

All students undertaking a dissertation are required to submit an ethics form via LSE's Research Ethics Submission System, irrespective of their research topic, in order to ensure that their study is conducted with integrity and in compliance with ethical principles.

HP432 Half Unit

Mental Health Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Knapp

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

The proposed course should appeal to students interested in the challenges of, and policy responses to mental illness across a wide range of societies and economies.

Priority will be given to students from the Health Policy Department.

Pre-requisites: Students are required to have some knowledge of health systems or mental health issues.

Course content: The aim of this course is to consider how public policy can be shaped to address the many personal, social and economic challenges posed by mental illnesses, across the full life-course (indeed, some mental illnesses start earlier, with origins in the womb). Mental health will be considered in a range of contexts: high-, medium- and low-income settings. An important emphasis will be on the global nature of the challenges, and the need to find responses that have relevance across different societies.

The strong associations with disadvantage will also be a core theme running through the course, linked to social and other determinants of (mental) health. Other key areas of policy-making will be covered, including how decision-making balances the roles of different stakeholders, particularly individuals with lived experience of mental illness, families and communities.

We will look at whether and how policy decisions are based on considerations of (and evidence about) the effectiveness, cost-effectiveness and viability of treatments, and the social impact of prevention and interventions in different cultural contexts and at different life-stages.

Students will discuss issues and strategies on how public policy – not just in the health sector but more widely – can play crucial roles in prevention (or at least risk-reduction), access to and funding of treatments, recovery and re-integration, social and economic inclusion, and so on. Some of the material in the course will be based on research recently or currently undertaken at LSE.

Course outline (by week)

1. What is mental illness?
2. Responses? What are the societal and policy responses to mental illness?
3. Stigma and discrimination
4. Perinatal mental health
5. Child and adolescent mental wellbeing
6. User / survivor movements
7. Adult mental health
8. Old age mental health
9. Global mental health, poverty and socio-economic disadvantage
10. Enduring lessons for mental health policy

Teaching: The course will be delivered in no less than 22 hours and consists of lectures and seminars delivered in the Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the Winter Term (of up to 1500 words) during the course, which could be linked to the topic of their group-based project.

Indicative reading:

- Daly S, Allen J (2019) *Inequalities in Mental Health, Cognitive Impairment and Dementia among Older People*. London: Institute of Health Equity, UCL
- Kieling C, Baker-Henningham H, Belfer M, et al (2011) Child and adolescent mental health worldwide: evidence for action. *Lancet*.
- Knapp M, Lemmi V (2016) Mental health. In Scheffler R (ed.) *Global Handbook of Health Economics*. World Scientific Press.
- Knapp M, Wong G (2020) Economics and mental health: the current scenario. *World Psychiatry* 19(1):3-14.
- Livingston G, Sommerlad A, Orgeta V et al (2017) Dementia prevention, intervention and care (Lancet Commission). *Lancet* 390(10113):2673-2734.
- Lund C, De Silva M, Plagerson S et al. (2011) Poverty and mental disorders: breaking the cycle in low-income and middle-income countries. *The Lancet* 378(9801):1502a-f 1514.
- McDaid D, Park A, Knapp M (2017) *Commissioning Cost-Effective Services for Promotion of Mental Health and Wellbeing and Prevention of Mental Ill-Health*. London: Public Health England.
- Mental Health Task Force (2016) *The Five Year Forward View for Mental Health*. NHS England.
- Patel V, Saxena S, Lund C et al (2018) The Lancet Commission on global mental health and sustainable development. *Lancet* 392(10157):1553-1598.
- Prince M, Patel V, Saxena S et al (2007) No health without mental health. *Lancet* 370(9590):859-877.
- Saxena S, Thornicroft G, Knapp M, Whiteford H (2007) Resources

for mental health: scarcity, inequity and inefficiency. *The Lancet* 370(9590):878-889.

- Slade M, Amering M, Farkas M et al (2014) Uses and abuses of recovery: implementing recovery-oriented practices in mental health systems. *World Psychiatry*, 13:12-20.
- Thornicroft G (2006) *Shunned: Discrimination Against People with Mental Illness*. Oxford.
- Wessley S et al (2018) *Modernising the Mental Health Act: increasing choice, reducing compulsion*. London.

Assessment: Essay (100%, 3000 words) in the ST.

HP433 Half Unit Health Care Regulation

This information is for the 2024/25 session.

Teacher responsible: Dr Rocco Friebe COW 2.09

Availability: This course is compulsory on the MSc in International Health Policy. This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy (Health Economics) and MSc in Regulation. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Health care systems are complex organisational structures governed by an ambition to provide high-quality health care services to its population. In this context, governance describes a framework through which individual stakeholders are being held accountable to improving the quality of services and safe-guarding high standards of care. In turn, this framework ensures a consistent evaluation and regulation of care processes and is crucial for the efficient functioning of health care systems around the world.

This course provides a detailed perspective on the complexities surrounding the interplay between different stakeholders in the regulation of health care markets and the problems facing the management of health care services. The course builds on theoretical concepts and on principles of sound economic analysis and exposes students to learning from regulatory experiences beyond the health sector, including from data sciences, and medical research environments.

Following completion of this course, students will have an advanced understanding of the theoretical underpinnings of regulation and governance and they will be familiar with key topics of current concern, including the problems associated with health care management, planning, purchasing and commissioning, and quality of care. Knowledge drawn from this course will equip students with the necessary skills required to understand the complexities of health care regulation and governance and to critically assess policy decisions in their respective health systems.

Teaching: This course will be taught in no less than 25 hours and will consist of lectures and seminars delivered in the Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the WT.

1 x 1000 word essay. Students will be able to submit a short 1000 word essay (on any topic of their choice, but taken from the list of debates covered in the seminars). Students are expected to submit their formative assignment within one week of participating in the seminar debate that is linked to the topic of their choice. Therefore, submission of formative essays will be in waves, and not all at once. These will be graded and feedback given to students. This allows students to get valuable experience of writing at MSc level, and the expectations of the summative assessment. For example, if a student's formative work flagged particular concerns this could be addressed ahead of the summative submission.

Indicative reading:

- A. Dixon, T. Harrison and C. Mundle, *Economic regulation in health care: What can we learn from other regulators?* King's Fund, London, 2011, available at: https://www.kingsfund.org.uk/sites/default/files/Economic-regulation-in-health-care-paper-The-Kings-Fund-November-2011_0.pdf
- R. Busse, N. Klazinga, D. Panteli and W. Quentin, *Improving*

healthcare quality in Europe: Characteristics, effectiveness and implementation of different strategies World Health Organisation, Geneva, 2019, available at: <https://apps.who.int/iris/bitstream/handle/10665/327356/9789289051750-eng.pdf?sequence=1&isAllowed=y>

- R. Field, *Health Care Regulation in America: Complexity, Confrontation, and Compromise*, Oxford University Press, 2006, pp. 336.
- M. Gaynor, C. Propper and S. Seiler, "Free to choose? Reform choice and consideration sets in the English National Health Service", *American Economic Review*, vol 106 (11), 2016, pp. 3521-57.
- M. Lodge and L. Stirton *Accountability in the regulatory state*. In: Baldwin, Robert, Cave, Martin and Lodge, Martin, (eds.) *The Oxford Handbook of Regulation*. Oxford handbooks in business and management. Oxford University Press, 2010.
- R. Saltman, R. Busse, E. Mossialos (eds) *Regulating entrepreneurial behaviour in European health care systems*, Open University Press, 2002.
- R. Saltman and A. Duran "Governance, Government, and the Search for New Provider Models", *Int J Health Policy Manag*, 2015, 4(1), pp. 1-10.
- M. Lodge (2014) *Regulatory capture recaptured*. *Public Administration Review*, 74 (4). pp. 539-542.
- J. Costa-Font, G. Turati and A. Batinti *The Political Economy of Health and Healthcare – Rise of the Patient Citizen*, 2020, available at <https://www.cambridge.org/core/books/political-economy-of-health-and-healthcare/8AFCCB199BE731939F2A5A285A0BFF59>
- E. Mossialos, G. Permanand, R. Baeten and T. Hervey. *Health Systems Governance in Europe: The Role of European Union Law and Policy*. Cambridge University Press, 2010.
- G. Permanand and E. Mossialos "Constitutional asymmetry and pharmaceutical policy-making in the European Union" *Journal of European Public Policy*. 2005;12(4): 687-709

Assessment: Essay (100%, 3000 words) in the ST.

HP434 Half Unit Methods and Data for Health Systems Performance Assessment

This information is for the 2024/25 session.

Teacher responsible: Dr Rocco Friebe

Availability: This course is compulsory on the MSc in Health Data Science. This course is available on the MPA in Data Science for Public Policy. This course is not available as an outside option. Students will not be permitted to take both HP402 Measuring Health Systems and HP434 Methods and Data for Health Systems Performance Assessment courses.

Course content: This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify and apply the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course student will be able to:

1. understand the complexity of different health systems
2. appreciate the challenges, approached and opportunities in performance measurement in four dimensions; population health, patient outcomes, equity, quality and appropriateness of care, and productivity
3. be familiar with the construction of key indicators used by health systems and providers to measure population health, patient outcomes, equity, quality of care and productivity
4. apply different methodologies used for risk adjustment, to develop composite measures, and to measure attribution and causality

5. identify key issues relevant to policy makers relating to policy evaluation using measures of performance

Teaching: Teaching will be delivered in no less than 29 hours and includes lectures, seminars and workshops delivered in the Winter Term.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading:

- Papanicolas I, Smith P (Eds) *Health System Performance Comparison: An Agenda for Policy, Information and Research*. Maidenhead: Open University Press, 2013;
- P Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), *Performance measurement for health system improvement: experiences, challenges and prospects*. Cambridge University Press, 2010.
- Institute of Medicine, *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC, National Academies Press, 2001;
- OECD, *Measuring up: improving health system performance in OECD countries*. Paris: OECD, 2002. World Health Organization (WHO), (2000)
- The world health report 2000: Health systems: Improving performance, Geneva: WHO Publications

Assessment: Presentation (25%) in the WT.
Essay (75%, 3000 words) in the ST.

HP435 Half Unit Global Access to Medicines

This information is for the 2024/25 session.

Teacher responsible: Dr Olivier Wouters COW 2.06

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students from the Department of Health Policy in the first instance.

Course content: An estimated 1 in 4 people worldwide lack access to essential medicines, with prescription drugs often unaffordable or unavailable. The United Nations' Sustainable Development Goals call for member states to guarantee "access to safe, effective, quality and affordable essential medicines and vaccines for all" by 2030. Yet precisely how this will be achieved remains highly contested among global health stakeholders.

This course asks students to explore the complex and contentious world of drug development and regulation across the globe. It will touch on topics such as incentives for research and development in the drug industry, intellectual property rights and medicines, and pricing and financing of essential medicines. The course lies at the intersection of health and public policy, economics, public health, and development studies.

The lectures and seminars will draw on real-world case studies to explore key policy and economic issues affecting pharmaceutical markets in a range of countries, with an emphasis on the affordability, availability, and accessibility of medicines and vaccines. The course will investigate these issues from the perspectives of different stakeholders, including health ministries and other government bodies, drug companies, non-governmental organizations, physicians, pharmacists, and patients.

By the end of this course, students should be able to:

- 1 Describe key features of pharmaceutical markets.
- 2 Identify policy and economic issues affecting access to medicines globally.
- 3 Assess national drug policies using an access to medicines framework.
- 4 Compare and contrast pharmaceutical policies regionally or internationally.

5 Evaluate pharmaceutical policy options given a set of aims and assumptions.

6 Critically appraise the quality of theoretical and empirical studies of pharmaceutical policies.

Teaching: This course will be taught in no less than 25 hours and will consist of lectures and seminars delivered in the Autumn Term.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: 1. Bigdeli M, Jacobs B, Tomson G, et al (2013).

"Access to medicines from a health system perspective." *Health Policy and Planning*, 28: 692-704.

2. Cameron A, Ewen M, Ross-Degnan D, et al (2009). "Medicine prices, availability, and affordability in 36 developing and middle-income countries: A secondary analysis." *The Lancet*, 373: 240-249.

3. Nguyen TA, Knight R, Roughead EE, et al (2015). "Policy options for pharmaceutical pricing and purchasing: Issues for low- and middle-income countries." *Health Policy and Planning*, 30: 267-280.

4. Shadlen KC, Sampat BN, Kapczynski A (2020). "Patents, trade and medicines: Past, present and future." *Review of International Political Economy*, 25(1): 75-97.

5. Wirtz VJ, Hogerzeil HV, Gray AL, et al (2017). "Essential medicines for universal health coverage." *The Lancet*, 389(10067): 403-476.

6. Wouters OJ, McKee M, Luyten J (2020). "Estimated research and development investment needed to bring a new medicine to market, 2009-2018." *JAMA*, 323(9): 844-853.

7. Wouters OJ, Shadlen KC, Salcher-Konrad M, et al (2021).

"Challenges in ensuring global access to COVID-19 vaccines: Production, affordability, allocation, and deployment." *The Lancet*, 397(10278): 1023-1034.

Assessment: Essay (100%, 4000 words) in the WT.

HP436 Half Unit Evidence Appraisal for Health Policy Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Emilie Courtin

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students in the Department of Health Policy.

Course content: This course aims to introduce students to different ways in which evidence is generated and can be used to inform health policy. Taking a case-based approach, students will be introduced to a selection of key health issues and approaches to intervention in order to appreciate how different types of quantitative and qualitative evidence can inform analyses of complex policy problems. Students will also learn to interpret and critique health policy research and formulate policy-relevant conclusions from study results. Examples will be drawn from low-, middle-, and high-income countries, and will focus on forms of evidence and interventions that regularly feature in health policy analysis. Students will also be encouraged to draw on examples from their own countries and to relate the course content to their professional experience. Students will gain practical skills and learn to apply the concepts covered during the course to develop an evidence-informed policy brief.

Following the completion of this course, students will have an advanced understanding of the role of research in policy analysis and the role of theory in health policy research. Students will also be able to interpret the results of research concerning contemporary health issues and interventions, formulate policy conclusions, and develop an evidence-informed policy brief. Furthermore, students will be able to critically discuss evidentiary hierarchies in health policy and describe the respective roles of different approaches to evidence generation and their use in informing specific health policy questions.

Teaching: The course will be delivered in no less than 28 hours during Autumn Term, and consist of lectures and seminars.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

Indicative reading:

- Craig, P., Dieppe, P., Macintyre, S., Michie, S., Nazareth, I. and Petticrew, M., 2008. Developing and evaluating complex interventions: the new Medical Research Council guidance. *BMJ*, 337, a1655.
- World Health Organization, 2012. Health policy and systems research: a methodology reader. Geneva: World Health Organization.

Assessment: Policy brief (100%) in the WT.

1 x 3000 word policy brief.

HP437 Half Unit

Health Equity, Climate Change and the Common Good

This information is for the 2024/25 session.

Teacher responsible: Dr Miqdad Asaria (COW.3.07)

Availability: This course is available on the MSc in Global Health Policy, MSc in Health Data Science, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to Department of Health Policy students.

Pre-requisites: Whilst there are no formal pre-requisites for the course, the course does assume a familiarity with mathematical ways of thinking and a willingness to engage in groupwork.

Course content: Rising societal inequalities and climate change are two of the most important challenges facing the world today. "The cry of the Earth and the cry of the poor" are intimately related and together have immense implications for health and wellbeing in general, and even more so for the health and wellbeing of the marginalised.

In this course we examine the inter-related historical determinants of social inequality and climate change to understand how and why we have reached the contemporary crisis that we find ourselves in and the implications of this crisis for health inequality. We reflect on the ideas of social justice and the common good to understand what the current state of the world tells us about who and what we collectively value and use this as a framework to re-imagine how we would like our world to look. Finally, we apply tools from public economics, game theory and public choice theory to understand and model possible solutions to the collective action problems that lie at the heart of these crucial issues and can help us begin to progress towards our re-imagined futures.

The course will take a hands-on approach with students working in groups to build policy simulation models in the form of a board game to synthesise, draw insights from and critically engage with the key ideas covered in the course.

Teaching: 30 hours of workshops in the AT.

The course will be organised around 10 weekly 3-hour group-based workshops.

Formative coursework: Students will be expected to produce 1 essay in the AT.

The formative assessment comprises a 500 word critical assessment of another groups modelling project with recommendations on how to improve it

Indicative reading:

- Donella Meadows (2008) "Thinking in Systems: A Primer"
- Naomi Klein (2016) "Let Them Drown. The Violence of Othering in a Warming World" LRB
- Amartya Sen (2016) "Collective Choice and Social Welfare: An Expanded Edition"
- Pope Francis (2015) "Laudato Si': On Care for Our Common Home"
- Mancur Olsen (1965) "The Logic of Collective Action: Public

Goods and the Theory of Groups"

- Elinor Ostrom (1990) "Governing the commons: The Evolution of Institutions for Collective Action"
- Thomas Piketty (2021) "A brief history of equality"
- David Graeber & David Wengrow (2021) "The dawn of everything: a new history of humanity"
- Amitav Ghosh (2021) "The Nutmeg's Curse: Parables for a Planet in Crisis"
- Andreas Malm (2021) "How to blow up a pipeline"

Assessment: Essay (30%, 1000 words) and video (70%) in the WT. The summative assessment for the course comprises a 5-7 minute video clip based on the group-based modelling project (70%) and a 1,000 word individual essay critically reflecting on the final model produced (30%).

HY400

Crisis Decision-Making in War and Peace 1914-2003

This information is for the 2024/25 session.

Teacher responsible: Dr Svetozar Rajak SAR 3.15

Availability: This course is compulsory on the MSc in International Affairs (LSE and Peking University). This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in History of International Relations, MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: The course is intended for students with or without a detailed knowledge of the international relations of the twentieth century. Students without a detailed knowledge are advised to undertake preliminary background reading.

Course content: The history of international relations from the First World War to the Iraq War. Particular stress is placed upon key turning points and on crisis decision-making. Topics examined in this course include the outbreak of the First World War in 1914; peace-making, 1919; Manchuria, Abyssinia and the crises of collective security; the Munich agreement; the Nazi-Soviet Pact and the outbreak of war in 1939; Hitler's decision to invade the Soviet Union; the outbreak of the Pacific War; the creation of the state of Israel, 1948-49; the Berlin Blockade; the outbreak and escalation of the Korean War; the Suez Crisis; the Cuban Missile Crisis; the US and Vietnam, 1961-65; the Arab-Israeli Wars of 1967 and 1973; the collapse of the Soviet bloc and end of the Cold War; the Gulf War, 1990-91; and the road to the 2003 Iraq War.

Teaching: 20 hours of seminars in the AT. 1 hour of lectures and 20 hours of seminars in the WT.

There is a reading week in week 6 of the AT and the WT. There is a revision lecture at the end of the WT. Students will be expected to read widely in documentary and other primary sources, and to participate actively in the seminars, which will address the historiographical debates raised in the secondary literature on the topics covered.

This course has no designated weekly lectures; it is taught through two-hour seminars.

Students wishing for a survey of the period and topics covered by the course are welcome to attend or listen to the lectures for the undergraduate course HY116 International Politics since 1914.

Formative coursework: Students will write two essays (one in the AT and one in the WT), of up to 2,500 words in length, drawing upon primary sources.

Indicative reading: Full bibliographies are provided on the HY400 Moodle. Students may consult the following introductory accounts: W. R. Keylor, *The Twentieth-Century World and Beyond: an International History*; A. Best, J. M. Hanhimäki, J. A. Maiolo, and K. E. Schulze, *International History of the Twentieth Century and Beyond*; S. Marks, *The Ebbing of European Ascendancy: an International History of the World, 1914-1945*; Z. Steiner, *The Lights*

that Failed: European International History, 1919-1933; Z. Steiner, *The Triumph of the Dark: European International History, 1919-1939*; R.W. Boyce and J. A. Maiolo (eds.), *The Origins of World War Two: The Debate Continues*; O. A. Westad, *Reviewing the Cold War: Approaches, Interpretation, Theory*; D. J. Reynolds, *One World Divisible: a Global History since 1945*; M. P. Leffler and O. A. Westad, eds, *The Cambridge History of the Cold War*.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY411 Not available in 2024/25

European Integration in the Twentieth Century

This information is for the 2024/25 session.

Teacher responsible: Prof Nicholas Ludlow SAR 2.16

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A prior knowledge of 20th century European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading. A reading knowledge of French and/or German will be useful but in no sense essential.

Course content: The antecedents and development of Western European integration from the First World War to the 1990s. European integration before 1914; German and Allied projects during the First World War; inter-war developments and the Briand Plan; the Nazi New 'Order'; Resistance and Allied planning during the Second World War; the impact of the Marshall Plan; Federalism and Christian Democracy; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement; monetary integration; developments in the 1970s and 1980s; Treaty of Maastricht.

Teaching: 7 hours of lectures and 13 hours and 30 minutes of seminars in the AT. 3 hours of lectures and 15 hours of seminars in the WT. 1 hour and 30 minutes of seminars in the ST.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

Formative coursework: Three essays will be required in the course of the year. The essay in the LT will be an assessed piece of work counting towards the final assessment.

Indicative reading: Full bibliographies are provided. As introductory reading, students should consult: P M Stirk, *A History of European Integration since 1914* (London, 1996); D. Dinan, ed, *Origins and Evolution of the European Union* (Oxford, 2006); M. Gilbert, *European Integration: a Concise History* (Lanham, Md, 2012); J Gillingham, *Coal, Steel, and the Rebirth of Europe, 1945-55* (Cambridge, 1991); A S Milward, *The Reconstruction of Western Europe, 1945-51* (London, 1984); A S Milward, *The European Rescue of the Nation State* (London, 1992); N P Ludlow, *Dealing with Britain: the Six and the First UK Application to the EEC* (Cambridge, 1997); W I Hitchcock, *France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954* (Chapel Hill, 1998); A Moravcsik, *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht* (Cornell, 1998); N P Ludlow, *The European Community and the Crises of the 1960s* (London, 2006); W. Kaiser, *Christian Democracy and the Origins of the European Union* (London, 2008); W. Kaiser, B. Leucht and M. Rasmussen, . *The History of the European Union: Origins of a Trans- and Supranational Polity 1950-72* (London, 2009); A C

Knudsen, *Farmers on Welfare: The Making of Europe's Common Agricultural Policy* (Cornell, 2009).

Assessment: Exam (75%, duration: 3 hours) in the spring exam period.

Essay (25%) in the WT.

HY422

Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89

This information is for the 2024/25 session.

Teacher responsible: Prof Steven Casey SAR 2.10

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Using a range of secondary sources, the course explores the dynamic interaction between presidents, public opinion, and foreign policymaking in order to test a range of common assumptions about the determinants of American foreign policy in the period from 1933 to 1989. The course explores the interaction between opinion and policy in three periods: First, the Roosevelt era, with emphasis on FDR's response to American isolationism, the media and public attitudes towards Nazi Germany and the Second World War, and the influence of public pressures upon US policy. Second, the period of consensus on the Cold War, examining how Americans viewed the Communist world before, during and after the Korean War, the influence of the atomic bomb upon popular thinking, the limits of dissent in the period of McCarthyism, and the impact of public opinion upon policy-making during the Berlin and Cuban crises. Third, the period when the Cold War consensus broke down, focusing not just on the opposition to the Vietnam war and the new cleavages that emerged within US society but also on the changing nature of the American media and the very different attempts made by Nixon, Carter and Reagan to respond to this new environment.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 1 hour of seminars in the ST.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: Students are required to produce two formative essays during the year. There will also be a mock exam (a one-hour timed essay).

Indicative reading: A full bibliography accompanies the course and the teacher will advise on reading. M Small, *Democracy and Diplomacy* (1996); ; S Casey, *When Soldiers Fall* (2014); S Casey, *Cautious Crusade* (2001); S Casey, *Selling the Korean War* (2008); D Foyle, *Counting the Public In* (1999); R Sobel, *The Impact of Public Opinion on US Foreign Policy since Vietnam* (2001) O R Holsti, *Public Opinion and American Foreign Policy* (1996).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY424

The Napoleonic Empire: The Making of Modern Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Paul Keenan SAR.2.13

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International and Asian History and MSc in International and World History (LSE & Columbia).

This course is available as an outside option to students on other programmes where regulations permit.

Course content: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was dominated by the Napoleonic Empire and its impact was felt across the continent, as well as in parts of the non-European world. Through an analysis of those states and regions directly incorporated into the Napoleonic Empire, this course will examine the extent of the direct and indirect influence of this era on the development of what we understand by a modern European society and a modern state system. The course analyses how this empire was created, as well as the states and societies that it forged during the period of Napoleonic rule and in its aftermath. The developments embodied in and practised by the Napoleonic Empire will be compared with those of its major rivals, whether inspired by or in reaction to the Napoleonic model. This comparison encourages the analysis of the varied and sometimes contradictory elements of this era – from the impact of the growth of secularisation, constitutionalism and the codification of laws to the beginnings of Romanticism, manifestations of early nationalism and monarchical reaction after 1815. The course will also assess the significance of both the reality and the 'myth' of empire, in the assessment of contemporary observers and also in the works of later nineteenth- and twentieth-century scholars.

The course will cover the following topics: the origins of the Empire; changes in armies and warfare; analysis of the changing nature of the Napoleonic Empire from the core to the periphery; the impact of the Empire on allied and rival states; Europe's relationship with the non-European world during this period; the diplomacy of war and the 'system' that emerged after 1815; the impact of the Napoleonic era on the modernisation of society, the economy, law and the state; early manifestations of national consciousness and patriotism in Spain, Russia, and the Italian and German states; liberal and conservative reactions to the post-war settlement and the Restoration period between 1815 and 1825; the origins and development of Napoleonic imagery and mythology in the nineteenth and twentieth centuries.

Teaching: 20 hours of seminars in the Autumn Term. 20 hours of seminars in the Winter Term. 1 hour of seminars in the Spring Term.

There will be a reading week in the AT and the WT.

Formative coursework: Students will be expected to produce 1 essay in the AT, 1 essay in the WT and 1 essay in the ST. The third essay will be a mock exam answer, which can be completed by students over the Easter break. It will be graded and students given written feedback in the first week of the Spring Term.

Indicative reading: A detailed reading list will be issued at the beginning of the course.

Useful introductory works include: A. Mikaberidze, *The Napoleonic Wars: A Global History*; G. Ellis, *Napoleon*; G. Ellis, *The Napoleonic Empire*; M. Broers, *Europe under Napoleon 1799-1815*; S. J. Woolf, *Napoleon's Integration of Europe*; P. Dwyer (ed), *Napoleon and Europe*; C. Esdaile, *Napoleon's Wars: An International History*; O. Connolly, *Napoleon's Satellite Kingdoms*; P. Geyl, *Napoleon, For and Against*.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (35%, 3500 words) in the WT.

Presentation (15%) in the AT and WT.

HY429

Anglo-American Relations from World War to Cold War and Beyond, 1939-2003

This information is for the 2024/25 session.

Teacher responsible: Prof Nigel Ashton SAR M.09

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History

of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course analyses the changing nature of the Anglo-American "special" relationship from its creation against the backdrop of the Second World War in Europe through to the end of the Cold War and 9/11. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956.

The topics covered include: Anglo-American relations in historical perspective; the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American "Occupation" of Britain during the Second World War; the emergence of the Cold War in Europe, 1945-49; the Cold War in Asia, 1945-54; the Palestine question; the Suez Crisis, 1956; nuclear relations and the Skybolt Crisis; Kennedy, Macmillan and the Cuban Missile Crisis; Anglo-American relations and European integration, decolonisation and Anglo-American relations since 1945; the impact of the Vietnam War; the Cultural Cold War; intelligence co-operation; Anglo-American relations in the 1970s; Thatcher, Reagan and the Cold War in the 1980s; the Falklands War; the relationship in the 1990s; and the impact of 9/11 together with the Iraq War of 2003.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: Three pieces of written work must be submitted by students taking this course. These consist of two essays of up to 3,000 words in length and one timed class essay.

Indicative reading: For an introduction to Anglo-American relations, students should consult the following texts: K. Burk, *Old World, New World: the Story of Britain and America* (2007); D Reynolds & D Dimbleby, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988); J Dumbrell, 'A Special Relationship': *Anglo-American Relations from the Cold War to Iraq* (2006); C Bartlett, *The Special Relationship: A Political History of Anglo-American Relations Since 1945* (1992); W R Louis & H Bull (Eds), *The Special Relationship: Anglo-American Relations since 1945* (1984); D C Watt, *Succeeding John Bull: America in Britain's Place, 1900-75* (1984). A detailed reading list will be issued at the start of the course.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999

This information is for the 2024/25 session.

Teacher responsible: Professor Kristina Spohr, SAR 2.17 and Dr Aaron Clift.

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: We explore international relations from the early 1980s to the late 1990s, examining tensions, rivalries and linkages not merely between the Western and Communist blocs,

but also within them. We will study the events reflecting the shift from the era of bipolarity to the post-Cold War world. The aim is to address from a historical perspective – from the vantage point of the ongoing Ukraine War which destroyed the post-Wall order – the diplomacy of the end of the East-West conflict, China's exit from the Cold War, German reunification, Soviet disintegration, Yugoslavia's bloody implosion, European integration, and NATO enlargement. The domestic bases of as well as the political relations between the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Deng, Thatcher, Major, Mitterrand, Delors and Kohl) and respective government machineries will be covered. Major topics include Thatcherism; Reaganomics; Gorbachev's new thinking; the 1989 revolutions; Kohl's unification drive; Soviet collapse and Russia's stillborn democracy; the Kuwait crisis and Yugoslavian Wars; America's unipolar moment; from the EC to the EU; the security arrangements of Russia and NATO after 1991.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in the AT and the WT.

Formative coursework: Students will be required to present one short class paper during the AT or the WT as well as to submit a practice essay (1,500 words) during the AT.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, as well as selected documents will be available at the beginning of the course on Moodle. Key books include:

- Kristina Spohr, *Post Wall, Post Square* (2019);
- Philip Zelikow & Condoleezza Rice, *To Build a Better World* (2019);
- Hal Brands, *The Unipolar Moment* (2016);
- Vladislav Zubok, *Collapse* (2021);
- Kristina Spohr and David Reynolds, eds, *Transcending the Cold War* (2016)
- Margaret Thatcher, *The Downing Street Years* (1993);
- EHH Green, *Thatcher* (2006);
- Julius W Friend, *The Long Presidency, France in the Mitterrand Years* (1998);
- George Bush & Brent Scowcroft, *A World Transformed* (1999);
- William Taubman, *Gorbachev* (2018);
- Misha Glenny, *The Balkans 1804-1999* (2012);
- Saki Dockrill, *The End of the Cold War Era* (2005);
- Kenneth Dyson and Kevin Featherstone, *The Road to Maastricht* (1999);
- Sean Kay, *NATO and the Future of European Security* (1998);
- Daniel S. Hamilton and Kristina Spohr, eds, *Open Door: NATO and Euro-Atlantic Security After the Cold War* (2019).

Assessment: Essay (40%, 2500 words) in the WT.

Essay (60%, 3500 words) in the ST.

HY435

Ideology, State, Jihad: Political Islam from Ibn Taymiyya to ISIS

This information is for the 2024/25 session.

Teacher responsible: Dr Kirsten E. Schulze SAR 2.12

Availability: This course is available on the MA in Modern History, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia), MSc in Social Anthropology (Religion in the Contemporary World) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course has five objectives: i. To examine the evolution of political Islam as a set of ideas. ii. To compare and contrast different models of Islamic State. iii. To explore the strategies used by Islamist movements to Islamise a state as well as state strategies to prevent this. iv. To explore the phenomena of transnational Islamism and international jihadism. v. To familiarise the student with some of the primary sources (in translation) and the historiographical controversies. This course looks at the

evolution of Islamist philosophy and movements, focusing on ideas as well as intellectual, religious and political leaders. The key areas covered are: Islamist thinkers - Ibn Taymiyya, Wahab, Abdu, Rida, al-Banna, Qutb, Maududi, Khomeini, Faraj, Azzam and Zawaheri; Models of Islamic State - Iran, Pakistan, Afghanistan, and Malaysia; Islamist Movements – the Muslim Brotherhood, Islamic Jihad, Hizb'allah, Hamas, the Islamic Salvation Front, and Boko Haram; transnational Islam and international jihadism: Al-Qaeda, Jemaah Islamiyah, and ISIS.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: One formative essay (3000 words) in the Autumn Term.

Assessment: Essay (35%, 3500 words) in the WT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the AT and WT.

HY436

Race, Violence and Colonial Rule in Africa

This information is for the 2024/25 session.

Teacher responsible: Dr Rishika Yadav SAR G.02

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines and debates the nature of colonial rule in Africa, its impact and its legacy. It is focused upon the violence inherent in this encounter, its different forms and origins. Fundamentally It seeks to provide an explanation of the conflicts which erupted in Africa after 1989 by developing a historical perspective from the pre-colonial period to the end of the Cold War.. It is essentially a political history but includes cultural, social and economic aspects. It often uses case studies from the British Empire in Africa and the Belgian Empire but 'other empires are available' as the saying goes. Topics covered include pre-colonial African kingdoms, the 'Scramble for Africa'; white settler culture and the colonial state; the origins of apartheid South Africa; the Mau Mau uprising in Kenya; the Congo crisis and the assassination of Patrice Lumumba; the rise and fall of 'white' Rhodesia; the genocide in Rwanda; the civil war in Sierra Leone; Mugabe and Zimbabwe; Somali warlordism and the 'collapsed state'. And last but by no means least Africa's so called first World War in the DRC. Histories of survival, trauma and healing are often present.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: Each student is required to write two essays and one mock exam.

Indicative reading: John Iliffe, *Africans: The History of a Continent* (CUP, 2017 edn); Cheikh Anta Diop, *Precolonial. Black Africa: A Comparative Study of the Political and Social Systems of Europe and Black Africa, from Antiquity to the Formation of Modern States* (1988); E Akyeampong et al, *Africa's Development in Historical Perspective* (CUP, 2014); Mary Kingsley, *Travels in West Africa* (Penguin Classic, 2015); Petina Gappah, *Out of the Darkness, Shining Light* (2020); Thomas Pakenham, *The Scramble for Africa* (Abacus, 1992); Sylviane A. Diouf, *Dreams of Africa in Alabama: The Slave Ship Clotilda and the Story of the Last Africans Brought to America* (OUP, 2009); B.P Bower & A Charles-Nicholas, *The*

Psychological Legacy of Slavery: Essays on Trauma, Healing and the Living Past, (McFarland, North Carolina, 2021); Adam Hoschild, King Leopold's Ghost (Pan Books, 2012 edn); F Furedi, The Silent War: Imperialism and the Changing Perception of Race (Pluto Press, 1998); M R Dowden, Africa: Altered States. Ordinary Miracles (Portobello Books, 2009); Nelson Mandela, Long Walk to Freedom (Abacas Books, 1994); Magema Fuze, The Making of a Kholwa Intellectual by Hlonipha Mokoena (Kwa Zulu University Press, 2011); D Kennedy, Islands of White: Settler Society and Culture in Kenya and Rhodesia, 1890-1939 (Duke University Press, 1987); F Fanon, The Wretched of the Earth, (Penguin Modern Classic); Terri Ochiagha, A short history of Chinua Achebe's Things Fall Apart (Ohio University Press, 2018); A. Igoni Barrett, Blackass (Chatto & Windus, 2015); Ttsi, Dangarembga, Nervous Conditions (Seal Press, 2002 edn); Jeffrey Nyarota, The Graceless Fall of Robert Mugabe: The End of a Dictator's Reign (Penguin, 2018); K Holsti, K. The State, War, and the State of War (CUP), 1996). David van Reybrouck, Congo: The Epic History of a People (2015); Charles Van Onselen, The Night Trains (Hurst, 2020); Mark Leopold, Amin (Yale University Press, 2021); Joanna Lewis, Women of the Somali Diaspora (Hurst, 2021).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY440

The Iranian Revolution

This information is for the 2024/25 session.

Teacher responsible: Dr Roham Alvandi SAR M.12

Availability: This course is available on the MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit. Please note that students taking this course cannot take GV4E7 Islamic Republic of Iran: Society, Politics, the Greater Middle East (H).

Course content: This course examines the origins of the 1978-79 Iranian Revolution in the cultural, diplomatic, intellectual, political, and social history of Pahlavi Iran. The course begins with the emergence of the modern Iran during the Constitutional Revolution in the Qajar era, before turning to the Iranian encounter with decolonisation and the Cold War under the Pahlavi monarchy. We discuss Iran's experience of American modernisation and the crisis of legitimacy that engulfed the last Shah of Iran, Mohammad Reza Pahlavi, following the 1953 coup in Iran. The course locates the origins of the Iranian Revolution in the global contest between the Shah and the Iranian opposition throughout the 1960s and 1970s, as both the state and its opponents contested notions of modernity, Shi'a Islam, universal human rights, and Third Worldism. Students are asked to look in depth at the politics and ideology of the Pahlavi state and the opposition forces arrayed against the Shah, both in a national and global context. A particular emphasis of the course is on the international relations of Pahlavi Iran, particularly Iran's relations with the United States. The course culminates with the fall of the Pahlavi monarchy in 1979 and the subsequent creation of the Islamic Republic.

Teaching: 10 x 2-hour seminars in the Autumn Term; 10 x 2-hour seminars in the Winter Term. There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: A 2,000-word essay in the Autumn Term.

Indicative reading:

- Abrahamian, Ervand, The Iranian Mojahedin (New Haven: Yale University Press, 1989).
- Janet Afary and Kevin B. Anderson, Foucault and the Iranian Revolution: Gender and the Seductions of Islamism (Chicago: The University Press of Chicago, 2005).
- Alvandi, Roham (ed.), The Age of Aryamehr: Late Pahlavi Iran and

its Global Entanglements (London: Gingko Library, 2018).

- Ansari, Ali, The Politics of Nationalism in Modern Iran (Cambridge: Cambridge University Press, 2012).
- Boroujerdi, Mehrzad. Iranian Intellectuals and the West: the tormented triumph of nativism (Syracuse, N.Y.: Syracuse University Press, 1996)
- Chehabi, Houchang E., Iranian Politics and Religious Modernism: the Liberation Movement of Iran under the Shah and Khomeini (Ithaca: Cornell University Press, 1990)
- Keddie, Nikki R., Modern Iran: Roots and Results of Revolution, New Edition (New Haven and London: Yale University Press, 2006).
- Milani, Abbas, The Persian Sphinx: Amir Abbas Hoveyda and the riddle of the Iranian revolution (Washington, DC: Mage Publishers, 2000).
- Nabavi, Negin, Intellectuals and the State in Iran: politics, discourse and dilemma of authenticity (Gainesville: University Press of Florida, 2003).
- Paidar, Parvin, Women and the Political Process in Twentieth Century Iran (Cambridge: Cambridge University Press, 1995).
- Rahnama, Ali, An Islamic Utopian: A Political Biography of Ali Shari'ati (London: I.B. Tauris, 1998).
- Shakibi, Zhand, Pahlavi Iran and the Politics of Occidentalism: The Shah and the Rastakhiz Party (London: I.B. Tauris, 2020).

Assessment: Essay (35%, 3500 words) in the WT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the AT and WT.

HY444

Latin America in the Cold War

This information is for the 2024/25 session.

Teacher responsible: Dr Tanya Harmer SAR M.11

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This seminar is designed to introduce students to new historical approaches to Latin America and the Cold War. It responds to new research and debates that have arisen in recent years regarding the meaning of the Cold War in a Latin American context. Students will examine the conflict's origins, who its protagonists were, the extent to which the superpowers were involved in it and its significance at a local, regional, and global level. The course places particular emphasis on the role of ideas and ideological struggles; the intersection between these ideas and the challenges of modernity and economic development; the causes of revolutionary and counter-revolutionary upheaval; debates about gender, morality and sexuality; the manifestations of violence and its effects; and the cultural Cold War; and memory. Students will be encouraged to explore the intra-regional and transnational dynamics of the Cold War in Latin America. They will study how events in one part of Latin America (for example, the overthrow of Jacobo Arbenz in Guatemala, the Cuban Revolution, the Brazilian and Chilean coups or the Central American crises in the 1980s) impacted upon other areas of region. The seminar will also devote time to looking at Latin America's experience of the Cold War from a global comparative perspective, particularly in contrast to other parts of the Third World. Although the seminar will mostly involve intensive reading and discussion of secondary sources, students will also be encouraged to reflect on new online archival material, published writings of principal thinkers and oral histories as a means of understanding key concepts and ideas.

Teaching: 10 x 2-hour seminars in the Autumn Term; 10 x 2-hour seminars in the Winter Term. There will be a reading week in the

Autumn and Winter terms.

Formative coursework: Students are required to write one 3,000 word formative essay in the Autumn Term and weekly discussion posts on Moodle.

Indicative reading:

- Michelle Chase, *Revolution within the Revolution: Women and Gender Politics in Cuba, 1952-1962* (2015)
- Benjamin Cowan, *Securing Sex: Morality and Repression in the Making of Cold War Brazil* (2016)
- John Dinges, *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents* (New York: The New Press, 2004);
- Thomas Field, Stella Krepp and Vanni Pettina, *Latin America and the Global Cold War* (2020)
- Cindy Forster, *The Time of Freedom: Campesino Workers in Guatemala's October Revolution* (2001)
- Piero Gleijeses, *Conflicting Missions: Havana, Washington, and Africa, 1959-1976* (2003);
- Gilbert Joseph and Daniela Spenser (eds.), *In From the Cold: Latin America's New Encounter with the Cold War* (2007);
- Greg Grandin and Gilbert Joseph (eds.), *A Century of Revolution: Insurgent and Counterinsurgent Violence During Latin America's Long Cold War* (2011);
- Renata Keller, *Mexico's Cold War: Cuba, the United States, and the Legacy of the Mexican Revolution* (2015)
- Michael Löwy (ed.), *Marxism in Latin America from 1909 to the Present: An Anthology* (1992);
- Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (2005);

Assessment: Essay (35%, 3500 words) in the WT.

Essay (50%, 5000 words) in the ST.

Class participation (15%) in the AT and WT.

HY446

Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries

This information is for the 2024/25 session.

Teacher responsible: Professor Paul Nolte

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: How do we reconceive modern societies (since, roughly, the 18th century) as agents in an intervention into nature, landscape, and resources? While today's consequences mostly affect the atmosphere, and are discussed as climate crisis, the roots of mankind making an indissoluble imprint on the planet has mostly been in what this course describes as call "geo-interventions", and more directly: as projects of digging the soil, drilling the earth, redirecting the waters.

This seminar will introduce M.A. students into the "Anthropocene perspective" in general, and discuss German developments from the 18th century to the present, in particular, albeit not be limited to Germany and Central Europe. Germany may be seen as an exemplary case for a modern society facing the challenge of the Anthropocene. Global approaches and case studies from other countries will be included, while the seminar also aims at a broad, interdisciplinary perspective that should be attractive not just for students of history, but of a variety of social sciences, too. The first semester will lay conceptual and empirical foundations, with a historical emphasis on the 19th century. In the second semester, the story will be continued for major problems of the

20th century and into the present, and with that, highlight political problems of governance and resistance. The seminar will cover themes such as the history of landscape, infrastructures, and earth interventions over many years.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: One formative essay of 2000-words, to be submitted in week 6 of the Autumn Term.

Indicative reading:

- **Introduction: Approaches to the History of Space** Charles S. Maier, *Once Within Borders. Territories of Power, Wealth, and Belonging Since 1500*, Cambridge, Mass. 2016, Introduction: A History of Political Space, pp.1-13, 299-303; Teresa Walch, "Editorial: Space and Place in Modern Germany", in: idem et al. (eds.), *Räume der deutschen Geschichte*, Göttingen 2022, pp. 7-19
- **The Origins of Modern Space: A Global Perspective** Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century*, Princeton 2014, Ch. III: Space, pp. xxx-xxx
- **The Case of Germany: Nation, Order and Landscape in Recent Historiography** Helmut Walser Smith, *Germany: A Nation in Its Time: Before, During, and After Nationalism, 1500-2000*, New York 2020, Ch. 7: Developing Nation (c. 1815-1850), pp. 199-233, 513-521
- **Manipulating Rivers: The Case of the Rhine in the 19th Century** David Blackbourn, *The Conquest of Nature: Water, Landscape, and the Making of Modern Germany*, New York 2006, Ch. 2, pp. 77-119, 378-384
- **Nature into Commodities: The Case of the American Prairies.** William Cronon, *Nature's Metropolis: Chicago and the Great West*, New York 1991, Ch. 5, pp. 207-259, 436-447
- **Interlude: Fundamental Reconsiderations: A Current Approach to the History of the Anthropocene** Dipesh Chakrabarty, *The Climate of History in a Planetary Age*, Chicago 2021, Ch. 1: Four Theses, pp. 23-48, 233-239

Assessment: Essay (30%, 2500 words) and source analysis (30%) in the WT.

Essay (40%, 3000 words) in the ST.

HY458

LSE-Columbia University Double Degree Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Tim Hochstrasser SAR 2.14

Dr Artemis Photiadou SAR 3.13

Availability: This course is compulsory on the MSc in International and World History (LSE & Columbia). This course is not available as an outside option.

Pre-requisites: During their first year at Columbia University, students will identify a topic for the dissertation and will submit a detailed dissertation proposal form to their LSE supervisor. They will also have undertaken substantial research over the course of the summer, have written a Dissertation Research Report before arriving at LSE and be in a position to talk in a detailed manner with regards to their dissertation. These and the completion of other formal requirements for year one of the Double Degree will be needed before students can proceed to the second year of the programme at LSE.

Course content: The individual dissertation will be supervised and assessed at LSE in accordance with the Department's MSc regulations. It will be in the form of a thesis of no more than 15,000 words. HY458 is a dissertation workshop, which complements students' individual work on their dissertations by offering group sessions focusing on methods and approaches, historiography, archival visits, and writing support for work in progress. Overall,

students should be prepared to share a 3,000 word extract from their dissertations for group discussion, evaluation and analysis (Winter Term).

Teaching: See above.

Formative coursework: Students will be requested to submit a Dissertation Research Report for discussion in the Autumn Term. Students are also required to circulate a total of a 3000-word extract of their dissertation for discussion in the Winter Term.

Indicative reading: A reading list will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, *Writing History*; D Cannadine (Ed), *What is History now?*; Iggers, Georg, Supriya Mukherjee and Qingjia E. Wang, 'Historical Thought and Historiography: Current Trends', pp. 39-47 in Wright, James D. *International Encyclopedia of the Social & Behavioral Sciences* (2015) [doi.org/10.1016/B978-0-08-097086-8.62028-7]; L Jordanova, *History in Practice*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*.

Assessment: Dissertation (100%, 15000 words) in the ST.

HY459 Not available in 2024/25

The Ottoman Empire and its Legacy, 1299-1950

This information is for the 2024/25 session.

Teacher responsible: Prof Marc Baer SAR 3.17

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The Ottoman Empire (1299-1923) was one of the longest lasting and most territorially extensive of all empires in history. Yet today few know about its nature, whether in Turkey or abroad. Who were the Ottomans? How did they run their empire? How did they manage diversity? How did their understanding and practice of Islam change over time? What was the secret of their success, and what ultimately caused the empire's fall? How do the Ottomans compare to other contemporary empires? What is the Ottoman legacy, especially in Turkey and Greece? What is the significance of the Ottoman Empire for world history?

In order to answer these questions we will study the following topics: three pillars of Ottoman inheritance: Byzantium, Islam, Mongols; the origins and rise of the Ottoman Empire; the conquest of Constantinople and its significance for world history; Ottoman state institutions in the "classic age;" gendering Ottoman History; the Ottomans and the Renaissance; the Ottomans and the Age of Exploration; the Ottoman-Safavid-Habsburg struggle for supremacy; Ottoman Jews: model minority?; sixteenth- and seventeenth-century transformations; pietism, conversion, and interreligious relations; reform and repression, 1839-1908; Orientalism and the Ottomans; the Young Turks and the revolution of 1908; World War I and the Armenian genocide; Atatürk: the "Father" of Modern Turkey and the new Turkish Republic; the Kurdish issue; the legacy of the Ottoman Empire in comparative perspective; and the Ottoman past in Turkish historical fiction.

Teaching: 10 x 2-hour seminars in the Autumn Term. 10 x 2-hour seminars in the Winter Term. There will be a reading week in Week 6 of the Autumn Term and Week 6 of the Winter Term.

Formative coursework: Essay, 4000 words, in the Autumn Term.

Indicative reading: The course textbook will be Marc David Baer, *The Ottomans: Khans, Caesars, and Caliphs* (Basic Books 2021). Other readings will include Karen Barkey, *Empire of Difference: The Ottomans in Comparative Perspective* (Cambridge, 2008); Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton 2010); Ahmet Karamustafa, *God's Unruly Friends: Dervish Groups in the Islamic Middle Period, 1200-1550* (New York 2006); Franklin Lewis, *Rumi—Past and Present, East and West: The Life, Teachings, and Poetry of Jalal*

al-Din Rumi (New York 2007); Cemal Kafadar, *Between Two Worlds: The Construction of the Ottoman State* (California 1995); Rudi Paul Lindner, *Nomads and Ottomans in Medieval Anatolia* (Bloomington: Indiana University, 1983); Giancarlo Casale, *The Ottoman Age of Exploration* (Oxford 2011); Walter Andrews and Mehmet Kalpakli, *The Age of Beloveds: Love and the Beloved in Early-*

Modern Ottoman and European Culture and Society (Duke 2005); Leslie Peirce, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire* (Oxford 1993); Baki Tezcan, *The Second Ottoman Empire: Political and Social Transformation in the Early Modern World* (Cambridge 2012); Ali Yaycioglu, *Partners of the Empire: The Crisis of the Ottoman Empire in the Age of Revolutions* (Stanford 2016); Erik Zürcher, *The Young Turk Legacy and Nation Building: From the Ottoman Empire to Atatürk's Turkey* (I.B. Tauris, 2010); and Ron Suny, *"They Can Live in the Desert But Nowhere Else": A History of the Armenian Genocide* (Princeton 2015).

Assessment: Essay; 45%; 4000 words, in the Winter Term.

Essay; 45%; 4000 words, in the Spring Term.

Weekly reading summaries (10%) in the Autumn Term and the Winter Term.

HY461

East Asia in the Age of Imperialism, 1839-1945

This information is for the 2024/25 session.

Teacher responsible: Dr Jose Canton-Alvarez SAR 2.18

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia would be useful.

Course content: The course looks at the origins and the political, strategic, economic and cultural consequences of the arrival of Western imperialism in East Asia. Subjects covered by the course include the clash between the Westphalian and Sinocentric international orders; the opium wars; the fall of the Tokugawa shogunate; the Japanese, Korean and Chinese responses to the arrival of the West; the history of Western imperialism in China and the rise of Chinese nationalism; the rise of Japanese imperialism; the Russo-Japanese War and its consequences; pan-Asianism, race and immigration; the Chinese revolution of 1911-12; the rise of intra-Asian trade; the effect of Wilsonian and communist internationalism; Japan's move towards aggressive expansion in the 1930s; the outbreak of the Pacific War.

Teaching: 10 hours of lectures and 9 hours of classes in the AT. 10 hours of lectures and 10 hours of classes in the WT. 1 hour of classes in the ST.

There will be a reading week in the Autumn and the Winter Terms.

Formative coursework: Students will be required to write three essays over the academic year. The second essay will be a mock examination and the third essay will be assessed.

Indicative reading: A detailed reading list will be issued at the start of the course, but the following provide a useful introduction to the themes, events and historiography:

- Shigeru Akita (ed.), *Gentlemanly Capitalism, Imperialism and Global History* (Basingstoke, 2002);
- Warren Cohen, (ed), *Pacific Passage: The Study of American-East Asian Relations on the Eve of the Twenty-First Century* (New York, 1996);
- Merle Goldman & Andrew Gordon, (ed.), *Historical Perspectives on Contemporary East Asia* (Cambridge, Mass. 2000);

- Akira Iriye, *Japan and the Wider World: From the Mid-Nineteenth Century to the Present* (London, 1997);
- Jonathan Spence, *The Search for Modern China* (1999);
- Chushichi Tsuzuki, *The Pursuit of Power in Modern Japan 1825-1995* (Oxford, 2000).

Assessment: Exam (75%, duration: 3 hours) in the spring exam period.

Essay (25%, 3000 words) in the WT.

HY463

The Roots, Origins and Dynamics of the Cold War, 1917-1962

This information is for the 2024/25 session.

Teacher responsible: Prof Vladislav Zubok SAR 3.13

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: As the world drifts from US-Western domination to new uncertainty, the Cold War came back to haunt imagination of policy-makers, media, and broader public. The developments and crises of the distant past survived to our day as the centrepiece of modern international history, a starting point for comparative analysis of international affairs. The Cold War triggered and/or accelerated many crucial developments that shaped the modern world, such as liberal globalization, de-colonization, anti-imperialist and non-aligned movements, statal-military-scientific complexes, global consumerism, environmentalism, human rights, and more. Yet do we understand the Cold War itself? Or we only see "the shadows" of it created by liberal Western memories and historiography? Intellectually, the course maps out the transformation of the international history from the field of (primarily American) diplomatic studies to a multi-versal international approach. This course focuses on the examines the roots and origins of the Cold War from Soviet, Chinese, German, Eastern European, Korean, and Vietnamese sides, as well as through the eyes of American and British actors. The course marshals the elements of economic, cultural, and social histories to clarify the dynamics of its rise during the period from World War II to the Cuban Missile Crisis in 1962. It looks at long-term trends as well as specific events, specific conjunctures, policy-makers' strategies as well as mass fears and cultural stereotypes. As an international history, the Cold War was the first truly global war: it left no continent untouched, it shook local as well as national politics, its destructive and liberational impacts shaped the ideals, fears, and aspirations of several generations. The course consists of seminar discussions, with intense engagement in historiographies and focused insights into more remarkable documentary revelations.

In addition to seminars, students attend lectures delivered within HY206 and covering the following topics: The Breakdown of the Grand Alliance, 1943-1946; The Division of Germany; The Iron Curtain; The Marshall Plan and the Foundation of NATO; The United States and Japan, 1945-1965; The Outbreak of the Korean War; The Sino-Soviet Alliance; The 1956 Hungarian Revolution; Technologies, Weapons, and the Arms Race; The Cuban Revolution and the 1962 Missile Crisis; Culture and Mindsets.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

The twofold emphasis of the seminars is on working with the historiography and with the primary sources, in order to understand how historians have interpreted (and re-interpreted) the origins of the Cold War in light of their changing methodological toolkit and source base.

Recorded lectures from HY206 The International History of the Cold War will also be available to HY463 students.

There will be a reading week in the Autumn and the Winter terms.

Formative coursework: Students are required to give two oral presentations during the year and to submit one 3000-word formative essay in the Autumn Term (the second essay is assessed, see below).

Indicative reading: M.P. Leffler/O.A. Westad (eds), *The Cambridge History of the Cold War*; V. Zubok, *A Failed Empire*; O. A. Westad, *Cold War: A World History*;

Assessment: Exam (75%, duration: 3 hours) in the spring exam period.

Essay (25%, 3000 words) in the WT.

HY465

The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict

This information is for the 2024/25 session.

Teacher responsible: Dr Svetozar Rajak SAR.3.15

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: The course is intended for students with or without a detailed knowledge of the history of the Balkans. Students without a detailed knowledge are advised to undertake preliminary background reading (useful titles in the section Indicative and introductory reading).

Course content: This course examines the history of Southeastern Europe / Balkans in the second half of the Twentieth century and in the beginning of the Twenty First century. The course aims to integrate broader themes and interpretations of the Cold War and post-Cold War order, and of deeper historical and civilizational undercurrents of the Twentieth Century with the history of the region. The course invokes three main themes that facilitate insight into the interaction between the global, regional, and country specific. The course explores the regional and inter-bloc dynamics within the structured Cold War system. It examines the impact the Cold War had on the region and, inversely the influence the Balkans, in particular the Greek Civil War and Yugoslavia's conflict with the USSR exercised on the institutionalization and the dynamics of the early Cold War. Furthermore, the course investigates the unique role Yugoslavia played in the creation of the alternatives and challenges to the bipolar structure and rigidity of the Cold War world, namely the Non-aligned Movement, and the so called "Yugoslav Road to Socialism" that created a schism within the global Communism. Lastly, the course offers insight into the dramatic impact the end of the Cold War had on the developments in the region, namely the violent collapse of the Yugoslav federation and the transition of the regional Communist regimes. Moreover, it looks into the impact disintegration of Yugoslavia and the subsequent wars of secession had in inaugurating or legitimising concepts and phenomena that would define the post-Cold War international order, such as nation-building, humanitarian intervention, conflict-resolution, marginalisation of the UN, NATO's interventionism, US global hegemony, etc.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

This course has no designated lectures; it is taught through two-hour seminars.

Formative coursework: Students are required to write one 2,500-word essay in the Autumn Term. There will also be a mock exam (a one-hour essay, in class, to help prepare students for the exam) at

the end of the Winter Term.

Indicative reading: Indicative and introductory reading

Full bibliographies are provided on the HY465 Moodle. Students may consult the following introductory titles:

Crampton, Richard J., *The Balkans Since the Second World War*, (New York: Longman, 2002)

Glenny, Misha, *The Balkans 1804 - 1999: Nationalism, War and the Great Powers*, (London: Granta Books, 1999)

Jelavich, Barbara, *History of the Balkans: Twentieth Century*, Vol. 2, (Cambridge: Cambridge University Press, 1983)

Dimitrov, Vesselin, *Stalin's Cold War: Soviet Foreign Policy, Democracy and Communism in Bulgaria, 1941-48*, (Basingstoke, New York: Palgrave Macmillan, 2008)

Todorova Maria, *Imagining the Balkans*, Oxford University Press, 1997

Rajak, Svetozar, *The Cold War in the Balkans: From the Greek Civil War to the Soviet-Yugoslav Normalization in Leffler, Melvyn and Westad, Arne (eds), The Cambridge History of the Cold War, Volume I: Origins*, (Cambridge: Cambridge University Press, 2010)

Rajak, Svetozar, *Yugoslavia and the Soviet Union in the Early Cold War: Reconciliation, Comradeship, Confrontation, 1953-57*, (London: Routledge, 2011)

Woodward, Susan L., *Balkan Tragedy: Chaos and Dissolution after the Cold War*, (Washington D.C.: The Brookings Institution, 1995)

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (25%, 3000 words) in the WT.

Class participation (10%) and presentation (15%) in the AT and WT.

HY469

Maps, History and Power: The Spaces and Cultures of the Past

This information is for the 2024/25 session.

Teacher responsible: Dr Paul Stock SAR 2.15

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: How did past societies and cultures understand the world around them? How did those societies use maps to represent physical, social and imaginative spaces? Do maps merely reflect particular mentalities and social practices, or do they actively shape the experience and perception of the world? Maps, History and Power addresses these and other questions by exploring mapping practices and spatial thought in several European and non-European contexts from the medieval to the modern periods. The course explores how past societies have used maps to serve a number of practical and ideological purposes: to express religious belief, to aid navigation and commerce, to assert cultural superiority, and to enable state formation or imperial control. Alongside readings in history and cartography, the course will make extensive and innovative use of the latest digital resources, allowing students to view and discuss historical maps from the world's great research libraries and collections.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

There will be a reading week in week 6 of the AT and the WT.

Formative coursework: Students will be required to submit two formative essays (one per term). They will also have the opportunity to sit a mock exam.

Indicative reading:

- Jeremy Black, *Maps and History: Constructing Images of the Past* (New Haven: Yale University Press, 1997)

- Jerry Brotton, *A History of the World in Twelve Maps* (London: Allen Lane 2012)
- David Buisseret, *The Mapmakers' Quest: Depicting New Worlds in Renaissance Europe* (Oxford: Oxford University Press, 2003)
- Denis Cosgrove (ed.), *Mappings* (London: Reaktion, 1999)
- J.B. Harley, *The New Nature of Maps: Essays in the History of Cartography* (Baltimore: Johns Hopkins University Press, 2001)
- Christian Jacobs, *The Sovereign Map: Theoretical Approaches in Cartography throughout History*, trans. Tom Conley, ed. Edward H. Dahl (Chicago: Chicago University Press, 2006)
- Mark Monmonier, *How to Lie with Maps* (Chicago: Chicago University Press, second ed. 1996)
- David Turnbull, *Maps are Territories, Science is an Atlas* (Chicago: Chicago University Press, 1993)
- Denis Wood, *The Power of Maps* (London: Routledge, 1993)

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

HY471

European Empires and Global Conflict, 1935-1948

This information is for the 2024/25 session.

Teacher responsible: Dr David Motadel SAR 3.16

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines the history of the European empires in the Second World War. It covers the history of the war fought in the imperial world and its impact on the lives of millions of colonial civilians; the political, military, and social history of colonial soldiers who fought in Europe's multi-ethnic and multi-religious armies; the history of anti-colonial movements during the war, from Ho Chi Minh's Viet Minh to Gandhi's Quit India movement; and the history of the war's impact on decolonisation and the twentieth century world order. Overall, the course explores the non-European experience of the Second World War, examining the ways in which the conflict shaped societies and political orders in Africa, Asia, and beyond. Drawing on key secondary texts, primary sources, and visual material, the course provides a broad introduction to the most destructive and cataclysmic conflict in modern global history.

Teaching: 10 x 2-hour seminars in the AT; 10 x 2-hour seminars in the WT.

There will be reading week in week 6 of the AT and the WT.

Formative coursework: Students will be expected to produce one essay (2,500 to 3,000 words) in the AT; one presentation in the AT; and one presentation in the WT. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.

Indicative reading:

- C. A. Bayly and Tim Harper, *Forgotten Armies: Britain's Asian Empire and the War with Japan* (London, 2004).
- Judith A. Byfield, Carolyn A. Brown, Timothy Parsons, and Ahmad Alawad Sikainga (eds.), *Africa and World War II* (Cambridge, 2015).
- Ronald Hyam, *Britain's Declining Empire: The Road to Decolonisation, 1918-1968* (Cambridge, 2007).
- Ashley Jackson, *The British Empire and the Second World War* (London, 2006).
- Eric T. Jennings, *Vichy in the Tropics: Pétain's National Revolution in Madagascar, Guadeloupe and Indochina, 1940-1944* (Stanford, 2001).
- John Kent, *The Internationalization of Colonialism: Britain, France*

- and Black Africa, 1939-1956 (Oxford, 1992).
- Yasmin Khan, *The Raj at War: A People's History Of India's Second World War* (London, 2015).
 - David Killingray and Richard Rathbone (ed.), *Africa and the Second World War* (London, 1986).
 - William Roger Louis, *Imperialism at Bay, 1941-45: The United States and the Decolonization of the British Empire* (Oxford, 1977).
 - Emily S. Rosenberg (ed.), *A World Connecting, 1870-1945* (Cambridge, MA, 2012).
 - Avieli Roshwald, *Estranged Bedfellows: Britain and France in the Middle East during the Second World War* (New York, 1990).
 - Alberto Sbacchi, *Ethiopia under Mussolini: Fascism and the Colonial Experience* (London, 1985).
 - Martin Thomas, *The French Empire at War, 1940-1945* (Manchester, 1998).
 - Stein Tønnesson, *The Vietnamese Revolution of 1945: Roosevelt, Ho Chi Minh and de Gaulle in a World at War* (London, 1991).
 - Gerhard L. Weinberg, *A World at Arms: A Global History of World War II* (Cambridge, 2005).

Assessment: Essay (50%, 5000 words) in the WT.
Essay (50%, 5000 words) in the ST.

HY472 Not available in 2024/25

China and the External World, 1711-1839

This information is for the 2024/25 session.

Teacher responsible: Dr Chung Yam Po SAR 2.18

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides a critical overview of the history of Qing China from the early eighteenth to the mid-nineteenth centuries, tracing political, institutional, cultural, and social continuities and changes, particularly in China's land and maritime frontiers. Beginning in the Qianlong period, the Qing Empire became involved in an ever-growing network of commerce and cultural exchange, extending from Manchuria to Inner Asia, and from the East Sea to the Indian Ocean. Following the bloody suppression of the Lhasa riots in 1750, a series of events further connected China to the external world: the infamous Dzungar genocide, European encroachment in Asian seas, the rise of port cities in Southeast Asia that were dominated by Chinese entrepreneurs, and increasing tension between China and Western powers over sea lanes and maritime boundaries. This course will use China's shifting frontiers as a fulcrum to re-examine Chinese history in the modern era, factoring in the movement of people, commodities, ideas, cultural meanings, and imaginaries, which clearly indicate "China's outwardness." This challenges the common perception of China as isolated and inward-looking.

Teaching: Students will engage with class content in large and small group meetings. Learning engagement will include live sessions, small group meetings, asynchronous moodle posts, video clips, and short presentations. There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

Formative coursework: One formative essay in the Michaelmas Term.

Indicative reading: Mark C. Elliot, *Emperor Qianlong: Son of Heaven, Man of the World* (New York: Longman, 2009). Peter C. Perdue, *China Marches West: The Qing Conquest of Central Eurasia* (Cambridge, Mass.: Harvard University Press, 2009).

John. E. Wills, *China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions* (Cambridge; New York: Cambridge University Press, 2011).

Robert Antony, *Like Froth Floating on the Sea: The World of Pirates and Seafarers in Late Imperial South China* (Berkeley, Calif.: Institute of East Asian Studies, 2003).

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, N.J.: Princeton University Press, 2000).

Eric Tagliacozzo, Helen F. Siu, Peter C. Perdue, *Asia Inside Out: Connected Places* (Cambridge, Mass.: Harvard University Press, 2015).

Ronald C. Po, *The Blue Frontier: Maritime Vision and Power in the Qing Empire* (Cambridge: Cambridge University Press, 2018).

Timothy Brook, *Great State: China and the World* (London: Profile Books, 2019).

William Rowe, *China's Last Empire: The Great Qing* (Cambridge, MA.: Harvard University Press, 2009)

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (35%, 3500 words) in the WT.

Presentation (15%) in the AT and WT.

HY478

Genesis of the Modern World: Europe, China & India, 1550-1840

This information is for the 2024/25 session.

Teacher responsible: Dr Gagandeep S. Sood SAR 2.07

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course is about the developments that led to the emergence of our modern world. A variety of conditions have been highlighted by historians as responsible for this, including government reform, agricultural practices, empirical rationality, consumption patterns, military conflict, property rights, family arrangements, territorial conquest, revenue administration - and sheer accident. Although scholarly consensus on the leading-edge factors still eludes us, there is broad agreement that the polities of northwestern Europe, eastern China and northern India played critical roles, and that the fateful changes occurred between the late sixteenth and early nineteenth centuries.

We examine these polities and the relations between them from two distinct but complementary perspectives. These perspectives define the two terms of the course. One is historiographical and centres on received interpretive frameworks, the other is historical and builds on our best current knowledge of the period. In Autumn Term, we study the most influential paradigms and narratives elaborated by historians to make sense of the early modern changes that ultimately transformed the capacities of human endeavour. Each crystallises a specific set of structures and gives primacy to different polities of Eurasia, with a particular stress on Early Modern England and the English Atlantic, Late Ming and High Qing China, and Mughal and post-Mughal India. In studying these frameworks, we gain familiarity with the most significant attributes of these polities, and how they have been interpreted by scholars. In Winter Term, we study the ways in which the individual polities of the three regions addressed the near-universal problems faced by all complex states and societies. The solutions to these problems - grouped under the rubric of 'metropolitan centre & sovereign ideology', 'indirect rule & political economy', and 'pluralism, them & us' - powerfully shaped their future trajectories, and had a direct bearing on relations between Europe, China

and India. By recovering the most consequential structures and solutions over the two terms of this course, we thereby seek to apprehend the genesis of the modern world.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of the AT and the WT.

As no prior knowledge of the course's subject is either assumed or required, it is essential for students to do the set readings and assignments, attend the seminars and engage actively in discussion. Students are also encouraged to meet outside the class setting to compare notes and learn from one another.

Formative coursework: A 3000-word essay will be due towards the end of AT on a historiographical topic decided in consultation with the instructor. Each week, students will work through one or more core readings which provide important background information, as well as selected further readings in line with their developing interests. These tasks will be supplemented with short reading responses/memos to be posted on Moodle before the weekly seminars and unassessed debates and oral presentations during the seminars themselves.

Indicative reading: For general surveys, students may consult:

- David B. Abernethy, *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980* (2000)
- Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (2004)
- John Darwin, *After Tamerlane: The Global History of Empire* (2007)

Signal contributions to the subject include:

- Fernand Braudel, *Civilization and Capitalism, 15th-18th Century*, 3 vols (1981-1984)
- Marshall G. S. Hodgson, *Rethinking World History: Essays on Europe, Islam, and World History* (1993)
- Antony G. Hopkins (ed.), *Globalization in World History* (2002)
- Victor Lieberman, *Strange Parallels: Southeast Asia in Global Context, c. 800-1830*, 2 vols (2003-2009)
- Geoffrey Parker, *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century* (2013)
- Kenneth Pomeranz, *Great Divergence: Europe, China and the Making of the Modern World Economy* (2000)
- Bartolomé Yun-Casalilla & Patrick K. O'Brien (eds), *The Rise of Fiscal States: A Global History, 1500-1914* (2012)

Assessment: Essay (40%, 4000 words) in the WT.

Essay (45%, 4000 words) in the ST.

Class participation (15%) in the AT and WT.

HY483 Not available in 2024/25

Land and Conflict in Latin America since 1750

This information is for the 2024/25 session.

Teacher responsible: Dr Anna Cant SAR 3.12

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Extending from the late Spanish colonial era, through the wars of independence and up to present-day social conflicts, this course will focus on land. How has land been conceptualised and fought over? How have different social groups developed relationships with land? In what ways have conflicts over land shaped Latin American politics? Students will be encouraged to take an interdisciplinary approach to these questions, drawing on new research in geography, anthropology and political science, as well as various strands of history. Despite the great diversity of the Latin American continent, land is a constant reference point and one that lends itself to

rich comparative study. Topics will include the global and local politics of the colonial hacienda system, anti-colonial indigenous rebellions, scientific exploration and population displacement, peasant movements, land reform, Cold War development policies and ongoing social protests over land and resource extraction.

The course has three main objectives:

1. To critically examine the causes, dynamics and consequences of conflict over land in Latin American societies from the late colonial era to the present.
2. To familiarise students with the conceptual frameworks and methodologies used to study the history of land conflicts.
3. To enable students to develop skills in comparative history and the analysis of primary sources.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: Students are required to write one 3000-word formative essay in the Autumn Term and post weekly reflections to the Moodle discussion board in the Autumn and the Winter Terms. They must also give one 10-minute presentation in the Autumn and the Winter Terms.

Indicative reading:

- Brooke Larson, *Cochabamba, 1550-1900: Colonialism and Agrarian Transformation in Bolivia* (Duke University Press, 1998);
- Steve J. Stern, *The Tupac Amaru Rebellion* (Harvard University Press, 2014);
- F. Salomon and S. Schwartz (eds.), *Cambridge History of the Native Peoples of the Americas: South America* (CUP, 1999);
- Nora E. Jaffary and Jane E. Mangan (eds.), *Women in Colonial Latin America, 1526 to 1806: Texts and Contexts* (Hackett Publishing Company, Inc., 2018);
- Nancy P. Appelbaum, *Mapping the Country of Regions: The Chorographic Commission of Nineteenth-century Colombia* (University of North Carolina Press, 2016);
- Laura Gotkowitz, *A Revolution for Our Rights: Indigenous Struggles for Land and Justice in Bolivia, 1880-1952* (Duke University Press, 2007);
- Jacob Blanc, *Before the Flood: The Itaipu Dam and the Visibility of Rural Brazil* (Duke University Press, 2019);
- Carmen Diana Deere and Magdalena León, *Empowering Women: Land and Property Rights in Latin America* (University of Pittsburgh Press, 2001);
- Cindy Forster, *The Time of Freedom: Campesino Workers in Guatemala's October Revolution* (University of Pittsburgh Press, 2001);
- Enrique Mayer, *Ugly Stories of the Peruvian Agrarian Reform* (Duke University Press, 2009);
- Anthony Bebbington (ed.), *Social Conflict, Economic Development and the Extractive Industry: Evidence from South America* (Routledge, 2011);
- Andrés García Trujillo, *Peace and Rural Development in Colombia: The Window for Distributive Change in Negotiated Transitions* (Routledge, 2020).

Assessment: Essay (50%, 5000 words) in the ST.

Essay (30%, 3000 words) in the WT.

Class participation (20%) in the AT and WT.

HY486

The Anti-Slave-Trade Atlantic World, c. 1807-1870

This information is for the 2024/25 session.

Teacher responsible: Dr Jake Subryan Richards room SAR 2.08

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc

in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Britain's parliamentary act to abolish the transatlantic trade in enslaved African people in 1807 is a standard reference point in histories of enslavement and abolition. But much less is known about the consequences of enforcing that act in West Africa, Latin America, and the Caribbean. Enforcement required huge investment in colonial and naval forces to try to stop slaving ships from crossing the Atlantic; it caused a build-up of captives on the African coast because some traders could no longer sell them overseas; it prompted other traders to develop a huge illegal slave trade to Brazil and Cuba; and it generated new forms of bonded labour (such as indenture) in the Americas to replace the diminishing supply of enslaved people. These changes altered Britain's political and commercial relationships with polities in Africa and the Americas. This module investigates anti-slave-trade practices between British agents and the rulers, traders, enslaved, and free(d) peoples of different Atlantic societies. How did Britain's colonial empire adapt to accommodate the influx of African captives from captured slave ships? How did political authorities in Africa and Latin America respond to British demands for abolition? What did enslaved people make of the transformations wrought by abolition? We will explore these questions using sources such as slave narratives, legal cases, political pamphlets, travel literature, and diplomatic correspondence. Through this course, students will examine how abolishing the transatlantic slave trade produced new modes of encounter, empire, and labour in the Atlantic world.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of the Autumn and the Winter Terms.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Lauren A. Benton and Lisa Ford, *Rage for order: the British Empire and the origins of international law, 1800-1850*, Cambridge, Mass., 2016.
- Nemata Amelia Blyden, *West Indians in West Africa, 1808-1880: the African diaspora in reverse*, Rochester, NY, 2000
- Christopher Leslie Brown, *Moral capital: foundations of British abolitionism*, Chapel Hill, NC, 2006.
- David Eltis, *Economic growth and the ending of the transatlantic slave trade*, New York, 1987
- Ada Ferrer, *Freedom's mirror: Cuba and Haiti in the age of revolution*, New York, NY, 2014.
- Richard Huzzey, *Freedom burning: anti-slavery and empire in Victorian Britain*, Ithaca, N.Y., 2012
- Mary C. Karasch, *Slave life in Rio de Janeiro, 1808-1850* (Princeton, N.J., 1987).
- Kristin Mann, *Slavery and the birth of an African city: Lagos, 1760-1900*, Bloomington, IN, 2007
- Jenny S Martinez, *The slave trade and the origins of international human rights law*, Oxford, 2012
- R. Marquesse, T. Parron, and M. Berbel, *Slavery and Politics: Brazil and Cuba, 1790-1850*. Albuquerque, NM, 2016.
- Padraic Scanlan, *Freedom's debtors: British antislavery in Sierra Leone in the age of revolution*, New Haven, Conn., 2017

Assessment: Essay (40%, 4000 words) in the WT.

Essay (60%, 6000 words) in the ST.

of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course looks at Islam, state and conflict in Southeast Asia in the twentieth century. Following a historical introduction on the Islamisation of Southeast Asia and the entry of the European colonial powers, this course examines the Darul Islam rebellions (Indonesia), the Aceh conflict (Indonesia), the Mindanao conflict (the Philippines), the southern Thailand conflict, and the Rohingya conflict (Myanmar). It also explores the role of Islam in social conflict in Malaysia as well as the rise of regional and international jihadism with Jemaah Islamiyah and the Southeast Asian affiliates of ISIS.

Teaching: 10 two-hour seminars in the Winter Term.

Formative coursework: One formative essay (3000 words) in the Winter Term.

Assessment: Essay (60%, 4000 words) in the ST. Presentation (20%) and class participation (20%).

HY488 Half Unit Not available in 2024/25 European Empires and Global Conflict, 1935-1948

This information is for the 2024/25 session.

Teacher responsible: Dr Diva Gujral

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines the history of the European empires in the Second World War. It covers the history of the war fought in the imperial world and its impact on the lives of millions of colonial civilians; the political, military, and social history of colonial soldiers who fought in Europe's multi-ethnic and multi-religious armies; the history of anti-colonial movements during the war, from Ho Chi Minh's Viet Minh to Gandhi's Quit India movement; and the history of the war's impact on decolonisation and the twentieth century world order. Overall, the course explores the non-European experience of the Second World War, examining the ways in which the conflict shaped societies and political orders in Africa, Asia, and beyond. Drawing on key secondary texts, primary sources, and visual material, the course provides a broad introduction to the most destructive and cataclysmic conflict in modern global history.

Teaching: 20 hours of seminars in the WT.

There will be a reading week in the WT.

Formative coursework: Students will be expected to produce one essay (2,500 words) and one presentation in the WT. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.

Indicative reading:

- C. A. Bayly and Tim Harper, *Forgotten Armies: Britain's Asian Empire and the War with Japan* (London, 2004).
- Judith A. Byfield, Carolyn A. Brown, Timothy Parsons, and Ahmad Alawad Sikainga (eds.), *Africa and World War II* (Cambridge, 2015).
- Ronald Hyam, *Britain's Declining Empire: The Road to Decolonisation, 1918-1968* (Cambridge, 2007).
- Ashley Jackson, *The British Empire and the Second World War* (London, 2006).
- Eric T. Jennings, *Vichy in the Tropics: Pétain's National Revolution in Madagascar, Guadeloupe and Indochina, 1940-1944* (Stanford,

HY487 Half Unit Not available in 2024/25 Islam, State and Conflict in Southeast Asia

This information is for the 2024/25 session.

Teacher responsible: Dr Kirsten E. Schulze SAR 2.12

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History

2001).

- John Kent, *The Internationalization of Colonialism: Britain, France and Black Africa, 1939-1956* (Oxford, 1992).
- Yasmin Khan, *The Raj at War: A People's History Of India's Second World War* (London, 2015).
- David Killingray and Richard Rathbone (ed.), *Africa and the Second World War* (London, 1986).
- William Roger Louis, *Imperialism at Bay, 1941-45: The United States and the Decolonization of the British Empire* (Oxford, 1977).
- Emily S. Rosenberg (ed.), *A World Connecting, 1870-1945* (Cambridge, MA, 2012).
- Avi El Roshwald, *Estranged Bedfellows: Britain and France in the Middle East during the Second World War* (New York, 1990).
- Alberto Sbacchi, *Ethiopia under Mussolini: Fascism and the Colonial Experience* (London, 1985).
- Martin Thomas, *The French Empire at War, 1940-1945* (Manchester, 1998).
- Stein Tønnesson, *The Vietnamese Revolution of 1945: Roosevelt, Ho Chi Minh and de Gaulle in a World at War* (London, 1991).
- Gerhard L. Weinberg, *A World at Arms: A Global History of World War II* (Cambridge, 2005).

Assessment: Essay (85%, 5000 words) in the ST.

Class participation (15%) in the WT.

Written assessment will be via one 5,000 word essay. The essay will be submitted in week 1 of the ST. Essay titles will be drawn from an approved list supplied at the start of the course. Students will also be assessed on class participation through weekly Moodle uploads, class presentation and seminar engagement.

HY489 Half Unit

China and the External World, 1644-1839

This information is for the 2024/25 session.

Teacher responsible: Dr Ronald Po, SAR 2.18

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course provides a critical overview of the history of Qing China from the late seventeenth to the mid-nineteenth centuries, tracing political, institutional, cultural, and social continuities and changes, particularly in China's land and maritime frontiers. Beginning in the Kangxi period, the Qing Empire became involved in an ever-growing network of commerce and cultural exchange, extending from Manchuria to Inner Asia, and from the East Sea to the Indian Ocean. Following the annexation of Taiwan in 1683, a series of events further connected China to the external world: the bloody suppression of the Lhasa riots in 1750, the infamous Dzungar genocide, European encroachment in Asian seas, the rise of port cities in Southeast Asia that were dominated by Chinese entrepreneurs, and increasing tension between China and Western powers over sea lanes and maritime boundaries. This course will use China's shifting frontiers as a fulcrum to re-examine Chinese history in the modern era, factoring in the movement of people, commodities, ideas, cultural meanings, and imaginaries, which clearly indicate "China's outwardness" and challenge the common perception of China as isolated and always inward-looking.

Teaching: Ten weekly two-hour seminar meetings in the Autumn Term, with a reading week in week 6.

Formative coursework: One formative essay in the Autumn Term.

Indicative reading:

- Mark C. Elliot, *Emperor Qianlong: Son of Heaven, Man of the*

World (New York: Longman, 2009).

- Peter C. Perdue, *China Marches West: The Qing Conquest of Central Eurasia* (Cambridge, Mass.: Harvard University Press, 2009).
- John. E. Wills, *China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions* (Cambridge; New York: Cambridge University Press, 2011).
- Robert Antony, *Unruly People: Crime, Community, and State in Late Imperial South China* (Hong Kong: Hong Kong University Press, 2016).
- Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, N.J.: Princeton University Press, 2000).
- Eric Tagliacozzo, Helen F. Siu, Peter C. Perdue, *Asia Inside Out: Connected Places* (Cambridge, Mass.: Harvard University Press, 2015).
- Ronald C. Po, *The Blue Frontier: Maritime Vision and Power in the Qing Empire* (Cambridge: Cambridge University Press, 2018).
- Timothy Brook, *Great State: China and the World* (London: Profile Books, 2019).
- William Rowe, *China's Last Empire: The Great Qing* (Cambridge, MA.: Harvard University Press, 2009).

Assessment: Essay (70%, 4500 words) in January.

Presentation (15%) and class participation (15%) in the AT.

HY490

MA in Modern History Dissertation

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is compulsory on the MA in Modern History. This course is not available as an outside option.

Course content: The dissertation is an exercise in using primary sources to write on a specific topic in Modern History. Students will be required to write a 10,000-word dissertation based on their own research. This can be on any topic decided in consultation with a supervisor in the Department of International History, and include those which are international, domestic, theoretical and historiographical. Candidates should aim to include an element of originality in the argument and/or the treatment of the evidence.

Teaching: 4 hours of workshops in the AT.

Teaching is provided through dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Autumn Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor late in the Autumn Term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the Dissertation Proposal Form before the published deadline. It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Spring Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.

Assessment: Dissertation (100%, 10000 words) in September.

HY491 Half Unit Not available in 2024/25

Race, Gender and Reproduction in the Caribbean, 1860s-1930s

This information is for the 2024/25 session.

Teacher responsible: Dr Imaobong Umoren SAR G.04

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: In the wake of slavery, debates about the intersecting politics of race, gender, and reproduction arose in the Francophone, Anglophone, and Hispanic Caribbean. This module explores the ways in which formerly enslaved Africans as well as former planters, imperial officials, newly indentured labourers from South Asia, philanthropists, medical professionals, and welfare workers contributed to and shaped colonial social welfare, health policies, and ideas surrounding racial uplift colonialism, race consciousness and equality. Students will engage in comparative intellectual and social history by drawing on primary and secondary sources to consider the influence of European and American imperialism in the Caribbean. A range of topics will be explored including post-emancipation population decline; infant mortality; illegitimacy; venereal disease; birth control; inter- and extra regional migration; and eugenics.

Teaching: 20 hours of seminars in the AT.

There will be a reading week in week 6 of the MT.

Formative coursework: Students will be expected to produce one essay (1,500 to 2,000 words) in MT.

Indicative reading: Bourbonnais, Nicole, *Birth Control in the Decolonizing Caribbean: Reproductive Politics and Practice on Four Islands, 1930-1970* (Cambridge: Cambridge University Press, 2016)

Briggs, Laura, *Reproducing Empire: Race, Sex, Science and US Imperialism in Puerto Rico* (Berkeley: University of California Press, 2002).

De Barros, Palmer, Steven and Wright, David (eds.), *Health and Medicine in the Circum-Caribbean, 1800-1968* (New York: Routledge, 2009).

De Barros, Juanita, *Reproducing the British Caribbean: Sex, Gender and Population Politics after Slavery* (Chapel Hill: University of North Carolina Press, 2014).

Findlay, Eileen, *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1902* (Durham: Duke University Press, 1999).

Macpherson, Anne, *From Colony to Nation: Women Activists and the Gendering of Politics in Belize, 1912-1982* (Lincoln: University of Nebraska Press, 2007).

Renda, Mary, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940* (Chapel Hill: University of North Carolina Press, 2001).

Palmer, Steven, *Launching Global Health: The Caribbean Odyssey of the Rockefeller Foundation* (Ann Arbor: University of Michigan Press, 2010).

Putnam, Lara, *The Company they Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1969* (Chapel Hill: University of North Carolina Press, 2002).

Assessment: Essay (85%, 5000 words) in January. Class participation (15%) in the AT.

HY498

Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is compulsory on the MSc in International Affairs (LSE and Peking University) and MSc in Theory and History of International Relations. This course is not available as an outside option.

Course content: The dissertation is an exercise in using primary source material to write on a precise topic in the history of international affairs. Although candidates may engage with relevant theories and concepts, the dissertation should be largely devoted to utilising such theories and concepts in the analysis of one or more specific historical events and should be based largely upon primary sources. Candidates should aim to include an element of originality in the conceptualising of the thesis or the treatment of evidence. The subject must fall within the syllabus of the degree and must be supervised by a member of staff in the Department of International History

Teaching: Four one-hour sessions in the Autumn Term.

HY498 teaching is provided through HY498 Dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Autumn Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the HY498 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Autumn term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the HY498 Dissertation Proposal Form before the published deadline. It is the student's responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Spring Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.

Assessment: Dissertation (100%, 10000 words) in September. The dissertation must not exceed 10,000 words (100% of course mark), including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography and appendices. A Fail cannot be compensated, and a degree cannot be awarded unless HY498 has been passed. The dissertation must be submitted by the published deadline.

HY499

Dissertation

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is compulsory on the MSc in Empires, Colonialism and Globalisation and MSc in History of International Relations. This course is not available as an outside option.

Course content: The HY499 dissertation is an exercise in using primary sources to write on a precise topic in International History. The only formal limit on the choice of subject is that it must fall within the syllabus - i.e. it has to be a topic in International History, and the dissertation has to be a study in the discipline of history. Dissertations that represent contributions to disciplines outside history, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be

based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the argument and/or the treatment of the evidence. The subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes and/or policies in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The dissertation supervisor is the final judge of whether a particular topic falls within the syllabus.

Teaching: Four one-hour sessions in the Autumn Term. HY499 teaching is provided through HY499 Dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Autumn Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the HY499 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Autumn term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the HY499 Dissertation Proposal Form before the published deadline. It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Spring Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.

Assessment: Dissertation (100%, 10000 words) in September. 100% by dissertation. A Fail cannot be compensated, and a degree cannot be awarded unless HY499 has been passed. Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography and appendices. The dissertation must be submitted by the published deadline.

HY4A4

Dissertation with an Asian focus

This information is for the 2024/25 session.

Availability: This course is compulsory on the MA in Asian and International History (LSE and NUS) and MSc in International and Asian History. This course is not available as an outside option.

Course content: The dissertation is an exercise in using primary sources to write on a precise topic in International and Asian History. The only formal limit on the choice of subject is that it must fall within the syllabus - i.e. it has to be a topic in International History with an Asian angle, and the dissertation has to be a study in the discipline of history. Dissertations that represent contributions to disciplines outside history, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the argument and/or the treatment of the evidence. The subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes and/or policies in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The dissertation supervisor is the final judge of whether a particular topic falls within the syllabus.

Teaching: Four one-hour sessions in the Autumn Term.

Assessment: Dissertation (100%, 10000 words) in September.

HY4A8 Half Unit Not available in 2024/25 Asian Borderlands

This information is for the 2024/25 session.

Teacher responsible: Dr Qingfei Yin SAR M.06

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This seminar takes a borderland perspective to Modern Asian History, challenging the practice of treating national territories as the building blocks of academic enquiry. Through a wide range of readings, the participants examine the transformation of modern Asia by centring on the historically marginal societies and come to better understand a borderlands approach to the studies of history. The first part of the course follows a chronological scheme, tracing the changing political, social, and cultural landscapes of Asian borderlands in the eras of imperial encounters, decolonization, and the Cold War. The second part of the seminar focuses on a series of analytical lenses commonly applied in the study of borderlands history, such as state power, state resistance, identity, ethnicity, and environment. Through the course of the seminar, students will critically analyse "space," "frontiers," "geo-body," "Zomia," and other important concepts that have informed the historiography of Asian borderlands. Through the assigned readings, discussion, and written assignments, students will also learn about how historians synthesize contributions originating from different regional historiographical literatures.

Teaching: 10 x 2-hour seminars in the Autumn Term. There will be a reading week in week 6 of the Autumn Term.

Formative coursework: One essay (2000-2500 words) in the Autumn Term.

Indicative reading:

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised ed. London: Verso, 2016.
- Baldanza, Kathlene. *Ming China and Vietnam: Negotiating Borders in Early Modern Asia*. New York, NY: Cambridge University Press, 2016.
- Bhabha, Homi K. *Nation and Narration*. New York, NY: Routledge, 1990.
- Chandler, Andrea. *Institutions of Isolation: Border Controls in the Soviet Union and Its Successor States, 1917-1993*. Montreal: McGill-Queen's University Press, 2014.
- Davis, Bradley Camp. *Imperial Bandits: Outlaws and Rebels in the China-Vietnam Borderlands*. Seattle, WA: University of Washington press, 2017.
- Gavrilis, George. *The Dynamics of Interstate Boundaries*. Cambridge: Cambridge University Press, 2008.
- Giersch, C. Patterson. *Asian Borderlands: The Transformation of Qing China's Yunnan Frontier*. Cambridge, MA: Harvard University Press, 2006.
- Goscha, Christopher E. *Going Indochinese: Contesting Concepts of Space and Place in French Indochina*. Copenhagen: NIAS Books, 2012.
- Gupta, Charu and Mukul Sharma. *Contested Coastlines: Fisherfolk, Nations and Borders in South Asia*. New Delhi: Routledge, 2008.
- Guyot-Réchart, Bérénice. *Shadow States: India, China and the Himalayas, 1910-1962*. Cambridge University Press, 2016.
- Ishikawa, Noboru. *Between Frontiers: Nation and Identity in a*

Southeast Asian Borderland. Athens, OH: Ohio University Press, 2010.

- Khan, Sulman Wasif. Muslim, Trader, Nomad, Spy: China's Cold War and the People of the Tibetan Borderlands. Chapel Hill, NC: University of North Carolina Press, 2015.
- Kinzley, Judd. Natural Resources and the New Frontier: Constructing Modern China's Borderlands. Chicago, IL: University of Chicago Press, 2018.
- Marsden, Magnus, and Benjamin Hopkins. Fragments of the Afghan Frontier. Oxford: Oxford University Press, 2011.
- Scott, James. The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia. New Haven, CT: Yale University Press, 2009.
- Song, Nianshen. Making Borders in Modern East Asia: The Tumen River Demarcation, 1881-1919. Cambridge: Cambridge University press, 2018.
- Sunderland, Willard. Taming the Wild Field: Colonization and Empire on the Russian Steppe. Ithaca, NY: Cornell University press, 2004.
- Szonyi, Michael. Cold War Island: Quemoy on the Front Line. Cambridge: Cambridge University Press, 2008.
- Tagliacozzo, Eric. Secret Trades, Porous Borders: Smuggling and Trade along a Southeast Asian Frontier, 1865-1915. New Haven, CT: Yale University Press, 2009.
- Wilson, Thomas M. and Hastings Donnan. Border Identities: Nation and State at International Frontiers. Cambridge: Cambridge University Press, 1998.
- Winichakul, Tongchai. Siam Mapped: A History of the Geo-Body of a Nation. Honolulu, HI: University of Hawaii Press, 1994.

Assessment: Essay (85%, 5000 words) in January.
Class participation (15%) in the AT.

HY4B1

The Vietnam Wars, 1930-75: Regional and International Perspectives

This information is for the 2024/25 session.

Teacher responsible: Dr Richard Saich SAR M.13

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The purpose of this course is to place the wars in Vietnam in a fuller regional and international perspective in order to understand their course, outcomes and consequences. Hence, this will involve not just studying the internal dynamic of conflict within Vietnam, as first French colonialism was met with nationalist and Communist resistance, and then from c. 1959 when insurgency in the southern part of Vietnam eventually triggered wholesale US intervention, but the involvement and interests of other major powers, including the Soviet Union and China. There will also be a need to examine the relationship between developments in Vietnam and the rest of South East Asia (such as in Laos, Thailand and Indonesia), the connections between the wider Cold War and events in Vietnam, and decision-making on the part of the Vietnamese Communists. Although it will necessarily be important to look at US policies and attitudes, the general aim of the course is to encourage students to depart from a 'Washington-focused' perspective and consider the wars in Vietnam as multifaceted, where the interaction of different actors, ideologies, and agendas produced either conflict or moves toward negotiated settlements (as in 1954 and 1970-73).

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

Students will be expected to read essential primary and secondary

material for each weekly two-hour class and to participate in seminar discussions. Reading weeks will take place in week 6 of the AT and the WT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Pierre Asselin, Vietnam's American War: A History (2018).
- Pierre Asselin, Hanoi's Road to the Vietnam War, 1954-1965 (2013).
- Mark P. Bradley, Imagining Vietnam and America: The Making of Postcolonial Vietnam, 1919-1950 (2000).
- James Cable, The Geneva Conference of 1954 on Indochina (1984).
- Laura M. Calkins, China and the First Vietnam War, 1947-54 (2013).
- William Duiker, The Communist Road to Power in Vietnam, 2nd ed (1996)
- Ilya V. Gaiduk, Confronting Vietnam: Soviet Policy toward the Indochina Conflict, 1954-1963 (2003).
- Christopher E. Goscha, Thailand and the Southeast Asian Networks of the Vietnamese Revolution, 1885-1954 (1999).
- Kevin Ruane and Matthew Jones, Anthony Eden, Anglo-American Relations, and the Indochina Crisis of 1954 (2019).
- Matthew Jones, 'U.S. Relations with Indonesia, the Kennedy-Johnson Transition, and the Vietnam Connection, 1963-1965,' Diplomatic History, 26, 2, Spring 2002, 249-82.
- Mark A. Lawrence, The Vietnam War: A Concise International History (2008).
- Mark A. Lawrence and Fredrik Logevall (eds), The First Vietnam War: Colonial Conflict and Cold War Crisis (2007).
- Fredrik Logevall, 'De Gaulle, Neutralization and American Involvement in Vietnam, 1963-1964,' Pacific Historical Review, 41, 1992, 69-102.
- Lien-Hang Nguyen, Hanoi's War: An International History of the War for Peace in Vietnam (2012).
- Mari Olsen, Soviet-Vietnam Relations, and the Role of China, 1949-64 (2006).
- Qiang Zhai, China and the Vietnam Wars, 1950-1975 (2000).

Assessment: Essay (35%, 3000 words) in the WT.

Essay (35%, 3000 words) in the ST.

Source analysis (30%) in the AT.

HY4B2 Half Unit Not available in 2024/25

The Afterlives of Empires in the Neo-Colonial Caribbean

This information is for the 2024/25 session.

Teacher responsible: Dr Imaobong Umoren SAR G.04

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: One of the first regions in the world to be colonised by western powers the contemporary Caribbean is shaped indelibly by this historical legacy that is inextricably linked to neo-colonialism and neo-liberalism. This course introduces students to the twentieth century origins and diverse range of neo-colonialism in the Hispanic, Anglophone, and Francophone Caribbean and its ties to hierarchies of race, class, gender, and geography. It aims to expand students' knowledge of wide range of neo-colonial practices and policies in the context of the Caribbean from an economic, political, social, and cultural standpoint. Students unfamiliar with Caribbean history will at the start of the course learn about the origins of conquest, colonialism, and racial slavery in the region from the seventeenth to nineteenth century.

Next students will engage with the twinned rise of US imperialism and neo-colonialism in the Caribbean through an examination of both political economy and the US occupations of Cuba, Haiti, and the Dominican Republic and their control of Puerto Rico. The post-war period was critical to the reformed relationship that French Caribbean territories had with France and students will critically engage with the 1946 vote for departmentalisation and its legacies. Other topics the course will explore include Cold war conflicts in British Guiana and Cuba, constitutional decolonisation and Black Power, the debt crisis and role of the International Monetary Fund in Jamaica; the 1979 Grenadian Revolution and the 1983 US invasion of Grenada; the rise of offshore financial centres with a focus on the Bahamas, the Cayman Islands and Bermuda; tourism, development, and public health and climate change and reparations. Students will explore these themes through a combination of primary and secondary source material. By the end of the course students will be able to identify the origins of neo-colonialism in the Hispanic, Anglophone and Francophone Caribbean and will be able to critically evaluate the ways in which its practices and policies shapes hierarchies of race, class, gender and geography.

Teaching: 20 hours of seminars in the WT.

There will be a reading week in week 6 of the Lent Term.

Formative coursework: One 2000-word annotated bibliography in the Lent Term.

Indicative reading:

- Adlai Murdoch, H ed., *The Struggle of Non-Sovereign Caribbean Territories: Neoliberalism Since The French Antillean Uprisings of 2009* (Rutgers University Press, 2021).
- Bishop, Matthew Louis, *The Political Economy of Caribbean Development* (New York: Palgrave Macmillan, 2013).
- Bonilla, Yarimar, *Non-Sovereign Futures: French Caribbean Politics in the Wake of Disenchantment* (Chicago: University of Chicago Press, 2015).
- Childers, Kristen Stromberg, *Seeking Imperialism's Embrace: National Identity, Decolonization, and Assimilation in the French Caribbean* (Oxford: Oxford University Press, 2016).
- Franczak Michael, *Global Inequality and American Foreign Policy in the 1970s* (2022 forthcoming).
- Getachew, Adom, *Worldmaking After Empire: The Rise and Fall of Self-Determination* (Princeton: Princeton University Press, 2020).
- Hudson, Peter James. *Bankers and Empire: How Wall Street Colonized the Caribbean*. Chicago, 2017
- Manjapra, Kris, *Black Ghost of Empire: The Long Death of Slavery and the Failure of Emancipation* (2022 forthcoming)
- Maurer, Bill, *Recharting the Caribbean: Land, Law, and Citizenship in the British Virgin Islands* (Ann Arbor: University of Michigan Press, 1997).
- Navarro, Tami, *Virgin Capital: Race, Gender, and Financialization in the US Virgin Islands* (State of New York University Press, 2021).
- Ogle, Vanessa, 'Archipelago Capitalism: Tax Havens, Offshore Money, and the State, 1950s–1970s', *The American Historical Review* 122, no. 5 (1 December 2017)
- Ogle, Vanessa, "Funk Money": The End of Empires, The Expansion of Tax Havens, and Decolonization as an Economic and Financial Event', *Past & Present* 249, no. 1 (1 November 2020): 213–49.
- Ortiz, Angel Israel Rivera and Aarón Gamaliel Ramos, eds., *Islands at the Crossroads: Politics in the Non-Independent Caribbean* (Kingston: Ian Randle, 2001).
- Sheller, Mimi, *Island Futures: Caribbean Survival in the Anthropocene* (2020)
- Taiwo, O Olufemi, *Reconsidering Reparations* (2022 forthcoming)
- Wilder, Gary, *Freedom Time: Negritude, Decolonization, and the Future of the World* (Durham: Duke University Press, 2015)

Assessment: Essay (70%, 5000 words) in the ST Week 1. Class participation (15%) and presentation (15%) in the WT.

HY4B3 Half Unit Not available in 2024/25

Citizenship in 20th century political thought: intellectual history in case studies

This information is for the 2024/25 session.

Teacher responsible: Dr Malgorzata Mazurek

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The history of citizenship has often been linked both to the western Canon and to the rise of liberal democratic states, a connection which is itself the product of a particular lineage of teaching political philosophy and theory. This course will challenge students to re-examine this association by revisiting a range of cases in twentieth-century European and global social, political and intellectual history. We will begin with two prominent critiques of the European tradition of political education, which were launched in the wake of the First World War. From there, we will look back at the chief characteristics which had turned modern European and North American universities into global centres of the institutionalised study of citizenship and political obligation. In subsequent case studies, we will investigate alternative conceptions of civic consciousness, including competing ideas of rural self-government at the time of the Russian revolutions and in the early USSR, ideas of municipal self-government and the revival of cities in American and German political thought, the conceptualisation of denationalization and naturalisation entailed in the Nazi understanding of the Volk, postimperial forms of citizenship in the Anglophone and Francophone worlds, and competing conceptions of citizenship in the Cold War.

Teaching: 20 hours of seminars in the WT.

Students on this course will have a reading week in Week 6 of the WT.

Formative coursework: 1000 words, close reading of a primary source related to the course (can be taken from the weekly readings).

Indicative reading: There is now a vast set of readings on the subject. The list below contains a selection of surveys and edited collections ranging from older approaches in liberal political theory of citizenship, to more recent and historically specific studies of citizenship in particular national contexts.

- Alexander Aleinikoff and Douglas Klusmeyer, eds., *Citizenship Today: Global Perspectives and Practices* (Washington: Brookings Institution Press, 2010).
- Richard Bellamy, *Citizenship: A Very Short Introduction*. Very Short Introductions (Oxford; New York: Oxford University Press, 2008).
- Seyla Benhabib, *The Rights of Others Aliens, Residents, and Citizens* (Cambridge; New York: Cambridge University Press, 2004).
- Derek Heater, *What Is Citizenship?* (Malden, Mass: Polity Press, 1999).
- Engin F. Isin and Peter Nyers, eds., *Routledge Handbook of Global Citizenship Studies* (Abingdon, Oxon: Routledge, 2014).
- Niraja Gopal Jayal, *Citizenship and Its Discontents: An Indian History* (Harvard University Press, 2012)
- Leigh Jenco, *Making the Political: Founding and Action in the Political Theory of Zhang Shizhao* (Cambridge: Cambridge University Press, 2010)
- Ayelet Shachar, Rainer Bauböck, Irene Bloemraad, and Maarten Vink, eds. *The Oxford Handbook of Citizenship*. 1st ed. Oxford University Press, 2017.
- Gershon Shafir (ed.) *The Citizenship Debates: A Reader* (Minneapolis: University of Minnesota Press, 1998).
- Mira L. Siegelberg, *Statelessness: A Modern History* (Cambridge, Massachusetts: Harvard University Press, 2020).

- Bryan Turner, 'Outline of a Theory of Citizenship,' in Chantal Mouffe, *Dimensions of Radical Democracy* (London: Verso, 1992).

Assessment: Essay (60%, 2500 words) in the WT.

Presentation (20%) and class participation (20%) in the AT.

HY4B3A Half Unit

Citizenship in 20th century political thought: intellectual history in case studies

This information is for the 2024/25 session.

Teacher responsible: Dr Dina Gusejnova SAR M.14

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The history of citizenship has often been linked both to the western Canon and to the rise of liberal democratic states, a connection which is itself the product of a particular lineage of teaching political philosophy and theory. This course will challenge students to re-examine this association by revisiting a range of cases in twentieth-century European and global social, political and intellectual history. We will begin with two prominent critiques of the European tradition of political education, which were launched in the wake of the First World War. From there, we will look back at the chief characteristics which had turned modern European and North American universities into global centres of the institutionalised study of citizenship and political obligation. In subsequent case studies, we will investigate alternative conceptions of civic consciousness, including competing ideas of rural self-government at the time of the Russian revolutions and in the early USSR, ideas of municipal self-government and the revival of cities in American and German political thought, the conceptualisation of denationalization and naturalisation entailed in the Nazi understanding of the Volk, postimperial forms of citizenship in the Anglophone and Francophone worlds, and competing conceptions of citizenship in the Cold War.

Teaching: 20 hours of seminars in the AT.

Students on this course will have a reading week in Week 6 of the AT.

Formative coursework: 1000 words, close reading of a primary source related to the course (can be taken from the weekly readings).

Indicative reading: There is now a vast set of readings on the subject. The list below contains a selection of surveys and edited collections ranging from older approaches in liberal political theory of citizenship, to more recent and historically specific studies of citizenship in particular national contexts.

- Alexander Aleinikoff and Douglas Klusmeyer, eds., *Citizenship Today: Global Perspectives and Practices* (Washington: Brookings Institution Press, 2010).
- Richard Bellamy, *Citizenship: A Very Short Introduction*. Very Short Introductions (Oxford; New York: Oxford University Press, 2008).
- Seyla Benhabib, *The Rights of Others Aliens, Residents, and Citizens* (Cambridge; New York: Cambridge University Press, 2004).
- Derek Heater, *What Is Citizenship?* (Malden, Mass: Polity Press, 1999).
- Engin F. Isin and Peter Nyers, eds., *Routledge Handbook of Global Citizenship Studies* (Abingdon, Oxon: Routledge, 2014).
- Niraja Gopal Jayal, *Citizenship and Its Discontents: An Indian History* (Harvard University Press, 2012)
- Leigh Jenco, *Making the Political: Founding and Action in the Political Theory of Zhang Shizhao* (Cambridge: Cambridge University Press, 2010)

- Ayelet Shachar, Rainer Bauböck, Irene Bloemraad, and Maarten Vink, eds. *The Oxford Handbook of Citizenship*. 1st ed. Oxford University Press, 2017.
- Gershon Shafir (ed.) *The Citizenship Debates: A Reader* (Minneapolis: University of Minnesota Press, 1998).
- Mira L. Siegelberg, *Statelessness: A Modern History* (Cambridge, Massachusetts: Harvard University Press, 2020).
- Bryan Turner, 'Outline of a Theory of Citizenship,' in Chantal Mouffe, *Dimensions of Radical Democracy* (London: Verso, 1992).

Assessment: Essay (60%, 2500 words) in the WT.

Presentation (20%) and class participation (20%) in the AT.

HY4B3W Half Unit Not available in 2024/25

Citizenship in 20th century political thought: intellectual history in case studies

This information is for the 2024/25 session.

Teacher responsible: Dr Malgorzata Mazurek

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The history of citizenship has often been linked both to the western Canon and to the rise of liberal democratic states, a connection which is itself the product of a particular lineage of teaching political philosophy and theory. This course will challenge students to re-examine this association by revisiting a range of cases in twentieth-century European and global social, political and intellectual history. We will begin with two prominent critiques of the European tradition of political education, which were launched in the wake of the First World War. From there, we will look back at the chief characteristics which had turned modern European and North American universities into global centres of the institutionalised study of citizenship and political obligation. In subsequent case studies, we will investigate alternative conceptions of civic consciousness, including competing ideas of rural self-government at the time of the Russian revolutions and in the early USSR, ideas of municipal self-government and the revival of cities in American and German political thought, the conceptualisation of denationalization and naturalisation entailed in the Nazi understanding of the Volk, postimperial forms of citizenship in the Anglophone and Francophone worlds, and competing conceptions of citizenship in the Cold War.

Teaching: 20 hours of seminars in the WT.

Students on this course will have a reading week in Week 6 of the WT.

Formative coursework: 1000 words, close reading of a primary source related to the course (can be taken from the weekly readings).

Indicative reading: There is now a vast set of readings on the subject. The list below contains a selection of surveys and edited collections ranging from older approaches in liberal political theory of citizenship, to more recent and historically specific studies of citizenship in particular national contexts.

- Alexander Aleinikoff and Douglas Klusmeyer, eds., *Citizenship Today: Global Perspectives and Practices* (Washington: Brookings Institution Press, 2010).
- Richard Bellamy, *Citizenship: A Very Short Introduction*. Very Short Introductions (Oxford; New York: Oxford University Press, 2008).
- Seyla Benhabib, *The Rights of Others Aliens, Residents, and Citizens* (Cambridge; New York: Cambridge University Press, 2004).
- Derek Heater, *What Is Citizenship?* (Malden, Mass: Polity Press, 1999).

- Engin F. Isin and Peter Nyers, eds., *Routledge Handbook of Global Citizenship Studies* (Abingdon, Oxon: Routledge, 2014).
- Niraja Gopal Jayal, *Citizenship and Its Discontents: An Indian History* (Harvard University Press, 2012)
- Leigh Jenco, *Making the Political: Founding and Action in the Political Theory of Zhang Shizhao* (Cambridge: Cambridge University Press, 2010)
- Ayelet Shachar, Rainer Bauböck, Irene Bloemraad, and Maarten Vink, eds. *The Oxford Handbook of Citizenship*. 1st ed. Oxford University Press, 2017.
- Gershon Shafir (ed.) *The Citizenship Debates: A Reader* (Minneapolis: University of Minnesota Press, 1998).
- Mira L. Siegelberg, *Statelessness: A Modern History* (Cambridge, Massachusetts: Harvard University Press, 2020).
- Bryan Turner, 'Outline of a Theory of Citizenship,' in Chantal Mouffe, *Dimensions of Radical Democracy* (London: Verso, 1992).

Assessment: Essay (60%, 2500 words) in the WT. Presentation (20%) and class participation (20%) in the AT.

HY4B4 Half Unit

Maritime Asia in Transition, 1405-1839

This information is for the 2024/25 session.

Teacher responsible: Dr Ronald Po, SAR 2.18

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The subject of this course is the history of maritime Asia, particularly East and Southeast Asia, from the fifteenth to the early nineteenth centuries. If there is something we could refer to as a transition, would it be one related to a shift from being a not-so-maritime Asia to a relatively more-maritime Asia, or vice versa? Or perhaps the question should be one regarding a transition from one kind of Asia to another; for instance, from being secluded to embracing openness on its way to progress, or from being fairly continental to more maritime. Are there any fundamental differences between the conception of a maritime Asia and of a maritime Europe? These questions sound teleological in that the people of the time would hardly have made these enquiries. In the present century, however, it is imperative that we ask these questions in order to better situate Asia, especially during the early modern era, within a broader global context. In this seminar we will focus on a variety of themes so as to identify whether there were transitions and/or transformations in the history of maritime Asia that helped formulate the geopolitical order, cultural landscape/seascape, and trading networks of the Asian Pacific region and beyond. Throughout the course we will regard the ocean itself as an important segment of the world, whose fate is entwined with that of the human race. Using both textual and non-textual historical materials, we will critically examine various topics ranging from stories of an admiral, policy makers, and pirates, to the histories of a port city, an island, and a vast swath of sea space.

Teaching: 20 hours of seminars in the WT.

There will be a reading week in week 6 of the Winter Term.

Formative coursework: One essay (2000 words) in the Winter Term.

Indicative reading:

- David Armitage, Alison Bashford, and Sujit Sivasundaram, *Oceanic Histories* (Cambridge: Cambridge University Press, 2017).
- Edward L. Dreyer, *Zheng He: China and the Oceans in the Early Ming Dynasty, 1405-1433* (Old Tappan, N.J.: Pearson Longman, 2006).

- Adam Clulow, *The Company and the Shogun: The Dutch Encounter with Tokugawa Japan* (New York: Columbia University Press, 2014).
- James B. Lewis (eds.), *The East Asian War, 1592-1598: International Relations, Violence, and Memory* (London: Routledge, 2015).
- Xing Hang, *Conflict and Commerce in Maritime East Asia: The Zheng Family and the Shaping of the Modern World, c. 1620-720* (Cambridge: Cambridge University Press, 2015).
- Ronald C. Po, *The Blue Frontier: Maritime Vision and Power of the Qing Empire* (Cambridge: Cambridge University Press, 2018).
- John E. Wills., *China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions* (Cambridge: Cambridge University Press, 2011)
- Antony Reid (ed.), *Southeast Asia in the Early Modern Era: Trade, Power and Belief* (Ithaca and London: Cornell University Press, 1993).
- Leonard Blussé, *Visible Cities: Canton, Nagasaki, and Batavia and the Coming of the Americans* (Cambridge and London: Harvard University Press, 2008).
- Paul van Dyke, *The Canton Trade: Life and Enterprise on the China Coast, 1700-1845* (Hong Kong: Hong Kong University Press, 2007).
- Robert Antony, *Unruly People: Crime, Community, and State in Late Imperial South China* (Hong Kong: Hong Kong University Press, 2016).

Assessment: Essay (70%, 5000 words) in the ST.

Class participation (15%) and presentation (15%) in the WT.

HY4B7

Asian Borderlands

This information is for the 2024/25 session.

Teacher responsible: Dr Qingfei Yin SAR M.06

Availability: This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This seminar takes a borderland perspective to Modern Asian History, challenging the practice of treating national territories as the building blocks of academic enquiry. Through a wide range of readings, the participants examine the transformation of modern Asia by centring on the historically marginal societies and come to better understand a borderlands approach to the studies of history. The first part of the course follows a chronological scheme, tracing the changing political, social, and cultural landscapes of Asian borderlands in the eras of imperial encounters, decolonization, and the Cold War. The second part of the seminar focuses on a series of analytical lenses commonly applied in the study of borderlands history, such as state power, state resistance, identity, gender, ethnicity, and environment. Through the course of the seminar, students will critically analyse "space," "frontiers," "geo-body," "Zomia," and other important concepts that have informed the historiography of Asian borderlands. Through the assigned readings, discussion, and written assignments, students will also learn about how historians synthesize contributions originating from different regional historiographical literatures.

Teaching: 10 x 2-hour seminars in the Autumn Term; 10 x 2-hour seminars in the Winter Term. Students on this course will have a reading week in Week 6 of the AT and the WT.

Formative coursework: One essay (2000-2500 words) in the Autumn Term.

Indicative reading:

- Gavrili, George. *The Dynamics of Interstate Boundaries*. Cambridge: Cambridge University Press, 2008.
- Guyot-Réchard, Bérénice. *Shadow States: India, China and the Himalayas, 1910-1962*. Cambridge University Press, 2016.
- Ishikawa, Noboru. *Between Frontiers: Nation and Identity in a Southeast Asian Borderland*. Athens, OH: Ohio University Press, 2010.
- Khan, Sulman Wasif. *Muslim, Trader, Nomad, Spy: China's Cold War and the People of the Tibetan Borderlands*. Chapel Hill, NC: University of North Carolina Press, 2015.
- Marsden, Magnus, and Benjamin Hopkins. *Fragments of the Afghan Frontier*. Oxford: Oxford University Press, 2011.
- Scott, James. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven, CT: Yale University Press, 2009.
- Song, Nianshen. *Making Borders in Modern East Asia: The Tumen River Demarcation, 1881-1919*. Cambridge: Cambridge University press, 2018.
- Sunderland, Willard. *Taming the Wild Field: Colonization and Empire on the Russian Steppe*. Ithaca, NY: Cornell University press, 2004.
- Szonyi, Michael. *Cold War Island: Quemoy on the Front Line*. Cambridge: Cambridge University Press, 2008.
- Winichakul, Tongchai. *Siam Mapped: A History of the Geo-Body of a Nation*. Honolulu, HI: University of Hawaii Press, 1994.

Assessment: Essay (75%, 4000 words) in the ST.
Class participation (25%) in the AT and WT.

IR411

Foreign Policy Analysis III

This information is for the 2024/25 session.

Teacher responsible: Dr Federica Bicchi

Availability: This course is available on the MSc in Comparative Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply, but that may not continue to be the case.

Pre-requisites: Students need not have studied Foreign Policy Analysis before, but some familiarity with 1) theories of International Relations and 2) contemporary international history is essential.

Course content: Foreign Policy Analysis (FPA) looks at the way in which policies affecting external relations are made and shaped by state actors, as well as by actors below and above the state level. This makes it distinct from approaches to International Relations that take the structure of the international system as a starting point for analysis. By understanding how policies are shaped by domestic and international politics and structures, it is possible to arrive at new understandings of the foreign policies of individual states and to critique and enrich scholarship in the mainstream of International Relations. This course prepares students for such tasks by introducing them to the major theoretical concepts and approaches of FPA, and applying them to a range of case studies selected from a wide variety of states and international organisations.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the AT. 9 hours of lectures and 13 hours and 30 minutes of seminars in the WT. 1 hour of lectures in the ST. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce two 1,500 word essays for their seminar leader (1 essay in the AT and 1 essay in the WT). Students will also be expected to present one seminar topic.

Indicative reading:

- Alden, Chris and Aran, Amnon, *Foreign policy analysis: new approaches: understanding the diplomacy of war, profit and justice*, (Abingdon: Routledge, 2016).
- Morin, Jean-Frédéric, and Jonathan Paquin, *Foreign Policy Analysis: A Toolbox*, (Springer, 2018).
- Smith, Steve, Hadfield, Amelia and Dunne, Tim, (eds.), *Foreign policy: theory, actors, cases*, (Oxford: Oxford University Press, 2016).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

e-Exam (3 hours, 100%) in the ST.

IR412

International Institutions

This information is for the 2024/25 session.

Teacher responsible: Dr Theresa Squatrito CBG 8.08

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply, but that may not continue to be the case.

Course content: International organizations and other international institutions are created and expected to provide solutions whenever governments face challenges across borders, such as conflict and war, humanitarian emergencies, pandemics, climate change, financial crises, trade restrictions, economic development, and human rights. But their role in world politics is controversial. Some perceive international institutions as effective and legitimate alternatives to unilateral state policies, while others view them as cover for the exercise of power by dominant states. Many are disappointed by the gap between the lofty aspirations and their actual performance in addressing global problems— and wonder how that gap could be closed. Global power shifts, geopolitical tensions and hostility to international governance pose major challenges to international cooperation.

While some observers tend to lump all international institutions together, in reality the functioning, power, and effectiveness of international institutions differ widely – across organisations, issues, regions, and over time. The first part of the course introduces influential explanations for key questions about international institutions: why they are created, why they differ, who makes the key decisions and how, when and why they help solve international problems, and how they relate to one another in complex webs of global governance. The second part answers these questions in relation to specific international organizations, including the United Nations, the North Atlantic Treaty Organisation, the World Trade Organisation, the International Monetary Fund and the World Bank, as well as international institutions in the areas of human rights, environmental protection, and global health. The course also considers international organizations that promote regional integration.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn and Winter Term. Students on this course will have a reading week in Week 6 of each term, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 formative essay in the AT and 1 formative essay in the WT. Each seminar participant is required to give 1 presentation and one presentation commentary.

Indicative reading: Volker Rittberger, Bernhard Zangl, Andreas Kruck and Hylke Dijkstra. 2019. *International Organization: Polity, Politics and Policies*, Third Edition, London: Red Globe Press
 Ian Hurd. 2018. *International Organizations: Politics, Law, Practice*, Third Edition. Cambridge: Cambridge University Press
 Aggarwal, V. K. and Dupont, C. (2014) Cooperation and conflict in the global political economy. In: Ravenhill, John, *Global political economy*. 4th edition. Oxford: Oxford University Press
 Fehl, C. (2004) 'Explaining the International Criminal Court: A 'Practice Test' for Rationalist and Constructivist Approaches', *European Journal of International Relations* 10(3): 357-94
 Niemann, A. (2006) 'Beyond Problem-Solving and Bargaining: Genuine Debate in EU External Trade Negotiations', *International Negotiation* 11: 467-97

Assessment: Essay (85%, 4000 words) in the WT.
 Class participation (15%) in the AT and WT.

IR415 Not available in 2024/25

The Strategy of Conflict in International Relations

This information is for the 2024/25 session.

Teacher responsible: Dr. Anna Getmansky CBG 8.05

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Course content: This course provides students with an opportunity to apply their theoretical knowledge and simulate decision-making based on a case study of an actual conflict. The first part of the course serves as an introduction and a refresher on several theories and models of conflict, and provides a background to one conflict. In the second part of the course, students will split into several teams, each representing a player in the conflict. They will receive scenarios and will re-enact specific events. The main goal of the course is to experience how IR theories and concepts can be applied to decision-making in somewhat realistic scenarios.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will write short weekly blog posts on Moodle and provide an 800-word outline of their assessed essay by the end of Week 8. This will be returned by the end of LT.

Indicative reading: The following short list comprises some of the most important and some of the best currently available books. An asterisk indicates publication in paperback edition. R Aron, *Peace and War*; C M Clausewitz, *On War* (Ed by M Howard & P Paret); J L Gaddis, *Strategies of Containment*; M E Howard, *War and the Liberal Conscience*; F M Osanka, *Modern Guerrilla Warfare*; C Coker, *War and the Twentieth Century*; J Keegan, *A History of Warfare*; C Coker, *War and the Illiberal Conscience*.

Assessment: Essay (100%, 4000 words) in the ST.
 Students will write a 4,000-word assessed essay selecting from a list of topics and questions provided by the course coordinator.

IR416

The EU in the World

This information is for the 2024/25 session.

Teacher responsible: Prof Karen Smith (CBG.10.14)

Availability: This course is available on the MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics), MSc in The Global Political Economy of China and Europe (LSE and Fudan) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply but that may not continue to be the case.

Pre-requisites: Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics over the last one hundred years.

Course content: The development of the external activities of the European Communities, now the European Union, since 1957, including the development of European Political Cooperation and the Common Foreign and Security Policy, and trade and development policy. The relationship between the member states and these external activities, in particular the impact of the evolution of EU institutions and policies on national foreign policies. Relations between the EU and non-EU states and regions, including the United States, Russia, the Middle East, Asia and Africa.

Watch a short introductory video on this course:

<http://www.lse.ac.uk/internationalRelations/video/IR416-EUW-video.aspx>

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Autumn and Winter Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are expected to submit two 2,000-word essays during the course, to be marked by seminar leaders. Students will be expected to produce 1 essay in the AT and 1 essay in the WT.

Indicative reading:

- Sieglind Gstöhl and Simon Schunz, eds, *The External Action of the European Union*, Macmillan, 2021
- Amelia Hadfield, Ian Manners, and Richard Whitman, eds, *Foreign Policies of EU Member States*, Routledge 2017
- Christopher Hill, Michael Smith, and Sophie Vanhoonacker (eds), *International Relations and the European Union*, 4th edition, OUP, 2023
- Stephan Keukeleire and Tom Delreux, *The Foreign Policy of the European Union*, 3rd edition, Palgrave, 2022
- Karen E. Smith, *European Union Foreign Policy in a Changing World*, 3rd edition, Polity Press, 2014

Assessment: Exam (90%, duration: 3 hours) in the spring exam period.

Class participation (10%) in the AT and WT.

The exam will be an on campus 'e-Exam'.

IR419

International Relations of the Middle East

This information is for the 2024/25 session.

Teacher responsible: Prof Fawaz Gerges CBG.10.03

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics) and MSc in Theory and History of International Relations.

This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is intended primarily for students on programmes run by the Department of International Relations (IR). Students on the MSc in Comparative Politics and MSc in Global Politics may take the course, but this is subject to students demonstrating that they have a grasp of International Relations theory, or have made efforts to cover this ground before starting the course.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Students external to the IR department must clearly outline the extent to which they are familiar with IR theory / efforts they will make to familiarise themselves with this area before the course begins.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply, but that may not continue to be the case.

Pre-requisites: A knowledge of the international political system, of the major issues in its contemporary development, and at least a basic understanding of core International Relations theory, is required. Background in IR and/or political science and/or history is a prerequisite.

Course content: The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and great power/super power/hyperpower politics.

Topics covered include: The emergence of the state system in the Middle East during the inter-war period; the interplay of domestic politics, regional conflicts and international rivalries; the Cold War and post-Cold War significance of the Middle East in global politics; the importance of oil and other economic factors and interests; conflict in the Gulf and the Arab-Israeli conflict; the foreign policies of major Middle Eastern states and the Lebanese civil war; the role of ideologies and social movements: Arab nationalism, militarism, political Islam and global jihadism; state and non-state actors; democracy and human rights issues, the Arab Spring uprisings; and international relations theory and its significance for the study of Middle East politics.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Autumn and Winter Terms. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 2 essays and 2 presentations in the AT and WT.

Seminar attendees will be expected to submit two 2,500-word essays, based on past examination papers, to be marked by their seminar teacher, and to give presentations in both the AT and WT.

Indicative reading: Students are strongly advised to read before the beginning of the course:

- Fawaz A. Gerges, *Making the Arab World: Nasser, Qutb, and the Clash That Shaped the Middle East*
- F. Halliday, *The Middle East in International Relations: Power, Politics and Ideology*
- Madawi al-Rasheed, *A Most Masculine State: Gender, Politics and Religion in Saudi Arabia*
- Fawaz A. Gerges, *The Superpowers and the Middle East: Regional and International Politics*
- Louise Fawcett, *International relations of the Middle East*

In addition they are recommended to consult:

- Nazih Ayubi, *Over-stating the Arab State: politics and society in the Middle East*
- Lisa Anderson, *'The State in the Middle East and North Africa'*

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- R Hinnebusch & A Ehteshami (Eds), *The Foreign Policies of Middle East States*
- B Korany & A Dessouki (Eds), *The Foreign Policies of Arab States*
- John Chalcraft, *Popular Politics in the Making of the Middle East*
- Madawi al-Rasheed, *Demystifying the Caliphate*
- Fanar Haddad, *Sectarianism in Iraq: Antagonistic Visions of Unity*
- Fawaz A. Gerges (ed.), *The New Middle East: Protest and Revolution in the Arab World*
- Z. Lockman, *Contending Visions of the Middle East: The History and Politics of Orientalism*

Assessment: Take-home assessment (100%) in the ST.

IR422 Not available in 2024/25

Conflict and Peacebuilding

This information is for the 2024/25 session.

Teacher responsible: Dr Milli Lake

Availability: This course is available on the MSc in Gender, Peace and Security, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Pre-requisites: A basic background knowledge of the subject would be an advantage.

Course content: This course combines theoretical, empirical, and conceptual work on conflict and peacebuilding with experiences and reflections from particular cases. The course integrates research on political violence, civil war onset, armed group mobilization, rebel governance, and civilian agency. It further explores international responses to conflict, engaging literatures on statebuilding, colonization, and liberal peace. While the course is primarily empirical in focus, it situates experiences of violence, conflict and peace within a broader historical trajectory, considering relationships between global structures of power and the microdynamics of conflict.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in the WinterTerm. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will produce a formative essay in the WT.

Indicative reading:

- Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge: Cambridge University Press,
- Straus, Scott. 2015. *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa*. Ithaca: Cornell University Press.
- Cohen, Dara Kay. 2016. *Rape During Civil War*. Ithaca: Cornell University Press.
- Autesserre, Séverine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. Cambridge University Press.
- Staniland, Paul. 2014. *Networks of Rebellion: Explaining Insurgent Cohesion and Collapse* (Ithaca: Cornell University Press),
- Arjona, Ana. 2016. "Rebelocracy: A Theory of Social Order in Civil War" (Kellogg Working Paper) & *Rebelocracy: Social Order in the Colombian Civil War* (Cambridge: Cambridge University Press)
- Walter, Barbara F. "The New New Civil Wars." *Annual Review of Political Science* 20, no. 1(2017): 469–86
- Weinstein, Jeremy. 2007. *Inside Rebellion: The Politics of insurgent Violence*. Cambridge: Cambridge University Press.

- Wood, Elisabeth. 2008. "The Social Processes of Civil War: The Wartime Transformation of Social Networks." *Annual Rev. Political Science*. 11:539-561.
- Mamdani Mahmood. 2003. 'Making Sense Of Political Violence in Post-Colonial Africa.' *Socialist Register* (79).
- Enloe, Cynthia H. 2007. *Globalization and Militarism : Feminists Make the Link*. Lanham: Rowman & Littlefield
- Peterson, Spike. 2007. 'Thinking Through Intersectionality and War' *Race, Gender & Class*, 10-27.
- Tickner, JA. 1992. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. Columbia Univ. Press
- Wimmer, Andreas. 2012. *Waves of War: Nationalism, State Formation, and Ethnic Exclusion in the Modern World*. Cambridge University Press
- MacGinty, Roger. 2021. *Everyday Peace: How So-Called Ordinary People Can Disrupt Violent Conflict*. Oxford University Press.
- Fujii, LeeAnn. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47(2):231–41.
- Campbell, Susanna, David Chandler, and Meera Sabaratnam. 2011. *A Liberal Peace?: The Problems and Practices of Peacebuilding*. Zed Books.

Assessment: Class participation (20%) in the WT.
Take-home assessment (80%) in the ST.

IR434 Half Unit European Defence and Security

This information is for the 2024/25 session.

Teacher responsible: Dr Spyros Economides

Availability: This course is available on the MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the online application on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students who apply but that may not continue to be the case.

Course content: This course examines the role of defence and security issues in European integration. It traces the evolution and nature of decision-making with respect to European defence initiatives, and examines the structures and institutions of EU defence and security. It also seeks to understand the relationship between foreign policy and security/defence policy in the EU especially in the context of transatlantic relations, and NATO, and the EU's wider international role. The course examines defence and security issues in European integration, as well as addressing the question of defence and European identity, the relationship between European defence and the national objectives of Member States, the link between collective defence and collective security, and the role of defence in the EU's evolution as a civilian, normative and global actor in international relations. The course also examines the relationship between NATO and European security concerns, and more contemporary developments with regard to provisions for crisis management and conflict prevention.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will produce a formative essay of 2000 words in the AT.

Indicative reading:

- Anne Deighton (Ed), *Western European Union: Defence Security Integration*;
- Andrew Cottey, *Security in the New Europe*;
- Jolyon Howorth, *Security and Defence Policy in the European Union*;
- Simon Duke, *The Elusive Quest for European Security*;
- From EDC to CFSP;
- Paul Gebhard, *The United States and European Security*;
- Heather Grabbe, *The Sharp Edges of Europe*;
- Francois Heisbourg et al, *European Defence: Making it Work*;
- Sean Kay, *Nato and the Future of European Security*;
- G Rees Wyn, *The Western European Union at the Crossroads*;
- Stanley Sloan, *The United States and European Defence*;
- Panos Tsakaloyannis, *The European Union as a Security Community* (1996).

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

The exam will be an on campus 'e-Exam'.

IR445 Not available in 2024/25 Global Politics of China

This information is for the 2024/25 session.

Teacher responsible: Prof William A. Callahan CBG.9.05

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: China has long been of interest to students of International Relations due to its historical role as the major power of East Asia, and its current status as a great power with influence in geopolitics, world trade, and global governance. The course lectures examine the development of China's relations with the world in terms of history, culture, and policy-making, and consider how power works in various ways: economic power, military power, soft power, United Front Work, race and gender, and normative power. The remainder of the course analyses case studies on China's relations with the United States, Russia, Japan, Hong Kong and Taiwan, Southeast Asia, and on the topical issues of Chinese IR theory, grand strategy, the Belt and Road Initiative, the environment, global cyber-politics, and Chinese world orders (including analysing science fiction for China's futuristic 'galactic politics').

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Autumn, Winter and Spring Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will complete two 2,000 word essays during the course and will make two presentations to the seminar. It is permissible for the presentations to be on the same topics as the essays.

Indicative reading: Economy, Elizabeth C., *The World According to China*, Oxford University Press, 2022.

Breslin, Shaun. *China Risen? Studying Chinese Global Power*, Bristol University Press, 2021.

Yahuda, Michael, *The International Politics of the Asia-Pacific*, 4 edn. London: Routledge, 2019.

Zhao, Suisheng, *China's Big Power Ambition under Xi Jinping: Narratives and Driving Forces*, Routledge, 2021.

Assessment: Take-home assessment (100%) in the ST.

IR448 Half Unit American Grand Strategy

This information is for the 2024/25 session.

Teacher responsible: Prof Peter Trubowitz CBG 10.16

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply but that may not continue to be the case.

Course content: This course will explore American foreign policy at the broadest level of analysis – the level known as grand strategy. The course will showcase the main theoretical perspectives that inform the study of US grand strategy and apply them to historical and contemporary cases of American statecraft. In this connection, we will assess the relevance of the US experience for theorizing about power politics and the implications of alternative theories for thinking critically about American behaviour. Students will gain an appreciation of the debates and controversies that animate the study of US foreign policy, as well as of the unique challenges posed by making foreign policy in the American political, economic, and cultural context.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will write short weekly blog posts on Moodle and provide an 800-word outline of their assessed essay by the end of Week 8. This will be returned by the end of AT.

Indicative reading:

- John Lewis Gaddis, *Strategies of Containment* (2005)
- Peter Trubowitz, *Politics and Strategy* (Princeton 2011)
- Linda Weiss, *America Inc.?* (Cornell 2014)
- Rebecca Thorpe, *The American Warfare State* (Chicago 2014)
- Fareed Zakaria, *From Wealth to Power* (Princeton 1998)
- Robert Kagan, *The Jungle Grows Back* (Knopf, 2018)
- Joan Hoff, *A Faustian Foreign Policy* (Cambridge 2008)

Assessment: Essay (100%, 4000 words) in the WT.

Students will write a 4,000-word assessed essay selecting from a list of topics and questions provided by the course coordinator.

IR452 Half Unit Empire and Conflict in World Politics

This information is for the 2024/25 session.

Teacher responsible: Dr David Rampton

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Gender (Rights and Human Rights), MSc in Gender, Peace and Security, MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: This is a course about war and empire. Many peoples and places in the world have been shaped by imperialism. This course explores some of the violent dimensions of the imperial past and present. It imagines world politics as a space of co-constitution and war or violent conflict as a form of social

interconnection. The course considers armed conflict in imperial context from 'world wars', to colonial 'small wars' through to the War on Terror and beyond. It looks at how warfare shapes (and is shaped by) the societies, cultures and polities that populate world politics. The course also considers some of the intellectual traditions that have arisen out of the experience of, and inquiry into, imperial/colonial violence, from the thought of resistance leaders to subaltern and postcolonial/decolonial studies. The premise of the course is that imperial warfare and violence have been generative forces in shaping world politics, well beyond the times and places of specific battles and killings.

This course familiarises students with some themes from scholarship on empire and conflict in the social sciences and humanities. This involves, first, understanding the limitations of the sovereign nation-state as the basic unit of world politics. For most people in most times and places, international relations have taken imperial form of one kind or another. What would it mean to take empire seriously in international thought and inquiry? The course approaches this question by looking at the relations between imperial and global socio-political and economic forces in historical and theoretical context. Second, although much scholarship on empire concerns economy and culture, the history of empire is a history of continual warfare and armed resistance. Imperialism has informed both "world wars" and "small wars", all of which have shaped society and politics in both the core and periphery of the international system, and continues to do so long after the guns fall silent (e.g. in the case of the US and the Vietnam War). The course will cover the histories, strategies and theories associated with such wars and their effects. The course will also explore the intersection between empire and knowledge in political theory and social inquiry. Not only did anti-colonial resistance produce its own theorists, such as Frantz Fanon and Mao Zedong, but in recent decades empire has been the site of new turns in social and political theory and inquiry, as for example in subaltern and postcolonial/decolonial studies, as well as a spike in wider critical approaches in the wake of the War on Terror. The course will introduce students to these works and their application to understanding world politics, including in relation to specific contexts and historical periods of modern empire.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Winter Term. Students on this course will have a reading week in Week 6, in line with departmental policy. The course also features a film series focused on themes of imperial/colonial and decolonial conflict. The film series also provides an opportunity for course socialisation and the exploration of course themes through accessible popular culture and media. The course coordinator will briefly introduce each film, which is followed by small-group and open-forum discussion in order to draw out the significance of the film for course themes.

Formative coursework: Students will be expected to produce a 3-4-page summative essay proposal, stating which question/title they are responding to, followed by an outline of their working argument or explanatory framework developed through a literature review in essay-like form, engaging the essential readings and a selection of recommended readings. The proposal should put these texts into conversation with one another in order to identify the key perspectives relevant to the proposed theme, question or title, demonstrating how the proposal's working argument is positioned in relation to these perspectives. This section will be followed by discussion of the kind of empirical evidence under consideration (e.g. case study or studies, dispersed empirical examples etc.). Finally, the formative assessment will include a bulleted essay structure outline and a bibliography. This essay proposal must be developed through an engagement of essential and recommended course literature relevant to the theme. The course coordinator will provide feedback on the proposal, highlighting both positive aspects and any potential problems with the essay project.

Indicative reading: Roxanne Doty, *Imperial Encounters* (Minneapolis: University of Minnesota Press, 1996). Alexander Anievas, Nivi Manchanda and Robbie Shilliam (eds.),

Race and Racism in International Relations: Confronting the Global Colour Line (Abingdon: Routledge, 2015).

Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Norman: University of Oklahoma Press, 1999 [1984]).

Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Durham and London: Duke University Press, 1999).

Edward Said, *Culture and Imperialism* (New York: Vintage, 1994 [1993]).

Frantz Fanon, *The Wretched of the Earth* (Harmondsworth: Penguin Books, 1967 [1961]).

Gary Wilder, *Freedom Time: Negritude, Decolonization and the Future of the World* (Durham: Duke University Press, 2015)

Faisal Devji, *The Terrorist in Search of Humanity: Militant Islam and Global Politics* (London: Hurst, 2008)

Eric R. Wolf, (1997[1982]) *Europe and the People Without History*. Berkeley: University of California Press.

Michel Rolph-Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon, 2015 [1995])

Assessment: Essay (100%, 5000 words) in the ST.

The summative assessment is to be completed on the basis of the formative essay proposal (see above) and the feedback on this provided by the Course Coordinator. The essay's response to the question, working argument and analysis must be developed through an engagement of essential and recommended course literature relevant to the question/theme. Please note that all forms of plagiarism are prohibited, and that summative and formative assessments will be checked for plagiarism, including the use of generative AI.

IR453 Half Unit

Global Business in International Relations

This information is for the 2024/25 session.

Teacher responsible: Prof Robert Falkner CBG 8.02

Availability: This course is available on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: This course examines the role of global business as an actor in international relations. It reviews the political and economic theories that explain the rise of global business and foreign direct investment, paying attention in particular to International Relations and International Political Economy approaches, but also covering the main economic explanations of MNCs. The course examines the interaction between global business and states in international relations, especially state-firm bargaining over investment decisions and the regulation of global business by states and international organizations. The course also considers the role that global business plays in selected global policy areas: climate change and the environment, economic development, and human rights.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

10 lectures and 10 seminars on the following topics:

- 1 Introduction: global business in international relations
- 2 Globalisation and the rise of MNCs
- 3 Economic theories of the global firm
- 4 The political economy of MNC-state relations
- 5 International investment rules
- 6 International taxation and global business
- 7 The tech giants and how to govern them
- 8 Global business and climate change
- 9 MNCs, FDI and economic development

10 MNCs and the global governance of human rights

Formative coursework: Students will be expected to produce 1 essay of 1500 words in the AT.

Indicative reading:

- Bonnitche, J., Poulsen, L. N. S., & Waibel, M. (2017). *The political economy of the investment treaty regime*: Oxford University Press.
- Cohen, Stephen D. (2007). *Multinational corporations and foreign direct investment: avoiding simplicity, embracing complexity*. Oxford: Oxford University Press.
- Dashwood, H. S. (2012). *The Rise of Global Corporate Social Responsibility: Mining and the Spread of Global Norms*. Cambridge, Cambridge University Press.
- Dunning, John H., & Lundan, Sarianna M. (2008). *Multinational enterprises and the global economy*: Edward Elgar Publishing.
- Falkner, R. (2008). *Business Power and Conflict in International Environmental Politics*. Basingstoke, Palgrave Macmillan.
- Jensen, Nathan M. (2008). *Nation-states and the multinational corporation: A political economy of foreign direct investment*. Princeton, NJ: Princeton University Press.
- Knudsen, J.S. and J. Moon (2017). *Visible Hands. Government Regulation and International Business Responsibility*. Cambridge, Cambridge University Press.
- Mikler, J., Ed. (2013). *The Handbook of Global Companies*. Wiley-Blackwell.
- Mikler, J. (2018). *The political power of global corporations*. Cambridge: Polity.
- Rugman, A. M. (2014). *Multinationals and development*: Yale University Press.
- Sundaram, Anant K., & Hansen, Robert G (Eds.). (2023). *Handbook of Business and Climate Change*: Edward Elgar Publishing.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

The exam will be an on campus e-Exam'.

IR454 Half Unit Not available in 2024/25

Governing International Political Economy: Lessons from the Past for the Future

This information is for the 2024/25 session.

Teacher responsible: Dr James 021858 CBG.8.06

Availability: This course is available on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: History has always been central to the study and practice of international political economy. The field's most influential scholars and practitioners have repeatedly turned to history both to explain, and to offer a fresh perspective on, the great challenges of their times. This course is designed to help students cultivate that invaluable skill and habit of mind. Tracing the evolution of the global political-economic order across the last several centuries, this course examines:

- canonical theorists' particular treatments of international political economy.
 - the on-going, timeless debate between these theorists.
 - the major shifts in the global political-economic order.
 - the interaction between theories and policy shifts.
- A number of important questions will be considered, including:
- What role do ideas play in international relations?
 - To what extent can individual actors shape the global political-economic order?
 - Do circumstances determine which ideas and which leaders come to the fore? Or do men and women make their own history?

- What does this history reveal that might help us to shape international politics today and in the future?

This course considers international order from the standpoint of both international security and international political economy. It will appeal to students who want to delve deeper into the history and evolution of the international system.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce an essay and deliver an in-class presentation.

Indicative reading:

- Keynes, JM. *The Economic Consequences of the Peace*.
- Marx, Karl. *The Eighteenth Brumaire of Louis Napoleon*.
- Angell, Norman. *The Great Illusion*.
- Arendt, Hannah. *The Origins of Totalitarianism*.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

The exam will take place in the form of an e-Exam.

IR462 Half Unit

Theory of International Society

This information is for the 2024/25 session.

Teacher responsible: Dr Peter Wilson

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics) and MSc in Theory and History of International Relations. This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Pre-requisites: A good knowledge of international history since 1870. Familiarity with the main theories of international relations.

Course content: The English School (ES) is an approach to International Relations (IR) that posits that the relationships between states and other significant actors take place in a social setting. This social setting consists of a complex web of rules, principles, practices, and institutions, the identification and analysis of which is a necessary first step to the understanding of 'how things work' internationally. As an approach to IR the ES has been influenced by classical Realism and shares common ground with Constructivism and liberal approaches such as Regime Theory. But it continues to set out a distinctive position, both methodologically and substantively, defining itself against these and other approaches. It has its roots in the teaching of C. A. W. Manning at LSE in the 1930s and 1940s and his explorations of the concept of international society. Later scholars traced its roots further back in time in the classical political thought of Grotius, Suarez, Gentili, Vattel and other notable jurists and politico-legal theorists of early-modern Europe. It began to take shape through the work of the British Committee on International Theory in the 1950s and 1960s and acquired international standing in the decades that followed through the widely cited and influential writings of Martin Wight and Hedley Bull. Today it is a body of theory with a growing number of adherents across the world, a strong presence at international conferences, and a steady output of scholarly publications. Course content includes: the nature of international society; the bases of international order; the institutional structure of international society; the expansion of international society; the eurocentrism of international society; pluralism vs. solidarism; inequality, legitimacy and justice; the diplomatic and political challenges of human rights, and environmental degradation.

Teaching: 20 hours of seminars in the WT.

The first seminar will consist of a lecture by the course convenor followed by Q&A.

Formative coursework: Students will be expected to produce a 1500-word formative essay in the WT.

Indicative reading:

- Hedley Bull, *The Anarchical Society* (Macmillan, 1977)
- Barry Buzan, *An Introduction to the English School of International Relations* (Polity, 2014)
- Ian Clark, *Legitimacy in International Society* (OUP, 2006)
- Ian Clark, *Hegemony in International Society* (OUP, 2011)
- Robert Falkner, *Environmentalism and Global International Society* (CUP, 2021)
- Andrew Hurrell, *On Global Order: Power, Values and the Constitution of International Society* (OUP, 2007)
- Tonny Brems Knudsen and Cornelia Navari (eds.), *International Organization in the Anarchical Society* (Palgrave, 2019)
- Richard Little and John Williams, *The Anarchical Society in a Globalized World* (Palgrave, 2006)
- Cornelia Navari (ed.), *Theorising International Society* (Palgrave, 2009)
- Cornelia Navari (ed.), *International Society: The English School* (Palgrave, 2021)
- R. J. Vincent, *Human Rights and International Relations* (CUP, 1986)
- Adam Watson, *Hegemony and History* (Routledge, 2007)

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The exam will take place in the form of an e-Exam.

IR464 Half Unit Not available in 2024/25

The Politics of International Human Rights

This information is for the 2024/25 session.

Teacher responsible: Dr Theresa Squatrito CBG 8.08

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics) and MSc in Theory and History of International Relations. This course is not available as an outside option.

Course content: What are human rights? How can they exist? In what ways have they been institutionalized in the international political arena? What institutions, actors, and processes exist for the purpose of realizing human rights? Are global human rights policies false promises or causes for hope? These are among the central questions examined in this course. The course takes a thematic approach to studying the politics of international human rights. It first focuses on key controversies and debates about the philosophical foundations and historical origins of international human rights. It then explores global institutions (e.g., UN treaties and treaty bodies) and regional institutions (e.g., human rights courts) established to address human rights, asking how these institutions function and why states commit to and comply with them. The course then considers the policy responses employed by states to enforce human rights and address atrocity crimes (e.g., sanctions, humanitarian intervention), assessing their appropriateness and effectiveness. Finally, the course problematizes the statist premise of the international human rights regime to ask what role and responsibilities nonstate actors (e.g., corporate actors, NGOs) have toward the protection of human rights. Substantively, the course relates to a wide array of issues, including civil and political rights, socio-economic rights, women's and minority rights, war crimes, genocide and more.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Group presentation in the WT. Essay outline with annotated bibliography and human rights description (1500-2000 words) in the WT.

Indicative reading: Forsythe, David. *Human Rights in International Relations*. 4th edn. Cambridge: Cambridge University Press, 2018.

Donnelly, Jack. *Universal Human Rights in Theory and Practice*. 3rd edn. Ithaca: Cornell University Press, 2013.

Chen, Cher Weixia, and Alison Dundes Renteln. *International Human Rights : a Survey*. Cambridge: Cambridge University Press, 2023.

Sikkink, Kathryn. *Evidence for Hope : Making Human Rights Work in the 21st Century*. Princeton: Princeton University Press, 2017.

Simmons, Beth A. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge: Cambridge University Press, 2009.

Dickinson, Rob, Elena Katselli, Colin Murry, and Ole W. Pedersen (Eds). *Examining Critical Perspectives on Human Rights*. Cambridge: Cambridge University Press, 2012.

Assessment: Essay (100%, 4000 words) in the ST.

IR465 Not available in 2024/25

The International Politics of Culture and Religion

This information is for the 2024/25 session.

Teacher responsible: Dr Katerina Dalacoura CBG.9.14

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: Background in International Relations or a related discipline.

Course content: The overall objective of the course will be to explore the role of culture and religion in the discipline of IR from both a theoretical and an empirical perspective, using Islam as a major case study. The first part of the course will place culture and religion within the broader context of global history, global modernity and social science. In its second part, the course will concentrate on the role of culture and religion in a number of international relations theories, such as constructivism, the English School, cosmopolitanism and communitarianism, historical sociology, post-colonialism and feminism. The third part of the course will examine the role that cultural and religious issues play in the practice of international relations and in particular their influence on international norms, foreign policy, conflict and war and theories of the state.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 2 hours of seminars in the ST.

Formative coursework: Students will be expected to produce 1 essay in the AT and 2 essays in the WT. Formative essays 2,000 words.

Indicative reading: A detailed reading list will be available online and in printed form well before the first lecture/seminar.

W.C. Smith (1991) *The Meaning and End of Religion* (Fortress Press).

Monica Toft (2013) 'Religion and International Relations Theory', in: Risse, Thomas, Walter

Carlsnaes, and Beth A Simmons. *Handbook of International Relations*, edited by Thomas Risse, et al. (SAGE Publications)

Christian Reus-Smit (2018) *On Cultural Diversity* (Cambridge University Press)

Brenda Shaffer, ed. (2006) *The Limits of Culture: Islam and Foreign Policy* (MIT Press)

Ashis Nandy (1988) *The Intimate Enemy: Loss and Recovery of Self under Colonialism* (Oxford University Press)

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

IR466 Half Unit

Genocide

This information is for the 2024/25 session.

Teacher responsible: Prof Jens Meierhenrich CBG.10.04

Availability: This course is available on the MSc in Gender, Peace and Security, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics), MSc in Theory and History of International Relations and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: This seminar course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed range from Australia to Gaza, and from Germany to Rwanda. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present and for critically assessing the promise and limits of responding to collective violence.

Teaching: 10 hours of lectures and 15 hours of lectures in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are required to research and write one formative essay (2,000 words) due in Week 7 of Winter Term. Essays must be fully - and carefully - referenced using one of the major conventions consistently.

Indicative reading: Lee Ann Fujii, *Show Time: The Logic and Power of Violent Display* (Ithaca: Cornell University Press, 2021).

Christian Gerlach, *The Extermination of the European Jews* (Cambridge: Cambridge University Press, 2016).

Jens Meierhenrich, *Genocide: A Reader* (Oxford: Oxford University Press, 2014).

A. Dirk Moses, *The Problems of Genocide: Permanent Security and the Language of Transgression* (Cambridge: Cambridge University Press, 2021).

Diane M. Nelson, *Who Counts? The Mathematics of Death and Life after Genocide* (Durham and London: Duke University Press, 2015).

Gérard Prunier, *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe* (Oxford: Oxford University Press, 2009)

Sean R. Roberts, *The War on the Uyghurs: China's Internal Campaign against a Muslim Minority* (Princeton: Princeton University Press, 2020)

William A. Schabas, *Genocide in International Law: The Crimes of Crimes*, Second edition (Cambridge: Cambridge University Press, 2009).

Assessment: Essay (100%, 4000 words) in the WT.

IR467 Half Unit

Political Economy of Climate Change

This information is for the 2024/25 session.

Teacher responsible: Dr Noah Zucker, CBG 9.03

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in Political Science (Global Politics), MSc in Political Science (Political Science and Political Economy) and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: Why has climate change proven to be such a challenging issue for global governance? How will intensified climate disruptions and decarbonization transform countries' economies and politics? Who are the winners and losers of these transitions and how are they shaping climate governance today? This course will address these questions in a survey of the political economy of climate change. We will explore cutting-edge research on climate politics and critically analyze various theoretical concepts and models, assess the advantages and drawbacks of different empirical approaches, and draw connections to core debates in international political economy and political science. Students will gain familiarity with the frontier of climate politics scholarship, learn how to constructively critique academic work, and develop skills in designing and executing rigorous political economy research.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce an outline of the summative climate research proposal in the WT.

Indicative reading:

- Waldinger. 2022. "The Economic Effects of Long-Term Climate Change: Evidence from the Little Ice Age." *Journal of Political Economy*.
- Ross. 2008. "Oil, Islam, and Women." *American Political Science Review*.
- Sprinz and Vaahantoranta. 1994. "The Interest-Based Explanation of International Environmental Policy." *International Organization*.
- Clark and Zucker. 2023. "Climate Cascades: IOs and the Prioritization of Climate Action." *American Journal of Political Science*.
- Barrett. 2003. *Environment and Statecraft: The Strategy of Environmental Treaty-Making*. Oxford University Press.
- Kennard. 2020. "The Enemy of My Enemy: Why Firms Support Climate Change Regulation." *International Organization*.
- Colantone, Di Lonardo, Margalit, and Percoco. 2023. "The Political Consequences of Green Policies: Evidence from Italy." *American Political Science Review*.
- Bush and Clayton. 2023. "Facing Change: Gender and Climate Change Attitudes Worldwide." *American Political Science Review*.
- Buntaine, Greenstone, He, Liu, Wang, and Zhang. 2024. "Does the Squeaky Wheel Get More Grease? The Direct and Indirect Effects of Citizen Participation on Environmental Governance in China." *American Economic Review*.
- Graham and Serdaru. 2020. "Power, Control, and the Logic of Substitution in Institutional Design: The Case of International Climate Finance." *International Organization*.

Assessment: Class participation (20%) and presentation (5%) in the WT.

Research proposal (75%) in the ST.

- Class participation is comprised of general class participation (15%) and discussion leadership (5%) in WT.
- Presentation of research proposal (5%) in WT.

- Research proposal (75%) in ST.

IR468 Half Unit

The Political Economy of Trade

This information is for the 2024/25 session.

Teacher responsible: Dr Boram Lee CBG.8.09

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research) and MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: This course examines how politics shape policies and institutions that govern international trade. The course is divided into three modules: i) introduction, ii) theories, and iii) topics in international trade. After the introductory week, the course surveys classical readings that provide different approaches to international trade. During the theory module, students will investigate how geopolitics, interest groups, institutions, and ideas shape international trade. Students will compare different arguments and evidence provided by scholars of these traditions and build foundations to apply these perspectives to analysing new topics in international trade. Once the theory module is complete, students will apply these theoretical approaches to new topics in international trade. This module focuses on a variety of topics: trade and climate, trade as a human rights strategy, the World Trade Organization, US-China trade war, populism & trade-related welfare policies, intellectual property rights, and negotiations of bilateral & plurilateral trade deals. Students will examine competing IR and political science theories that explain trade policy outcomes, and use those theories in analysing important topics on trade. Most of the required readings are by IR scholars and political scientists who are grappling with international trade policies from political science/IR perspectives. They are recently published journal articles, book chapters, and case studies.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will do a 7-minute presentation during seminar. In the presentation, students will choose a reading and critically assess it, comparing it to other essential readings. They will articulate how the chosen reading helps answer an important question or not and compare the author's approach to other approaches. Critical thinking is an important component that will help students do well in the summative exam.

Indicative reading: Davis, Christina L. *Food fights over free trade: how international institutions promote agricultural trade liberalization*. Princeton University Press, 2011.

Gowa, Joanne. *Allies, adversaries, and international trade*. Princeton University Press, 1995.

Woll, Cornelia. *Firm interests: How governments shape business lobbying on global trade*. Cornell University Press, 2008.

Steinberg, Richard H. "In the shadow of law or power? Consensus-based bargaining and outcomes in the GATT/WTO." *International organization* 56.2 (2002): 339-374.

Mutz, Diana C. *Winners and losers: The psychology of foreign trade*. Vol. 36. Princeton University Press, 2021.

Assessment: Take-home assessment (100%) in the ST.

IR469 Half Unit Politics of Money in the World Economy

This information is for the 2024/25 session.

Teacher responsible: Prof Jeffrey Chwieroth CBG.10.12

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in Political Science (Political Science and Political Economy) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access) and demand is typically high.

Pre-requisites: Students intending to take the course should have a strong background in monetary economics.

Course content: This course is designed as a component of the study of a global system in which the management and mismanagement of money and finance are matters of fundamental consequence for international relations. It is intended to be of particular relevance to students specialising in international political economy. This is a course in applied international political economy theory. It deals with the basic concepts regarding the creation, use and management of money and finance in the global system. Students are then introduced to the political foundations of international monetary governance. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of global financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as international financial crises, international financial regulation and the politics of IMF conditionality, are best understood in a broader theoretical and analytical context.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the AT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will sit a mock e-Exam in the AT.

Indicative reading: No one book covers the entire syllabus, but the following general works provide a useful introduction:

- B Eichengreen, *Globalizing Capital* (2019);
- T Porter, *Globalization and Finance* (2005);
- D Andrews (ed), *International Monetary Power* (2006);
- J Frieden, *Currency politics: the political economy of exchange rate policy* (2015);
- E Helleiner, *The status quo crisis: global financial governance after the 2008 meltdown* (2014);
- C. Norloff, *America's global advantage: US hegemony and international cooperation* (2010);
- B Cohen, *Currency power: understanding monetary rivalry* (2015);
- J Chwieroth and A Walter, *The Wealth Effect* (2019)

Assessment: Exam (90%, duration: 2 hours) in the January exam period.

Class participation (10%) in the AT.

The exam will take place in the form of an e-Exam.

IR470 Half Unit International Political Economy

This information is for the 2024/25 session.

Teacher responsible: Dr James Morrisson CBG.8.06

Availability: This course is compulsory on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is not available as an outside option.

This course has a limited number of places (it is controlled access). Students who have this course as a compulsory course are guaranteed a place

Course content: This is the core course for the International Political Economy MSc degrees. It principally aims to introduce students to the wide array of approaches taken to the study of international political economy (IPE), broadly construed. This is undertaken so as to: (1) acquaint students with the diversity of approaches in the field; (2) help students identify the strengths and weaknesses of each set of approaches; and (3) enable students to employ—and, as necessary, advance—these approaches in the context of their own academic pursuits. Put more prosaically, the course aims to help students: (1) build a robust "tool kit" for understanding IPE; (2) deepen their understanding of where, when, and how to employ these "tools"; and (3) set students to task utilising these "tools" on their own projects. This should prove particularly helpful in the context of students' dissertation research; but the "core" learned here should complement students' study in all their other IPE courses as well.

Substantively, the course will grapple with the contending theoretical, analytical, and methodological challenges and opportunities in the field of IPE. The course will also use empirical material from the past and present to both illustrate and probe these approaches. Thus, the course does speak to timeless and contemporary issues in international economic relations; although it is expected that students will develop proper specialist knowledge in their optional courses.

The first part of the course introduces students to the traditional, "mainstream" approaches to IPE. The course then considers the more "modern," "non-mainstream" approaches. The course, however, goes beyond a mere "survey" of the field or a simple "tour" of the "menu" of approaches on offer. Instead, it emphasises the connections—often, the interactions—between the various approaches. For instance, it considers how domestic-level approaches evolved as a response to the perceived failings of system-level approaches (such as Hegemonic Stability Theory). Similarly, it explores the development of feminist approaches from—but also against—other "critical" perspectives.

Yet, the course is also neither a history of the global political economy nor an intellectual history of the field of IPE. Such history will indeed be considered throughout the course; but that will be done toward the end of helping students understand the approaches themselves. Instead, students will be encouraged—and challenged—to discover the insights that each approach can offer, particularly by applying each approach to their own substantive concerns.

This course design ensures that it will be accessible to students who have limited (or no) prior study in the field of International Political Economy. Those who do have such training will have the opportunity to broaden and advance their skills. Thus, previous training in International Political Economy is helpful, but it is not required. The same is true with the cognate fields of international relations (more generally), international economics, comparative politics, sociology, and history. Background in these fields is helpful, but it is not a requirement. The same is true of practical, work experience. It is quite valuable but not required.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will submit regular reaction and application papers throughout the term.

Students will also deliver an in-class presentation.

Indicative reading: It is advisable to begin reading before the

lectures start, particularly for students with no prior training in International Political Economy. The following texts are a good starting point. A more complete source list is provided in the course outline.

Oatley, 'International Political Economy' (2017)

Ravenhill, 'Global Political Economy' (2020)

Walter and Sen, 'Analyzing the Global Political Economy' (2009)

J Frieden, D Lake and JL Broz (eds), 'International Political Economy' (2017)

Assessment: Essay (100%, 2500 words) in the WT.

IR471 Half Unit

Critical International Law

This information is for the 2024/25 session.

Teacher responsible: Prof Jens Meierhenrich CBG.10.01

Availability: This course is available on the MSc in Gender (Rights and Human Rights), MSc in Gender, Peace and Security, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Theory and History of International Relations and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: This taught graduate seminar introduces students to the theory and history of international accountability. Focusing on justice mechanisms from the Nuremberg, Tokyo, and Eichmann trials to the Waitangi Tribunal and international commissions of inquiry, and from the UN ad hoc tribunals to—especially—the International Criminal Court, the course inquires deeply into the violence of international law. Bringing critical international theory to bear, it blends methodological approaches from law, the social sciences and the humanities. By thinking critically about international law, the seminar raises—and answers—pertinent theoretical and empirical questions about the power—and pathologies—of international organizations. Paying special attention to the ICC's ongoing investigations and prosecutions—its so-called Situations—the course exemplifies the politics of international law in the context of one of the most embattled international organizations in the international system.

Teaching: 20 hours of seminars in the AT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students are required to research and write one formative essay (1,000 words) due in Week 7 of Autumn Term. Essays must be fully - and carefully - referenced using one of the major conventions consistently.

Indicative reading: Andrea Bianchi, *International Law Theories: An Inquiry into Different Ways of Thinking* (2016).

Clarke, Kamari Maxine, *Affective Justice: The International Criminal Court and the Pan-Africanist Pushback* (Durham: Duke University Press, 2019).

Richard Devetak, *Critical International Theory: An Intellectual History* (Oxford: Oxford University Press, 2018).

Alexander Laban Hinton, *The Justice Facade: Trials of Transition in Cambodia* (Oxford: Oxford University Press, 2018).

Martti Koskeniemi, *To the Uttermost Parts of the Earth: Legal Imagination and International Power 1300–1870* (Cambridge: Cambridge University Press, 2021).

Jens Meierhenrich and Oliver Simons, eds., *The Oxford Handbook of Carl Schmitt* (Oxford: Oxford University Press, 2016).

Anne Orford, *International Law and the Politics of History* (Cambridge: Cambridge University Press, 2021).

Kim Christian Priemel, *The Betrayal: The Nuremberg Trials and*

German Divergence (Oxford: Oxford University Press, 2016).

Judith Shklar, *Legalism: Law, Morals, and Political Trials* (Cambridge: Harvard University Press, 1964).

Benjamin N. Schiff, *Building the International Criminal Court* (Cambridge: Cambridge University Press, 2008).

Prabhakar Singh and Benoit Mayer, eds., *Critical International Law: Postrealism, Postcolonialism, and Transnationalism* (Delhi: Oxford University Press, 2014).

Assessment: Essay (100%, 5000 words) in the WT.

Essays must be fully - and carefully - referenced using one of the major conventions consistently.

IR472 Half Unit Not available in 2024/25

Diplomacy in the 21st Century

This information is for the 2024/25 session.

Teacher responsible: Professor Thierry Balzacq (Susan Strange Visiting Professor during 2022/2023)

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the online application linked to the course selection on LSE for You. Admission to the course is not guaranteed.

Course content: Diplomacy is one of the oldest institutions of world politics. Its study is on the rise, but the contours of diplomacy has considerably expanded which raises questions about its meaning if not its utility. This course investigates the discourses, theories and practices associated with diplomacy across time, types, and spaces. It equips you with the basic vocabulary of diplomacy and provides you with clear applications of its concepts to a wide range of subjects. Questions of central interest to the course are: What is diplomacy and where does it come from? What difference (if any) is there between state and non-state diplomacies? How is state diplomacy produced? What instruments actors employ to achieve their diplomatic objectives? Why International Organizations recruit "ambassadorial celebrities"? How do new technologies of information and communication influence classical tools of diplomacy? What are the characteristics of diplomacy in different areas (e.g., defense, culture, humanitarian and economics)?

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Indicative topics include:

1. Introduction
2. The origins of diplomacy: Western and non-Western lineages
3. Diplomatic articulations: Ministry of foreign affairs and beyond
4. Relational social theories and diplomacy
5. Performing diplomacy: rituals and protocols
6. Enacting diplomacy: mediation and negotiation
7. Emotion and rationality: the case of humanitarian diplomacy
8. The character of diplomatic language
9. Diplomacies of entertainment
10. The rise of anti-diplomacies

Formative coursework: Students will be expected to produce 1 essay (1,500 words) in the MT.

Indicative reading: Balzacq, Thierry, Frédéric Charillon and Frédéric Ramel (eds.), *Global Diplomacy: An Introduction to Theory and Practice* (Basingstoke: Palgrave Macmillan, 2020).

Berridge, G. R., Maurice Keens-Soper and T. G. Otte, *Diplomatic Theory from Machiavelli to Kissinger* (Basingstoke: Palgrave Macmillan, 2001).

Cooper, Andrew F., Jorge Heine and Ramesh Thakur (eds.), *The Oxford Handbook of Modern Diplomacy* (Oxford: Oxford University Press, 2013).

Kerr, Pauline and Geoffrey Wiseman, *Diplomacy in a Globalizing*

World: Theories and Practices (New York: Oxford University Press, 2017).

Nicolson, Harold G., *Diplomacy* (Washington: Georgetown University Press, 1998).

Assessment: Essay (100%, 4000 words) in the WT.

IR473 Half Unit China and the Global South

This information is for the 2024/25 session.

Teacher responsible: Prof Chris Alden 9th Floor IDEAS, PAN

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply but that may not continue to be the case.

Course content: This course focuses on the substantive role that China plays in the Global South where its preponderance of material power and putative developing country status confers upon it a dominant position in bilateral and regional political economies. China's economic position, coupled to an astute use of finances flowing from its mercantilist policies, has enabled it to become the leading trading partner and a significant investor in the developing world. Moreover, the Global South is increasingly figuring in Beijing's expanding security interests and soft power provisions. Interpretations embedded in prevailing academic discussions like socialisation, threat and peaceful rise take on new meaning when studied through the lens of ties with developing countries. Understanding how dynamics in this relationship are impacting upon a host of global and contemporary issues (BRICs, multilateralism, peacekeeping, the environment) is crucial to the shape of the 21st century. Students will acquire a deeper appreciation of the concept of agency linked to the varied response of countries and regional organisations in the Global South, from policy elites to local communities, to China's growing structural power, as well as placing Chinese engagement within the context of other 'traditional' and emerging powers. This will offer a deeper analysis of the way in which the dynamics of China's economic and political model impact on its relationship with the Global South.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Students will submit a 2,000-word essay based on Week 1-3 materials. The essay question will include audio and/or video materials students will be asked to comment and incorporate in their essays as part of their work.

Indicative reading:

- Ariel Ahram, 'Theory and Method of Qualitative Area Studies', *Qualitative Research* (11:1 2011), pp. 69-90
- Chris Alden and Chris R Hughes, 'Harmony, Discord and Learning in China's Foreign Policy, *China Quarterly*, Special Issue (No.9 December 2009), pp.13-34
- Chris Alden, 'China and Africa - The Relationship Matures', *Strategic Analysis* (36:5 2012), pp.701-707
- Chris Alden and Lu Jiang. (2019). Brave new world: debt, industrialization and security in China-Africa relations. *International Affairs*, 95(3), 641-657. doi:https://doi.org/10.1093/ia/iiz083
- Gaston Fornes & Alvaro Mendez. (2018). *The China-Latin America Axis: Emerging Markets and their Role in an Increasingly Globalised World* (2 ed.). New York: Palgrave Macmillan
- Van Staden, Cobus, Alden, Chris, & Wu, Yu-Shan. (2020). Outlining African Agency Against the Background of the Belt and Road Initiative. *African Studies Quarterly*, 19(3-4), 115-134.
- Arthur R Kroeber, *China's Economy: What Everyone Needs to Know* (OUP: 2016)
- Alvaro Mendez & Chris Alden. (2021). *China in Panama: From*

Peripheral Diplomacy to Grand Strategy. Geopolitics, 26(3), 838-860. doi:10.1080/14650045.2019.1657413

- Alvaro Mendez. (2019). Latin America and the AIB: Interests and Viewpoints. *Global Policy*, 10(4), 639-644. doi:https://doi.org/10.1111/1758-5899.12733
- Barry Naughton, 'China's Distinctive System: Can it be a Model for Others?' *Journal of Contemporary China* (19:65: 2010), pp.437-460
- Michael Pettis, *Avoiding the Fall: China's Economic Restructuring* (Washington DC: Carnegie Endowment for International Peace: 2013)
- David Shambaugh (Ed.) (2016). *The China Reader: Rising Power* (6 ed.). Oxford, UK: Oxford University Press
- Ian Taylor, *Africa Rising? BRICs and Diversifying Dependency* (James Currey: 2014)

Assessment: Essay (75%, 3500 words) in the WT.

Presentation (25%) in the AT.

(75%) The essay question will include audio and/or video materials students will be asked to comment and incorporate in their essays as part of their work.

(25%) 10-minute pre-recorded video presentation to upload on Moodle 48 hours before the pre-assigned seminar together with a 400-word annotated bibliography.

IR475 Half Unit Race and Gender in International Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Jasmine Gani CBG (Room TBC)

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply, but that may not continue to be the case.

Course content: The course examines race and gender as ordering principles in world politics, which shape (and are shaped by) historical and contemporary colonial practices in international relations. In the first half of the course, students will excavate the often-unacknowledged roles of race and gender in political and International Relations theories. They will also engage with the ideas, epistemologies, and methods of anti-colonial thinkers and movements, such as Frantz Fanon, Edward Said, Angela Davis, Silvia Rivera Cusicanqui, Ali Shariati, and Steve Biko, to understand the structures, agents, mechanisms, and impact of imperialism, settler colonialism, apartheid, and epistemic injustice. In the second half of the course, students will reflect on the inextricable connections between international politics, race, and gender through the following substantive themes: sovereignty and nationalism; militarism, war, and policing; political economy, environment, and development; migration; civil rights and global solidarity movements. Grounded in postcolonial, decolonial, and feminist political thought, the course will enable students to develop their skills in applying political theory to the most pressing issues in contemporary world politics.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Mock Exam in the WT

Indicative reading:

- Frantz Fanon, "The Wretched of the Earth"
- Edward Said, "Orientalism"
- Angela Davis et al., "Abolition. Feminism. Now"
- Gloria Anzaldúa, "Borderlands/La Frontera: The New Mestiza"
- Kimberlé Crenshaw, "On Intersectionality: Essential Writings"

- Charles W. Mills, "The Racial Contract"
- Errol Henderson, "Hidden in Plain Sight: Racism in International Relations Theory."

Assessment: Exam (75%, duration: 2 hours) in the spring exam period.

Class participation (10%) and other (15%) in the WT.

The exam will be an on campus 'e-Exam'.

Reading Reflection (700 words) to be submitted in the WT

IR476 Half Unit Not available in 2024/25

Gender, Sexuality, Race and the Politics of Violence

This information is for the 2024/25 session.

Teacher responsible: Dr Katharine Millar CBG.8.13

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.

Course content: This course foregrounds gender, race, sexuality – as embodied, as social, and as forms of intersectional hierarchy/ies – to examine the interrelation of seemingly-disparate practices of violence and manifestations of conflict. It moves away from the concept of "security" to highlight assemblages of threats and vulnerabilities that connect and challenge traditional international relations concepts of both scale (e.g. local, national, international etc.) as well as the legitimately "political". The course encourages students to consider not only the ways different practices of violence are gendered, racialised, and sexualised, but also how these violences are implicated in social power relations, and the production of order/normality. The course examines both practices of violence and resistances violence. Particular thematic emphasis is placed on the questions of what constitute violence, and how this key conceptualisation relates to our ways of analysing, interpreting, and making sense, both academically and experientially, of the phenomenon.

Teaching: 20 hours of seminars in the AT.

Formative coursework: Students will submit a 2-page (max) bullet-point (no prose!) outline in Week Seven Autumn term that specifies their proposed research question, evidence, and essay structure for the summative assignment.

Indicative reading:

- M Zalweski, *Feminist International Relations: Exquisite Corpse* (2013)
- C Sylvester, *War as Experience* (2012)
- M Erikson Baaz and M Stern, *Sexual Violence as a Weapon of war?* (2013)
- V Hudson, *Sex and World Peace* (2012)
- C Nordstrum, *Shadows of War* (2004)
- M Jackman, 'Violence in Social Life', *ARS* (Vol.28, 2002)
- T N Coates, *Between the World and Me* (2015)

Assessment: Essay (75%) in the WT.

Presentation (15%) and class participation (10%) in the AT.

IR477 Half Unit

The Politics of Peace & Security in Sub-Saharan Africa

This information is for the 2024/25 session.

Teacher responsible: Dr Stephanie Schwartz

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other

programmes where regulations permit.

All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.

Course content: This course explores the politics of peace, civil wars, and security in sub-Saharan Africa as it relates to the broader global context. Using post-independence sub-Saharan Africa as the background, we will explore the causes of civil war and determinants of peace, as well as the different political responses embraced by African leaders and politicians to other security challenges characteristic of the post-colonial period. We will study with a range of cases, including Rwanda, Burundi, Sudan and South Sudan, through which we will engage topics such as the relationship between identity and conflict, the origins of insurgency, conflict prevention, and post-conflict justice and reconciliation.

Teaching: 20 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Each student will be assigned one week to be the discussion leader. Each student must produce 2 reading memos over the course of the semester that draw bullet point links between readings / identify core debates. Students will submit 3 discussion questions each week via moodle.

Indicative reading:

- Ade Ajayi, J.F. 1982. "Expectations of Independence." *Daedalus* 3:2
- Mahmood Mamdani, 2001. *When Victims Become Killers*, Princeton: Princeton University Press., selections
- Kalyvas, Stathis N. 2003. "The Ontology of 'Political Violence': Action and Identity in Civil Wars." *Perspectives on Politics* 1 (3): 475 - 494.
- Reno, William. *Warlord Politics and African States*. London: Lynne Rienner, 1998. Introduction, chapters 3-4.
- Mampilly, Zachariah. *Rebel rulers: Insurgent governance and civilian life during war*. Cornell University Press, 2012. Selected chapters on blackboard
- Okech, Awino (2021) 'Governing Gender: Violent Extremism in Northern Nigeria.' *Africa Development*, 46 (3). pp. 1-19.
- De Waal, Alex. 2005. "Who are the Darfurians? Arab and African identities, violence and external engagement." *African Affairs*, 104 (415): 181-205.
- Deng, Francis Mading ; Deng, Daniel J; Cahill, Kevin M New York: "Bound by Conflict: Dilemmas of the Two Sudans "Fordham University Press; 2016, selected chapters
- Cohen, Dara Kay. 2013. *Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War*. *World Politics* 65 (3): 383–415.
- Jok, Jok Madut. "Militarization and gender violence in South Sudan." *Journal of Asian and African studies* 34, no. 4 (1999): 427-427
- Fujii, Lee Ann. "Killing neighbors." In *Killing Neighbors*. Cornell University Press, 2010.
- Alan Kuperman, "Rwanda in Retrospect," *Foreign Affairs* (January/February 2001); and Alison Des Forges, et al. response to Kuperman
- Samantha Power, "Bystanders to Genocide," *The Atlantic Monthly* 288, no 2 (September 2001): 84-108.
- Berry, Marie E. *War, women, and power: From violence to mobilization in Rwanda and Bosnia-Herzegovina*. Cambridge University Press, 2018.
- Autesserre, S., 2010. *The trouble with the Congo: Local violence and the failure of international peacebuilding* (Vol. 115). Cambridge University Press., selections
- Roland Paris, "Peacebuilding: The Limits of Liberal Internationalism," *International Security*, Vol. 22, no. 2 (1997).
- Msimang, Sisonke. "All Is Not Forgiven: South Africa and the Scars of Apartheid. (Essay)." *Foreign Affairs* 97, no. 1 (January 1, 2018): 28–34.
- Chapman, Audrey R. 2007. "Truth Commissions and Intergroup Forgiveness: The Case of the South African Truth and Reconciliation Commission." *Peace and Conflict: Journal of Peace Psychology*, 13(1): 51–69.

• Longman, Timothy. 2017. *Memory and Justice in Post-Genocide Rwanda*. Cambridge University Press. Selected Chapters on Blackboard

Assessment: Essay (80%, 4000 words) in the ST. Class participation (20%).

IR478 Half Unit Critical War Studies

This information is for the 2024/25 session.

Teacher responsible: Dr David Rampton

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed

Course content: This course has two key, inter-connected aims. Firstly, it engages the points of contention around the theorisation and conceptualisation of war as these arise from the debates and conversations between differing perspectives and schools of thought in IR, political studies and the social sciences, including a specific emphasis on critical approaches. We ask whether war has fundamentally changed in late modernity, or if it reveals a transhistorical continuity in its core nature, or, if we can identify a common logic in its aims, motivations, methods, practices and effects. Secondly, the course explores the transformative impact and effects of war. In this, it frames war as disruptive of certainties, highlighting the way it regularly undermines expectations, strategies and theories, and along with them, the credibility of those in public life and the academy presumed to speak with authority about it. War both disturbs and disorders existing states, institutions, social orders, identities and quotidian practices, and yet, through these historical and socio-political processes, gives new shape and form to such orders, institutions and practices. At the same time, these transformations shape and inform the course and character of war. This violent but fecund juncture between war, society and politics is what this course seeks to understand, placing significant emphasis on the deep connections between war and transformations in the logic and practices of states, social-orders, identities and wider societal practices.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across the Autumn Term. Students on this course will have a reading week in Week 6, in line with departmental policy. The course also features a film series focused on landscapes and narratives of war from diverse contexts of the world. The film series also provides an opportunity for course socialisation and the exploration of course themes through accessible popular culture and media. The course coordinator will briefly introduce each film, which is followed by small-group and open-forum discussion in order to draw out the significance of the film for course themes.

Formative coursework: Students will be expected to produce a 3-4-page summative essay proposal, stating which question/title they are responding to, followed by an outline of their working argument or explanatory framework developed through a literature review in essay-like form, engaging the essential readings and a selection of recommended readings. The proposal should put these texts into conversation with one another in order to identify the key perspectives relevant to the proposed theme, question or title, demonstrating how the proposal's working argument is positioned in relation to these perspectives. This section will be followed by discussion of the kind of empirical evidence under consideration (e.g. case study or studies, dispersed empirical examples etc.). Finally, the formative assessment will include a bulleted essay structure outline and a bibliography. This essay proposal must be developed through an engagement of essential

and recommended course literature relevant to the theme.

The course coordinator will provide feedback on the proposal, highlighting both positive aspects and any potential problems with the essay project.

Indicative reading: Hew Strachan, *Clausewitz's On War* (New York: Grove Press, 2007)

Michel Foucault, *Society Must be Defended* (London: Penguin, 2004)

Jens Bartleson, *War in International Thought* (Cambridge: Cambridge University Press, 2017)

Jarius Victor Grove, *Savage Ecology: War and Geopolitics at the End of the World* (Durham: Duke University Press, 2019)

Anders Engberg-Pedersen, *Empire of Chance: The Napoleonic Wars and the Disorder of Things* (Cambridge: Harvard University Press, 2015)

Helen M. Kinsella, *The Image Before the Weapon: A Critical History of the Distinction between Combatant and Civilian* (Ithaca: Cornell University Press, 2011)

Cynthia Enloe, *Twelve Feminist Lessons of War* (London: Footnote Press, 2023)

Michael Howard *War and the Liberal Conscience* (London: Hurst & Co., 2008)

Caroline Holmqvist, *Policing Wars in the Twenty-First Century* (London: Palgrave Macmillan 2014)

Antoine Bousquet, *The Eye of War: Military Perception from the Telescope to the Drone* (Minneapolis: University of Minnesota Press, 2018)

Dave Grossman, *On Killing: The Psychological Cost of Learning to Kill in War and Society* (Boston, New York: Little, Brown & Company, 1995)

Debbie Lisle, *Holidays in the Danger Zone: Entanglements of War and Tourism* (Minneapolis: University of Minnesota Press, 2016)

Assessment: Essay (100%, 5000 words) in the WT.

The summative assessment is to be completed on the basis of the formative essay proposal (see above) and the feedback on this provided by the Course Coordinator. The essay's response to the question, working argument and analysis must be developed through an engagement of essential and recommended course literature relevant to the question/theme. Please note that all forms of plagiarism are prohibited, and that summative and formative assessments will be checked for plagiarism, including the use of generative AI.

IR479 Half Unit Eastern Europe: Domestic Regimes and Foreign Policies

This information is for the 2024/25 session.

Teacher responsible: Prof Tomila Lankina CBG.10.13

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics) and MSc in Theory and History of International Relations. This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Pre-requisites: There are no formal prerequisites but some knowledge of social science methods will be taken for granted. Students who are new to international politics are advised to attend the lectures for IR202, Foreign Policy Analysis.

Course content: The course offers an analysis of key issues in the development of the domestic, foreign and security policies of East European countries. The course covers the various factors shaping the domestic, foreign and security policy of Ukraine, Belarus, Russia, as well as countries in Central Asia, the Caucasus, and the Baltic states. It will explore both the domestic aspects of politics,

political regime and protest; and foreign policy and security issues, such as national liberation struggles, geopolitical orientations, membership in regional organizations and alliances. It will also discuss Russia's war against Ukraine and Ukraine's popular movements and mobilization against Russia's aggression. Other topics that we will discuss in class are the economic power projection of countries in the region and those of external players like China and the European Union; the geopolitics of oil and gas; soft power and soft security aspects of the foreign policies of the countries studied in this class. We will also discuss authoritarian and democratic diffusion processes in the 1990s and 2000s; the role of the Russian state media and propaganda and attempts of other states to resist it; the role of ideas and norms in shaping national politics and geopolitical orientations; and the historical legacies influencing the politics and political regimes of the countries in the region. Each of the ten topics covered will speak to the major theoretical debates on the factors shaping domestic and foreign policy and students will be encouraged to evaluate the merits of the various theories based on available evidence. The background class focuses on the domestic and international politics of the countries studied, in the twentieth century, including national liberation struggles and Soviet forcible annexations, and we will also discuss the period immediately preceding the collapse of the Soviet Union. The subsequent sessions analyse the domestic and foreign policies of the countries surveyed with a special focus on the 2000s, including processes of democratization and authoritarian backsliding, domestic civil society and protests, energy politics, the role of China, cross-border cooperation among states in Central Asia and the Caucasus, ethnic and religious conflicts, European Union accession and/ or prospects for accession, the role of the US in the various states, and Russia's wars against Georgia and Ukraine. Some of the questions to be addressed in the course of the ten seminars and lectures are: How have domestic institutions and political regimes changed over the course of the twentieth and twenty-first centuries? What are the impacts of domestic politics on foreign policy making and thinking? How have regional powers like Russia and China sought to use traditional security mechanisms, hard power and soft power to influence neighbours and what mechanisms have the target states devised to resist external hard and "soft" power? What kind of relationships have the countries in the region forged with countries in Asia, Africa, the Middle East, North and South America, and with the EU and other non-EU European states? And what are the factors shaping these relationships? What role do energy politics play in the ties and alliances that countries have forged?

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will produce 1 presentation and 1 other piece of coursework in the WT.

Indicative reading:

- Hale, Henry E., Juliet Johnson, and Tomila V. Lankina, eds. *Developments in Russian Politics 10*. London: Bloomsbury Academic, 2024.
- Popova, Maria, and Oxana Shevel. *Russia and Ukraine: Entangled Histories, Diverging States*. Cambridge: Polity, 2023.
- Clarke, Charles. 2023. *Understanding the Baltic states Estonia, Latvia and Lithuania since 1991*. London: Hurst & Company.
- Greene, Samuel A., and Graeme B. Robertson. 2019. *Putin v. the People: The Perilous Politics of a Divided Russia*. New Haven: Yale University Press
- Guriev, Sergei, and Daniel Treisman. 2022. *Spin Dictators: The Changing Face of Tyranny in the 21st Century*. Princeton: Princeton University Press
- Broers, Laurence, and M. Yemelianova Galina. 2020. *Routledge Handbook of the Caucasus*. Taylor and Francis.
- Onuch, Olga, and Henry E. Hale. 2022. *The Zelensky Effect. New Perspectives on Eastern Europe & Eurasia*. La Vergne: Hurst Publishers.
- Van den Bosch, Jeroen, Adrien Fauve, Bruno De Cordier (eds).

2021. *European Handbook of Central Asian Studies. History, Politics, and Societies*. Stuttgart: Ibidem Verlag.

- Hale, Henry E., Juliet Johnson, and Tomila V. Lankina, eds. 2024. *Developments in Russian Politics 10*. London: Bloomsbury Academic.
- Popova, Maria, and Oxana Shevel. *Russia and Ukraine: Entangled Histories, Diverging States*. Cambridge: Polity, 2023.

Assessment: Essay (80%, 5000 words) in the ST.

Class participation (20%) in the WT.

IR480 Half Unit

The Politics of Inequality and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Victoria Paniagua

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in Political Science (Global Politics) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: This course examines the interaction between markets and states to understand the causes and consequences of development and economic inequality in the developing world and beyond. We will explore these topics in light of contemporary theoretical, substantive, and methodological debates within the fields of international and comparative political economy.

The course will examine the various forces that affect development, as well as exploring economic inequality as a consequence of economic development (or lack thereof). Forces we consider include the state, political institutions, socio-economic actors' preferences and power, and social structure. We will further interrogate the political and economic foundations of inequality, its political implications, and, finally, the main policy tools available to curb economic inequality in the developing world and beyond.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 2 pieces of coursework in the WT.

The 2 pieces of coursework will be reading response memos.

Indicative reading: Piketty, Thomas (2014). *Capital in the 21st Century*. Harvard University Press.

Boix, Carles (2015). *Political order and inequality*. Cambridge University Press.

Milanovic, Branko (2016). *Global Inequality: A New Approach for the Age of Globalization*. Harvard University Press.

Atkinson, Anthony (2015). *Inequality: What Can be Done?* Harvard University Press.

Frieden, Jeffrey (1992). *Debt, Development, and Democracy*. Princeton University Press.

Gerschenkron, Alexander (1962). *Economic Backwardness in Historical Perspective*. Harvard University Press.

Evans, Peter (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton University Press.

Assessment: Presentation (10%) in the WT.

Take-home assessment (90%) in the ST.

IR485

Dissertation in International Political Economy

This information is for the 2024/25 session.

Teacher responsible: Dr Noah Zucker

Availability: This course is compulsory on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is not available as an outside option.

Course content: MSc students are required to write a 10,000 word dissertation on a topic within the field of IPE approved by the student's dissertation lead. The dissertation need not be an account of original research and may rely on secondary sources.

Teaching: All MSc IPE students will be assigned dissertation supervisors before the end of the Autumn Term. The Department will allocate dissertation supervisors on the basis of the relevant expertise and availability of members of academic staff, with student preferences taken into consideration. Dissertation supervisors will be available to provide guidance in one-on-one meetings and through other forms of communication over the late Autumn, Winter, and Spring terms. Thereafter students are expected to work independently on their dissertations without further supervision.

In addition, the Department will provide support by offering a number of lectures and workshops throughout the academic year. An introductory lecture in the Autumn Term will provide an overview of the MSc Dissertation and the processes involved in terms of requirements, oversight and supervision, research and writing, submission and assessment. Bespoke workshops will be offered in the Autumn, Winter, and Spring terms in collaboration with LSE Life to guide students in choosing a topic and research question, designing and implementing a dissertation project. The MSc IPE programme director will also offer a question-and-answer session in the Spring Term in conjunction with the LSE Life workshop. Over the summer period the Department will also offer 'drop-in' sessions for students with individual queries.

Indicative reading: Scott Ashworth, Christopher Berry, and Ethan Bueno de Mesquita. 2021. *Theory and Credibility: Integrating Theoretical and Empirical Social Science*. Princeton, N.J.: Princeton University Press.

Ethan Bueno de Mesquita and Anthony Fowler. 2021. *Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis*. Princeton, N.J.: Princeton University Press.

Alexander George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, Mass.: MIT Press.

John Gerring and Lee Cojocaru. 2016. "Selecting Cases for Intensive Analysis: A Diversity of Goals and Methods." *Sociological Methods & Research* 45(3): 392–423.

Gary King, Robert Keohane, and Sidney Verba. 2021. *Designing Social Inquiry: Scientific Inference in Qualitative Research*, New Edition. 2nd edition. Princeton, N.J.: Princeton University.

Assessment: Dissertation (100%, 10000 words) in August.

IR488 Half Unit

International Politics of Southeast Asia

This information is for the 2024/25 session.

Teacher responsible: Dr Jürgen Haacke CBG.9.01

Availability: This course is available on the MSc in Development Studies, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: This half-unit course examines the contemporary international politics of Southeast Asia. It is particularly concerned with the construction and maintenance of regional order against the backdrop of Southeast Asia's complex and changing politics and intra-regional relations as well as the wider geopolitical shifts associated with the rise of China and the often-competitive policies of external powers towards the region. The course will thus focus both on the different contexts in which Southeast Asian governments operate and the strategies they pursue to manage the multiple challenges they confront, not least vis-à-vis the great powers. Topics covered include ASEAN's institutional design and the nature of intra-regional political-security cooperation; the characteristics of economic regionalism; the US role in and policies toward Southeast Asia; China's relations with and influence in Southeast Asia; Indonesia's foreign policy; as well as the alignment and risk-management (hedging) strategies adopted by maritime and continental Southeast Asian states. The course also explores the case of political conflict and violence in Myanmar with reference to the responsibility to protect, ASEAN involvement, and wider geopolitical competition.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the Winter Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce one 2,000-word essay in the WT in preparation for the e-Exam in the ST.

Indicative reading:

- Michael Yahuda, *The International Politics of the Asia-Pacific, 1945-1995* (Routledge Curzon, 4th edn, 2019)
- Amitav Acharya, *The Making of Southeast Asia* (Cornell University Press, 2013)
- Joseph Chinyong Liow, *Ambivalent Engagement: The United States and Regional Security in Southeast Asia after the Cold War* (Brookings Institution Press, 2017)
- Christopher Dent, *East Asian Regionalism* (Routledge, 2nd ed., 2016)
- Evelyn Goh *The Struggle for Order: Hegemony, Hierarchy, and Transition in Post-Cold War East Asia* (Oxford, 2015)
- Maung Aung Myoe, *In the Name of Pauk-Phaw: Myanmar's China Policy Since 1948* (ISEAS, 2011)
- David Shambaugh, *Where Great Powers Meet: America & China in Southeast Asia* (Oxford: Oxford University Press, 2021)
- Thant Myint-U, *The Hidden History of Burma: Race, Capitalism, and the Crisis of Democracy in the 21st Century* (Atlantic Books, 2020)
- Ulla Fionna, Siwage Dharma Negara and Deasy Simandjuntak, eds, *Aspirations with Limitations: Indonesia's Foreign Affairs under Susilo Bambang Yudhoyono* (ISEAS, 2018)
- Weatherbee, Donald E., *ASEAN's Half Century: A Political History of the Association of Southeast Asian Nations* (Rowman & Littlefield, 2019)

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

The exam will be an on campus 'e-Exam'.

IR489 Half Unit Not available in 2024/25

Economic Diplomacy

This information is for the 2024/25 session.

Teacher responsible: Dr Boram Lee, CBG.8.09

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research) and MSc in Political Science (Global Politics). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students will be required to obtain permission from the Teacher Responsible by completing the Student Statement box on the

online application form linked to course selection on LSE for you. Admission to the course is not guaranteed, due to limited space. The course is primarily for students on the IPE Masters and LSE-Sciences-Po Double Degree masters.

Course content: The course introduces students to the theories and analytical frameworks relating to decision-making and negotiation in international economic relations and enables them to develop the skills needed to apply these to cases. It discusses the roles of the main actors, institutional settings and processes involved in domestic decision-making and international economic negotiations, and their interaction. The aim of the course is to provide participants with the ability to understand and analyse the factors shaping international negotiations in a range of policy issues from trade and investment, to the environment, economic summits and finance.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

The course is composed of two modules. The first module (Week 1-3) discusses analytical toolkits for understanding economic diplomacy. During these initial weeks, students will learn about four approaches to economic diplomacy: a) balance of power and coercive bargaining, b) negotiations within international institutions, c) the effect of domestic politics, and d) the role of ideas and issue framing.

The second module (Week 4-10) features specific negotiation tactics frequently adopted by policymakers and important challenges that negotiators face in policy processes.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will be expected to produce a short policy memo in the WT.

Indicative reading:

- Bayne, Nicholas and Woolcock, S. The new economic diplomacy: decision-making and negotiation in international economic relations, Third edition, Ashgate, Stephen 2013.
- Koremenos, Barbara. The continent of international law: Explaining agreement design. Cambridge University Press, 2016.
- Davis, Christina L. "Food fights over free trade." Food Fights over Free Trade. Princeton University Press, 2011.
- Oye, Kenneth A. Economic discrimination and political exchange: World political economy in the 1930s and 1980s. Princeton University Press, 1993.

Assessment: Take-home assessment (100%) in the ST. Take-home assessment (100%) in the ST. Students will be expected to produce a policy memo of no more than 2500 words.

IR490 Half Unit

The Strategy of Conflict in International Relations

This information is for the 2024/25 session.

Teacher responsible: Dr. Anna Getmansky CBG 8.05

Availability: This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: This course introduces students to recent literature on conflict onset, management, and resolution, with particular focus on rational-choice theories and simple game-theoretic concepts. In addition, students will have opportunities to apply this knowledge to specific cases of international conflict and compare academic and non-academic accounts of conflicts.

While lectures and reading material focus on theories and examples of conflicts, during seminar discussions students will apply this knowledge to particular conflicts. Class activities will focus on work in small groups, and simulation of decision making in conflicts.

The main goal of the course is to experience how IR theories and concepts can be applied to decision-making in somewhat realistic scenarios.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will provide an 800-word outline of their assessed essay by the end of Week 7.

Indicative reading:

- Christopher Blattman. Why We Fight: The Roots of War and the Paths to Peace. Viking (2022).
- Thomas Schelling. Arms and Influence (Yale University Press 2008)
- Bruce Bueno de Mesquita, Alastair Smith, Randolph Siverson, and James Morrow, The Logic of Political Survival (MIT 2003)
- Susan Rice. Tough Love: My Story of the Things Worth Fighting For. Simon & Schuster (2019)
- Jeremy Bowen. The Making of the Modern Middle East: A Personal History. Pan Macmillan (2022)
- Anita Anand. The Patient Assassin: A True Tale of Massacre, Revenge and the Raj. Simon & Schuster (2020).

Assessment: Essay (100%, 4000 words) in the ST.

Students will select their 4000-word essay topic and essay question from a list provided by the course convenor in the WT.

IR491 Half Unit

Globalisation and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Natalya Naqvi CBG.8.01

Availability: This course is available on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is not available as an outside option.

Course content: What role should the state play in economic development? How has globalisation affected what the state can still actually do to promote economic development? Between the 50s and 80s, the East Asian 'developmental state' model delivered rapid industrialisation through extensive state intervention, seemingly refuting not only the claims of free market economics, but also of dependency theory: that poor countries could never develop due to the very nature of the capitalist world system. Since the 80s, the applicability of the East Asian model was challenged in new ways. Structural changes in the global political economy, including the end of fixed exchange rates, increased capital mobility, the development of international financial markets, privatisation of the commanding heights of the economy, the proliferation of restrictive trade and investment agreements, and the rise of global value chains, led many to argue that even if it was economically beneficial for other countries to implement the East Asian model, this was no longer possible because globalisation had dramatically constrained the power of the nation state. Others argued that concerns over the constraints posed by globalisation were overblown, and that domestic interests, institutions, and ideas were responsible for holding back structural transformation of the economy.

This course will combine debates in IPE, over how the process of globalisation has transformed the capacity for state action, with debates in the political economy of development over the role of the state in the process of late development. Students will gain an understanding not only of the debate over how much domestic policy autonomy developing countries have after globalisation, but also of the kinds of policies they need this policy space for. Problems of underdevelopment are approached through the prism

of both core-periphery power relations, and power relations arising from the domestic productive structure. By the end of the course, students will be able to:

- 1 Make theoretically informed arguments in written and oral form, supported by empirical evidence on key questions in the study of globalization and late development
- 2 Critically engage (understand and be able to point out the weaknesses and strengths of) with various theoretical approaches (dependency, developmentalist, liberal, Marxist) to the study of late development
- 3 Critically engage with various theoretical approaches (hyperglobalists, constraints school, sceptics, compensation hypothesis) to the study of globalisation
- 4 Apply these theoretical frameworks to concrete empirical situations
- 5 Undertake empirical research on country cases drawing on relevant theory in the study of late development and globalisation

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. Week 6 is a reading week, in line with departmental policy.

Formative coursework: For formative assessment, students will receive feedback on a plan of their final research essay. Personalised feedback on research design, literature choice, and argument will be given. This will provide students with the opportunity to refine their work prior to grading. Students will also get feedback on power point presentations on a seminar question applied to their chosen country case. This will further help students prepare for their final research essay. The feedback will focus not only on academic content, but also presentation skills.

Indicative reading:

- Kicking Away the Ladder, Ha Joon Chang
- States and Markets, Susan Strange
- States Versus Markets, Herman Schwartz
- Globalisation in Question, Hirst, Thompson and Bromley
- The Myth of the Powerless State, Linda Weiss
- Reclaiming Development Economics, Chang and Grabel
- The Developmental State, Woo-Cummings
- Business and the State in Developing Countries, Maxfield and Schneider

Assessment: Essay (90%, 2500 words) in the WT. Class participation (10%) in the AT.

IR492 Half Unit

The Political Economy of China's Technological Rise

This information is for the 2024/25 session.

Teacher responsible: Dr John Minnich CBG (Room TBC)

Availability: This course is available on the MSc in International Political Economy and MSc in International Relations. This course is not available as an outside option.

Course content: This course examines the causes and consequences of China's rise as an economic and technological great power over the past four decades. It provides a theoretically informed introduction to the political economy of contemporary China and to major debates surrounding China's relations with the United States and its allies and partners. Topics covered include Chinese industrial and innovation policies, China's capabilities in core technologies like semiconductors and artificial intelligence, the prospects for U.S.-China economic decoupling, the risk of conflict over Taiwan, the future trajectory of China's rise, and more. China's economic and technological rise may be the defining geopolitical event of the twenty-first century and, as such, will undoubtedly affect students' future lives and careers regardless of whether they study or work on China-related issues. This course is highly relevant for students interested in careers in policy or business because it will give them a solid understanding of the main features of and issues facing China's economy, as well as the impact of Chinese domestic and foreign economic policy choices on the future of the world economy. The course will also be of

substantive interest to students interested in pursuing a career in academia or other research-oriented professions with a focus on China or international political economy.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: A mock take home exam in the WT

Indicative reading:

- Farrell, Henry and Abraham Newman. 2019. "Weaponized Interdependence: How Global Economic Networks Shape State Coercion," *International Security*, Vol. 44, No. 1, pp. 42-79
- Chen, Ling S. and Miles M. Evers. 2023. "Wars Without Gunsmoke: Global Supply Chains, Power Transitions, and Economic Statecraft," *International Security*, pp. 164-204
- Tan, Yeling. 2021. *Disaggregating China, Inc.: State Strategies in the Liberal Economic Order*. Cornell University Press.
- Cheung, Tai Ming. 2022. *Innovate to Dominate: The Rise of the Chinese Techno-Security State*. Cornell University Press.
- Klein, Matthew C. and Michael Pettis. 2020. *Trade Wars are Class Wars: How Rising Inequality Distorts the Global Economy and Threatens International Peace*. Yale University Press.
- Naughton, Barry. 2021. *The Rise of China's Industrial Policy, 1978-2020*. Universidad Nacional Autónoma de México, Facultad de Economía.
- Wu, Mark. 2016. "The 'China, Inc.' Challenge to Global Trade Governance," *Harvard International Law Journal*, Vol. 57, No. 20, pp. 261-324
- Miller, Chris. 2022. *Chip War: The Fight for the World's Most Critical Technology*. Scribner.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

IR493 Half Unit

Global Governance of Technological Risks

This information is for the 2024/25 session.

Teacher responsible: Dr Mathias Koenig-Archibugi

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

Course content: Technological change can generate major benefits but also significant harm. The course examines harms that display three features. First, their impact is not limited to the country of origin but extends across borders, raising the problem of international collective action. Second, their impact may be particularly severe in the future, raising questions of intergenerational justice. Third, the harms are potentially catastrophic in magnitude. The scope of the course encompasses nuclear technologies, biological research with the potential to cause pandemics, growing antibiotic resistance, geoengineering, misaligned artificial intelligence, and cyberwarfare and cyberterrorism. The combination of international and intergenerational dimensions can make the governance of such risks especially challenging. The course applies to such problems the insights on the conditions for effective cooperation in a world of sovereign states that are offered by the current literature in International Relations and related disciplines.

The course has three parts. The first part analyses the features and implications of major risks that transcend national borders and have long-term impacts. The second part examines international governance schemes - those that are already in place, those that are being negotiated, and those that have been proposed. The third part consists of a classroom simulation of the negotiation of an international agreement aimed at mitigating a major contemporary risk, to be chosen in consultation with the students taking the course in any given year.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

The sessions of the last two weeks of the term will be entirely dedicated to the simulation.

Formative coursework: 1 A class presentation between Week 3 and Week 8 on the topic covered that week.
2 A background paper for the role performed in the simulation, due in Week 9.
3 Participation in policy simulation in Week 10 and 11.
Assessment: Essay (100%, 4000 words) in the ST.

IR494 Half Unit Conflict and Peacebuilding

This information is for the 2024/25 session.

Teacher responsible: Dr Milli Lake

Availability: This course is available on the MSc in Gender, Peace and Security, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Pre-requisites: A basic background knowledge of the subject would be an advantage.

Course content: This course combines theoretical, empirical, and conceptual work on conflict and peacebuilding with experiences and reflections from particular cases. The course integrates research on political violence, civil war onset, armed group mobilization, rebel governance, and civilian agency. It further explores international responses to conflict, engaging literatures on statebuilding, colonization, and liberal peace. While the course is primarily empirical in focus, it situates experiences of violence, conflict and peace within a broader historical trajectory, considering relationships between global structures of power and the microdynamics of conflict.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in the Winter Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will produce a formative essay in the WT.

Indicative reading: Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge: Cambridge University Press.
Straus, Scott. 2015. *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa*. Ithaca: Cornell University Press.
Cohen, Dara Kay. 2016. *Rape During Civil War*. Ithaca: Cornell University Press.
Autesserre, Séverine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. Cambridge University Press.
Staniland, Paul. 2014. *Networks of Rebellion: Explaining Insurgent Cohesion and Collapse* (Ithaca: Cornell University Press).
Arjona, Ana. 2016. "Rebelocracy: A Theory of Social Order in Civil War" (Kellogg Working Paper) & *Rebelocracy: Social Order in the Colombian Civil War* (Cambridge: Cambridge University Press).
Walter, Barbara F. "The New New Civil Wars." *Annual Review of Political Science* 20, no. 1 (2017): 469–86.
Weinstein, Jeremy. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge: Cambridge University Press.
Wood, Elisabeth. 2008. "The Social Processes of Civil War: The Wartime Transformation of Social Networks." *Annual Rev. Political Science*. 11:539–561.
Mamdani Mahmood. 2003. 'Making Sense Of Political Violence in Post-Colonial Africa.' *Socialist Register* (79).
Enloe, Cynthia H. 2007. *Globalization and Militarism: Feminists Make the Link*. Lanham: Rowman & Littlefield

Peterson, Spike. 2007. 'Thinking Through Intersectionality and War.' *Race, Gender & Class*, 10–27.
Tickner, JA. 1992. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. Columbia Univ. Press.
Wimmer, Andreas. 2012. *Waves of War: Nationalism, State Formation, and Ethnic Exclusion in the Modern World*. Cambridge University Press.
MacGinty, Roger. 2021. *Everyday Peace: How So-Called Ordinary People Can Disrupt Violent Conflict*. Oxford University Press.
Fujii, LeeAnn. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47(2):231–41.
Campbell, Susanna, David Chandler, and Meera Sabaratnam. 2011. *A Liberal Peace?: The Problems and Practices of Peacebuilding*. Zed Books.
Assessment: Class participation (20%) in the WT.
Take home assessment (80%) in the ST.

IR495 Half Unit The Politics of Displacement and Refuge

This information is for the 2024/25 session.

Teacher responsible: Dr Stephanie Schwartz

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the MSc in International Relations, MSc in International Relations (Research), and MSc in International Relations (LSE and Sciences Po) programmes.

Course content: The number of forcibly displaced people has nearly doubled in the last decade. Amid this rise in forced migration, how are states, international organizations, and local communities responding? What is causing this increase in displacement and what are the political consequences - both in the Global North and the Global South? What are the everyday realities of being forcibly displaced? This course takes on these questions as we examine the politics of displacement and the evolution of the global asylum and refugee protection regime.

The course begins with an overview of the historical and legal origins of the asylum and refugee protection regime, including who qualifies as a refugee and asylum-seeker under international law and why. We then explore the disconnect between this foundation and the realities of displacement and mobility today. The course continues with an analysis of the causes and consequences of displacement, followed by an examination of the evolution of state, international and local responses to asylum-seeking. Throughout the course we pay particular attention to the politics of refugee and IDP hosting in the Global South, where the majority of displaced persons live, as well as refugees' and migrants' own perspectives on the experience and politics of displacement. By the end of the course students will be able to articulate complex issues related to forced migration and global asylum governance; synthesize and critique scholarly work from a variety of disciplines - including political science, sociology, and anthropology; and analyze the causes of displacement and state responses to asylum-seeking.

Teaching: Lectures and seminars totalling a minimum of 20 hours in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students can choose between one of two formative coursework options:

Option 1: Students can produce a case study proposal and a class presentation.

Option 2: Students can produce 1 research proposal in coordination with a London-based migration policy organisation and a class presentation in the Autumn Term (AT).

Indicative reading:

• Fiddian-Qasmiyeh, Elena et al., eds. *Oxford Handbook of Refugee*

and Forced Migration Studies. Oxford: Oxford University Press. 2014.

- Nguyen, V.T. ed., 2018. *The displaced: Refugee writers on refugee lives*. Abrams
- Rawlence, B., 2016. *City of thorns: Nine lives in the world's largest refugee camp*. Picador.
- Tinti, P. and Reitano, T., 2018. *Migrant, Refugee, Smuggler, Saviour*. Oxford University Press.
- Hannah Arendt. "We Refugees" (1943) (11 pp)
- Gammeltoft-Hansen, T., 2014. International refugee law and refugee policy: The case of deterrence policies. *Journal of Refugee Studies*, 27(4), pp.574-595.

Additional reading

- Zolberg, Aristide R. 1983 "The formation of new states as a refugee-generating process." *The Annals of the American Academy of Political and Social Sciences*, 467, (1983): 24-38. (14 pp)
- Martin, D. A. (1991) "The Refugee Concept: On Definitions, Politics, and the Careful Use of a Scarce Resource". In Adelman, H. (ed.) *Refugee Policy: Canada and the United States*. Toronto: York Lanes Press, pp. 30-51. (21 pp)
- Kelley, Ninette. 2001. "The Convention Refugee Definition and Gender-Based Persecution: A Decade's Progress." *International Journal of Refugee Law* 13 (4), pp. 559-568 (9 pp)
- Zetter, R. (2007) "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization". *Journal of Refugee Studies*, 20(2). (20 pp)
- Janmyr, M., & L. Mourad. 2018. "Modes of Ordering: Labelling, Classification and Categorization in Lebanon's Refugee Response." *Journal of Refugee Studies*, vol. 31(4), pp. 544-565. (21 pp)
- Gleditsch, Kristian, and Idean Salehyan. "Refugees and the spread of civil war." *International Organization* 60.2 (2006): 335-366. (31 pp)
- Tinti, Peter and Tuesday Reitano. 2016. *Migrant, Refugee, Smuggler, Savior*. New York: Oxford University Press. Part I.
- Arar, R. (2017). "The New Grand Compromise: How Syrian Refugees Changed the Stakes in the Global Refugee Assistance Regime," *Middle East Law and Governance*, 9(3), 298-312. (14 pages)
- McAdam, J. (2014) "Conceptualizing Climate Change-Related Movement." In *Climate Change, Forced Migration and International Law*, Oxford: Oxford University Press, Chapter 1
- De Chatel, F. (2014). "The role of drought and climate change in the Syrian uprising: Untangling the triggers of the revolution." *Middle Eastern Studies*, 50(4), 521-535. (14 pp)
- Khoury, R. B. "Finding Home in War: The history—and limitations—of the international refugee regime." *Lapham's Quarterly* "Roundtable." 25 January 2017
- Finnemore, M. and Sikkink, K., 1998. International norm dynamics and political change. *International Organization*, 52(4), pp.887-917
- Lamis Abdelaaty (2020), "Rivalry, ethnicity, and asylum admissions worldwide," *International Interactions*, DOI: 10.1080/03050629.2020.1814768
- Gammeltoft-Hansen, T., 2014. International refugee law and refugee policy: The case of deterrence policies. *Journal of Refugee Studies*, 27(4), pp.574-595.
- Hansen, R. (2014) "State Controls: Borders, Refugees and Citizenship." In *Oxford Handbook RFMS*
- Costello, C., C. Nalule, & D. Ozkul. 2020. "Recognising refugees: understanding the real routes to recognition," *Forced Migration Review* 65, November
- Hamlin, R., 2012. "International law and administrative insulation: a comparison of refugee status determination regimes in the United States, Canada, and Australia." *Law & Social Inquiry*, 37(4), pp.933-968. (35 pp)
- Zhou, Y.Y. and Shaver, A., 2021. Reexamining the effect of refugees on civil conflict: a global subnational analysis. *American Political Science Review*, 115(4), pp.1175-1196.
- Barnett, M. and Finnemore, M., 2012. *Rules for the World*. Cornell University Press. Chapter 4 "Defining Refugees and Repatriation at the United Nations High Commissioner for Refugees"
- Bradley, Megan. "Rethinking refugeehood: statelessness,

repatriation, and refugee agency." *Review of International Studies* 40, no. 1 (2014): 101-123 (22 pp)

- Stephanie Schwartz 2019. "Home, Again: Refugee Return and Post-Conflict Violence in Burundi," *International Security* 44:2, 110-145

Assessment: Assessment path 1

Case study (80%) in the WT.

Class participation (20%) in the AT.

Assessment path 2

Research paper (80%) in the WT.

Class participation (20%) in the AT.

Students can choose one of two summative assessment paths listed above.

IR499

Dissertation in International Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Katharine Millar CBG.8.13

Availability: This course is compulsory on the MSc in International Relations and MSc in International Relations (LSE and Sciences Po). This course is not available as an outside option.

Course content: All MSc IR student are required to write a 10,000-word dissertation on a topic within the field of IR, to be determined in consultation with their academic mentors and dissertation supervisors. The dissertation should be understood as a work of independent analysis. Original empirical research based on primary sources is not required.

Teaching: All MSc IR students will be assigned dissertation supervisors before the end of the Autumn Term. The Department will allocate dissertation supervisors on the basis of the relevant expertise and availability of members of academic staff, with student preferences taken into consideration. Dissertation supervisors will be available to provide guidance in one-on-one meetings and through other forms of communication over the late Autumn, Winter, and Spring terms. Thereafter students are expected to work independently on their dissertations without further supervision.

In addition, the Department will provide support by offering a number of lectures and workshops throughout the academic year. An introductory lecture in the Autumn Term will provide an overview of the MSc Dissertation and the processes involved in terms of requirements, oversight and supervision, research and writing, submission and assessment. The MSc IR Program Director will also hold further sessions to answer questions from students in the Autumn and Winter terms. Bespoke workshops will be offered in the Winter and Spring terms to guide students in crafting their research questions, designing their dissertation projects, and bringing them to fruition.

Over the summer period the Department will also offer 'drop in' sessions for students with individual queries.

Assessment: Dissertation (100%, 10000 words) in August.

IR4A1 Half Unit

International Relations: Core Theories and Debates

This information is for the 2024/25 session.

Teacher responsible: Dr. Rohan Mukherjee

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

Course content: This course is a graduate-level introduction to the study of international relations. It has 4 objectives: (i) to enquire into the nature of international politics and the role of theory in advancing our understanding of it; (ii) to introduce students to

the main contributions and debates in theories of international politics; (iii) to provide students with a range of concepts, ideas, and perspectives to enable them to widen and deepen their understanding and analysis of international politics; and (iv) to encourage critical, independent thought. At the end of the course students should be able to think, talk and write in an informed, precise and analytical manner about developments within the field of International Relations, past and present.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will write one 2,000-word essay for their seminar teachers

Indicative reading:

- Jennifer Mitzen. *Power in Concert: The Nineteenth-Century Origins of Global Governance*. 2013
- Martha Finnemore and Kathryn Sikkink. *International Norm Dynamics and Political Change*. 1998
- Ayse Zarakol. *Before the West: The Rise and Fall of Eastern World Orders*. 2022
- James D. Fearon. *Rationalist Explanations for War*. 1995
- Robert Axelrod and Robert O. Keohane. *Achieving Cooperation under Anarchy: Strategies and Institutions*. 1985
- John J. Mearsheimer. *The False Promise of International Institutions*. 1994
- Joshua Shiffrin. *Rising Titans, Falling Giants: How Great Powers Exploit Power Shifts*. 2018
- Helen V. Milner. *Interests, Institutions, and Information: Domestic Politics and International Relations*. 1998

Assessment: Essay (100%, 3500 words) in the WT.

IR4A2 Half Unit

International Relations: Global Applications

This information is for the 2024/25 session.

Teacher responsible: Dr Jennifer Jackson Preece CBG.7.05

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

Course content: This course is a graduate-level introduction to global applications of international relations. It provides an opportunity to gain an analytically deeper understanding of the issues that shape the development of the contemporary international order, and reflect critically on the practical applications of the discipline. The course encourages students to engage in debating the nature of, and possible responses to, contemporary challenges in international politics, while emphasizing the need for critical analytical depth when reflecting on the implications of global policy. The course complements IR4A1 with a more applied policy focus. Students will develop an awareness of the relationship between the discipline of International Relations as a field of knowledge and the practices of world politics.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the AT.

A 3-hour online simulation exercise will replace the lecture and classes in Week 11. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students deliver one seminar presentation and write one 2,000-word essay proposal for their seminar teachers.

Indicative reading:

- John Baylis, Steve Smith and Patricia Owen (eds), *The Globalization of World Politics* 8th ed (OUP: 2020)
- Chris Brown, *Understanding International Relations* 5th ed (Palgrave: 2019)
- Jenny Edkins and Maja Zehfuss (eds), *Global Politics: A New Introduction* (Routledge: 2019)
- Mary Kaldor and Iavor Rangelov (eds), *The Handbook of Global*

Security Policy (Wiley-Blackwell: 2014).

Assessment: Essay (100%) in the WT.

IR4A3 Half Unit

International Relations: Critical Perspectives

This information is for the 2024/25 session.

Teacher responsible: Professor Jens Meierhenrich

Availability: This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

Course content: This lecture course introduces students to critical international theory, i.e., to modes of thinking that question, challenge, or repudiate conventional approaches to the study of international relations. It is a course about the conduct of inquiry—about alternative ways of seeing. Critical approaches to be discussed range from Marxism to post-structuralism and from feminism to critical race theory. By thinking critically about the study of international relations, the course raises—and answers—thorny questions about the promise—and limits—of international politics.

Teaching: 10 hours of lectures and 15 hours of seminars in the Autumn Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Students are required to submit one formative coursework (2,000-word essay). All students are expected to prepare for and participate in seminar discussions.

Indicative reading:

- Richard Devetak, *Critical International Theory: An Intellectual History* (Oxford: Oxford University Press, 2018).
- Patrick Jackson, *The Conduct of Inquiry in International Relations*, (London: Routledge. 2010);
- Christian Reus-Smit and Duncan Snidal (eds, 2010), *The Oxford Handbook of International Relations*, (Oxford: Oxford University Press).

Assessment: Blog post (15%) in the AT.

Take-home assessment (85%) in the WT.

Blog component (15%): Students will, via sign up, compose one blog post of up to 500 words applying the concepts (and readings) of the week to analyse and understand a contemporary event or phenomenon in international politics. This component is worth 10%. Students will also comment upon and engage with one (via sign up) of their peers' posts, for a completion grade of 5%.

Take-home assessment (85%): due in the January Exam Period: Students will compose two (2) 2000 word answers to questions from the take-home assessment paper.

IR4B1 Half Unit

Islam in World Politics

This information is for the 2024/25 session.

Teacher responsible: Prof John Sidel

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Columbia), MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Political Science (Global Politics) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to

course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

Course content: The course focuses on the role of Islam in world politics, posing two inter-related questions: First, how can we explain the varying nature and strength of Islam as a discursive and mobilizational force in world politics? Second, how should we understand the impact of changes in world politics on the institutions, authority structures, and identities associated with Islam? In this course, the approach to these questions is comparative. The course begins by tracing the trajectory of Islam as a force in world history from the late nineteenth century through the tumultuous years of mass mobilisation in the interwar era, demobilisation with the formation of new nation-states in the early Cold War era, and the revival of Islam in world politics by the 1970s with the Iranian Revolution and developments elsewhere in the Muslim world. But most of the course covers the contemporary post-Cold War era, examining the varying role of Islam in diverse regional settings - Asia, Africa, the Middle East, and Europe - and in the contexts of globalization and democratization, mass migration, civil wars, and secessionist/national-liberation struggles. Close attention is paid to the role of Saudi Arabia and Iran and the rise of sectarian conflict between Sunnis and Shi'a. The course also focuses on important cases like Al Qa'ida and the Taliban in Afghanistan and Pakistan, the so-called 'Islamic State' in Iraq and Syria, the U.S.-led 'Global War on Terrorism', as well as important trends in the UK and across Europe, with close attention to the rise of Islamophobia in these contexts and elsewhere.

Teaching: 10 hours of lectures and 13 hours and 30 minutes of seminars in the AT.

Professor Sidel will be solely responsible for the lectures and the seminars. Students will be divided into seminar discussion groups at the beginning of the course.

Formative coursework: Students are expected to submit an essay of roughly 1,500 words in length by the Reading Week. The essay should address a question drawn from the course outline and reading list or agreed with the course instructor, who will also provide guidance on structure, substance, and sources, and extensive feedback.

Indicative reading:

- Akbar Ahmed, *The Thistle and the Drone: How America's War on Terror Became a Global War on Tribal Islam* (Washington, DC: Brookings Institution Press, 2013)
- Seema Alavi, *Muslim Cosmopolitanism in the Age of Empire* (Cambridge, MA: Harvard University Press, 2015)
- Mayanthi L. Fernando, *The Republic Unsettled: Muslim French and the Contradictions of Secularism* (Durham, NC: Duke University Press, 2014)
- Fawaz A. Gerges, *ISIS: A History* (Princeton, NJ: Princeton University Press, 2016)
- Antonio Giustozzi, *The Taliban at War: 2001-2018* (London: C. Hurst, 2019)
- Fanar Haddad, *Understanding 'Sectarianism': Sunni-Shi'a Relations in the Modern Arab World* (London: C. Hurst, 2020)
- Darryl Li, *The Universal Enemy: Jihad, Empire, and the Challenge of Solidarity* (Stanford, CA: Stanford University Press, 2019)
- Laurence Louer, *Shiism and Politics in the Middle East* (London: C. Hurst, 2013)
- Carrie Rosefsky Wickham, *The Muslim Brotherhood: Evolution of an Islamist Movement* (Princeton, NJ: Princeton University Press, 2013)
- Mohammad Ayatollahi Tabar, *Religious Statecraft: Politics and Islam in Iran* (New York: Columbia University Press, 2017).

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Essay (50%, 3000 words) in the AT.

The exam will be an on campus 'e-Exam'.

LL468 Half Unit

European Human Rights Law

This information is for the 2024/25 session.

Teacher responsible: Professor Kai Möller

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Conflict Studies, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The course will offer a theoretically informed introduction to the law of the European Convention on Human Rights. It will focus on both the doctrinal framework that the European Court of Human Rights has developed – in particular: proportionality, the margin of appreciation, negative and positive obligations, the living instrument doctrine, and the emerging consensus doctrine – and the substantive questions of what the values underlying human rights are and what these values require in specific contexts. With regard to the latter, more philosophical, aspect, we will pay special attention to the idea of human dignity, exploring in some depth the Court's view that respect for human dignity [and human freedom] is the 'very essence' of the Convention. Topics include: An introduction to the European Convention. Basic concepts of European Convention law: proportionality, the margin of appreciation, living instrument, emerging consensus. Human dignity - 'the very essence' of the Convention? Freedom from torture and inhuman or degrading treatment or punishment and the role of religious arguments in human rights law. The right to freedom of expression and the protection of offensive expression. Militant democracy and democratic backsliding in Europe. The right to private life and the enforcement of morality. The right to freedom of religion and religious pluralism in Europe.

Teaching: There will be 20 hours of teaching in Autumn Term and two hours in Summer Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: There will be a formative assessment; its format will be confirmed at the start of the course.

Indicative reading: There is no single text covering the course and required readings will be uploaded to Moodle before the seminars. The readings will consist of a mixture of cases and theoretical materials. The following are useful textbooks:

- Jacobs, White and Ovey, *The European Convention on Human Rights*, 8th edn (OUP 2020)
- Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights*, 5th edn (OUP 2023).

A strong European perspective is to be found in:

- van Dijk, van Hoof, van Rijn and Zwaak (eds), *Theory and Practice of the European Convention on Human Rights* 5th edn (Intersentia, 2018)

Very good edited books include:

- Brems and Gerards (eds), *Shaping Rights in the ECHR* (CUP 2013)
- Follesdal, Peters and Ulfstein (eds), *Constituting Europe* (CUP 2013)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL469 Half Unit UK Human Rights Law

This information is for the 2024/25 session.

Teacher responsible: Professor Conor Gearty CKK.6.10. Professor Gearty teaches the whole course.

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Those seeking to take it, who are not studying law, will need to discuss this first with the course teacher: the course is quite legal in focus.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course will be made up of a detailed study of the UK Human Rights Act. The origins of and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. The course will identify the principles that underpin the Act and explain its proper place in English law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. The political context in which the measure has had to operate will be considered, and the relationship with the change to human rights protection following the UK's departure from the EU will be considered. The recent official review of the Act (and the further government consultation that has followed its publication) will be discussed. Persistent efforts by Conservative governments to repeal or fundamentally alter the measure will be considered, and the reasons for their failure discussed.

Teaching: 20 hours of seminars in the Autumn term. One two-hour seminar in the ST.

There will be a reading week in Week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: The key text is C A Gearty, *On Fantasy Island. Britain, Strasbourg and Human Rights* (OUP, 2016). Recent and useful background is Aileen Kavanagh, *The Collaborative Constitution* See also R Costigan and R Stone, *Civil Liberties and Human Rights* (11th edn, OUP, 2017); Kavanagh, *Constitutional Review under the UK Human Rights Act* (Cambridge, 2009); Hickman, *Public Law After the Human Rights Act* (Hart, 2010); Gearty, *Principles of Human Rights Adjudication* (Oxford University Press, 2004). While these books will be referred to, students will also be expected to read cases: they will receive a detailed reading list for each topic.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

This subject is examined by one two-hour paper, unseen in advance, composed of at least six questions of which two must be attempted. There will be a fifteen minute reading time during which the exam paper may be written on. The exam is closed book.

LL475 Half Unit Terrorism and the Rule of Law

This information is for the 2024/25 session.

Teacher responsible: Professor Conor Gearty CKK.6.10

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course will provide a theoretical and

historical introduction to the concept of terrorism, and of the evolution of counter-terrorism law. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail. A particular interest, based on the teacher's recent work, will be on the evolution of anti-terrorism law. The course will teach the material in context, so the subject will be analysed by reference to particular situations where necessary, eg Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'. The recent widespread extension of state controls from terrorism to 'extremism' will be analysed. The aim of the course is to give the student a good critical understanding of this most controversial of subjects, and also to impart an understanding of the role of law in shaping the fields of terrorism and of counter-terrorism.

Teaching: This course will have two hours of teaching content each week in Autumn Term. There will be a Reading Week in Week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: The course will require students to read and engage with the teacher's latest book, Conor Gearty, *Homeland Insecurity. The Rise and Rise of Global Anti-Terrorism Law* (Polity, May 2024). There is no other set text though reliance is made on the work of authors such as Richard English, Adrian Guelke, Lawrence Freedman, Igor Primoratz, Paul Wilkinson and other works by the course teacher Conor Gearty. Students will receive a detailed reading list for each topic, which will include legal cases from time to time, particularly in the second half of the course. Two other recommended texts are Gearty, *Liberty and Security* (Polity Press, February 2013) and English, *Terrorism How to respond* (Oxford 2009).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4A6 Half Unit Climate Change and International Law

This information is for the 2024/25 session.

Teacher responsible: Professor Stephen Humphreys

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course covers international law in relation to climate change with a view to assessing how the harms and burdens associated with climate change are governed and allocated in different international law regimes. The course adopts the stance that the political and ethical questions raised by climate change cannot be addressed by reference to international environmental law alone. Climate change gives rise to a series of complexities touching upon a range of bodies of law (trade, human rights, migration, state responsibility) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law and practice, the course will address the normative bases for choosing between actions designed to prevent and/or manage climate change and its consequences, given developmental imperatives and the concerns

raised by the 'fragmented' nature of international law. Projected seminars include: climate change science, politics and ethics; the theory of international law; international environmental law; trade law; human rights law; migration law. The course includes two case studies, from among the following: technology transfer; carbon markets; food security.

Teaching: This course will have two hours of teaching content each week in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: One 1,800 word essay to be submitted by the end of Week 6.

Indicative reading: Good backgrounders are: IPCC, Sixth Assessment Report, Cambridge University Press (2021-22) (read at least the Summaries for Policymakers of the three Working Groups and of the Synthesis Report); IPCC, Special Report on Global Warming of 1.5°C (2018). Excellent for context: Paul Edwards, *A Vast Machine* (MIT Press, 2012); Andreas Malm, *Fossil Capital* (Verso, 2016); Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (eds), *Climate Ethics: Essential Readings*, Oxford University Press (2010); Stephen Humphreys (ed.), *Climate Change and Human Rights*, Cambridge University Press (2010); Larry Lohmann, *Carbon Trading*, Dag Hammerskjöld Foundation (2006); Margaret Young (ed.), *Regime Interaction in International Law: Facing Fragmentation*, Cambridge UP (2012); Rosemary Rayfuse and Shirley Scott (eds), *International Law in the Era of Climate Change*, Edward Elgar (2011).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4A8 Half Unit International Law and the Use of Force

This information is for the 2024/25 session.

Teacher responsible: Dr Devika Hovell CKK 7.06

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Gender (Rights and Human Rights), MSc in Gender, Peace and Security, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Some prior knowledge of international law is useful but not essential.

Course content: The use of force is prohibited in international law. This simple but fundamental legal principle can be obscured by a geo-political context littered with conflict and threatened conflict where the exceptions are more often seen as the rule. Relatedly, there can be a tendency to dismiss international law as a 'marginal enterprise' at moments of political crisis. Nevertheless, states continue to refer to legal justifications when they resort to force. The practice of states, even that forged in heated times of war and crisis, can harden into enduring legal principles unless debated, criticized and ultimately objected to in the aftermath. In this course, we consider the complex mix of law and politics at the heart of the legal regime for the use of force. We focus on the development and interpretation of the prohibition of the use of force and its two key exceptions, Security Council authorization and self-defence. We also look at other claimed or emerging exceptions, including humanitarian intervention, protection of nationals and self-determination. Finally, we consider the concept of 'war as crime' and consider the potential and pitfalls of recognition of the crime of aggression.

Teaching: 20 hours of seminars in the Autumn term. 2 hours of seminars in the Spring Term. There will be a reading week in Week 6 of Autumn Term.

Formative coursework: One 1500 word essay.

Indicative reading: A detailed reading list will be issued on Moodle. For a comprehensive textbook, see Christine Gray, *International*

Law and the Use of Force (4th ed., 2018).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4A9 Half Unit Law in War

This information is for the 2024/25 session.

Teacher responsible: Professor Stephen Humphreys

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Pre-requisites: Some prior knowledge of international law is useful but not essential. LL4A8 is useful but not essential.

Course content: This course covers the international law governing the conduct of hostilities (*jus in bello*, also known as the law of armed conflict (LOAC) and international humanitarian law (IHL))—as distinct from the law on the resort to force (*jus ad bellum*), which is covered in a separate course (LL4A8). The course will take a critical and historical approach to the international regulation and facilitation of armed conflict. As well as the laws governing the means and methods of war ('Hague' law), the 'protected' groups hors de combat ('Geneva' law), and the distinction between international and non-international armed conflict, the course will cover 'lawfare' more generally: the recourse to law as an element of the waging of war. It will examine the application of the laws of war, including occupation law, in historical, actual, and ongoing conflicts, including recent wars in Iraq, Afghanistan, and Syria, the 'war on terror', Ukraine, Gaza, and the Occupied Palestinian Territories. Students can expect to have a thorough grasp of the principles and regulations governing the conduct of hostilities, the context and efficacy of enforcement mechanisms, and a critical understanding of the normative and political stakes of international law in this area.

Teaching: This course will have two hours of teaching content each week in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: Students have the option of submitting a 1,800 word essay at the end of Week 6.

Indicative reading: It is worthwhile acquiring the following book: Yoram Dinstein, *The Conduct of Hostilities Under the Law of International Armed Conflict* (Cambridge UP, 4th ed., 2022). Good backgrounders are Michael Walzer, *Just and Unjust Wars* (Basic books, 4th ed. 2006); David Kennedy, *Of Law and War* (Princeton UP, 2006); Geoffrey Best, *War and Law Since 1945* (Oxford UP, 1997). Current debates in this field are very lively on blogs such as *Opinio Juris*, *EJILTalk!* and *Lawfare*. Detailed readings for each seminar will be made available on Moodle.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AD Half Unit Rethinking International Law

This information is for the 2024/25 session.

Teacher responsible: Professor Susan Marks

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is part of the following LLM specialism: Public

International Law.

This course has a limited number of places and we cannot guarantee all students will get a place.

Pre-requisites: There are no formal prerequisites.

Course content: This course is primarily designed for students who have already had some exposure to public international law and wish to deepen their understanding of the international legal dimensions of contemporary problems. Each week the relation will be explored between international law and a different global issue or theme, such as war, poverty, terrorism, humanity, and territory. Course readings will encompass both legal scholarship and relevant writing by scholars from other disciplines (geography, anthropology, philosophy, literary studies, etc.).

Teaching: This course will comprise one two-hour seminar each week in Autumn Term, except in Week 6, which is Reading Week. Students are expected to have done the set reading prior to each seminar and be willing to participate take active part in class discussion.

Formative coursework: Class exercises (which do not count towards the final assessment) will be set.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Relevant readings are likely to include: David Kennedy, *Of War and Law*; Sundhya Pahuja, *Decolonising International Law: Development, Economic Growth and the Politics of Universality*; and Balakrishnan Rajagopal, *International Law from Below: Development, Social Movements and Third World Resistance*.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AE Half Unit The Politics of International Law

This information is for the 2024/25 session.

Teacher responsible: Professor Gerry Simpson

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: In this course, we study international law as a literary, historical and political project – and a diplomatic language – through which different arrangements of global power and well-being are advanced and defended. And we do this in relation to three moments in global history: the post WW1 period, the Cold War and the current crises in Ukraine, in Palestine and the United States. We begin with three classes on Ukraine/Gaza in which we think about the “relevant” legal rules, the politics behind the deployment of legal categories in the conflict (war crimes, sanctions, sovereignty) and the way in which international law might open up, or close down, the possibilities of some sort of resolution. We then reverse back to one of the origins of sovereignty, self-determination and institutionalism in 1919 with the apparent revitalisation of international law (and the re-colonisation of The Levant) at Versailles and in Geneva (Weeks 4 and 5). In Weeks 6 to 7, we turn to the Cold War as a lawful moment and international law as a Cold War project by re-thinking the nuclear threat as a juridical category (Week 6) and, by looking at the Cold War in - and of - the Global South (through a study of neutrality or non-alignment as a world-making effort and a Cold War ideal) (Week 7). The course ends with three thematic classes - based around my recently published book, *The Sentimental Life of International Law* (Oxford University Press: 2022) - on international law as lived experience, international law as friendship, and international law as utopian bet, respectively.

Teaching: There will be 20 hours of teaching in Autumn Term. There will be a Reading Week in Week 6.

This is a conversational course designed as a kind of Monday-

night salon. The usual practice is that I introduce the topics for 45 minutes and then we engage in a discussion of the readings. These are often relatively short but there is an expectation that everyone will have done the reading and be willing to participate in seminar discussion.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Readings likely to be set include a selection of international legal texts (including work-in-progress and “new authors”) and readings from the fields of intellectual history, 18th century literature and political theory.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AF Half Unit Principles of Global Competition Law

This information is for the 2024/25 session.

Teacher responsible: Dr Niamh Dunne

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This module provides an overview of the major features of contemporary competition (antitrust) law. Competition law comprises a set of legal rules which aim to control the socially-harmful exercise of private market power, whether through hardcore cartels, single firm monopoly behaviour, or mergers that reduce structural competition. This is a discipline that has undergone a remarkable process of expansion in recent decades, and competition laws are now actively enforced in around 130 jurisdictions worldwide.

Instead of focusing on a particular regime, the module puts an emphasis on the fundamental debates underlying the adoption and evolution of this field, addressed in comparative perspective. Examples drawn primarily from EU and US competition law will be used by way of illustration. We will also consider on-going and often contentious debates in contemporary competition law, including the question of the optimal goals for competition enforcement, the appropriate role for economic analysis in this task, and the scope for regional divergences.

The course assumes no prior knowledge of competition law or economics, but aims to equip students to understand and analyse the key substantive elements found within most competition regimes. These include:

- Competition policy and basic concepts of antitrust economics;
- Anti-competitive agreements, including cartels and vertical restraints;
- Unilateral conduct rules, including refusal to deal and exclusionary practices; and
- Merger control, including horizontal and vertical mergers.

Teaching: This course will have two hours of teaching content each week in Autumn Term. Several optional supplementary lectures will be provided to address more technical concepts in greater detail. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course.

Indicative reading:

- Whish & Bailey, *Competition Law* (10th ed., 2021);
- Jones & Sufrin, *EU Competition Law: Cases and Materials* (7th ed., 2019);
- Roger van den Bergh, *Comparative Competition Law and Economics* (2017); and
- Hovenkamp, *The Antitrust Enterprise* (2005).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AG Half Unit

Competition Law, Technology and Intellectual Property

This information is for the 2024/25 session.

Teacher responsible: Professor Niahm Dunne

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Pre-requisites: Prior knowledge of Competition Law is desirable, but not essential.

Course content: This module addresses some of the most topical and intellectually challenging aspects of contemporary Competition Law. The emphasis will be put on US antitrust and EU Competition Law, but developments from other jurisdictions are discussed where relevant. The module examines, inter alia, the application of competition law in high-technology and digital markets as well as its intersection with intellectual property (in particular patents and copyright).

Topics may include the following:

- Competition Law in High-Technology Markets (including investigations involving the Big Tech)
- The regulation of the digital markets in the EU and the UK
- Competition Law and the pharmaceutical industry
- Standard-setting and technology licensing

Teaching: There will be 20 hours of seminars in the Winter Term and two hours of seminars in the Spring Term. Regular teaching may be complemented with visits from officials and practitioners from the UK and the EU. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Ibanez Colomo, *The New EU Competition Law* (Hart Publishing 2023).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AH Half Unit

Corporate Governance

This information is for the 2024/25 session.

Teacher responsible: Professor Eva Micheler

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Pre-requisites: Students should have some knowledge of corporate law.

Course content: This course will focus on the corporate governance of companies. The course will be taught largely on a comparative basis, focussing on English and German law. We will also cover the relevant EU materials. Topics such as the following will be discussed:

- 1- Introduction – mapping the topic
- 2- Theory and foundations
- 3- Shareholders – decision making rights
- 4- Shareholders – market infrastructure and stewardship
- 5- Corporate social responsibility and employees
- 6- Board structure and board diversity

7- Remuneration

8- Duty of skill and care

9- No-conflict rule and corporate opportunities

10- Auditors

These topics may slightly change from year to year reflecting current developments

Teaching: This course will have two hours of teaching content each week in Autumn Term and two hours of seminars in the Spring term, which is a review and revision session. Week 6 of Autumn Term is Reading Week.

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course.

Indicative reading: Micheler, *Company Law - A Real Entity Theory* (OUP 2021); Gordon and Ringe, *The Oxford Handbook of Corporate Law and Governance* (OUP 2018); M Moore and M Petrin, *Corporate Governance: Law, Regulation and Theory* (Palgrave 2017)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AJ Half Unit Not available in 2024/25

Corporate Rescue and Reorganisation

This information is for the 2024/25 session.

Teacher responsible: Professor Sarah Paterson

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course focuses on the rescue of companies and the rescue of businesses in financial distress. We use Chapter 11 in the US as our jumping off point, before moving on to analyse the procedures which are available in England. We then consider the European Restructuring Directive, and we finish by setting everything we have studied against academic theories of the role of law in promoting rescue.

Teaching: This course will have two hours of teaching content each week in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: One 1,500 word essay.

Indicative reading: A full Reading List will be distributed during the course. For introductory purposes, students are referred to V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2017) (3rd edition).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

LL4AK Half Unit Not available in 2024/25

Principles of Corporate Insolvency Law

This information is for the 2024/25 session.

Teacher responsible: Professor Sarah Paterson

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course is concerned with the principles and policies underlying the realisation and distribution of a company's assets in an insolvency. The impact of these principles on third

parties such as corporate groups, secured and unsecured creditors, directors, and employees, is also considered. Topics include: corporate governance in distress; corporate insolvency law theory; the distributional order of priority in insolvency; distribution and corporate groups; protecting unsecured creditors; setting aside transactions and European and international recognition of insolvency proceedings.

Teaching: This course will have 20 hours of teaching in the Winter Term and two hours in the Spring Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: One 1,500 word essay.

Indicative reading: A full Reading List will be distributed during the course. For introductory purposes students are directed to V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2017) (3rd edition).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

LL4AL Half Unit

International Business Transactions: Commercial Litigation

This information is for the 2024/25 session.

Teacher responsible: Dr Jacco Bomhoff

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Knowledge of conflict of laws (private international law) would be useful but is not essential. A general understanding of contract, tort, and commercial law is essential.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course deals with jurisdictional problems arising in litigation resulting from international business transactions. We consider relevant rules in English law and European Union law, and take a comparative look at developments in the United States. The following issues are included in the syllabus: (a) General jurisdiction over companies and individuals; (b) Specific jurisdiction in relation to contract and tort claims; (c) Jurisdiction over branches and agents; (d) Parallel litigation ('lis pendens', 'forum non conveniens', anti-suit injunctions); and (e) Constitutional limitations on jurisdiction in the United States.

Teaching: This course will have two hours of teaching content each week in Autumn Term and an additional two hours of teaching in the Spring Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course.

Indicative reading: Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 3rd edn, 2020, (selected chapters). Further reading: Born (Gary B) and Rutledge (Peter B), *International Civil Litigation in United States Courts: Commentary and Materials* (Wolters Kluwer, Austin, Boston, Chicago, New York, the Netherlands, 6th edn, 2018); Fentiman (Richard), *International Commercial Litigation* (Oxford University Press, Oxford, 2nd edn, 2015).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AN Half Unit

International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance

This information is for the 2024/25 session.

Teacher responsible: Dr Jacco Bomhoff

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and we cannot guarantee all students will get a place.

Knowledge of conflict of laws (private international law) would be useful but is not essential.

Course content: States often aim to regulate activities that transcend their own borders. When such measures are challenged or enforced through litigation, domestic courts become important sites of global governance. This course brings together perspectives from tort & company law, private international law (conflict of laws), public law, and regulation theory, to study such forms of extraterritorial and transnational regulation. Questions for discussion include: What law should a court in England apply to a case involving environmental damage allegedly caused abroad by a multinational mining company? Should companies operating in China ever be bound by US competition law rules or other US regulations? How free should companies be to choose the law they want to apply to their transactions? Topics to be studied throughout the course are: (1) Choice of law in contract and tort law (especially in Europe and the US); (2) Extraterritorial application of statutes (incl. competition law, securities law, internet regulation; environmental regulations; and other case studies); (3) theories of transnational regulation (e.g. institutional roles of courts, regulatory arbitration).

Teaching: 20 hours of seminars in the Winter Term. Revision seminar in Spring Term.

There will be a reading week in week 6 of Winter Term.

Formative coursework: All students are expected to produce one 1,800 word formative essay during the course.

Indicative reading: Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 3rd edn, 2020) (specified chapters only). Further reading: Christopher Whytock, *Domestic Courts and Global Governance*, 84 *Tulane Law Review* (2009); Brilmayer, Goldsmith & O'Hara O'Connor, *Conflict of Laws: Cases and Materials* (7th edn., 2015).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AQ Half Unit

Constitutional Theory

This information is for the 2024/25 session.

Teacher responsible: Professor Martin Loughlin

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course takes its cue from the fact that today, more than ever, the constitution plays a major role in regulating the political and social life of the nation. How has this come about? With what political and social consequences? And what have been the implications for contemporary jurisprudence? This course seeks answers to these questions. It pursues this task by examining the emergence in the modern era of the constitution as a document of higher-order law and considering the ways in which this understanding has acquired a heightened significance

in recent decades. Course topics include: the invention of the documentary constitution, the ideology of constitutionalism, constituent power, constitutional rights, constitutional democracy, constitutional adjudication, constitutional recognition, and cosmopolitan constitutionalism.

Teaching: This course will have 20 hours of teaching in the Autumn Term and two hours in the Spring Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Most of the reading for the course consists of texts available online and delivered through Moodle. Students will find it useful to have regular access to Martin Loughlin, *Against Constitutionalism* (Harvard University Press, 2022).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.
Open book.

LL4AR Half Unit

International Criminal Law: Core Crimes and Concepts

This information is for the 2024/25 session.

Teacher responsible: Professor Gerry Simpson

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: In this course we probe the rules, concepts, principles, history, institutional architecture, and enforcement of what we call international criminal law or international criminal justice, a law embodied most obviously in three of the core crimes set out in the Rome Statute (crimes against humanity, genocide and aggression). I adopt an historical, philosophical and practical focus throughout, though the teaching is largely directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution. Attention, in this respect, will be directed towards the moral and jurisprudential dilemmas associated with bureaucratic criminality and individual culpability during international criminal law's iconic events at Versailles in 1919, at 'Tokyoberg' between 1945 and 1948, in The Hague in recent times and in Jerusalem in 1961.

Teaching: This course will have two hours of teaching content each week in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Gerry Simpson, *Law, War and Crime*, (2007). Gerry Simpson 'Unprecedents' in *Retrials* (eds. Immi Tallgren and Thomas Skouteris, Cambridge: 2020)

Gerry Simpson 'Epilogue: The Next Hundred Years' in *The Oxford Handbook of International Criminal Law*. (eds. Kevin Heller, Jens Ohlin, Sarah Nouwen, Fred Megret, Darryl Robinson, Oxford: 2019). Philippe Sands, *East-West Street*, (2017).

Georg Schwarzenberger, *International Law and Totalitarian Lawlessness*, (1943)

Judith Shklar, *Legalism*, (1964)

Maurice Hankey, *Politics, Trials, Errors* (1950)

Christine Schwobel, *Critical Approaches to International Criminal Law: An Introduction* (2015)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AS Half Unit

International Criminal Law: Prosecution and Practice

This information is for the 2024/25 session.

Teacher responsible: Dr Devika Hovell CKK 7.06

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The 'justice cascade' of international criminal prosecutions may have started as a trickle but is generating momentum. The last few decades have witnessed the establishment of a steady stream of tribunals exercising international criminal jurisdiction, including ad hocs, hybrids, specialist courts and of course the permanent International Criminal Court. In more recent years, there has been a surge in the domestic prosecution of international crimes through the mechanism of universal jurisdiction. This bricolage of international criminal prosecutions is appropriately recognised as an emerging (decentralised) international criminal justice system. In the first half of the course, we will examine the different fora available for the prosecution of international crimes. The second half of the course will focus on the practice and procedure of the International Criminal Court through the lens of the different actors engaged: the judges, the Office of the Prosecutor, the accused, defence counsel, victims and states. The course takes practical, theoretical and critical approaches to issues such as jurisdiction, complementarity, selectivity, modes of liability, defences, victim participation and immunity.

Teaching: This course will have two hours of teaching content each week in Winter Term in the form of a two hour seminar. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: One 1500 word essay.

Indicative reading: Reading lists will be provided for each week's seminar on Moodle. Indicative reading includes Jose Alvarez, 'Crimes of States/Crimes of Hate: Lessons from Rwanda' (1999) 24 *Yale Journal of International Law* 365; Henry Kissinger, 'The Pitfalls of Universal Jurisdiction', *Foreign Affairs* (July 2001); Darryl Robinson, 'Inescapable Dyads: Why the International Criminal Court Cannot Win' (2015) 28 *Leiden Journal of International Law* 323; Sara Kendall and Sarah Nouwen, 'Representational Practices: The Gap Between Juridified and Abstract Victimhood' (2013) 76(3) *Law and Contemporary Problems* 235. Students may wish to refer to Robert Cryer et al., *An Introduction to International Criminal Law and Procedure* (Cambridge, 2019), 4th edition.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AT Half Unit

Regulation: Strategies and Enforcement

This information is for the 2024/25 session.

Teacher responsible: Professor Veerle Heyvaert

Also taught by: Dr Giulia Leonelli, Professor Nicola Lacey

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Financial Law and Regulation; Corporate and Commercial Law; Criminal Law and Justice; IT and Data Law; Intellectual Property Law; Law, Politics and Social Change; Public Law; European,

Comparative and Transnational Law; and Environmental, Climate Change and Energy Law.

This course has a limited number of places and we cannot guarantee all students will get a place.

Course content: The course provides an introduction to key topics relating to regulatory strategies and their implementation. It deals with issues from a systemic and comparative perspective and draws on approaches encountered in public administration, socio-legal studies and institutional economics. Topics include:

- What is Regulation and why regulate?
- Regulation Strategies: Command-and-control; regulating through rules, standards and principles; alternative approaches including emissions trading; and self-regulation
- Risk regulation as a regulatory paradigm
- Enforcement: tools, strategies and principles
- Regulatory Policy: Cost/benefit Assessment, Regulatory Impact Assessment and Better Regulation;
- Regulatory competition; and
- Transnational Regulation

Teaching: This course will have two hours of teaching content each week in Autumn Term in the form of a two hour seminar. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: The student can choose between a formative essay (1,000 - 1,500 word limit) or a mock exam.

Indicative reading: R Baldwin, M Cave and M. Lodge *Understanding Regulation* 2nd ed.(OUP, 2012); R. Baldwin, M. Cave and M. Lodge (ed.) *Oxford Handbook on Regulation* (OUP, 2010) Ian Ayres and John Braithwaite, *Responsive Regulation: Transcending the Deregulation Debate* by (OUP, 1992); V. Heyvaert, *Transnational Environmental Regulation and Governance* (CUP, 2019) B. Morgan and K. Yeung, *An Introduction to Law and Regulation* (CUP, 2007).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AV Half Unit Global Economic Governance

This information is for the 2024/25 session.

Teacher responsible: Dr Mona Paulsen

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has no prerequisites and is intended to be both an introduction and a complement to other course offerings at LSE Law. Students with no previous background in public international law may find it helpful to consider consulting G. Hernandez, *International Law* (2019). Students with deeper interests in cross-border trade, international investment, international financial law and arbitration are encouraged to consider the intersection of this course with other course offerings.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: Students will study global economic governance through the analytical lens of development. This course focuses on how international trade, investment, and financial rules and institutions (collectively, the international economic order) impact states' development and vice versa—that is, what political and economic forces shape development practices and how this, in turn, constitutes the international economic order.

We will situate our discussion of the state's development strategies against live debates about the resiliency of economic globalisation in the face of several international economic disruptions.

Various readings are assigned to enhance participatory learning, particularly country case studies, primary source materials, and scholarly work. This is an interactive course that engages with both theory and practice; it is dependent on class participation.

We begin by clarifying and reflecting on different conceptions of development in legal and historical contexts (e.g. economic, institutional, sustainable). After that, we will investigate the various functions of "law" in international, transnational, and domestic economic orders. This investigation includes mapping the range of international, regional, and local actors and legal instruments governing the global economy. After that, we explore how international rules and institutions governing trade, foreign direct investment, foreign aid, and international lending impact various states' growth and development strategies. To do so, we will compare multiple countries' growth experiences to evaluate the successes and failures in international law and development, examining the roles of law and the state in their development approaches.

In the second half of the course, we utilise our theory work to appraise the role of international institutions in economic development in practice. We will explore emerging issues in the international economic order, such as injecting international rights into trade agreements, economic security policies, climate change, and the future of the data-driven economy. We will consider the advantages and disadvantages of global engagement by considering the relationships between politics, economics, and law in the work of the International Monetary Fund and World Bank, the role of developing countries in the World Trade Organization, and why and how developing countries conclude investment treaties. Finally, we will diagnose the challenges with global economic governance based on our course reflections from the comparative studies of institutions and state development approaches. Building upon our theoretical and cross-disciplinary studies, students will contextualise their studies against live debates about the resiliency of economic globalisation in the face of several international economic disruptions. Moreover, by the end of the course, students should be able to appraise academic and policy debates addressing the roles of international economic and financial institutions in encouraging, measuring, and facilitating development. Equally, students should be able to formulate reasoned arguments about international economic law-making for emerging global economic governance issues (such as development and digital technologies, climate change, and economic security).

Teaching: This course will have two hours of teaching content each week in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: One 2,000 word formative essay during the course.

Indicative reading: There is no singular textbook for the course. Reading assignments are provided for each seminar on Moodle and draw from various primary and secondary source materials, accompanied by reading guides and handouts to enhance student learning. LL4AV strives to string together a wide variety of materials, including cross-disciplinary readings, videos and podcasts.

Indicative scholarly readings include primary materials, such as The World Bank's Development Reports, the International Monetary Fund's Articles of Agreement, or Minutes of the General Council Meeting for the World Trade Organization.

Additionally, indicative academic scholarship includes the following examples: A. Anghie, *Imperialism, Sovereignty and the Making of International Law* (2005); A. Roberts and N. Lamp, *Six Faces of Globalization* (2021); M. Erie, "Chinese Law and Development" 61(1) *Harvard International Law Journal* (2021); M.J. Trebilcock and M. Moto Prado, *What Makes Poor Countries Poor? Institutional Determinants of Development* (2011); J. Bonnitche et al., *The Political Economy of the Investment Treaty Regime* (2017); L. Eslava, *Local Space, Global Life: The Everyday Operation of International Law and Development* (2015); A. Narlikar, *Power Narratives and Power Paradoxes in International Trade Negotiations and Beyond* (2020); A. Santos et al., *World Trade and Investment Law Reimagined: A Progressive Agenda for an Inclusive Globalization* (2019); A. Sen, *Development as Freedom* (1999); N. Woods, *The Globalizers: The IMF, the World Bank, and their Borrowers* (2012); H. Wang, "The Belt and Road

Initiative Agreements: Characteristics, Rationale and Challenges," World Trade Review (2021); G. Shaffer, Emerging Powers and the World Trading System (2021); and, S. Pahuja, Decolonising International Law; Development, Economic Growth and the Politics of Universality (2011).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AW Half Unit

Foundations of International Human Rights Law

This information is for the 2024/25 session.

Teacher responsible: Professor Susan Marks

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies, MSc in Gender (Rights and Human Rights), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and we cannot guarantee all students will get a place.

Pre-requisites: None

Course content: The course provides an introduction to key developments, issues and ideas that have given shape to the regime of international human rights law. We consider enduring debates about the foundations and universality of human rights, and look at a range of controversies relating to the interpretation and application of human rights treaties. Through the study of relevant concepts, norms, processes and debates, students are encouraged to develop an informed and critical assessment of the significance of international human rights law as a force for emancipatory change.

Teaching: This course will comprise one two-hour seminar each week in Autumn Term, except in Week 6, which is a Reading Week. Students are expected to have done the set reading prior to each seminar and be willing to take active part in class discussion.

Formative coursework: Class exercises (which do not count towards the final assessment) will be set.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Relevant readings may include: Conor Gearty and Costas Douzinas (eds.), *The Cambridge Companion to Human Rights Law*; Samuel Moyn, *The Last Utopia: Human Rights in History*; Jessica Whyte, *The Morals of the Market: Human Rights and the Rise of Neoliberalism*; and Philip Alston and Frédéric Mégret, *The United Nations and Human Rights: A Critical Appraisal*.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AX Half Unit

Selected Topics in International Human Rights Law

This information is for the 2024/25 session.

Teacher responsible: Dr Margot Salomon

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course explores international human rights law through a range of contemporary topics. We consider international human rights law and issues such as water, property, sexuality, and indigenous rights to land and resources. This course also investigates overarching tensions that help us situate human

rights in wider socio-economic and political context. Here we tend to engage with human rights and resistance, the fragmentation of international law, and current developments at international human rights institutions. Through the study of relevant concepts, norms, processes and debates, students are encouraged to develop an informed and critical assessment of the significance of international human rights law as a force for emancipatory change.

Teaching: 20 hours of seminars in the Winter Term. 2 hours of seminars in Spring Term.

There will be a reading week in week 6 of WinterTerm.

Formative coursework: One 2,000 word essay.

Indicative reading: O de Schutter, *International Human Rights Law: Cases, Material and Commentary* (CUP); P Mecklem, 'Human Rights in International Law: Three Generations or One?' 3 *London Review of International Law* 1 (2015); C Clark, 'Of What Use is a Deradicalized Human Right to Water?' 17 *Human Rights Law Review* 2 (2017); W Schabas, 'The Omission of the Right to Property in the International Covenants' 4 *Hague Yearbook of International Law* (1991); J Kozma, M Nowak and M Scheinin, *A World Court of Human Rights - Consolidated Draft Statute and Commentary* (Neuer Wissenschaftlicher Verlag, 2010)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4AY Half Unit

International Tax Systems: A Global Perspective

This information is for the 2024/25 session.

Teacher responsible: Eduardo Baistrocchi, CKK 7.33

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course will be relevant to the following LLM specialisms: Competition and Innovation, Public International Law, International Business Law, and Taxation.

The course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content: The course offers a comprehensive introduction to international taxation. It examines how taxation applies to transactions in the international context. The focus is on rules that operate at a global level, particularly the OECD Model Tax Convention on Income and on Capital, which is the basis of over 3,500 bilateral tax treaties worldwide. The course will look at a series of cross-border transactions, starting with the basic example of export and import of goods and culminating with the treatment of some complex and artificial structures. The features of the international tax system will be studied through these transactions, particularly those found in double tax conventions and the law of the European Union. This approach will be supplemented by an analysis of some foundation concepts needed to study international taxation. Throughout the course, examples will be drawn from the tax systems of a range of jurisdictions, including G20 countries and tax hubs.

Teaching: 20 hours of seminars in the AT and 2 hours of seminars in the ST.

This module is based on a lecture-discussion format with the possibility of guest speakers where appropriate. Students in this course will have a reading week in Week 6, which aligns with law school policy.

Formative coursework: Students will have the option of producing a formative essay of 2,000 words.

Indicative reading: Detailed reading lists will be provided during the course via Moodle.

Eduardo Baistrocchi, 'Global Tax Hubs', *Florida Tax Review* (2024) Available at SSRN: <https://ssrn.com/abstract=4544786>;

Eduardo Baistrocchi, 'The International Tax Regime and Global Power Shifts', *Virginia Tax Review*, Vol. 20, No. 2, 2021, Available at

SSRN: <https://ssrn.com/abstract=3744992>;

Eduardo Baistrocchi, 'The International Tax Regime and the BRIC World: Elements for a Theory' (2013). Oxford J Legal Studies, Available at SSRN: <https://ssrn.com/abstract=2336294>;

Edward Kleinbard, 'Stateless Income' (2011). Florida Tax Review, Vol. 11, p. 699, 2011, Available at SSRN: <https://ssrn.com/abstract=1791769>;

Roxan, Ian, 'Limits to Globalisation: Some Implications for Taxation, Tax Policy, and the Developing World' (January 30, 2012). LSE Legal Studies Working Paper No. 3/2012. Available at SSRN: <http://ssrn.com/abstract=1995633>;

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4B1 Half Unit International Trade Law

This information is for the 2024/25 session.

Teacher responsible: Dr Mona Paulsen

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Pre-requisites: None. Students with no previous background in public international law may find it helpful to consider consulting a standard textbook such as M. Evans (ed.), *International Law* (5th ed., 2018) or G. Hernandez, *International Law* (2022).

Course content: The course aims to introduce students to the exciting, dynamic world of international trade – a vital driver of growth and development. This course will focus on the World Trade Organization (WTO): its principles, rules, practices, and institutions. In addition to students' doctrinal studies, select topics will grapple with the broader political and economic contexts that shape contemporary challenges with trade and the growing interdependence of our globalised economy.

This course focuses on the core legal principles and agreements that form the multilateral trading system. Students will predominantly evaluate the legal obligations of the General Agreement on Tariffs and Trade (GATT), a foundation for all WTO agreements. That said, students will assess the rising importance of plurilateral, regional, sectoral, and informal agreements, which form part of the growing trade governance of goods and services. Students will begin by exploring various theories about globalisation and the rationale for open markets. Students will evaluate why states trade with each other and the economic issues central to understanding the legal aspects of the multilateral trading system. After that, we examine the multilateral trading system's legal, economic, and political foundations. Students will draw upon the theory and practice of the multilateral trading system to weigh questions concerning the role of the state and debates concerning trade liberalisation and complex global supply chains, including industrial and subsidy policies.

The central aim of the course is for students to gain a solid theoretical understanding of WTO principles and practices, to gain the skills to evaluate WTO rules, and to debate the future of the multilateral trading system. Students will examine the most recent developments in international trade agreements and jurisprudence. To do so, students explore WTO rules in context, with opportunities to link topics to real-life events and contemporary challenges. In addition, students will investigate the evolving roles of the WTO, including its rulemaking, dispute settlement, and deliberative functions. By the end of the course, students should be able to develop reasoned arguments about the practice of the multilateral trading system and consider emerging cross-cutting issues respecting economic security, digitalisation, emerging technologies, climate change, and other resilience and financing

challenges.

Students with deeper interests in development issues and the political economy of trade may complement this course with LL4AV: International Economic Law and Development.

Teaching: This course will have two hours of teaching content each week in the Winter Term and two additional hours in the Spring Term. There will be a Reading Week in Week 6 of the Winter Term.

Formative coursework: One 2,000 word formative essay during the course.

Indicative reading: Reading assignments are provided for each seminar on Moodle and draw from various primary and secondary source materials, accompanied by reading guides and handouts to enhance student participatory learning. Indicative reading includes assigned textbook chapters, relevant WTO rules, and extracts from WTO dispute settlement reports. Additionally, students can engage in academic and policy debates based on various cross-disciplinary materials, including guest speakers, videos, podcasts, and academic scholarship.

The course relies upon a digital textbook: J. Hillman et al., *International Trade Law from Multiple Perspectives*. Every effort is made to provide online reading assignments to enhance accessibility. Other helpful textbooks include P. Van den Bossche & W. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials* (5th ed., 2021); S. Lester et al., *World Trade Law, Texts Materials, and Commentary* (3rd ed. 2018); and R. Howse et al., *The Regulation of International Trade* (4th ed., 2013). Primary WTO source materials are available for download from the WTO's website.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BA Half Unit International Law and the Movement of Persons within States

This information is for the 2024/25 session.

Teacher responsible: Dr Chaloka Beyani

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and we cannot guarantee all students will get a place.

Course content: The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the movement of persons within States and protection of internally displaced persons are situated. The course explores the overlap between International Human Rights Law, International Humanitarian Law and Humanitarian Assistance with respect to internally displaced persons. It covers: the definition of internally displaced persons; individual criminal responsibility for forcible displacement before ad hoc Tribunals with criminal jurisdiction and the International Criminal Court; standards applicable in international law to the protection of internally displaced persons, the regime of humanitarian assistance to displaced persons; and finally the institutional protection of internally displaced persons by the United Nations Special Rapporteur on the Human Rights of Internally Displaced Persons, the United Nations High Commissioner for Human Rights, and the United Nations High Commissioner for Human Refugees.

Topics include:

- Regulation of movement within States in International Law
- Territorialism, movement, and displacement
- Internally displaced persons and the role of the UN Special Rapporteur on the Human Rights of Internally Displaced Persons

- Protection of Internally Displaced Persons in International Human Rights Law
- Protection of Internally Displaced Persons in International Humanitarian Law
- The Regime of Climate Change induced Displacement
- Individual Criminal Responsibility for Forcible Displacement
- Institutional Protection and Humanitarian Assistance
- Internally Displaced Persons in Post-Conflict Situations
- Remedies and 'durable' solutions for Internally Displaced Persons.

Teaching: This course will have two hours of teaching content each week in Winter Term.

There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: G.S. Goodwin-Gill and Jane MacAdam, *The Refugee in International Law*, 3rd ed., (Oxford, 2007).

Allehone Abebe, *The Emerging Law of Forced Displacement in Africa: Development and Implementation of the Kampala Convention on Internally Displaced Persons* (Routledge, 2017).

C.Phuong, *International Protection of Internally Displaced Persons* (Cambridge, 2009). J. McAdam, *Climate Change, Forced Migration, and International Law* (OUP, 2012)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BB Half Unit

International Law and the Movement of Persons Between States

This information is for the 2024/25 session.

Teacher responsible: Dr Chaloka Beyani

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and we cannot guarantee all students will get a place.

Course content: The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the protection of asylum seekers, refugees and refugee women, and migrants are situated. The course explores the overlap between International Refugee Law, International Human Rights Law, International Criminal Law, the phenomenon of Migration, including Human Trafficking in the context of refugees, legal and illegal migrants. It covers: the definition of refugees, legal and illegal migrants, including trafficking in human beings; the concepts of 'well-founded fear' of persecution and group eligibility to refugee protection; procedures for determining refugee status on an individual and group basis, in Africa, Asia, Australia, the European Union, North America, and Latin America; temporary protection; the process of exclusion from refugee protection; the role, in refugee law and human rights, of the principle of non-refoulement in refugee protection; the cessation of refugee status, voluntary repatriation, and safe return; standards applicable in international law to the protection of refugees, migrants, and evolving standards against human trafficking; the regulation of migration in regional economic and political unions, namely the European Union, East African Community, the Union of West African States, the Caribbean Community and the Southern African Development Community; and finally the institutional protection of refugees, and migrants by the United Nations High Commissioner for Refugees and the International Organisation for Migration.

Topics include:

- International Law and the Movement of Persons Between States
- Definition of Refugees
- The Right to Seek and Obtain Asylum and Determination of

Refugee Status

- Exclusion from Refugee Protection
- Protection of asylum seekers and refugees from Refoulement
- Standards of Protection and cessation of refugee status
- Definition of Migrants
- Protection of Migrants in International Human Rights Law
- Regional Integration and Migration
- Trafficking in Human Beings and Human Smuggling

Teaching: This course will have two hours of teaching content each week in Autumn Term.

There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: G.S. Goodwin-Gill and Jane MacAdam, *The Refugee in International Law*, 3rd ed., (Oxford, 2007) J. Hathaway, *The Rights of Refugees under International Law* (Cambridge, 2005) E. Feller, V. Turk and F. Nicholson, *Refugee Protection in International Law: UNHCR's Global Consultations on International Protection* (Cambridge University Press 2003) I. Brownlie and G. Goodwin-Gill, *Basic Documents on Human Rights* latest edition, Oxford: Clarendon Press, OR Ghandi, *International Human Rights Documents*, latest edition, Oxford: Clarendon Press

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BF Half Unit

International Financial Regulation

This information is for the 2024/25 session.

Teacher responsible: Dr Philipp Paech

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Accounting, Organisations and Institutions, MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course focuses on the micro- and macro-prudential regulation of financial institutions and the financial system. It examines the prudential regulation of banks, bank resolution schemes, the regulation of shadow banking and other regulatory attempts to ensure financial stability, including with regard to novel, technology-induced types of financial services ('FinTech'). The focus will be on the regulation of national and international aspects of financial institutions and the financial system, rather than on private law and transactional aspects. No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. For non-lawyers, a willingness to engage in legal analysis will be necessary, although a legal background is not required.

The syllabus may include the following topics:

The Rational of International, EU and UK Regulatory Structures
Core concepts of Financial Regulation, pre- and post-Crisis
Financial Stability – Policy Issues, Principles and Global Standard
Setters
Prudential Regulation of Banks – The Basel Accords
National and Cross-border Resolution of Failing Banks
Regulating Shadow Banks
Regulating Credit Rating Agencies
Regulating FinTech

Teaching: This course will have two hours of teaching content each week in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. The course offers also a voluntary mock exam.

Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students electronically where possible. In addition, the students will be invited to do independent reading. A good general introduction

is J. Armour et al, Principles of Financial Regulation, OPU 2016
Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BG Half Unit Rethinking EU Law

This information is for the 2024/25 session.

Teacher responsible: Prof. Floris de Witte

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

For the LLM (Specialisms: European Law, Public Law, Human Rights Law)

Pre-requisites: Basic knowledge (at an undergraduate level) of EU institutions, EU law or European integration is useful but not required.

Course content: The course offers a critical re-examination of some of the central themes in EU legal studies. It consists of two parts. In the first part, we will explore how to think about European integration – in its colonial, economic, social, and cultural dimensions, and what the role of law may be in this process. It analyses different methodological commitments in exploring these questions, and asks how the role of law has changed as the EU itself is facing new challenges.

The second part of the course applies what we've learned and explores a number of different dimensions of European integration. We will analyse and re-think how EU law is both an instrument that creates European integration, but also something that comes with specific economic, social and cultural assumptions. The areas that we will explore will be taken from the following range: animal rights, geographical indication protection rules, LGBTQ+ rights, access to welfare benefits for migrants, equality law, and the legislation on the EU's 'sovereign autonomy'.

Teaching: This course will have two hours of teaching content each week in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course.

Indicative reading: Azoulai, 'The Law of European Society' (2022) 59 CMLR 203.

Neuvonen, 'A way of critique: What can EU legal scholars learn from critical theory?' (2022) European Law Open.

Panasci, 'Unravelling Next Generation EU as a Transformative Moment: From Market Integration to Redistribution' (2024) 61 CMLR 13.

Von Bogdandy, 'The Emergence of European Society through Public Law' (OUP 2024).

De Witte, 'Where the Wild Things Are: Animal Autonomy in EU Law' (2023) 60 CMLR 391

Ristuccia, 'Ties that bind and ties that compel: Dependency and the Ruiz Zambrano doctrine' (2023) 60 CMLR 1227.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BH Half Unit Law and Government of the European Union

This information is for the 2024/25 session.

Teacher responsible: Prof. Floris De Witte

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Basic knowledge (at an undergraduate level) of EU institutions, EU law or European integration is required.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Pre-requisites: Basic knowledge (at an undergraduate level) of EU institutions, EU law or European integration is useful but not required.

Course content: How is the European Union governed? This course will discuss this question in both a descriptive and a normative fashion. In descriptive terms, the course looks at the way in which the EU institutions are structured, how they function internally, and the powers that they have. It looks at the power of the European Court of Justice, at the role of fundamental rights, and the way in which the Treaty can be amended. This descriptive discussion forms the backdrop for the (more central) normative discussion: how should Europe be governed? Is the EU democratic? Should it be? Should Member States have more or less power to challenge EU measures? What will the future of the EU look like? And what should it look like?

Students will be challenged to think about the EU as an institutional structure in which both law and politics play a crucial role.

Really understanding the EU requires knowledge of both areas as well as knowledge of their interaction. At no other time in the development of the EU has the interaction between law and politics so fundamentally affected the direction of the integration process. The coming years will see fundamental changes to the EU's structure; which are informed as much by political dynamics as by legal mechanisms. This course prepares you to fully understand those changes - and allow you to analyse critically both their normative content and institutional structure. We will of course discuss these questions with a focus on the contemporary challenges of the EU: ranging from Russia's invasion of Ukraine and Brexit to the rule of law crisis and the climate change challenge.

Teaching: This course will have 20 hours of teaching content in Autumn Term. There will be a Reading Week in Week 6.

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course.

Indicative reading: Dawson & De Witte, 'EU Law and Government' (CUP 2022).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BK Half Unit Corporate Crime

This information is for the 2024/25 session.

Teacher responsible: Professor Jeremy Horder

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Accounting and Finance, MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on

this course.

Course content: This course focuses on crime committed within the commercial and business environment. The course considers the principles of corporate criminal liability and different models of corporate criminal liability. The exercise of prosecutorial discretion in corporate crime cases, with a consideration of deferred prosecution agreements, is examined. The course addresses the challenges in the international fight against corruption. As well as exploring the nature, extent and consequences of corruption, the course examines the law of fraud and false accounting, as well as international responses to corporate crime and their implementation into domestic law. The increasing emphasis placed by the law on a company's obligation to prevent the occurrence of corporate crime is also examined, in relation to fraud, environmental crime and the abuse of human rights. There is no overlap between this course and the course on Financial Crime in the Winter (second) Term.

Teaching: This course will have two hours of teaching content each week in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading is prescribed for each lecture and seminar. There are no core textbooks available for the course, although Ashworth's Principles of Criminal Law (10th edition) has an online chapter – available through LSE library at Oxford Scholarship online - on Financial Crime that may be of assistance. All the reading material is available from resources easily accessible through LSE Moodle, LSE Electronic Library and the internet. Preliminary reading is not required but for an understanding of the areas covered in the course students may read Wells: Corporations and Criminal Responsibility, 2nd edition, 2001, Oxford University Press; Gobert & Punch: Rethinking Corporate Crime, 2003, Butterworths LexisNexis; Green: Lying, Cheating and Stealing: A Moral Theory of White Collar Crime, 2007, Oxford University Press.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BL Half Unit Financial Crime

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Fisher KC

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Accounting and Finance, MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course focuses on financial crime committed within the commercial and business environment and explores current perspectives in the detection, investigation and prosecution of these cases. The first part of the course considers the emergence of anti-money laundering regimes, through criminal offences and regulatory compliance, as the primary response to financial crime. In addition, the course examines models for confiscation of criminally obtained property following conviction and frameworks for non-conviction-based confiscation and taxation in the civil courts. The case for illicit enrichment offences and use of special investigation tools such as unexplained wealth orders and compulsory interrogation powers in the detection of financial crime is explored. The course addresses the compatibility of these initiatives with protections on due process and the rights to privacy and property set out in the European Convention on Human Rights and other international instruments. The second part of the course examines the engagement between financial crime and the global financial markets, with a close

focus on offences such as insider dealing, misleading the financial markets and false accounting. The challenges of detection and enforcement are discussed, and the contribution of financial crime to the global financial crisis in 2008 is studied. In addition, the course explores the potential criminality of other market malpractices such as manipulating the financial markets, short selling and reckless risk taking.

The course is bracketed by introductory and concluding sessions. The first session explores the nature and extent of financial crime, the relationship between organised crime groups and financial crime, and the social and economic impact of financial crime. The session also addresses the perceived ambivalence to the prosecution of financial crime cases, the limitations on public authorities to fight financial crime, the role of public / private partnerships and the rise of private prosecutions.

The course concludes with a session on the principles of sentencing in financial crime cases and an examination of alternatives to the imposition of lengthy custodial sentences.

There is no overlap between this course and the course on Corporate Crime in the Autumn (first) Term. Corporate Crime is not a pre-requisite for this course.

Teaching: This course will be taught in the Winter Term, in the form of a one hour lecture in person and a one-hour seminar class. Week 6 is a reading week. There are two revision sessions in the summer term.

Formative coursework: One 1,500 word essay.

Indicative reading: Reading is prescribed for each lecture and seminar. There are no core textbooks available for the course; however, all the reading material is available from resources easily accessible through LSE Moodle, LSE Electronic Library and the internet. Preliminary reading is not required but for an understanding of the areas covered in the course students may read Green: Lying, Cheating and Stealing: A Moral Theory of White Collar Crime, 2007, Oxford University Press; Alldridge: Money Laundering Law: Forfeiture, Confiscation, Civil Recovery, Criminal Laundering and Taxation of the Proceeds of Crime, 2003, Hart Publishing; Ryder: Financial Crime in the 21st Century, Law and Policy, 2012, Edward Elgar.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BM Half Unit Not available in 2024/25 The Legal Protection of Inventions

This information is for the 2024/25 session.

Teacher responsible: Dr Siva Thambisetty

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students interested in this subject are encouraged to consider enrolling onto Innovation, Technology and Patent Law (LL4BN) in the Winter Term.

This course has a limited number of places and we cannot guarantee all students will get a place.

Course content: Legally defined inventions are everywhere - in the tap or touch of a smartphone, in the food we relish, the medicines we need, the clothes we want, and in the buildings we choose to live in. Despite the vast differences in the subject matter of patents and the constant rise of unprecedented technologies, the legislative architecture of patent law remains on the face of it, technology neutral. The normative justifications for patent rights overwhelmingly focus on the incentive effect of these monopoly rights even as they raise issues such as inequities in access to medicines and essential technologies, socialisation of the risks of research and development, bioethical concerns around biotechnology or fears about food security raised by patents on genetic modification technologies.

The aim of this course is to develop a sound critical approach to

the general principles of the legal protection of inventions and gain familiarity with widely different contexts of innovation. The course will cover patent prosecution, patentability criteria, patent eligibility and exceptions in sectors as diverse as software, pharmaceuticals and biotechnology. A comparative approach based on UK, EU and US patent law will be adopted where relevant. Dominant narratives around the justification of patents in different sectors will be examined through carefully chosen cases.

Students do not need a scientific background and will be supported in understanding technical aspects. Unlike past years when the course was examined by a long essay, in 2023-24 the summative assessment will involve an examination for 100% of the marks.

Topics covered include: Novelty, inventive step, person skilled in the art, industrial applicability, sufficiency of disclosure, patent eligibility of computer implemented inventions and biotechnology, and exceptions (such as animal varieties, diagnostic methods, on grounds of morality).

Teaching: Two hours of teaching each week, part lecture and part seminar in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Bentley, Sherman, Gangjee and Johnson Intellectual Property Law Oxford University Press 2018
Tanya Aplin Intellectual Property Law: Text, Cases and Materials (Oxford University Press 2013)

Justine Pila The Requirement for an Invention in Patent Law (OUP 2010)

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

LL4BP Half Unit

Current Issues in Intellectual and Cultural Property Law

This information is for the 2024/25 session.

Teacher responsible: Dr Luke McDonagh

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course takes a historical, theoretical and contextual approach to intellectual and cultural property and aims to provide an overview of the concepts, institutional models, and socio-economic formations that cut across the diversity of both regimes. Expansive questions are asked but not in abstraction. Contemporary cases studies will be used to interrogate the normative bases and doctrinal architecture of rights to inventions, art, trade marks, biodiversity and more. A wide range of topics and interests will be covered and no previous background in intellectual property will be assumed.

Indicative seminar topics include the encroachment of the public domain by the pressure to protect unprecedented kinds of subject matter, the relevance of monopolies in 'negative spaces' (the fashion industry, fan fiction, magicians, and stand-up comedy); the evolution of non-conventional trade marks such as scents, shapes and over-arching brands, the link between incentives and innovation; the controversy over Covid-19 vaccine production and technology transfer, artificial intelligence as inventor and author, and the intersection of human rights and intellectual property.

Teaching: Two hours of seminar teaching per week in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading:

- Biagioli, Jaszi & Woodmansee, Making and Unmaking Intellectual Property (2011).
- Boyle, The Public Domain. Enclosing the Commons of the Mind (2009).
- Miles, Art as Plunder. The Ancient Origins of Debate About Cultural Property (2008).
- McDonagh, Performing Copyright: Law, Theatre and Authorship (2021).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BQ Half Unit

Trade Mark Law

This information is for the 2024/25 session.

Teacher responsible: Dr Luke McDonagh

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Intellectual Property Law; Information Technology, Media and Communications Law

Course content: This course offers in depth analysis of legislation and case law concerning trade marks in the UK and EU. In so doing the module considers relevant developments in international and comparative law. Topics covered include: national, regional and international trade mark registration systems; absolute grounds and relative grounds of refusal; the scope of trade mark rights; trade mark infringement; exceptions and defences; and the ownership of brand image in the context of the interaction between consumers and corporate brands.

Teaching: 20 hours of seminars in the Autumn Term.

There will be a Reading Week in week 6 of Autumn. 2 hours of seminars in the Spring Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Core Textbook

- S Karapapa and L McDonagh, Intellectual Property Law 1st edition (OUP, Oxford 2019).

Students will be expected to read widely in designated journals and books. All of the recommended cases and journal articles are available in electronic form and additional materials will be made available on the Moodle website which supports this course.

A detailed reading list will be provided for the course, but the following are indicative (and available in the LSE Library):

- L Bently, J Davis, J Ginsburg (eds) Trade Marks & Brands: An Interdisciplinary Critique (CUP, Cambridge 2008);
- A Arvidsson, Brands. Meaning and Value in Media Culture (Routledge, London 2006);
- C Lury, Brands. The Logos of the Global Economy (Routledge, London 2004);
- G Dinwoodie & M Janis (eds) Trade Mark Law and Theory: A Handbook of Contemporary Research (Edward Elgar, Cheltenham 2008);
- S Maniatis & D Botis, Trade Marks in Europe: A Practical Jurisprudence 2nd ed (Sweet & Maxwell, London 2010).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BT Half Unit

Cultural Property and Heritage Law

This information is for the 2024/25 session.

Teacher responsible: Dr Tatiana Flessas

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School

LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course looks at cultural property and heritage law from legal, social theoretical and practice-oriented perspectives. It provides an overview of existing and emerging cultural property and heritage legislation (domestic and international). We will be looking in particular at the development of cultural property legislation in the 20th century and emerging international cultural property and heritage initiatives under the auspices of the UN and UNESCO. Topics to be covered include the origins of cultural property law, the problems in defining cultural property and heritage, current issues and cases in repatriation and restitution of cultural objects, the National Trust and other heritage protection regimes, and intangible cultural heritage. The course also addresses the creation and management of museums and heritage sites, primarily within the UK, but also including sites in North and South America, Europe and Asia. We consider how the issues that we've identified throughout the course arise in the ongoing construction, protection, and (primarily economic) uses of heritage. Along with specialist seminars, the course includes visits to museums and contact with practising experts in the field.

Teaching: This course will have two hours of teaching content each week in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: One 2,000 word essay or other type of formative assessment.

Indicative reading: Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); J.E. Tunbridge and G.J. Ashworth, *Dissonant Heritage: the management of the past as a resource in conflict* (1996 J. Wiley); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); John Henry Merryman, *Thinking about the Elgin Marbles: critical essays on cultural property, art and law* (2000 Kluwer Law International); Nick Merriman, *Beyond the Glass Case: the past, the heritage and the public in Britain* (1991); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Richard Prentice, *Tourism and Heritage Attractions* (1993); G.J. Ashworth and P.J. Larkham, eds. *Building a New Heritage: tourism, culture, and identity* (1994); Peter Mandler, *The Fall and Rise of the Stately Home* (1997); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Ismail Serageldin, Ephim Shluger, Joan Martin-Brown, eds. *Historic Cities and Sacred Sites: cultural roots for urban futures* (2001); Federico Mayor, *Memory of the Future* (1995); Peter J. Fowler, *The Past in Contemporary Society: then, now* (1992); David Brett, *The Construction of Heritage* (1996); Karl Ernest Meyer, *The Plundered Past* (1974).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BU Half Unit Art Law

This information is for the 2024/25 session.

Teacher responsible: Dr Tatiana Flessas

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course engages in a discussion of specific cases and issues regarding acquisition, ownership, and restitution of works of art, and the problems that arise in regulating markets in art and cultural artefacts. We will look at domestic (UK and US) and international legislation regulating the art trade. Against this legislative background, the course examines important cases in disputes regarding commodification and sale of cultural goods, including the issues that arise in the operation of the art market (dealers, museums, collectors and auction houses). 'Art Law' is a specialised area of practice and an emerging area of theory and scholarship. We will look at some of the cases and theory of art and law, including the practices of dealers and auction houses in valuing (and mis-valuing) art for sale; the recent developments in addressing the restitution of art taken during the Nazi era; museum loans and the cross-border movement of art; the restoration and conservation debate(s) and then turn to a scholarly and interpretive approach to the issues that arise in considering the art market. We will also return to the questions that arise in dealer, auction house and museum policies more generally. Finally, practitioners in these areas, museum and auction house professionals, archaeologists, and art experts will be contributing to the seminars on the emerging legal issues in this area.

Teaching: This course has 20 hours of teaching content in Winter Term and an additional two hours of teaching in the Spring Term. There is a Reading Week in Week 6 of Winter Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Colin Renfrew, *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology* (2000 Duckworth); Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); James Cuno, *Who Owns Antiquity? Museums and the Battle over our Ancient Heritage* (2010 Princeton University Press); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); Olav Velthuis, *Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art* (2007 Princeton University Press); Jason Felch & Ralph Frammolino, *Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum* (2010 Houghton Mifflin Harcourt); Sarah Thornton, *Seven Days in the Art World* (2009 Granta Books); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Karl Ernest Meyer, *The Plundered Past* (1974).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BV Half Unit Transnational Environmental Law

This information is for the 2024/25 session.

Teacher responsible: Professor Veerle Heyvaert

Also taught by: Dr Oliver Hailes

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Environmental, Climate Change and Energy Law, European, Comparative and Transnational Law; Law, Politics and Social Change; Public International Law; Public Law.

This course is capped at 30 students.

Course content: The course instructs students on key issues in environmental law and governance beyond the state. Through the

study of recent developments in international environmental law, transnational trends in national environmental law, and private environmental regulation, the course engages with the dominant environmental challenges of our age. It addresses a range of topical themes including the effectiveness of international treaties, the rights and responsibilities of large corporations, the meaning and impact of environmental legal principles, the role of science and of indigenous knowledge in environmental decision-making and dispute resolution, the potential and risks attached to rights-based approaches to environmental protection, and integration of environmental concerns into other legal disciplines and economic transactions. The questions are illustrated through case studies relating to, among others, climate change and biodiversity protection.

Teaching: This course will have 20 hours of teaching content in Winter Term and an additional two hours of teaching in the Spring Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: The students can choose between a formative essay (1,000 - 1,500 word limit) and a mock exam.

Indicative reading: A detailed reading list will be provided for each seminar. The overwhelming majority of readings are electronically available as e-books or in journals. Essential reference works include the journal *Transnational Environmental Law*; Heyvaert, *Transnational Environmental Regulation and Governance* (CUP, 2019); Heyvaert & Duvic-Paoli, *Research Handbook on Transnational Environmental Law* (Edward Elgar, 2020); Kingston, Heyvaert & Cavoški, *European Environmental Law* (CUP, 2017); Sands & Peel, *Principles of International Environmental Law* (4th ed, CUP, 2018); Bodansky, *The Art and Craft of International Environmental Law* (2010, Harvard University Press); Bodansky, Brunnee & Hey, *The Oxford Handbook of International Environmental Law* (OUP, 2007); and the Stern Review Executive Summary (online).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4BW Half Unit Law and Political Thought

This information is for the 2024/25 session.

Teacher responsible: Professor Thomas Poole

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Political Theory and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course examines the relationship between law and political theory. It does so through the study of classic texts of political thought, such as: Hobbes, *Leviathan*; Plato, *Statesman*; Harrington, *Oceana*; Schmitt, *Political Theology*; Arendt, *On Revolution*; Hayek, *Law, Legislation and Liberty*. Occasionally, we extend the range of analysis to include other forms of media, such as Fritz Lang's *M* in the context of a broader discussion of Weimar-era theorists of law and politics (Kelsen, Schmitt, Heller). In this way, the course deals with major topics of theoretical and juridical interest, such as law and government, theories of authority and legitimacy, revolution and counter-revolution, nationalism and cosmopolitanism.

Teaching: This course will have 20 hours of teaching content in Winter Term and an additional two hours of teaching in the Spring Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: The reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through Moodle.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in

the spring exam period.

LL4C2 Half Unit World Poverty and Human Rights

This information is for the 2024/25 session.

Teacher responsible: Dr Margot Salomon

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies, MSc in Human Rights, MSc in Political Science (Global Politics) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

No pre-requisites but some knowledge of public international law is helpful.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course examines world poverty and inequality through the regime of international law aimed at the protection of human rights. It unpacks the duties of states and non-state actors and the ways in which they may be implicated in the deprivation that has 2.7 billion people concentrated in the South, and many in the North, unable to exercise even their minimum essential levels of human rights. The course is interested in studying conceptual, normative, and critical approaches to human rights and will draw on literature that situates human rights and development in broader interdisciplinary and structural contexts. It will explore the role of international actors and institutions that impact positively or negatively on human rights today, as well as examine global developments and the application of legal standards to some areas of outstanding concern.

Topics to be covered may include:

- Poverty as a human rights issue
- Human rights and development
- The right to development and claims against the public international order
- The scope, content and limits of the obligation of international cooperation
- Human rights, the World Bank and IMF
- Human rights and international trade, investment, and finance
- Interrogating the Sustainable Development Goals

Teaching: This course will have two hours of teaching content each week in Winter Term and an additional two hours of teaching in the Spring Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: One 2,000 word essay.

Indicative reading: G. Abi-Saab, 'The Legal Formulation of the Right to Development', in R-J Dupuy (ed), *The Right to Development at the International Level*, Hague Academy of International Law (1980)

B.S. Chimni, 'International Institutions Today: An Imperial Global State in the Making' *European Journal of International Law* (2004)

C. Chinkin, 'The United Nations Decade for the Elimination of Poverty: What Role for International Law?' 54 *Current Legal Problems* (2001)

A. Eide, 'Human Rights-Based Development in the Age of Economic Globalization' in B.A. Andreassen and S.P. Marks (eds), *Development as a Human Right: Legal, Political and Economic Dimensions* (2010)

M.E. Salomon, *Global Responsibility for Human Rights: World Poverty and the Development of International Law* (2007)

R. Danino, 'The Legal Aspects of the World Bank's Work on Human Rights' in P. Alston and M. Robinson (eds), *Human Rights and Development* (2005)

P. Muchlinski, 'Holistic Approaches to Development and International Investment Law: The Role of International Investment Agreements' in J. Faundez and C. Tan (eds), *International Law, Economic Globalization and Development* (2010)

Maastricht Principles on Extraterritorial Obligations of States in the

area of Economic, Social and Cultural Rights (2011)

M.E. Salomon, 'Of Austerity, Human Rights and International Institutions' *European Law Journal* (2015)

Report of the UN Independent Expert on the effects of foreign debt and other related international financial obligations of states on the full enjoyment of all human rights, particularly economic, social, and cultural rights: Mission to Greece' UN Doc A/HRC/31/60/Add2 (29 Feb 2016)

O.C. Okafor, 'The Bandung Ethic and International Human Rights Praxis: Yesterday, Today and Tomorrow' in L. Eslava, M. Fakhri and V. Nesiha (eds) *Bandung, Global History, and International Law* (2017)

J. Linarelli, M.E. Salomon and M. Sornarajah, *The Misery of International Law: Confrontations with Injustice in the Global Economy* (2018).

A detailed reading list will be issued at the first seminar.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4C5 Half Unit

International Commercial Arbitration

This information is for the 2024/25 session.

Teacher responsible: Dr Paul MacMahon

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: Arbitration — binding adjudication outside the courts generally deriving its authority from party consent — is a standard way of resolving international commercial disputes. Supporters of international arbitration cite its neutrality, its confidentiality, its flexibility, the greater expertise of arbitrators, and the global enforceability of arbitral awards under the New York Convention on the Recognition and Enforcement of Arbitral Awards. To detractors, however, international commercial arbitration is often expensive and slow. Other critics contend, more fundamentally, that arbitration infringes the spheres appropriately occupied by national courts and national law. Regardless, the complex relationship between arbitrators and courts, especially when combined with transnational elements, raises a host of fascinating theoretical and practical problems.

In addition to the New York Convention, this course consistently covers the widely adopted UNCITRAL Model Law on International Commercial Arbitration, together with England's and France's distinctive approaches to the subject. Where appropriate, the course draws on legislation and case law from other jurisdictions, including Switzerland and the United States. Coverage includes:

- Legal framework of international commercial arbitration
- Scope and validity of arbitration agreements
- Conflicts of laws and the arbitration agreement
- Challenges to arbitral jurisdiction
- Appointment of arbitrators
- Arbitral procedure
- Law applicable to the merits of the dispute
- Challenges to arbitral awards
- Recognition and enforcement of arbitral awards
- Public policy limitations on international commercial arbitration

This course concentrates on arbitration resulting from agreements between private parties and may particularly appeal to students with interests in contracts and private international law.

Considerations specific to states and state-owned enterprises as parties to arbitration are left to LL4C6 International Arbitration, which complements this course and offers a perspective on all forms of international arbitration.

Teaching: 20 hours of contact time in Autumn Term with a

Reading Week in Week 6. 2 additional hours in Spring Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Nigel Blackaby & Constantine Partasides, *Redfern and Hunter on International Commercial Arbitration* (7th edn, OUP 2022); Gary Born, *International Commercial Arbitration* (3rd edn, Kluwer 2021); Emmanuel Gaillard, *Legal Theory of International Arbitration* (Brill Nijhoff 2012); Jan Paulsson, *The Idea of Arbitration* (OUP 2013); Jan Kleinheisterkamp, 'Overriding Mandatory Laws in International Arbitration' (2018) 67 ICLQ 903

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4C6 Half Unit

Advanced Issues in International Arbitration

This information is for the 2024/25 session.

Teacher responsible: Dr Oliver Hailes

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Pre-requisites: None, but students would benefit from enrolling in LL4E6 International Dispute Resolution: Courts and Tribunals, LL4E7 International Investment Law and Arbitration, and/or LL4C5 International Commercial Arbitration. Commercial lawyers with no background in public international law are invited to read Roberts and Sivakumaran, 'The Theory and Reality of the Sources of International Law' in Evans (ed), *International Law* (2018). Students may also wish to consult one of three recent manuals that address interactions among different forms of international arbitration: Kröll, Bjorklund & Ferrari (eds), *Cambridge Compendium of International Commercial and Investment Arbitration* (2023); Lim (ed), *The Cambridge Companion to International Arbitration* (2021); Schultz & Ortino (eds), *The Oxford Handbook of International Arbitration* (2020).

Course content: From the Alabama Claims to climate change, international arbitration remains the preeminent procedure for resolving commercial disputes, protecting foreign investment, and delimiting sovereign entitlements. Such matters may be determined by public international law, when dealing with states in their governmental capacity, or commercial parties' choice of domestic contract law. The law governing the arbitration agreement and the law of the seat may also play decisive roles. Practitioners of interstate, investment, and commercial arbitration must be able to codeswitch among applicable laws and procedural rules when representing businesses or governments, whilst appreciating where these different types of disputes may overlap. Similarities and differences across these forms are equally important for academics and policymakers who take arbitration as an object of criticism or reform.

The three main forms of international arbitration are introduced in LL4E6 (interstate), LL4E7 (investment) and LL4C5 (commercial). Through a programme of wide reading and discussion, this course connects these specialised forms to develop a generalist perspective on international arbitration as a unified field of practice. Analytical essays should appraise this perspective, whereas problem questions call for strategic choices in making or facing claims that could be brought before any of the three forms of international arbitration and the application of legal techniques to resolve possible conflicts.

The course is organised in three parts. Part I (Foundations) introduces the theoretical debates, historical development, common rules of procedure, and sociological factors that underpin modern practice. Part II (Forms) digs deeper into the three main forms, including the relevant bases of consent, sources of applicable law, typical claims, and available remedies. This part

also highlights connections among the three forms through issues such international public policy, territorial disputes affecting natural resources, and contract claims under investment treaties. Part III (Frictions) turns to cross-cutting problems in arbitral practice and policy debates, including the protection of public interests, force majeure and other changes in circumstances, parallel proceedings, and the enforcement of arbitral awards.

Teaching: There will be 20 hours of teaching content in Winter Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Winter Term. The first half of the course will include a mix of lecture material and class discussion, whereas Weeks 7 to 10 will include group presentations in response to problem questions, thus preparing students for practical scenarios and summative assessment.

Formative coursework: One 2,000 word essay.

Indicative reading: Alongside excerpts from arbitral awards (mainly ad hoc, ICC, ICSID or PCA) and domestic judgments (mainly UK Supreme Court but also Paris Court of Appeal and others), students will become familiar with key instruments: eg Arbitration Act 1996 (UK); ICC Arbitration Rules (2021); ICSID Arbitration Rules (2022); ICSID Convention (1965); ILC Articles on State Responsibility (2001); New York Convention (1958); UNCITRAL Arbitration Rules (2021); UNCITRAL Model Law on International Commercial Arbitration (2006); UNIDROIT Principles of International Commercial Contracts (2016); Vienna Convention on the Law of Treaties (1969).

Students will engage with foundational texts and recent literature: eg Crawford, 'Continuity and Discontinuity in International Dispute Settlement' (2010) 1 JIDS 3; Demirkol, 'Peaceful Settlement of Inter-State Energy Disputes: Applicable Law, Defence Arguments, and Remedies in the ICC Arbitration between Iraq and Turkey' (2023) 26 JIEL 786; Douglas, 'The Umbrella Clause Revisited' (2023) 38 ICSID Rev 472; Fietta and Upcher, 'Public International Law, Investment Treaties and Commercial Arbitration: An Emerging System of Complementarity?' (2013) 29 Arb Intl 187; Grisel, 'Treaty-Making between Public Authority and Private Interests: The Genealogy of the Convention on the Recognition and Enforcement of Foreign Arbitral Awards' (2017) 28 EJIL 73; Kaufmann-Kohler, 'Arbitral Precedent: Dream, Necessity or Excuse?' (2007) 23 Arb Intl 357; Lalive, 'Transnational (or Truly International) Public Policy and International Arbitration' in Sanders (ed), *Comparative Arbitration Practice and Public Policy in Arbitration* (1987); Paulsson, 'Arbitration in Three Dimensions' (2011) 60 ICLQ 291; Pathak, 'Jurisdictional Conflicts between Investment Treaty and Commercial Arbitration—The Role of Lis Pendens' (2021) 12 JIDS 367; Viñuales, 'Defence Arguments in Investment Arbitration' (2020) 18 ICSID Rep 9.

Key journals, databases, and reports include *Arbitration International*, *ICSID Reports*, *ICSID Review*, *International & Comparative Law Quarterly*, *Investment Arbitration Reporter*, *Journal of International Arbitration*, *Journal of International Dispute Settlement*, *Jus Mundi*, and *Reports of International Arbitral Awards*.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4CC Half Unit Commercial Remedies

This information is for the 2024/25 session.

Teacher responsible: Professor Charlie Webb

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit. Students should have ideally studied Contract Law at undergraduate level.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The module will examine a range of remedial

issues in a commercial context. The syllabus does not seek to provide an exhaustive account of the law governing commercial remedies but instead picks out a series of questions of both practical and theoretical significance that can arise in commercial disputes. In addressing these questions, we shall not only examine the answers English law has given to these questions but also consider the soundness of those solutions and alternative approaches which have been proposed in the literature. Here is an indicative list of the sorts of issues to be considered on the module:

1. The aims of commercial remedies: What interests and other policies may be served by the law when remedying commercial disputes?
2. The function of contract damages: How do the courts assess damages for breaches of contract? Should the courts do more to protect the claimant's interest in performance?
3. Punishment: Is punishment of a defendant who has committed a breach of duty ever a legitimate aim of commercial remedies? Should punitive damages have a greater role in English law?
4. Agreed remedies: To what extent are commercial parties free to fix the remedies available to them in the event of breach? Does freedom of contract extend to the parties' secondary obligations?
5. Unjust enrichment: What is the law of unjust enrichment? What is its relationship to the law of contract? What can commercial parties recover under the law of unjust enrichment?

Teaching: This course has 20 hours of teaching content in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course.

Indicative reading: Burrows, *Remedies for Torts and Breach of Contract* (4th edn OUP 2019)

Virgo and Worthington (eds), *Commercial Remedies: Resolving Controversies* (CUP 2017)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4CE Half Unit Security and Criminal Law

This information is for the 2024/25 session.

Teacher responsible: Professor Peter Ramsay

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students ideally should have undergraduate study of criminal law (or equivalent).

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This is a course in advanced criminal law theory. The central concern of contemporary criminal justice policy is public protection. The course examines the different security interests that are protected by the different categories of criminal offence and the issues at stake in the expansion of the scope of the substantive criminal law. Examples will be drawn mainly from the criminal law of England and Wales, but also from other jurisdictions. An introduction to the structure of the criminal law in the common law world will be included. The theoretical issues are universal.

This course will cover:

- the concept of security;
- the concept of criminal law;
- the presumption of innocence;
- 'true crimes';
- public welfare offences;
- inchoate offences;
- pre-emptive offences;
- fear, harassment and speech offences;

• the right to security.

Each class will consist of a student presentation on a key question, class discussion and a teacher presentation.

Teaching: This course has 20 hours of teaching content in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: A Ashworth and L Zedner Preventive Justice (OUP 2014); I Dennis and GR Sullivan (eds), Seeking Security: Pre-empting the Commission of Criminal Harms (Hart, 2012); A Brudner, Punishment and Freedom (OUP, 2009); RA Duff, Answering for Crime (Hart, 2007); P Ramsay The Insecurity State: Vulnerable Autonomy and the Right to Security In the Criminal Law (OUP, 2012); A Ashworth (et al), Prevention and the Limits of Criminal Law (OUP, 2013).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4CF Half Unit UK Corporate Law

This information is for the 2024/25 session.

Teacher responsible: Dr Elizabeth Howell and Dr Suren Gomtsian

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: 1. The conception of the UK company - the nature and evolution of the company; the sole-trader and partnership organisational forms will be contrasted with the corporate/entity conception. 2. Legal personality, formation and structure – considering the implications and function of separate legal personality and the scope to disregard the corporate veil. 3. The distribution of power in a UK company – considering the location and contractual distribution of power in a UK corporation; the problem of separation of ownership and control/the agency problem; mandatory versus default rules; core mandatory rights: removal of directors and calling shareholder meetings. 4. Director's duties I: the nature of duties; who owes them; to whom; the loyalty dimension. 5. Directors Duties II: the duty to act within powers; the duty to promote the success of the company and the particular question of creditors; the duty to exercise independent judgement; the duty of care. 6. Directors Duties III: the conflict rules (self-dealing transactions, corporate opportunities, competing with the company, bribes and commissions). 7. Protecting shareholder rights and derivative actions: personal actions and reflective loss; the derivative action mechanism. 8. Minority shareholder protections I – common law restraints on the exercise of majority shareholder power and influence; statutory constraints on the exercise of such power and influence - section 994 Companies Act 2006. 9. Minority shareholder protections II – remedies under s994 Companies Act 2006 for unfairly prejudicial conduct. 10. Just and equitable winding up under section 122(1)(g) Insolvency Act 1986; arbitration.

Teaching: Teaching will be delivered through lectures and classes in Autumn Term (two hours of teaching content each week). This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: A mock examination will be held at a time to be advised during Autumn Term.

Indicative reading: B Hannigan, Company Law (6th ed OUP 2021); or P Davies and Sarah Worthington, Gower: Principles of Modern Company Law (11th ed 2021 Sweet & Maxwell)

For detailed reading lists please see the course Moodle page.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4CG Half Unit Tax Policy and Design

This information is for the 2024/25 session.

Teacher responsible: Dr Andy Summers CKK 6.04

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Inequalities and Social Science and University of Pennsylvania Law School LLM Visiting Students.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is suitable for students from any social science background, including but not only Law. No previous study of taxation is required. Some prior familiarity with tax concepts is advantageous but not essential.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Pre-requisites: This course is suitable for students from any social science background, including but not only Law. No previous study of taxation is required. Some prior familiarity with tax concepts is advantageous but not essential.

Course content: This course provides an introduction to tax policy using a variety of disciplinary perspectives including economics, philosophy, and political science, as well as law. It addresses questions such as: What is a 'fair' tax? What makes a tax efficient or inefficient? How do people respond to taxes? What can be done to improve tax compliance? What are the political influences on the tax policymaking process?

The aim of the course is to develop a 'toolkit' for thinking about taxes that enables students to critically assess existing tax policies and develop proposals for reform. We will use a range of examples from across the tax system including taxes on individuals and companies. Most examples will be drawn from the UK context but the principles are of wide application to other developed tax systems.

The seminar topics are: (1) Introduction; (2) Tax and fairness; (3) Tax and property rights; (4) Key economic concepts; (5) Economic impacts; (6) Tax planning; (7) Designing the tax base; (8) Setting tax rates; (9) Tax compliance; (10) Tax and the political process.

Teaching: This course will have two hours of teaching content each week in Winter Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6.

Formative coursework: Students will receive formative feedback on one 1500-word essay or equivalent essay plan.

Indicative reading: Devereux, M. et al (2021), Taxing Profit in a Global Economy. Oxford University Press.

Kay, J., & King, M. (1990), The British tax system. Oxford University Press.

Kleven, H. et al (2019), Taxation and Migration: Evidence and Policy Implications' The Journal of Economic Perspectives

Meade, J. et al (1978), The Structure and Reform of Direct Taxation: The Meade Report

Adam, S. & Miller, H. (2020), 'Principles and practice of taxing small business' in The Dynamics of Taxation. Hart Publishing

Mirrlees, J. et al (2011), Tax by design: the Mirrlees review. Oxford University Press.

Murphy, L. & Nagel, T. (2002), The Myth of Ownership: Taxes and Justice. Oxford University Press.

Oates, W. & Schwab, R. (2015), The Window Tax: A Case Study in Excess Burden. The Journal of Economic Perspectives

Slemrod, J., (2013), Buenas notches: lines and notches in tax system design

Stanford Encyclopaedia of Philosophy, Distributive Justice

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4CL Half Unit**Explaining Punishment: Philosophy, Political Economy, Sociology****This information is for the 2024/25 session.****Teacher responsible:** Professor Peter Ramsay**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.**Course content:** The course aims to provide students with a comprehensive overview of the theories that purport to explain and/or justify the practice of punishment, a practice that is central to the criminal law. It will do this by introducing students to philosophical, sociological, political economy and comparative approaches to punishment. It will involve the discussion of all the major philosophical justifications and critiques of state punishment, and sociological and political economy explanations and critiques of punishment.

After an introduction discussing the different approaches to punishment, three seminars will discuss the classical philosophical justifications of punishment and a fourth the contemporary critiques of those classical approaches. Seminars 5 and 6 will discuss punishment from the perspective of sociology and political economy. Seminar 7 will consider comparative approaches to punishment. Seminars 8 and 9 will look at two key aspects of the sociology of punishment, punishment as a cultural phenomenon and punishment as an exercise of power and authority. The final seminar considers the relation between these different perspectives using a case study (which varies from year to year).

Teaching: This course will have two hours of teaching content each week in Autumn Term, either in the form of a two hour seminar or a lecture and one hour class. There will be a Reading Week in Week 6 of Autumn Term.**Formative coursework:** Students will be expected to produce one essay in Autumn Term and give one brief presentation in class during the term.**Indicative reading:**

- A von Hirsch, A Ashworth and J Roberts, *Principled Sentencing: Readings on Theory and Policy* (Hart, 2009)
- B Hudson, *Understanding Justice* (Open University Press 2003)
- N Lacey, *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies*, (Cambridge University Press 2008)
- J Simon and R Sparks (eds), *The Sage Handbook of Punishment and Society* (Sage 2013)
- D Garland, *Punishment and Modern Society: A Study in Social Theory* (Oxford University Press 1990)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.**LL4CO Half Unit****Taxation of Wealth****This information is for the 2024/25 session.****Teacher responsible:** Dr Andy Summers - CKK 6.04**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Inequalities and Social Science and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. Students are strongly recommended to take LL4CG Tax Policy and Design together with (or prior to) this course. Alternatively, students must demonstrate that they have some familiarity with key principles of tax design via previous academic or professional experience. The course is suitable for students from any social science background and non-Law students are also welcome.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites: This course is suitable for students from any social science background, including but not only Law. No previous study of taxation is required. Some prior familiarity with tax concepts is advantageous but not essential. Students are recommended (but not required) to study LL4CG Tax Policy and Design alongside this course.**Course content:** The course examines the taxation of wealth (and the wealthy) and evaluates options for reform. It addresses questions such as: Should inheritance tax be paid on lifetime gifts? Should capital gains be taxed at lower rates than regular income? What are the arguments for and against an annual wealth tax? How does the UK's 'non-dom' tax regime work and how should it be reformed? What is the extent of offshore evasion and what steps can be taken to improve compliance?

We will draw on the latest research from multiple disciplines including economics, philosophy and political science, as well as law. The primary focus is on the UK context, although comparisons will also be made with other jurisdictions and students are encouraged to think about implications in their home jurisdiction. For each topic, students will learn (in outline) how existing UK taxes on wealth operate and then consider how they could be reformed.

The seminar topics are: (1) Introduction; (2) Inheritance tax; (3) Taxes on lifetime gifts; (4) Taxes on investment income; (5) Capital Gains Tax; (6) Taxes on property; (7) Net wealth taxes; (8) International dimensions; (9) Trusts; (10) Offshore evasion.

Teaching: This course will have two hours of teaching content each week in Winter Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6.**Formative coursework:** Students will receive formative feedback on one 1500-word essay or equivalent essay plan, based on past or sample summative essay titles.**Indicative reading:** Advani, A., and Summers, A. (2023), 'How Much Tax Do the Rich Really Pay? Evidence from the UK', *Oxford Review of Economic Policy*Advani, A., Chamberlain, E., and Summers, A. (2020), 'A Wealth Tax for the UK', *Wealth Tax Commission Final Report*Alstadsaeter, A., Johannesen, N., and Zucman, G. (2019) 'Tax Evasion and Inequality', *American Economic Review*, 109, 2073-2103Corlett, A. (2018), 'Passing On: Options for Reforming Inheritance Taxation', *Resolution Foundation*Delestre, I., Kopczuk, W., Miller, H., and Smith, K. (2022), 'Top Income Inequality and Tax Policy', *IFS Deaton Review of Inequalities*Mirrlees, J., Adam, S., Besley, T., Blundell, R., Bond, S., Chote, R., Gammie, M., Johnson, P., Myles, G., and Poterba, J. M. (2011), *Tax by Design: The Mirrlees Review*, Vol. 2, Oxford: Oxford University PressOffice of Tax Simplification (2018), 'Inheritance Tax Review – First Report: Overview of the Tax and Dealing with Administration' Sandford, C. (1987), 'Death Duties: Taxing Estates or Inheritances', *Fiscal Studies*, 8, 15-23Scheuer, F., and Slemrod, J. (2020), 'Taxation and the Superrich', *Annual Review of Economics*, 12, 189–211Summers, A. (2021), 'Ways of Taxing Wealth: Alternatives and Interactions', *Fiscal Studies*, 42, 485–507**Assessment:** Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.**LL4CP Half Unit****Tax Avoidance****This information is for the 2024/25 session.****Teacher responsible:** Dr Alexandra Evans**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of

Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you are not able to get a place on this course.

Course content: This course will provide a comprehensive overview of the phenomenon of tax avoidance and of the attempts by states to combat it: both unilaterally and multilaterally. Whilst using examples predominantly from the UK, Australia and USA, the issues addressed by the course are general across many jurisdictions and so will be applicable to those with interests beyond the UK, Australia and USA.

The course will be multi-disciplinary, in that the course will draw on accessible social-science literature.

Taxpayers have always sought to minimise their tax burden. However recent decades have witnessed a sharp rise in popular and governmental concern with tax shelters and other tax avoidance. Traditional strategies of tax avoidance have included postponement of taxes and tax arbitrage, in addition to attempting to exploit 'loopholes' through a formalist interpretation of legislation. In recent years the proliferation of complex financial instruments has increased the opportunities for such avoidance. Additionally, globalisation and the development of the digital economy have facilitated tax avoidance strategies of base erosion and profit shifting (BEPS). This rise in opportunities for tax avoidance has been accompanied by an increased public concern that individuals and companies pay their 'fair share' of taxation: which states have responded to both through unilateral and multilateral actions (including the OECD's project on BEPS and the EU's Anti Tax Avoidance Package).

Particular topics covered will include (i) defining avoidance; (ii) strategies of tax avoidance; (iii) statutory interpretation and judicial approaches to tax avoidance especially with reference to the UK and USA; (iv) General Anti-Abuse and Anti-Avoidance Rules and Specific and Targeted Anti-Avoidance Rules; (v) reporting rules and other policies to deter avoidance; (vi) BEPS and the EU; and (vii) corporate social responsibility, professional ethics and public attitudes with regard tax avoidance.

Teaching: This course will have two hours of teaching content each week in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: An open book mock exam (no mark awarded, duration: 1 hour, reading time: 7.5 minutes) will be offered to students in Week 7 of Winter Term. The mock exam will be similar in style and content to the final exam to provide an opportunity to practice and receive feedback ahead of the final exam. Undertaking the mock exam is not mandatory, but strongly recommended.

Indicative reading: Project Blue Ltd (formerly Project Blue (Guernsey) Ltd) v Revenue and Customs Commissioners [2018] UKSC 30

Michael Blackwell, 'Variation in the Outcomes of Tax Appeals Between Special Commissioners: An Empirical Study' [2013] British Tax Review 154-174

T Christopher Borek, Angelo Frattarelli and Oliver Hart, 'Tax shelters or efficient tax planning? A theory of the firm perspective on the economic substance doctrine' (2014) 57(4) The Journal of Law and Economics 975

Dhammika Dharmapala, 'What Do We Know about Base Erosion and Profit Shifting? A Review of the Empirical Literature' (2014) 35(4) Fiscal Studies 421

J Feldman and JA Kay, 'Tax Avoidance' in Paul Burrows and Cento G Veljanovski (eds), The Economic approach to law (Butterworths 1981)

Edward J McCaffery, Income Tax Law: Exploring the Capital Labour Divide (OUP 2012) 12-22; 182-202 (ie 1.6 until the end of Chapter 1 and 'Chapter 7, 'A Summary, of Sorts: Anatomy of a Tax Shelter')
Judith Freedman, 'Interpreting Tax Statutes: Tax Avoidance and the Intention of Parliament' (2007) 53 LQR 123

David A Weisbach, 'An Economic Analysis of Anti-Tax-Avoidance Doctrines' [2002] American Law and Economics Review 88

Grahame R Dowling, 'The curious case of corporate tax avoidance: Is it socially irresponsible?' (2014) 124 Journal of Business Ethics 173

Benno Torgler and Kristina Murphy, 'Tax morale in Australia: What shapes it and has it changed over time' (2004) 7 Journal of Australian Taxation 298

Kevin Holland, Sarah Lindop, and Fatimah Zainudin, 'Tax Avoidance: A Threat to Corporate Legitimacy? An Examination of Companies' Financial and CSR Reports' [2016] (3) BTR 310

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4CQ Half Unit

Legal Aspects of Private Equity and Venture Capital

This information is for the 2024/25 session.

Teacher responsible: Dr Simon Witney

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students should note that private equity is a specialist asset class, and the basics of debt and equity are not covered in LL4CQ. The course is, therefore, recommended for students who are taking other, relevant corporate law and financial law courses, or who have relevant experience.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course will equip students with a detailed understanding of the legal structures and issues arising in international private equity and venture capital. It is founded on academic analysis of pertinent theoretical and legal issues complemented by insights from relevant practitioners.

The course will cover: private equity and venture capital fund structures, terms and regulation; venture capital and buyout structures and terms; corporate governance in private equity-backed companies; and LBO financing terms.

The course has a UK focus but will include relevant aspects of European Union law with comparative global perspectives.

Teaching: This course is delivered through a combination of classes and lectures in Winter Term. This course includes a Reading Week in Week 6 of Winter Term.

Formative coursework: A formative essay will be due in Week 7 and detailed feedback will be provided shortly after. The essay will have a word limit of 1,500 and will provide invaluable preparation for the summative assessment.

Indicative reading: A full Reading List will be distributed during the course. For introductory purposes, students are referred to:

Gilligan, J. and Wright, M., Private equity demystified: An explanatory guide (2020, 4th edition, Oxford University Press),
Gullifer, L. and Payne J., Corporate Finance Law: Principles and Policy (2020, 3rd edition, Hart Publishing), Chapter 16 (Private Equity),

Hale, C. (ed), Private Equity: A Transactional Analysis (2020, 4th edition, Globe Law and Business),

Witney, S., Corporate Governance and Responsible Investment in Private Equity (2020, Cambridge University Press)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4CS Half Unit Not available in 2024/25 Law and Economics of Network Industries

This information is for the 2024/25 session.

Teacher responsible: Professor Pablo Ibáñez Colomo

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The course provides an overview of the regulation of network industries. It encompasses not only sector-specific regimes but also the ways in which competition law contributes to shaping those industries.

Instead of focusing on a particular system, it revolves around the main underlying issues. The EU-UK system provides the basis for class discussions. Examples from the US will be used where relevant.

The module is divided into three parts: one that discusses generalities about the law and economics of network industries; a second that focuses on the sector-specific regimes applying to three sectors (telecommunications, energy and transport); and a third that covers the application of competition law and examines how this area of the law is transformed and adapted when it engages with sectoral regulation.

Part I: Generalities

Session 1: The Economics of Network Industries.

This session addresses the features of network industries, in particular the concepts of natural monopoly, network effects and two-sided markets. It discusses the implications of the tendency of these industries towards monopoly.

Session 2: Regulatory approaches to network industries

The second session discusses the various regulatory techniques that have been used to deal with network industries. These techniques are also put in perspective: it covers the days of exclusive rights, the liberalisation efforts in the 1980s and 1990s (in the US, the EU and beyond) as well as the modern regimes. It covers both the substantive and institutional challenges that come with the regulation of these activities.

Part II: Specific issues

Session 3: Telecommunications and electronic communications (I)

This session provides an overview of the regulation of telecommunications (or electronic communications in the EU system). After a brief overview of the basic technology-related concepts (access, interconnection) and of the evolution of regulation, it will cover the EU Regulatory Framework for electronic communications.

Session 4: Telecommunications and electronic communications (II)

This session covers some specific issues at length, in particular access to the incumbent network by new entrants and the interaction of telecommunications operators with Big Tech.

Session 5: Energy (I)

The first session covers the basic concepts (TSO, DSO) as well as the regulatory models that have been put in place in the EU and the US.

Session 6: Energy (II)

The second session would deal in detail with some contemporary challenges, namely the decarbonisation of the economy and energy prices.

Session 7: Transport

The regulation of railways gives rise to major challenges and has been controversial, in the UK and beyond. This session covers the UK model and the various liberalisation steps taken in the EU.

Part III: Competition law and network industries

Session 8: The relationship between competition law and regulation

Competition law overlaps to some extent with regulation. The question is whether the former takes precedence, or vice versa. This session covers the EU and US responses.

Session 9: Competition law and network industries (I)

Competition law is transformed when it applies to network industries. This session explores the reasons for this transformation with some concrete examples.

Session 10: Competition law and network industries (II)

See above. It builds and expands on the preceding session.

Teaching: This course will have two hours of teaching content each week in Autumn Term and may include visits from experts based at regulatory authorities in the UK and the EU. Students will usually have two additional hours in the Spring Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading:

- Christopher Decker, *Modern Economic Regulation* (Cambridge University Press 2014)
- Niamh Dunne, *Competition Law and Economic Regulation: Making and Managing Markets* (Cambridge University Press 2015)
- Christopher Jones (ed), *EU Energy Law* (Claeys & Casteels 2020)
- Tony Prosser and Luke Butler, 'Rail Franchises, Competition and Public Service' (2018) 81 *Modern Law Review* 23
- Oz Shy, *The Economics of Network Industries* (Cambridge University Press 2001)
- Ian Walden, *Telecommunications Law and Regulation* (5th edn, Oxford University Press 2018)

Additional Reading:

- Robert Baldwin, Martin Cave and Margin Lodge, *Understanding Regulation* (2nd edn, Oxford University Press 2012)
- Leigh Hancher, 'Community, State and Market' dans Paul Craig and Grainne de Burca (eds), *The Evolution of EU Law* (Oxford University Press 1999), pp. 721-743
- Stuart Minor Benjamin et James Speta, *Telecommunications Law and Policy* (4ème édition, Carolina Academic Press 2015), pp. 187-216
- Stephen Breyer, *Regulation and Its Reform* (Harvard University Press 1984)
- Pierre Larouche, *Competition and Regulation in European Telecommunications* (Hart Publishing 2000)
- Christopher Jones (ed), *EU Energy Law, Volume I - The Internal Market* (Claeys & Casteels 2020)

Assessment: Essay (100%, 8000 words) in the ST.

Students will be free to choose a topic concerning the regulation of network industries, whether or not covered in class (for instance, postal services, or broadcasting). The essay can relate both to sector-specific regulation and to the application of competition law to network industries.

LL4E6 Half Unit International Dispute Resolution: Courts and Tribunals

This information is for the 2024/25 session.

Teacher responsible: Dr Devika Hovell CKK 7.06

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Some prior knowledge of international law is useful but not essential.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Pre-requisites: Some prior knowledge of international law is useful but not essential.

Course content: At both international and domestic levels,

international disputes are increasingly becoming the subject of judicial determination. In this course, we examine key courts and tribunals operating on the world stage, including the International Court of Justice, the International Criminal Court, the European Court of Human Rights, investment treaty arbitration and the WTO Dispute Settlement Body. The course provides the opportunity to consider the theory, politics and practical difficulties of international dispute resolution in these courts and tribunals. The course begins with a focus on the International Court of Justice, which is currently experiencing a surge in activity. We will examine the history, structure and jurisdiction of the Court before turning to questions arising with provisional measures, contentious cases and advisory opinions. The second half of the course examines a variety of other international courts and tribunals, such as the International Criminal Court, the European Court of Human Rights the WTO Dispute Settlement Body and investment treaty arbitration. There will be an opportunity to hear from guest speakers working in these different practice areas.

Teaching: 20 hours of lectures in the Autumn term. 2 hours of lectures in the Spring term.

There will be a reading week in Week 6 of Autumn term.

Formative coursework: 1500 word formative essay.

Indicative reading: Reading lists will be provided for each week's seminar on Moodle.

Indicative reading includes Karen Alter, *The New Terrain of International Law: Courts, Politics, Rights* (2014 Princeton); Gleider Hernández, *The International Court of Justice and the Judicial Function* (2014 OUP); Yuval Shany, 'No Longer a Weak Department of Power? Reflections on the Emergence of a New International Judiciary' (2009) 20(1) *European Journal of International Law* 73; Frederic Megret and Marika Giles Samson, 'Holding the Line on Complementarity in Libya: the Case for Tolerating Flawed Domestic Trials' (2013) 11 *Journal of International Criminal Justice* 571.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4E7 Half Unit

International Investment Law and Arbitration

This information is for the 2024/25 session.

Teacher responsible: Dr. Mona Paulsen

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students with no previous background in public international law may find it helpful to consider consulting a standard textbook such as M. Evans (ed.), *International Law* (OUP, 5th ed., 2018) or J. Crawford, *Brownlie's Principles of Public International Law* (OUP, 9th ed., 2019).

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: Students will examine the legal architecture that promotes, protects, and screens foreign investment flows. Accordingly, they will study international investment law (including the interface between treaties, domestic legislation, and contracts) to assess its capacity to promote and protect select foreign investments, shape public policy, support economic development, and influence international law generally.

The course focuses on the role of investment treaties in finance flows. It begins by highlighting the historical, political, and economic forces that drove governments to adopt investment treaties that combined standards of sovereign conduct with a standing offer for private individuals to access arbitration. Students will evaluate the core features of international investment law, relevant provisions in trade and investment agreements, and the various actors that influence finance flows. The course balances

doctrinal studies with an exploration of how the investment treaty system works in practice, with scrutiny of investment disputes. Within the course, we will examine market access and investment facilitation issues, including new legal instruments to address barriers to foreign entry and the success of FDI in foreign markets. We will discuss how far international investment law constrains the regulatory autonomy of states, particularly owing to commitments to accord 'fair and equitable treatment' to investors or with obligations to provide compensation for the indirect expropriation of an investment. Yet, we will complicate this issue further by studying how governments seek to defend policy judgments and challenge investor claimants. Finally, we will discuss the legal principles that govern compensation and the recognition and enforcement of investment treaty awards. The course will enable all students to draw connections with global commerce and cross-border investment to other contemporary legal topics, including the environment, trade, human rights, and global value chains.

Teaching: This course is delivered through weekly two-hour seminars totalling a minimum of 20 hours in the Autumn Term. Students will have two additional hours in the Spring Term. This course includes a Reading Week in Week 6 of Autumn Term.

Formative coursework: One 2,000 word formative essay during the course.

Indicative reading: Reading lists will be provided for each seminar on Moodle. Essential readings combine primary and secondary sources to help students navigate the topics. Additionally, the course offers political economy and history readings to supplement select topics. Where possible, readings will include relevant videos and podcasts to enhance student learning.

Indicative textbooks include C.L. Lim, et al., *International Investment Law and Arbitration* (2021); J. Bonnitcha et al., *The Political Economy of the Investment Treaty Regime* (2017); M. Sornarajah, *The International Law on Foreign Investment* (2021); C. McLachlan, et al., *International Investment Arbitration: Substantive Principles* (2017).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4EA Half Unit

Race, Class, and Law

This information is for the 2024/25 session.

Teacher responsible: Dr Roxana Willis

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and we cannot guarantee all students will get a place.

Course content: Have you ever wondered why we study law in the way we do? Have you ever questioned why the 'logic' of the law operates as it does? Have you noticed that certain issues, ideas, or voices are absent? And have you ever dreamt of using your legal education to effect change? In *Race, Class, and Law* we develop our critical, reflective, collaborative, and creative capacities to interrogate what the law does and to re-imagine what it can or should do. Borrowing from Andre Lord's influential metaphor, rather than attempting to use the master's tools to dismantle the master's house – rather than trying to change the law by staying within the bounds of the procedures we've inherited – in *Race, Class, and Law*, we traverse a range of disciplines in search of new tools and ways to use them. Taking the English legal system as its point of departure, the course centres several inquiries: an examination of the legal system as experienced 'from below', a historical understanding on the making and workings of 'modern law', and a critical analysis of law beyond the confines of the nation state. By the end of the course, you will have acquired a fresh perspective on the law as seen from a diversity of perspectives,

developed new skills to critique current laws, and engaged in innovative thinking about the future of law and potential for change. The course is delivered through ten interactive weekly seminars. The first part of the course involves expanding our critical toolkit by re-examining foundational concepts that underpin the law, such as 'neutrality', 'objectivity', and 'rationality', allowing for creativity and feeling to inform our work. During our search for alternative ways to study law, we critically engage with decolonial debates, exploring how these ideas apply to law and reflecting on whether they should. Relatedly, we delve into abolitionist debates and the potential for transformative justice to improve law and society. Substantive topics include revisiting the 'reasonable man' in law and assessing the significance of gender, class, and race in his formation. We also explore the impact of trans-Atlantic slavery on the creation of the modern law and how its afterlives persist. Over the remaining weeks, we use our newly acquired tools in overlapping fields of law, such as crime and criminal justice, welfare and housing, labour law and immigration, conflict and violence, and climate justice and the Anthropocene. Instead of accepting the law is as it is, in *Race, Class, and Law* you are invited to evoke your radical imagination and envision how the law could be transformed in ways still to be discovered.

Teaching: 20 hours of seminars in the WT.

Formative coursework: Students answer and submit a mock exam question (maximum 2,000 words).

Indicative reading:

- Bhambra, G. (2007). *Rethinking modernity: Postcolonialism and the sociological imagination*. Berlin: Springer.
- Adébişi, Folúke (2023) *Decolonisation and Legal Knowledge: Reflections on Power and Possibility*, Bristol University Press
- Harrison, F. V. (Ed.). (2010). *Decolonizing Anthropology – Moving Further toward an Anthropology for Liberation* (Third ed.). Arlington, VA: American Anthropological Association.
- Táíwo, O. (2022). *Against decolonisation: Taking African agency seriously*. Hurst Publishers.
- Bhattacharyya, G., Elliott-Cooper, A., Balani, S., Nisancioglu, K., Koram, K., Gebrial, D., El-Enany, N. and de Noronha, L. (2021). *Empire's Endgame: Racism and the British State*. London: Pluto Press.
- Elliot-Cooper, A. (2021) *Black resistance to British Policing*. Manchester University Press
- El-Enany, N. (2020) *(B)ordering Britain: Race, law and empire*. Manchester University Press
- Gopal, P. (2019) *Insurgent Empire: Anticolonial Resistance and British dissent*. Verso.
- Bradley and De Noronha (2022) *Against borders: The case for abolition*. Verso.
- Day, A.S. and McBean, S.O. (2022) *Abolition Revolution*. Pluto Press.
- Soulimani, A., England, G., and Hedidar W., (2021), 'The (LSE) Decoloniality Reading Circle: A Manifesto in 14 Suggestions'. The Metric. Available at: <https://thetric.org/articles/the-lse-decoloniality-reading-circle-a-manifesto-in-14-suggestions-2>
- The (LSE) Decoloniality Reading Circle: A Suggested Reading List: https://drive.google.com/file/d/1uvoPddD3eFYySOu_GkyTqj1z5iPvvJAr/view

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4EB Half Unit

Key Issues in Medical Law and Ethics

This information is for the 2024/25 session.

Teacher responsible: Dr Cressida Auckland

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and we cannot

guarantee all students will get a place.

Course content: Medical law is a rapidly developing subject, as new technologies and treatments offer new possibilities for creating, extending, and enhancing life. Each week, we will interrogate a different key issue in medical law and ethics, considering issues such as how we ought to regulate innovations such as genome editing and artificial wombs; what the implications may be of increasing reliance on artificial intelligence in healthcare settings; how new treatments reinvigorate old debates around end-of-life decision-making or abortion; and how existing health inequalities have been highlighted, and exacerbated, in the wake of the Covid-19 pandemic. While the topics will be guided by current controversies, subjects for 2024-5 may include: autonomy and mental capacity; incapacity in adults; medical decision-making in the context of minors; claims for wrongful conception, life and birth; abortion; preimplantation genetic testing; assisted dying; health inequalities; patient choice and rights; and the role of artificial intelligence in healthcare.

Teaching: 20 hours of seminars in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

One 2,000 word essay

Indicative reading: A full reading list will be distributed during the course. Some examples of texts covered on the course include:

- F. Freyenhagen and T O'Shea, 'Hidden Substance: mental disorder as a challenge to normatively neutral accounts of autonomy' (2013) 9(1) *International Journal of Law in Context* 53-70
- E. Jackson, 'From "doctor knows best" to dignity: Placing adults who lack capacity at the centre of decisions about their medical treatment' (2018) *Modern Law Review* 81(2), 247-281
- A. Buchanan, 'Advance Directives and the Personal Identity Problem' (1988) 17(4) *Philosophy and Public Affairs* 277
- C. Auckland and I. Gool. 'Parental rights, best interests and significant harms: who should have the final say over a child's medical care?.' *The Cambridge Law Journal* (2019): 1-37.
- U. Schuklenk & S. Van de Vathorst, 'Treatment-resistant major depressive disorder and assisted dying' (2015) 41 *Journal of Medical Ethics* 577-583.
- S. McGuinness, 'Law, Reproduction, and Disability: Fatally 'Handicapped'? (2013) *Medical Law Review* 21(2) 213–242.
- J. Savulescu, 'Procreative Beneficence: Why We Should Select the Best Children' (2001) 15 *Bioethics* 413
- M. Marmot et al, *Health Equity in England: The Marmot Review 10 Years On* (The Health Foundation, 2020).

Those who have not studied medical law might find it helpful to read E. Jackson, *Medical Law: Text, Cases and Materials*, 6th edition (Oxford UP, 2022) as an introductory text.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4F2 Half Unit Not available in 2024/25

The Law and Practice of International Finance

This information is for the 2024/25 session.

Teacher responsible: Professor Jo Braithwaite

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: LL4F2 examines legal issues which arise in the international financial markets based in London. This course looks at the legal aspects of financial contracts, transactions and structures which are widely used in the financial markets, such with a focus on as 'over the counter' (OTC) derivatives and debt finance, in particular, syndicated loans. We make close reference to key terms in widely-used financial contracts and to certain sets

of trade association drafted terms throughout the course, subject to obtaining the necessary licences from the trade associations in question. With an emphasis on private law, the course considers the relevant legal, commercial and regulatory background, and the risks and protections available to participants in the global financial markets. For example, we look in detail at contractual credit risk mitigation and default management processes including close-out, and we consider in-depth various types of disputes that arise from financial contracts, in particular, in periods of widespread market stress. The course is based upon an analysis of the relevant issues under English law with some reference to other legal systems for comparative purposes.

The course will be underpinned by in-depth discussion of the legal principles involved in international finance, but the case studies referenced will be topical. In this sense, the content of the course will be adapted to the fast-moving developments affecting international markets in capital and in risk (for example, in recent sessions the course has examined mis-selling litigation in the international derivatives markets, the ongoing regulatory reform of the OTC derivatives markets, CCP clearing, the debate about recovery and resolution of CCPs and CCP location policy, and the worldwide project of benchmark transition away from LIBOR to so-called 'risk-free rates').

Teaching: Two hours of teaching content each week in Winter Term and a two hour revision class in the Spring Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: Students will be asked to submit one essay, which may be completed in exam conditions. The course also involves individual and group presentations and other classwork.

Indicative reading: Examples of texts which will be referenced on the course: J. Braithwaite, *The Financial Courts: Adjudicating Disputes in Derivatives Markets* (CUP, 2020); and L Gullifer and J Payne, *Corporate Finance Law: Principles and Policy* (Hart, 3rd edition, 2020). A full reading list will be distributed via Moodle.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

LL4F3 Half Unit

Mergers, Acquisitions and Restructurings in Europe

This information is for the 2024/25 session.

Teacher responsible: Dr Suren Gomtsian

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: In this course, we will explore the corporate law aspects of company mergers, acquisitions and restructurings in Europe. The course will examine the available legal techniques for the combination and restructuring of business operations in Europe, with a particular focus on cross-border transactions. Areas covered will include corporate mobility in Europe, an introduction to transaction structures, domestic and cross-border mergers, demergers, spin-offs, and public takeovers. Particular attention will be paid to the interaction between the relevant legal concepts and the economic and financial environment firms operate in.

Content overview

- The market for corporate control, corporate ownership structures and transaction structures for public and private acquisitions, and corporate restructurings in Europe
- European takeover regulation
- Domestic mergers
- Divisions & spin-offs
- Cross-border mergers in Europe

- Employee participation and its relevance for corporate transactions

Teaching: This course will have two hours of teaching content each week in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: One 1,500 word essay due in Week 7 of Winter Term.

Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Sample readings: R. Romano, *A Guide to Takeovers: Theory, Evidence and Regulation* (1992) 9 *Yale Journal of Regulation* 119; RD Kershaw, *Principles of Takeover Regulation* (OUP 2016); RD Kershaw, *Company Law in Context* (2012), Web Chapter A [available here: http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web_Chapter_A.pdf]; S Grundmann, *European Company Law* (Intersentia, 2nd ed. 2011); PL Davies et al, *The Takeover Directive as a Protectionist Tool?* [available here: <http://ssrn.com/paper=1554616>]; C Clerk et al, *A Legal and Economic Assessment of European Takeover Regulation*; E-P Schuster, *The Mandatory Bid Rule: Efficient, After All?* (2013) 76 *Modern Law Review* 529; KJ Hopt and E Wymeersch (eds), *European Takeovers: Law and Practice*.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4F4 Half Unit Not available in 2024/25

Takeover Regulation in the UK and the US

This information is for the 2024/25 session.

Teacher responsible: Prof. David Kershaw

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 90 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course will look at the regulation of the market for corporate control in the United Kingdom and the United States. The course focuses in particular on the regulation of the bid process and takeover defence regulation in the UK and the US. For a full topic and reading list, see the Moodle web site.

Teaching: 20 hours of seminars in the AT. 2 hours of seminars in the ST.

There will be a Reading Week in Week 6 of MT.

Formative coursework: 1,500 word essay.

Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Background material can be found in D. Kershaw, *Principles of Takeover Regulation* (OUP, 2016), R. Kraakman et al, *The Anatomy of Corporate Law* (2004).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

LL4F9 Half Unit

Legal Research and Writing Skills

This information is for the 2024/25 session.

Teacher responsible: Dr Devika Hovell

Availability: This course is compulsory on the LLM (extended part-time) and LLM (full-time). This course is not available as an outside option.

Course content: This course on Legal Research and Writing has a taught component focusing on research and writing skills and a stand-alone dissertation (details about which may be found in the LLM Handbook), to be written in a substantive law area of the student's choice.

The taught part of the course is designed to enable students to

gain a better understanding of:

- the nature of research in general and of legal research in particular, and the range of questions and research methodologies to be found within legal scholarship;
- the processes involved in legal research, including research design, refining a research question, resource identification, and searching for relevant materials;
- legal writing skills, including issues of style, process, the use of sources and the presentation of findings and arguments.

Teaching: This course is typically delivered through a combination of classes and lectures throughout Winter Term. Students will usually have additional hours in the Spring Term.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

See the LLM handbook for full details and regulations about the dissertation.

LL4G8 Half Unit Law of Corporate Finance

This information is for the 2024/25 session.

Teacher responsible: Eva Micheler

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The course examines the private law rules governing how companies raise finance. The issues covered include e.g. capital structures, an introduction to basic finance concepts relevant to understanding the legal rules covered, the rules on raising equity capital, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, property rights in shares, the settlement and holding of securities including through distributed ledger (blockchain) technology.

Teaching: This course will have 20 hours of teaching content in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: Students will have the opportunity to write a formative essay. All students are strongly encouraged to write at least one essay.

Indicative reading: Gower, *Principles of Modern Company Law*, 11th edn, 2021; Eilis Ferran and Look Chan Ho, *Principles of Corporate Finance Law*, 2014, Eva Micheler, *Interests in Securities*, 2007.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4H2 Half Unit Freedom of Speech, Media and the Law

This information is for the 2024/25 session.

Teacher responsible: Dr Andrew Scott

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Media and Communications (Media and Communications Governance) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The course examines freedom of speech and the legal and administrative regulation of mass media publication

that bears upon it (principally the press, the broadcast media, and institutionalised Internet publication). The course also considers content-related dimensions of social media regulation. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media publication practise, theories of free speech and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law).

The course then examines potential restrictions on speech and publication that are aimed at promoting or preserving specific private and/or public interests. The key private interests considered are those in reputation (defamation), privacy, data protection, intellectual property, and confidentiality. The key public interests considered are the integrity of the judicial process (contempt and reporting restrictions), the impartiality and diversity of political representations, the deterrence of disinformation, fabrication and 'fake news', the avoidance of offence (based on obscenity, social difference and religion), and national security.

Teaching: This course will have 20 hours of teaching content in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: Students must submit a formative essay at the end of the Autumn term.

Indicative reading: Supporting texts for the course include Greenawalt, 'Free Speech Justifications' (1989) 89 *Columbia Law Review* 119; Parkes and Busutill (eds), *Gatley on Libel and Slander* 13th edn, Thomson Reuters, 2022; Waldron, *The Harm in Hate Speech* (Harvard University Press, 2012); Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (OUP, 2016), Kenyon and Scott (eds), *Positive Free Speech: Rationales, Methods and Implications* (Hart Publishing, 2020), and Barendt et al, *Media Law: Texts, Cases and Materials* (Pearson, 2013). Most materials relevant to the course are made available via the BLPES electronic resources or online.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4H3 Half Unit Media Law: Regulating Newsgathering

This information is for the 2024/25 session.

Teacher responsible: Dr Andrew Scott

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Media and Communications (Media and Communications Governance) and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course focuses on the legal and normative frameworks regarding the obtaining of information by journalists and others. It examines in particular the legal and administrative regulation of newsgathering and content production practices undertaken by professionals working in the media sector, but extends to citizen-journalism, academia, and the activities of others across society. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media newsgathering practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines a number of news- and information-gathering practices that are either facilitated or proscribed by law and/or other forms of regulation. These include the protection of sources and journalistic materials; the technological circumvention of source protections;

legal risks to sources and whistleblowers; 'cheque-book journalism' (including payments to witnesses and to criminals); access to information held by the state (freedom of information); access to courts, court documents and other criminal justice contexts (prisons); the safety of journalists and newsgatherers; reporting from conflict-zones; media-police interaction; harassment and media intrusion, and the regulation of surreptitious newsgathering practices (hacking, tapping and subterfuge).

Teaching: This course will have 20 hours of teaching content in Winter Term. There is a Reading Week in Week 6 of Winter Term.

Formative coursework: Students must submit a formative essay at the end of the Winter term.

Indicative reading: Supporting texts for the course include Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (Oxford University Press, 2016); Levine et al, *Newsgathering and the Law* (Mathew Bender, 2018); Leveson, *An Inquiry Into the Culture, Practices and Ethics of the Press: Report*, HC 780, 2012, Warby, Moreham and Christie (eds), *Tugendhat and Christie: The Law of Privacy and the Media*, (3rd ed, OUP, 2015), Flat Earth News (Chatto & Windus, 2008); de Burgh, *Investigative Journalism* (Routledge, 2nd ed, 2008). Many of these and other materials relevant to the course are made available via the BLPES electronic resources or online.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4H4 Half Unit International Financial Law

This information is for the 2024/25 session.

Teacher responsible: Dr Philipp Paech

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The law of the traditional financial market sectors of insurance, commercial banking, derivatives, capital markets and asset management are converging in practice, but their academic analysis is still largely sector-based. The main goal of this course is to offer a cross-sectoral, functional understanding of the commercial, property and insolvency law of finance, permitting students to grasp the big picture and apply acquired understanding to very diverse legal constellations in finance. The course also highlights certain anomalies in differing legal treatment of the respective sectors or certain types of transactions that induce regulatory arbitrage. Further, students will acquire the ability to identify and put into context key trends in finance.

The course provides an overview of the substantive law aspects (UK, EU and international) of international financial and business transactions. The focus is mainly on broad principles and policy issues rather than a detailed examination of statute, case law and drafting. However, where appropriate, legal concepts and market practice will be explained by reference to case law and other legal sources. The course is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:

- Introduction:

- Logic and players of the financial market

- Overview of types of financial transactions

- Reasoning and sources of financial law and regulation

- The different types of risk and the role of financial law

- European and global legal and regulatory architecture

- Raising capital:

- Taking risk through funded positions

- The nature of banks, deposit taking, loans, syndicated loans

- Issuance of debt securities, eurobonds and equity

- Investment funds

- Cross-comparison of funded positions, common patterns and differences

- Mitigating risk:

- Simple financial positions (guarantee, insurance, derivatives and credit default swaps)

- Close out netting, clearing

- Financial collateral

- Insolvency policy:

- Preferential treatment of financial firms

- Cross-jurisdictional analysis:

- Private international law analysis in financial law

- International bank insolvencies

- Specific constellations:

- Intermediated securities and cross-border collateral

- Securitisation

- Crypto assets, blockchain and other FinTech-related issues

Teaching: This course will have two hours of teaching content each week in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: Students will be asked to submit a 2,000 word essay during Autumn Term. A voluntary mock exam is also offered.

Indicative reading: A detailed reading list will be made available on Moodle prior to teaching.

Recommended general reading: (a) Joanna Benjamin, *Financial Law*, Oxford University Press, 2007; (b) Colin Bamford, *Principles of International Financial Law*, Oxford University Press, 2011; (c) Philip Wood, *Law and Practice of International Finance* (University Edition) 2007, Sweet&Maxwell; (d) S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 6th ed., Palgrave-McMillan, 2010 (this last one is not a legal work but ideal for understanding market practice).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4H8 Half Unit Employment Law

This information is for the 2024/25 session.

Teacher responsible: Dr Astrid Sanders

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Inequalities and Social Science and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: Regulation of the content and the form of the employment relation. The contract of employment, including express and implied terms and the scope of employment law. Regulation of minimum wage and working time. Protection against discrimination in the workplace. Discipline and protection from dismissal and termination of employment. Business reorganisation and economic dismissals. Freedom of association and the right to strike. The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European law.

Teaching: This course will have two hours of teaching content each week in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Detailed syllabus of weekly readings will be

available and the materials can all be accessed through Moodle. Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 1-9.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4H9 Half Unit

Human Rights in the Workplace

This information is for the 2024/25 session.

Teacher responsible: Dr Astrid Sanders

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The sources and application of human rights in the workplace, including international and European laws and conventions. Civil liberties of employees. Social and economic rights of workers. Protection from discrimination in the labour market and employment. As well as detailed examination of legal materials, the approach involves discussion of theories of human rights and comparisons between legal systems.

Teaching: This course will have 20 hours of teaching content in Autumn Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: One 2,000 word essay.

Indicative reading: A detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle. Preliminary reading: Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 9-10.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4K4 Half Unit

The International Law of Self-Determination

This information is for the 2024/25 session.

Teacher responsible: Dr James Irving

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. Some prior knowledge of international law is useful but not essential.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course will provide a general introduction to the doctrine of self-determination in international law. Self-determination will be historically contextualised from its intellectual progenitors in the Enlightenment through to its political birth at the 1919 Paris Peace Conference and its formal induction into international law by virtue of the 1945 UN Charter. Both the detail of the doctrine's content and the dynamic governing its development will be explored. The relationship between self-determination and state formation (including decolonisation and secession), minority rights, aboriginal rights, women's rights and the nascent right to democratic governance will be central topics. Reference will also be made to the interplay between self-determination and economic rights, including permanent

sovereignty over natural resources, the right to development and the "third generation rights" movement more generally. Self-determination's influence upon the international rules governing the use of force will be discussed, but these rules will not be a primary focus. Upon completion of the course students will be in a position to legally analyse contemporary fact patterns and to identify both strengths and weaknesses in the existing legal framework. Students will have considered new and novel approaches to self-determination and will be able to situate the doctrine in relation to international law and human rights. Those taking the course will gain an appreciation for self-determination's particular contribution to political and economic liberty.

Teaching: This course will comprise one two-hour seminar each week in Autumn Term, except in Week 6, which is a Reading Week.

Formative coursework: Class exercises (which do not count towards the final assessment) will be set.

Indicative reading: Introductory reading: James Crawford, "The Right of Self-Determination in International Law: Its Development and Future" in Philip Alston, ed., *Peoples' Rights* (Oxford: Oxford University Press, 2001) 7. Additional sources: Philip Alston, ed., *Peoples' Rights* (Oxford: Oxford University Press, 2001); S. James Anaya, *Indigenous Peoples in International Law*, 2nd ed. (Oxford: Oxford University Press, 2004); Allen Buchanan, *Justice, Legitimacy, and Self-Determination: Moral Foundations for International Law* (Oxford: Oxford University Press, 2004); Cassese, Antonio, *Self-Determination of Peoples: A Legal Reappraisal* (New York: Cambridge University Press, 1995); Hillary Charlesworth, & Christine Chinkin, *The Boundaries of International Law* (Manchester: Manchester University Press, 2000); James Crawford, ed., *The Rights of Peoples* (Oxford: Clarendon Press, 1988); Hurst Hannum, *Autonomy, Sovereignty, and Self-Determination: the Accommodation of Conflicting Rights*, rev. ed. (Philadelphia: University of Philadelphia Press, 1996); James Irving, "Self-Determination and Colonial Enclaves: The Success of Singapore and the Failure of Theory" (2008) 12 S.Y.B.I.L. 97-122.; Christian Walter, Antje von Ungern-Sternberg & Kavus Abushov, eds., *Self-Determination and Secession in International Law* (New York: Oxford University Press, 2014).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4K5 Half Unit Not available in 2024/25

International Commercial Contracts - General Principles

This information is for the 2024/25 session.

Teacher responsible: Dr Jan Kleinheisterkamp, CKK 7.09

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Firm knowledge in contract law and/or international sale of goods from previous studies.

Course content: The course treats what can be called the general part of transnational contract law, i.e. the general principles of law which are of relevance in any kind of international contract, be it sale, construction, shipping, financing, or joint venture. These general principles relate to contractual formation and negotiations, interpretation, transversal general principles, changed circumstances and hardship, agency, third parties, assignment, self-help and set-off, direct performance and damages and penalties. At present, such contracts are governed either by uniform rules of international conventions or by the national laws applicable by virtue of conflict of law rules. The course puts the existing national and international solutions in a comparative perspective so as to work with the sources of such generally accepted principles. Where there are divergences between

existing solutions, the course focuses on the elaboration of new efficient solutions that are internationally acceptable and have the potential of becoming general principles in the future. For these purposes, special attention is given to the UNIDROIT Principles on International Commercial Contracts. Other national laws, however, are drawn upon from time to time. Students are also encouraged, in both classes and examination, to reflect upon the similarities and differences between their own national laws and the UNIDROIT Principles.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

Formative coursework: One 2,500 word essay after week 6 on previous exam questions (choice of 1 out of 3).

Indicative reading: S. Vogenauer & J. Kleinheisterkamp, Commentary on the UNIDROIT Principles of International Commercial Contracts (1st edn, OUP 2009); H. Kötz, European Contract Law (OUP 1997); K. Zweigert & H. Kötz, An Introduction to Comparative Law (3rd edn, OUP 1998); H. Beale et al., *Lus Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law* (2nd edition, OUP 2010); T. Kadner Graziano, *Comparative Contract Law* (Palgrave 2009).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

LL4K8 Half Unit Not available in 2024/25

Law of Corporate Finance: Securities Regulation

This information is for the 2024/25 session.

Teacher responsible: Dr Elizabeth Howell

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The course examines the legal issues arising out of the operation of the capital markets as intermediaries between investors and issuers; it focuses on the regulation of capital-raising through the markets. The topics covered include: disclosure theory; the role of trading markets in finance-raising and their regulation; prospectus disclosure; ongoing disclosure; gatekeepers; market abuse; and the internationalisation of capital-raising and harmonisation. The course will focus primarily on English law but will consider the impact of the UK's withdrawal from the EU. Course coverage may vary slightly from year to year.

Teaching: This course is delivered through weekly two-hour lectures and through fortnightly (on average) one-hour classes in Winter Term. The course includes a Reading Week in Week 6 of Winter Term.

Formative coursework: A mock examination will be held at a time to be advised during Winter Term.

Indicative reading: Reading lists will be provided in advance for each session. Sample texts include Ferran, Howell and Steffek, *Principles of Corporate Finance Law* (3rd edition, 2023 (forthcoming)); and Payne and Gullifer, *Corporate Finance Law*, 3 ed 2020.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

LL4K9 Half Unit

European Capital Markets Law

This information is for the 2024/25 session.

Teacher responsible: Dr Alperen Gözlügöl CKK 7.28

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The course examines the EU's regulation of the capital markets. It considers the harmonized regulatory regime which applies to capital market actors across the Member States and which supports the integrated market. The topics which may be covered include: the rationale for integration and the role of law and the evolution of the integration project, including the impact of the financial crisis, Capital Market Union, and the UK's withdrawal from the EU; the deregulation, liberalization, harmonization, and re-regulation mechanisms used to integrate and regulate the EU market; market access and the passport for investment services; the liberalisation of order execution and the regulation of trading markets; retail investor protection; the prospectus and disclosure regime;; and the institutional structure supporting regulation and supervision, including the role of the European Securities and Markets Authority. Course coverage may vary slightly from year to year.

Teaching: This course has 20 hours of teaching content in Autumn Term. This course includes a Reading Week in Week 6 of Autumn Term.

Formative coursework: A mandatory in-class formative assessment (in the form of a timed exam question) will be held in Week 6.

Indicative reading: Reading lists will be provided in advance for each seminar and will include chapters from books, articles, and relevant legislative and policy materials. Sample texts include: Moloney, *EU Securities and Financial Markets Regulation*, 4th edition (2023) and Veil (ed), *European Capital Markets Law*, 3rd edition (2022).

Preliminary reading

Moloney, *EU Securities and Financial Markets Regulation* (2023), chapter 1

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4L6 Half Unit

Theory of Constitutional Rights

This information is for the 2024/25 session.

Teacher responsible: Professor Kai Möller

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Some knowledge of human or constitutional rights law of any jurisdiction may be helpful, but is not essential. A knowledge of philosophy is not required.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The course will provide an introduction to the theory of constitutional rights. The emphasis is on a combination of law and theory; to this end, each seminar will rely on a mixture of cases from various jurisdictions and theoretical and philosophical materials. Topics to be discussed will include: Robert Alexy's Theory of Rights as Principles; Ronald Dworkin's Theory of Rights as Trumps; The Debate about Proportionality; Absolute Rights; The

Justifiability of Judicial Review; The Culture of Justification and the Right to Justification.

Teaching: 20 hours of seminars in the AT. 2 hours of seminars in the ST.

There will be a Reading Week in Week 6.

Formative coursework: One 2,000 word essay.

Indicative reading: The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Ronald Dworkin, Robert Alexy, Mattias Kumm, Jeremy Waldron and Frances Kamm.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4N6 Half Unit

Principles of Copyright Law

This information is for the 2024/25 session.

Teacher responsible: Dr Martin Husovec

Other Staff Involved: Dr Luke McDonagh

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The course explains the foundations and structure of copyright law. It is aimed at those who have not studied the subject in detail before but also those wishing to deepen their understanding of copyright law in the comparative context. Topics to be covered will include the history and evolution of copyright, protected subject matter, the scope of the economic and moral rights, and the principles underlying copyright enforcement. The course looks primarily at the European system, mostly as implemented in the UK.

Teaching: This course will have 20 hours of teaching content in Autumn Term and an additional two hours of teaching in the Spring Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: One 2,000 word essay.

Indicative reading: Reading lists will be issued on a weekly basis. The legislation, cases and soft law instruments will make up additional required reading for this course. All of this material is available in electronic form via the Moodle site which supports the course. Useful texts include Lionel Bently and Brad Sherman, *Intellectual Property Law* 4th ed. (OUP, Oxford 2018) and Thomas Dreier and P. Bernt Hugenholtz (eds.) *Concise European Copyright Law* (Kluwer, 2016).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4S1 Half Unit

Cyberlaw

This information is for the 2024/25 session.

Teacher responsible: Professor Andrew Murray

Other staff involved:

Dr Martin Husovec

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course does not require an in-depth understanding of contemporary computer technology.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on

this course.

Course content: This course examines and discusses topical issues in relation to law and technology. We begin by addressing issues relating to network regulation or control including questions such as "can internet-enabled communications be regulated?" and "who is competent to police online content and activity?". We discuss whether the internet can and should be neutral and politically charged questions regarding regulation of platforms and regulation by platforms. In the second half of the term, we will delve further into these issues through topical examples such as AI and justice, tackling online "harms" and regulating online platforms and AI systems.

Students taking the course will be expected to develop knowledge and understanding of the different values brought to bear in the regulation of new media technologies and communities formed through such technologies and the factors leading towards choices of particular values, regulatory institutions and process. Such knowledge and understanding will operate both at the theoretical level and the level of particular examples of regulatory regimes. Students will be expected to apply organisational and analytical skills to the investigation of evidence and problems and show effective communication through written work and seminar discussion. Students shall research an assessed extended essay.

Teaching: This course will have 20 hours of teaching content in Autumn Term. There will be a Reading Week in Week 6.

Formative coursework: Students should submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 2,000 word formative essay.

Indicative reading:

- Murray, *Information Technology Law: The Law and Society* (OUP, 5th ed, 2023)
- Husovec, *Principles of the Data Services Act* (OUP, 2024)
- Reed & Murray, *Rethinking the Jurisprudence of Cyberspace* (Edward Elgar, 2020)
- Pasquale, *New Laws of Robotics: Defending Human Expertise in the Age of AI* (Belknap, 2020)
- Murray, *The Regulation of Cyberspace* (Routledge, 2007)
- Reed, *Making Laws for Cyberspace* (OUP, 2012)
- Lessig, *Code Ver, 2.0* (Basic Books, 2006)
- Custers & Fösch-Villaronga (Eds), *Law and Artificial Intelligence* (Springer, 2022)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4S2 Half Unit

E-Commerce Law

This information is for the 2024/25 session.

Teacher responsible: Professor Andrew Murray

Other staff involved:

Dr Edmund Schuster

Professor Mark Lewis

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course is to introduce students from a legal background to the specialised legal structure which surrounds e-commerce. The course looks at the specific problems an e-commerce start-up must overcome in order to begin trading, including electronic contracting, payment and consumer protection, arranging cloud hosting agreements, designing terms and conditions of service and delivery, and arranging distribution agreements. Also examined will be smart contracts and distributed ledger technology. From here the course will develop to examine

the problems of more mature e-commerce businesses including jurisdiction, payment systems (including cryptocurrency) and access to, and ownership of, data. Classes on cybersecurity and the application of AI in the commercial environment complete the analysis. The course is designed to act as an interface between ICT law and commercial law and practice in that it examines in detail the close sub-set of online transactions which are clearly commercial in nature.

Teaching: This course will have 20 hours of teaching content in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: Students should submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 2,000 word formative essay.

Indicative reading: Murray: Information Technology Law: The Law and Society 5ed (OUP, 2023)

Lodder & Andrew Murray (eds) EU Regulation of E-Commerce: A Commentary 2ed (Edward Elgar, 2022)

Millard: Cloud Computing Law (OUP, 2021).

Fox & Green: Cryptocurrencies in Public and Private Law (OUP, 2019).

Finck: Blockchain Regulation and Governance in Europe (CUP, 2018).

Cohen: Between Truth and Power: The Legal Constructions of Informational Capitalism (OUP, 2019).

Susskind: Online Courts and the Future of Justice (OUP, 2019).

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4S4 Half Unit Digital Rights, Privacy and Security

This information is for the 2024/25 session.

Teacher responsible: Dr Sara Nogueira Silva

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Basic knowledge of EU law is desirable, but not essential, for this course. Students who do not have this background knowledge are advised to do some preparatory reading (2-3 chapters) before the seminar begins.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: Personal data is an important factor of production in data-driven economies, and the processing of personal data can generate significant economic and social benefits. However, personal data processing can also have a detrimental impact on established rights and values, such as autonomy, privacy and data protection. As a result, legal frameworks to regulate personal data processing have been enacted across the world, with the EU legal model used as a blueprint. Yet, despite the development of such legal frameworks, critical questions remain unanswered. For instance, disagreement persists regarding how the balance should be struck between effective data protection and other rights (such as freedom of expression and freedom of information) and interests (such as innovation and national security).

This course will critically evaluate the legal framework applicable to personal data processing. It will do this predominantly with reference to the EU framework, as this has served as a model for over 100 other jurisdictions. Participants will be introduced to techniques and technologies for monitoring and processing personal data in the information society. In order to bring key issues to life, a number of case studies will be considered, including the application of data protection rules to online behavioural advertising and the use of automated decision-making in the criminal justice context. In addition, this course will explore

the impact of AI systems' development and use in the processing of personal data.

Teaching: This course has 20 hours of teaching content in Autumn Term. Students will usually have two additional hours in the Spring Term. This course includes a Reading Week in Week 6 of Autumn Term.

Formative coursework: All students are expected to contribute to a series of class exercises and to submit one piece of formative work for assessment.

Indicative reading:

• Bygrave: Data Privacy Law: An International Perspective (OUP, 2015)

• Cohen: Between Truth and Power (OUP, 2019)

• Kuner: Transborder Data Flows and Data Privacy Law (OUP, 2013)

• Lynskey: The Foundations of EU Data Protection Law (OUP, 2015)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4S5 Half Unit Regulation of Digital Creativity and Investment

This information is for the 2024/25 session.

Teacher responsible: Dr Martin Husovec

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: The course examines how law and other regulatory systems incentivize creativity and investment in the digital space and with what consequences. Legislatures around the world constantly face the question of what intangible assets to protect and how to support social progress. The general intuition is that protecting from imitation is necessary to incentivize creativity and investment that are in everyone's interest. Several recent examples include potential protection of data, AI-generated creations, computer programs, and digital news.

The course provides a broad view of how legal incentives, social norms, technical architecture, and markets shape the legal design of new forms of protection of intangible assets. It draws on a number of recent policy developments in Europe and around the world to study when and by what means legislators decide to protect new digital assets from imitation and appropriation. It explores how legislators, regulators and industries interact in their attempts to develop a coherent and flexible body of law and regulatory practice.

At the end of the course, students should be able to:

- critically evaluate ongoing developments in law relating to IPRs and the digital environment.
- display an understanding of how these developments relate to one another.
- examine areas of doctrinal, academic and political debate surrounding rules and theories;
- evaluate those rules and theories in terms of internal coherence and practical outcomes;
- draw on the analysis and evaluation contained in primary and secondary sources.

Teaching: This course will have two hours of teaching content each week in Winter Term and an additional two hours of teaching in the Spring Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to contribute to a series of class exercises, and to submit to one one-hour mock exam.

Indicative reading: Academic papers by scholars of law, economics, and other social sciences, such as Alexrod, Coase, Husovec, Hugenholtz, Lemley, Mazzucato, Moser, and many others Justin Pila and Paul Torremans, European Intellectual Property

Law (OUP 2019)

Murray: Information Technology Law: The Law and Society 4ed (OUP, 2019)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4Y9 Half Unit

Comparative and Transnational Law

This information is for the 2024/25 session.

Teacher responsible: Dr Jacco Bomhoff

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students from other departments are allowed to apply with permission of the Course Convener.

This course has a limited number of places and we cannot guarantee all students will get a place.

Course content: This course covers both the comparison of law and legal institutions from different legal systems and traditions (comparative law), and the study of forms of legal regulation beyond the state (transnational law). For each these two fields, topics for discussion are selected based on their relation to one or both of two broad themes: First, the connections between law and its surroundings (culture, society, and economy); and second, the character of 'law' generally (as a form of reasoning, or a set of institutional arrangements, or a distinctive 'worldview'). Studying these two classic themes across of a range different national- and transnational settings allows us to ask a series of more concrete questions, such as: "Why are courts in some legal systems more powerful or more trusted than courts in other systems?"; "Why do some countries send far more people to prison than others?"; "Is it possible for a lawyer from one legal system to really understand what law means or how law works in some other system; or for a legal doctrine from one system to be 'transplanted' to another?"; and: "How is 'law' in non-state contexts similar to and different from state law?".

The course combines attention to theory (social- and cultural theory, theories of comparison, and of the transnationalisation of law) with detailed case studies in selected areas from different fields of law (comparative constitutional law, comparative private law, comparative criminal justice, EU law; and commercial arbitration, among others). The course might be especially interesting for students already taking other courses with a comparative- or a transnational law dimension, and for all students interested in the ways law works, and does not work, and in how lawyers and judges think, in different parts of the world.

Teaching: This course will have two hours of teaching content each week in Winter Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course. This essay is due in Week 7.

Indicative reading:

- Mathias Siems, *Comparative Law* (Cambridge, 3rd edn, 2022)
- Adams, Maurice & Bomhoff, Jacco, *Practice and Theory in Comparative Law* (Cambridge, 2013)
- Cotterrell, Roger, *What is Transnational Law?*, LAW & SOCIAL INQUIRY (2012)
- Frankenberg, Gunther, *Critical Comparisons: Re-thinking Comparative Law*, 26 HARVARD INTERNATIONAL LAW JOURNAL (1985)
- Pirie, Fernanda, *The Anthropology of Law* (Oxford, 2013)
- Reimann, Mathias and Zimmermann, Reinhard, *The Oxford Handbook of Comparative Law* (Oxford, 2nd edn, 2019)

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4Z1 Half Unit

Business Taxation: Principles and Practice

This information is for the 2024/25 session.

Teacher responsible: Eduardo Baistrocchi, CKK 7.33

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is recommended for those studying LL4AY International Tax Systems and LL4AZ Taxation of Multinational Enterprises: Transfer Pricing.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you're not able to get a place on this course.

The course will be relevant to the following LLM specialisms: Corporate and Commercial Law and Taxation.

Course content: This course provides a comprehensive introduction to business taxation using United Kingdom law as a case study. It focuses on how businesses, both incorporated and unincorporated, are taxed in the UK. Focusing on the key elements of UK business income taxation offers a useful example of business taxation in any country. These elements include an outline of the UK tax system, taxation of trading income, tax relief for losses, corporation tax and the nature of taxes on companies, taxation of dividends and other distributions, capital allowances (relief for depreciation), capital gains taxation, and partnership taxation.

Teaching: This course will have two hours of teaching content each week in the Autumn Term and an additional two hours of teaching in the Spring Term. There will be a Reading Week in Week 6 of the Autumn Term.

Formative coursework: Students will have the option of producing a formative essay of 2,000 words.

Indicative reading: Anne Fairpo, *Revenue Law: Principles and Practice*, Bloomsbury Professional; Edward J. McCaffery, *Income Tax Law*, Oxford University Press; Tolley's *Yellow Tax Handbook*; Eduardo Baistrocchi, 'Global Tax Hubs', *Florida Tax Review* (2024). Available at SSRN: <https://ssrn.com/abstract=4544786>. Detailed reading lists will be provided during the course via Moodle.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4Z2 Half Unit

Resolving International Tax Disputes: A Global Perspective

This information is for the 2024/25 session.

Teacher responsible: Eduardo Baistrocchi, CKK 7.33

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course will be relevant to the following LLM specialisms: International Dispute Resolution, Public International Law, and Taxation.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This module is the first in Europe to provide an interdisciplinary analysis of international tax dispute resolution worldwide. It covers three different areas of public international law that are used for resolving international tax disputes: tax treaty law, bilateral investment treaty law, and World Trade Organization (WTO) law. The course will rely on case studies from all continents to identify global patterns in the resolution of such disputes. The analysis will examine the implications of institutional stability and instability, and touch upon the protection of taxpayers' rights.

Teaching: 20 hours of seminars in the AT. 2 hours of seminars in

the ST.

Formative coursework: One 2,000 word essay.

Indicative reading: E. Baistrocchi, 'Global Tax Hubs', Florida Tax Review (2024). Available at SSRN: <https://ssrn.com/abstract=4544786>;

E. Baistrocchi, 'The International Tax Regime and Global Power Shifts', Virginia Tax Review, Vol. 20, No. 2, 2021. Available at SSRN: <https://ssrn.com/abstract=3744992>;

E. Baistrocchi, ed. A Global Analysis of Tax Treaty Disputes. Cambridge University Press; 2017.

E. Baistrocchi, 'Tax Disputes Under Institutional Instability: Theory and Implications', Modern Law Review, Volume 75, Issue 4, 547-577 (2012), Available at SSRN: <https://ssrn.com/abstract=2336276>

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4Z5 Half Unit Not available in 2024/25 State Aid and Subsidies Regulation

This information is for the 2024/25 session.

Teacher responsible: Professor Pablo Ibanez Colomo

Availability: This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course addresses the national and supranational regimes providing for the control of subsidies and similar measures (such as tax breaks, preferential loans and unlimited guarantees). It focuses on the EU and UK systems—in particular EU State aid law, the UK Subsidy Control Act 2022 and the EU Foreign Subsidies Regulation. Subsidies are a central aspect of policy-making in many jurisdictions. The decarbonisation of the economy and the re-shoring of manufacturing and services typically demand the use of financial incentives to change or to attract some activities. Subsidies may also be a part of an effective response to an economic shock (such as a pandemic or a financial crisis). These measures, while sometimes necessary and positive for society, also have the potential to distort competition and trade. For instance, schemes designed to attract multinationals by means of tax breaks and other sweeteners, can have a major impact on investment decisions by firms. As the example of the US Inflation Reduction Act shows, so-called 'green-subsidies' may alter the flow of trade in fundamental ways.

Regimes providing for the control of subsidies and similar measures must be understood against this background. These systems may be introduced at the national level (as is true of the UK) and also in the context of bilateral and multilateral trade agreements (including the EU).

The module is structured around four main areas. First, an introductory part explores the rationale behind subsidy control regimes and covers the basic institutional and substantive features of national and supranational arrangements. The second part deals with the boundaries of the notion of subsidy ('State aid' in EU parlance). The module then addresses to some of the most prominent areas of enforcement in theory and practice, including environmental and energy aid. The final part of the course is devoted to procedural matters.

Teaching: 20 hours of seminars in the AT. 2 hours of seminars in the ST.

There will be a Reading Week in Week 6.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Quigley, European State Aid Law and Policy (4th Edition, 2022); Bacon (ed), European Community Law of State Aid (3rd Edition, 2017).

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

LL4Z6 Half Unit Comparative Constitutional Law

This information is for the 2024/25 session.

Teacher responsible: Professor Jo Murkens

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: Comparative Constitutional Law is a rejuvenated discipline that attracts a broad range of interdisciplinary interest in the formation, design, and operation of constitutions. LL4Z6 examines the central issues across a range of jurisdictions and from a variety of perspectives. In Part I, we will discuss the idea of comparative law as a legal discipline with its own distinctive method as well as the transnational transfer of constitutional ideas and ideologies. Part II deals with key constitutional concepts, in particular the historical origins of fundamental law, constituent power, constitutional change, and the rule of law. Part III deals with questions of constitutional design, with a special focus on constitution-making in deeply divided and authoritarian societies. LL4Z6 offers a rich historical and conceptual account of the origins of Western constitutional ideas. It also examines their contemporary meaning and application in non-Western contexts. In so doing, the course develops its own critique of mainstream liberal thought that idealises constitutions as normative constraints on politics or essentialises the concept of constituent power in constitutional theory. We will ask whether formal constitutions facilitate democratisation and political change or whether they undermine democracy and entrench the ruling elite. The study of law, like the study of all social phenomena, is always comparative and inevitably fragmented. In LL4Z6, we will not be comparing, doctrinally and systematically, the constitutional codes of different legal orders. Instead, the objective of the course is to study comparative constitutional law comprehensively, critically, and contextually. This approach enables the student to deepen their understanding of law as a method and to connect that understanding independently to other disciplines.

Teaching: This course will have two hours of teaching content each week in Autumn Term and two hours of seminars in Spring Term.

Formative coursework: One 2,000 word essay.

Indicative reading: There is not a set book for this course. All materials will be made available in advance on Moodle.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4Z7 Half Unit Comparative Constitutional Rights

This information is for the 2024/25 session.

Teacher responsible: Professor Kai Möller

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on

this course.

Course content: This course examines a range of controversial issues in human and constitutional rights law from a comparative perspective. These issues include: abortion; euthanasia and physician-assisted suicide; same sex marriage; religion in the public sphere; hate speech and denial of the holocaust; obscenity; affirmative action. We will approach them by comparing and contrasting judgments from courts all over the world, with a certain emphasis on cases from the U.S. Supreme Court, the Canadian Supreme Court, the South African Constitutional Court, the European Court of Human Rights, the U.K. Supreme Court, and the German Federal Constitutional Court. The goals of the course are, first, to introduce the students to the jurisprudence of those powerful and influential courts, and, second, to invite them to think about and critically analyse some of the most controversial, difficult, and important rights issues of our time.

Teaching: This course will have two hours of teaching content each week in Winter Term and two hours in the Spring Term. There will be a Reading Week in Week 6 of Winter Term.

Formative coursework: One 2,000 word essay.

Indicative reading: The course is mainly case-based. Students will be provided with course packs including shortened versions of the relevant judgments via the Moodle page for this course.

Assessment: Exam (100%, duration: 2 hours and 30 minutes) in the spring exam period.

LL4Z9 Half Unit Not available in 2024/25 Banking Law

This information is for the 2024/25 session.

Teacher responsible: Professor Jo Braithwaite

Availability: This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

Course content: This course focuses on the private law of banking as it relates to the core banking activities. In particular, we look at the deposit-taking relationship, the legal issues surrounding bank payment services, and the inter-disciplinary debates about the changing nature of money and payments. The course aims to be both domestic and international in perspective, though the emphasis will be on English law. Topics include: 1. The deposit-taking relationship, including the duty of confidentiality; 2. Money, transfers of money and payment including the ongoing debates around/ development of new digital currencies by central banks and decentralised payment systems, including the debates about central bank digital currencies; 3. Bank payment methods: funds transfers and unauthorised payments including the debate around tackling 'authorised push payment' or APP scams; and 4. Bank payment services in an international context, letters of credit.

Teaching: Two hours of teaching content each week in Autumn Term and a two hour revision class in the Spring Term. There will be a Reading Week in Week 6 of Autumn Term.

Formative coursework: Students will be asked to submit one essay, which may be written in exam conditions. Students will also be expected to take part in individual and group presentations during the course.

Indicative reading: For introductory purposes, students are referred to Cranston et al, Principles of Banking Law (OUP, 3rd ed, 2017). Full reading lists will be distributed during the course. Please note that students will be expected to locate, review and prepare answers for discussion in class based on primary legal sources including English cases and legislation for this course.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

MA400

September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management)

This information is for the 2024/25 session.

Teacher responsible: Dr Albina Danilova

Availability: This course is compulsory on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit. Students who wish to select this course as an outside option must have a quantitative background.

Course content: The purpose of this course is to review some key concepts of probability used in finance. The course develops the common mathematical background that is assumed by the MSc Financial Mathematics and addresses some aspects of the mathematical theory that is central to the foundations of the programme: probability spaces, random variables, distributions, expectations and moment generating functions are reviewed; the concepts of conditional probability and conditional expectation as random variables are introduced using intuitive arguments and simple examples; stochastic processes, martingales, the standard Brownian motion are introduced; Itô integrals, Itô's formula and Girsanov's theorem are discussed on a formal basis.

Teaching: This course is delivered through a combination of classes and lectures over two weeks in September, prior to the start of the academic year. The material covered in the lectures will be totalling to an amount of roughly 30 hours of lecturing and 8 hours of seminars. The teaching will generally be in person, but some of the material maybe delivered via online videos or video link. There will be an informal examination at the end of the course. Its purpose is to provide student feedback and it does not count towards the degree.

Formative coursework: Exercises are assigned and form the basis of class discussion.

Indicative reading: Lecture notes will be provided.

S. Shreve, Stochastic Calculus for Finance II Continuous-Time Models, Springer.

D. Williams, Probability with Martingales, Cambridge University Press.

Assessment:

This course does not form part of the degree award.

MA402 Half Unit Mathematical Game Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Galit Ashkenazi-Golan COL 3.08

Availability: This course is available on the CEMS Exchange, MBA Exchange, MPA in Data Science for Public Policy, MSc in Applicable Mathematics, MSc in Financial Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

It is not available to students who have taken Game Theory (MA330) or Game Theory I (MA301).

Students on the MPA in Data Science for Public Policy are required to seek permission to take this course.

Pre-requisites: Familiarity with a rigorous treatment of mathematics (through definitions, theorems and proofs) is expected. Students must know basics of linear algebra (matrix multiplication, geometric interpretation of vectors), analysis (continuity, closed sets), and probability theory (expected value, conditional probability, independence of random events).

Course content: Concepts and methods of mathematical game theory. Nim and combinatorial games. Congestion games. Games in strategic form, dominated strategies, Nash equilibrium. Cournot quantity competition. Game trees with perfect information,

backward induction. Commitment. Expected utility. Mixed equilibrium. Zero-sum games, maxmin strategies. Extensive games with information sets, behaviour strategies, perfect recall. Bargaining. Geometry of equilibria.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Weekly exercises are set and marked.

Indicative reading: Required text: B von Stengel, *Game Theory Basics*. Cambridge University Press, 2022.

Assessment: Exam (90%, duration: 2 hours) in the January exam period.

Continuous assessment (10%).

MA407 Half Unit Algorithms and Computation

This information is for the 2024/25 session.

Teacher responsible: Dr Tugkan Batu

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applicable Mathematics, MSc in Data Science, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. The course is compulsory for students on the MSc Applicable Mathematics.

Pre-requisites: Good general knowledge of mathematics, including familiarity with abstract concepts. A willingness to cope with technical details of computer usage, and with a rapid introduction to programming.

Course content: Introduction to programming in Python. Introduction to the theory of algorithms: running time and correctness of an algorithm. Recursion. Data structures: arrays, linked lists, stacks, queues, binary search trees. Sorting algorithms. Greedy algorithms. Dynamic programming. Online algorithms.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Autumn Term. There are also optional computer help sessions for this course. Before the start of Autumn Term, there will be 6 hours of pre-session programming tutorials.

Formative coursework: Weekly exercises are set and marked. Many of these will require implementation of programming exercises in Python.

Indicative reading: T H Cormen, C E Leiserson, R L Rivest and C Stein, *Introduction to Algorithms*.

Assessment: Exam (65%, duration: 2 hours) in the January exam period.

Coursework (25%) and continuous assessment (10%) in the AT.

MA408 Half Unit Topics in Discrete Mathematics

This information is for the 2024/25 session.

Teacher responsible: Prof Julia Boettcher

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students should have experience with proofs and proof techniques used in pure mathematics.

Course content: This course covers modern topics in Discrete Mathematics (connected, for example, to Graph Theory, Combinatorics, Discrete Probability, Information and Communication Theory, or Cryptography). The topics selected can differ year to year. A syllabus of the course content will be available

to students at the beginning of the academic year.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Autumn Term, and 1 hour of teaching in Summer Term.

Formative coursework: There will be regular homework assignments.

Indicative reading: A reading list will be provided in a syllabus that will be available to students at the beginning of the academic year.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA409 Half Unit Continuous Time Optimisation

This information is for the 2024/25 session.

Teacher responsible: Prof Adam Ostoja-Ostaszewski

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Operations Research & Analytics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students will need adequate background in linear algebra (facility with diagonalization of matrices for the purposes of solving simultaneous first-order differential equations is key here; knowledge of the relation between the range of a matrix transformation and the kernel of its transpose would be helpful), and in advanced calculus (manipulation of Riemann integrals such as 'differentiation under the integral' and the associated Leibniz Rule). Students unsure whether their background is appropriate should seek advice from the lecturer before starting the course. Background revision will be provided in the first two weeks of term.

Course content: This is a course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples. It introduces key methods of continuous time optimisation in a deterministic context, and later under uncertainty. Calculus of variations and the Euler-Lagrange Equations. Sufficiency conditions. Pontryagin Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Dynamic programming. Control under uncertainty. Itô's Lemma. Hamilton-Jacobi-Bellman equation. If time allows: Applications to Economics and Finance: Economic Growth models, Consumption and investment, Optimal Abandonment, Black-Scholes model, Singular control, Verification lemma.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 32 hours across WinterTerm and additionally up to 4 hours of revision near the end of Winter Term.

Background review of (i) elementary methods for solving differential equations, and (ii) pertinent linear algebra (diagonalization) will be included in the seminars of Weeks 1 and 2. This course may have a reading week in WT by arrangement.

Indicative reading: A full set of lecture notes will be provided.

Reference will be made to the following essential books: D Burghes & A Graham, *Control and Optimal Control Theories with Applications*, Horwood; E R Pinch, *Optimal Control and the Calculus of Variations*, Oxford Science Publications; A. Sasane, *Optimization in Function Spaces*, Dover; J L Troutman, *Variational Calculus and Optimal Control*, Springer; and occasionally to: D G Luenberger, *Optimization by Vector Space Methods*, Wiley. Further Reading and Advanced Literature: G Leitmann, *Calculus of Variations and Optimal Control*, Plenum; A K Dixit & R S Pindyck, *Investment under Uncertainty*, Princeton University Press; D Duffie, *Security Markets*, Academic Press; D J Bell & D H Jacobsen, *Singular Optimal Control*, Academic Press; W H Fleming & R W Rishel, *Deterministic and Stochastic Optimal Control*, Springer; W H Fleming; H M Soner *Controlled Markov Processes & Viscosity Solutions*, Springer; G Hadley; M C Kemp, *Variational Methods in Economics*, North Holland;

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA411 Half Unit Probability and Measure

This information is for the 2024/25 session.

Teacher responsible: Dr Pavel Gapeev

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Some background in real analysis is essential.

Course content: The purposes of this course are (a) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (b) to explore those aspects of the theory most used in advanced analytical models in economics and finance. The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. The Radon-Nikodym Theorem. Bayes' formula. Martingales. Stochastic processes. Brownian motion. The Itô integral.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, A First Look at Rigorous Probability Theory; G R Grimmett & D R Stirzaker, Probability and Random Processes; D Williams, Probability with Martingales; M Caplinski & E Kopp, Measure, Integral and Probability; J Jacod & P Protter, Probability Essentials.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA414 Half Unit Not available in 2024/25 Stochastic Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Arne Lokka

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Financial Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: ST409 or MA411.

Course content: This course is concerned with a rigorous introduction to the area of stochastic analysis with emphasis on Itô calculus. The course begins necessary preliminaries, followed by a construction of the standard Brownian motion and a study of its properties. Subsequently, Lévy's characterisation of Brownian motion, martingale representation theorems and Girsanov's theorem are established. The course then expands on a study of stochastic differential equations.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT.

Indicative reading: Full lecture notes will be provided. The following may prove useful: I Karatzas and S E Shreve, Brownian Motion and Stochastic Calculus, Springer; B Øksendal, Stochastic Differential Equations: An Introduction with Applications, Springer; D Revuz and M Yor, Continuous Martingales and Brownian Motion, Springer; L C G Rogers and D Williams, Diffusions, Markov Processes, and Martingales, Cambridge.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA415 Half Unit The Mathematics of the Black and Scholes Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Arne Lokka

Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).

Course content: This course develops the mathematical theory of risk-neutral valuation. In the context of the binomial tree model for a risky asset, the course introduces the concepts of replication and martingale probability measures. The mathematics of the Black & Scholes methodology follow. In particular, the expression of European contingent claims as expectations with respect to the risk-neutral probability measure of the corresponding discounted payoffs, pricing formulae for European put and call options, and the Black & Scholes PDE are derived. The course expands on PDE techniques for the pricing and hedging of several options. Implied volatilities as well as stochastic volatility models are then considered. The course also introduces the Black & Scholes model for foreign exchange markets and various foreign exchange options.

Teaching: 20 hours of lectures and 10 hours of seminars in the AT.

Formative coursework: Weekly homework

Indicative reading: N H Bingham and R Kiesel, Risk-Neutral Valuation, Springer; T Björk, Arbitrage Theory in Continuous Time, Oxford; P J Hunt and J Kennedy, Financial Derivatives in Theory and Practice, Wiley; D Lamberton and J Kennedy, Introduction to Stochastic Calculus Applied to Finance, Chapman & Hall; D. Lamberton and B. Lapeyre, Introduction to Stochastic Calculus Applied to Finance, Chapman & Hall/Crc Financial Mathematics Series, 2nd edition, 2007; S E Shreve, Stochastic Calculus for Finance: Continuous-time Models: vol. 2, Springer

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA416 Half Unit The Foundations of Interest Rate and Credit Risk Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Christoph Czichowsky

Availability: This course is compulsory on the MSc in Financial Mathematics. This course is available on the MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Stochastic Processes (ST409).

Course content: This course studies the mathematical foundations of interest rate and credit risk theory. The course starts with a development of the multi-dimensional Black & Scholes theory with stochastic market data. This is then used to show how discount bond dynamics modelling can be approached by (a) the modelling of the short-rate process and the market price of risk, which underlies the family of short-rate models, or (b) the modelling of the market price of risk and the discount bond volatility structure, which gives rise to the Heath-Jarrow-Morton (HJM) framework. The course then expands on the theory of interest rate market models and credit risk.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: The main formative assessment will be

in the form of weekly exercise sets, which will be discussed in the seminars. Some of the topics of these will be similar to what is expected in the summative assessment (exam).

Indicative reading: T R Bielecki and M Rutkowski, *Credit Risk Modeling, Valuation and Hedging*, Springer; M Musiela and M Rutkowski, *Martingale Methods in Financial Engineering*, Springer; R Rebonato, *Modern Pricing of Interest-rate Derivatives: The LIBOR Market Model and Beyond*, Princeton.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA417 Half Unit Computational Methods in Finance

This information is for the 2024/25 session.

Teacher responsible: Prof Luitgard Veraart

Availability: This course is compulsory on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

The only programmes on which this course is available as an optional course are MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research).

Pre-requisites: Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).

Any students who are taking MA417 as an optional course and who have not completed MA400 need to obtain permission from the lecturer. They need to provide a statement explaining why and how they know the material covered in MA400.

Course content: The purpose of this course is to (a) develop the students' computational skills, and (b) introduce a range of numerical techniques of importance to financial engineering. The course starts with random number generation, the fundamentals of Monte Carlo simulation and a number of related issues. Numerical solutions to stochastic differential equations and their implementation are considered. The course then addresses finite-difference schemes for the solution of partial differential equations arising in finance.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Weekly exercises and practicals are set and form the basis of the seminars.

Indicative reading: P.Glasserman, *Monte Carlo Methods in Financial Engineering*, Springer; R.U. Seydel, *Tools for Computational Finance*, Springer; P.E.Kloeden and E.Platten, *Numerical Solution of Stochastic Differential Equations*, Springer;

Assessment: Project (100%) in December.

MA420 Half Unit Topics in Financial Mathematics

This information is for the 2024/25 session.

Teacher responsible: Prof Johannes Ruf

Availability: This course is available on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Knowledge of financial mathematics (as for example provided in MA415).

Depending on the topics selected, programming experience might be required. These requirements are spelled out in a syllabus that

will be available to students at the beginning of the academic year.

Course content: This course covers modern topics in Financial Mathematics. The topics selected can differ year to year. A syllabus of the course content will be available to students at the beginning of the academic year.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: There will be regular homework assignments.

Indicative reading: A reading list will be provided in a syllabus that will be available to students at the beginning of the academic year.

Assessment: Coursework (100%).

100% Coursework (More details will be provided in a syllabus that will be available to students at the beginning of the academic year.)

MA421 Half Unit Topics in Algorithms

This information is for the 2024/25 session.

Teacher responsible: Dr Tugkan Batu and Prof Andrew Lewis-Pye

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Algorithms and Computation (MA407) or have taken an equivalent course to provide a basic knowledge in analysis of algorithms: running time and correctness of an algorithm, and basic knowledge of computer programming (preferably in Python). Students should be comfortable with proofs and proof techniques used in pure mathematics.

Course content: This course covers modern topics in the theory of algorithms. The topics selected can differ year to year. A syllabus of the course content will be available to students at the beginning of the academic year.

Teaching: 20 hours of lectures and 15 hours of seminars in the WT. 2 hours of lectures in the ST.

Formative coursework: Weekly exercises are set and marked. Some of these will include programming exercises in Python.

Indicative reading: T. H. Cormen, C. E. Leiserson, R. L. Rivest and C. Stein, *Introduction to Algorithms*, 3rd or 4th ed., MIT; M.R. Garey and D.S. Johnson, *Computers and Intractability: A Guide to the Theory of NP-completeness*, W.H. Freeman, 1979; D. Williamson, D. B. Shmoys, *The Design of Approximation Algorithms*, Cambridge University Press, 2011; V. Vazirani, *Approximation Algorithms*, 2nd ed., Springer, 2002; Michael Mitzenmacher and Eli Upfal, *Probability and Computing*, 1st or 2nd ed., Cambridge University Press.

Assessment: Exam (65%, duration: 2 hours) in the spring exam period.

Coursework (25%) in the period between WT and ST.

Continuous assessment (10%) in the WT.

MA422 Research Topics in Financial Mathematics

This information is for the 2024/25 session.

Teacher responsible: Dr Ophelia Bonesini (AT)

Dr Ophelia Bonesini and Professor Johannes Ruf (WT/ST)

Availability: This course is available on the MPhil/PhD in Mathematics, MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.

PhD students in the departments of Mathematics and Statistics along with other members of the research community are

welcome to attend.

Course content: The seminar ranges over many areas of financial mathematics, stochastic analysis and stochastic control theory.

Teaching: 6 hours of seminars in the AT. 6 hours of seminars in the WT.

6 x 1 hour talks by researchers in the AT and WT.

Additional seminars will be scheduled throughout the year. Please see the Timetables website for further information.

Formative coursework: This course is not assessed.

Assessment: This is a non-assessed course.

MA423 Half Unit Fundamentals of Operations Research

This information is for the 2024/25 session.

Teacher responsible: Dr Neil Oliver

Availability: This course is compulsory on the MSc in Operations Research & Analytics. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MPA in Data Science for Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must know basics of Linear Algebra (matrix multiplication, geometric interpretation of vectors), Probability Theory (expected value, conditional probability, independence of random events) and Calculus (derivatives, limits).

Course content: An introduction to a range of Operations Research techniques, covering: foundations of linear programming, including the simplex method and duality; integer programming; markov chains; queueing theory; dynamic programming; deterministic and stochastic inventory models; game theory.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 35 hours across Autumn Term.

Formative coursework: Weekly exercises are set and marked in Autumn Term.

Indicative reading: The course has its own textbook which will be provided at the start of the term. The course will be taught from the textbook and also slides.

In addition to the textbook, students may also wish to consult:

- F S Hillier & G J Lieberman, Introduction to Operations Research, 9th edition (2009) (7th edition of Hillier & Lieberman (2000) is also acceptable).
- Wayne Winston, Operational Research; Applications and Algorithms, Fourth/International Student Edition.

Assessment: Exam (90%, duration: 3 hours) in the spring exam period.

Coursework (10%).

Weekly exercises are set and marked in Autumn Term, and count as coursework.

MA424 Half Unit Modelling in Operations Research

This information is for the 2024/25 session.

Teacher responsible: Dr Katerina Papadaki

Availability: This course is compulsory on the MSc in Operations Research & Analytics. This course is not available as an outside option.

Pre-requisites: Students must know basics of linear algebra (matrix multiplication, geometric interpretation of vectors), linear programming, and probability theory (expected value, conditional probability, independence of random events). For students in the MSc in Operations Research & Analytics, MA423 and ST447 more than cover the prerequisites.

Course content: The course will be in 2 parts, covering the two

most prominent tools in operational research: mathematical optimisation, the application of sophisticated mathematical methods to make optimal decisions, and simulation, the playing-out of real-life scenarios in a (computer-based) modelling environment.

Optimisation: This part enables students to formulate, model and solve real-life management problems as Mathematical Optimisation problems. In providing an overview of the most relevant techniques of the field, it teaches a range of approaches to building Mathematical Optimisation models and shows how to solve them and analyse their solutions. Topics include: formulation of management problems using linear and network models; solution of such problems with a special-purpose programming language; interpretation of the solutions; and formulation and solution of nonlinear models including some or all of binary, integer, convex and stochastic programming models.

Simulation: This part develops simulation modelling skills, understanding of the theoretical basis which underpins the simulation methodology, and an appreciation of practical issues in managing a simulation modelling project. Topics include: generating discrete and continuous random variables; Monte Carlo simulation; discrete event simulation; variance reduction techniques; Markov Chain Monte Carlo methods. The course will teach students how to use a simulation modelling software package.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Autumn Term.

Further, there is a minimum of 6 hours of computer workshop sessions delivered in Autumn Term. Computer workshops are not mandatory.

Formative coursework: A mock project will be given to students that resembles the summative project.

Indicative reading: The reading will be a combination of lecture slides and chapters from the following list of books.

Optimisation

- W L Winston, Operations Research: Applications and Algorithms, Brooks/Cole (4th ed., 1998)
- D Bertsimas and J N Tsitsiklis, Introduction to Linear Optimization, Athena Scientific (3rd ed., 1997)
- George B. Dantzig and Mukund N. Thapa, Linear Programming 2: Theory and extensions, Springer (2003)

Simulation

- S Ross, Simulation, Academic Press (5th ed., 2012)
- Joseph K. Blitzstein, Jessica Hwang, Introduction to Probability, Chapman and Hall/CRC Press (2014)

Assessment: Project (100%) in the WT.

There will be a project on Mathematical Optimisation and Simulation. The deliverable is a report along with a soft copy of any computer code and solver output.

MA425 Project in Operations Research & Analytics

This information is for the 2024/25 session.

Teacher responsible: Dr Marie Oldfield

Availability: This course is available on the MSc in Operations Research & Analytics. This course is not available as an outside option.

Cannot be taken with MA426 Dissertation in Operations Research & Analytics.

Pre-requisites: There are no pre-requisites

Course content: The student will carry out and report upon a substantial practical piece of work in Operational Research and Analytics. This may include elements of data science, machine learning, AI and human factors. The project is typically a consulting-like placement with an industry, government, or non-profit partner.

The project is normally provided by the course team. Project allocation is via formal interviews with the client a student has

applied for.

A project may be suggested by the student, subject to approval by the MA425 convenor.

Teaching: Teaching for this course is delivered through seminars totalling a minimum of 16.5 hours across the year.

Formative coursework: Each student will be assigned an LSE project supervisor who will monitor their progress on a continuing basis and give tutorial advice as required.

Indicative reading: Detailed suggestions for reading will be provided in the course of supervision.

Assessment: Project (100%).

Assessment is based on a combination of the project report, reflective report, project presentation, and CV writing.

The student is expected to work on this full time from early June to end of August possibly at the client site. The report is due on a date around the end of August.

MA426

Dissertation in Operations Research & Analytics

This information is for the 2024/25 session.

Teacher responsible: Prof Jozef Skokan

Availability: This course is available on the MSc in Operations Research & Analytics. This course is not available as an outside option.

Cannot be taken with MA425 Project in Operations Research & Analytics.

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of Operations Research and Analytics. The dissertation may be theoretical or empirical. Students must obtain the approval of an advisor before embarking on any research.

Teaching: There will be a minimum of 12 hours of lectures and seminars delivered across Autumn and Winter terms. Most of the teaching will be shared with MA498. The ratio of lecture time and seminar time varies each week. Seminars do not include personal supervision time, which is scheduled independently with the supervisors.

An initial seminar will include presentations by members of the Operations Research Group in the Department of Mathematics on proposed topics for dissertations that they would be interested in supervising. Additional seminars will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general aspects of writing mathematics, and preparing a manuscript using mathematical text processing software (in particular, LaTeX). Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance throughout the WT, ST, and over the summer.

Formative coursework: Students will be expected to produce an initial report (in WT) and an interim report (in ST) for which feedback will be provided.

Indicative reading: Detailed suggestions for reading will be provided by the supervisor.

Assessment: Dissertation (90%) in the WT and ST.

Oral examination (10%) in the ST.

Assessment is primarily based entirely on the Dissertation, an electronic copy of which must be submitted by early September (exact date to be specified later). The report may include some software relating to the project. Detailed information about the required format for this submission will be provided during the Seminars.

At the end of summer term, each student will produce a presentation on the topic of their dissertation. The presentation will be graded and worth 10% of the course grade. Students will be given support in the seminars on how to prepare, how to present and what is expected.

MA427 Half Unit

Mathematical Optimisation

This information is for the 2024/25 session.

Teacher responsible: Dr Giacomo Zambelli

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Applicable Mathematics, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have sufficient knowledge of linear algebra (linear independence, determinants, matrix inversion and manipulation) and of basic multivariate calculus (derivatives and gradients).

Course content: Introduction to the theory and solution methods of linear and nonlinear programming problems, including: linear programming duality, Lagrangian duality, convex programming and Karush-Kuhn-Tucker conditions, algorithms for linear and convex optimisation problems, theory of good formulations for integer linear programming models, integer linear programming methods (branch and bound and cutting planes).

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: Weekly exercises will be given that will be solved and discussed during the seminars. Three of those exercises will be handed in as formative coursework and the students will be given feedback on their submissions.

Indicative reading: Extensive lecture notes covering all parts of the course will be provided. Students interested in further readings can look at the books below.

- D Bertsimas and J N Tsitsiklis, Introduction to Linear Optimization (1997)
- S Boyd and L Vandenberghe, Convex Optimization (2004)
- M Conforti, G Cornuejols, G Zambelli, Integer Programming (2014)

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

MA428 Half Unit

Combinatorial Optimisation

This information is for the 2024/25 session.

Teacher responsible: To be confirmed.

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is not available as an outside option.

Pre-requisites: Some familiarity with graph theory and some knowledge of linear programming is desirable. For students that have no linear programming background, it is recommended that they read the material of the first four lectures of course MA423, which can be found on the Moodle page of MA423.

Course content: The course is intended as an introduction to discrete and combinatorial techniques for solving optimisation problems, mainly involving graphs and networks. Topics covered include: minimum spanning trees; shortest path algorithms; maximum flow algorithms; minimum cost flow problems; matching and assignment problems; and other topics that may vary from year to year.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: Students will be expected to produce 3 problem sets in the WT.

Students will be given weekly exercises. Oral feedback will be provided in the seminars, where the weekly homework will be

discussed. Three of these weekly exercises will be handed in as formative coursework and the students will be given written feedback on their submissions.

Indicative reading: Lecture notes will be supplied for all topics. Most of the lectures will be based on topics from:

R K Ahuja, T L Maganti and J B Orlin, *Network Flows* (2013).

William J. Cook, William H. Cunningham, William R. Pulleyblank, Alexander Schrijver, *Combinatorial Optimization* (1997).

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

MA429 Half Unit Algorithmic Techniques in Machine Learning

This information is for the 2024/25 session.

Teacher responsible: Dr Neil Oliver

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Marketing and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority is given to MSc students in the Department of Mathematics.

Pre-requisites: Students are not permitted to take this course alongside ST443, Machine Learning and Data Mining. Students must have knowledge of Statistics and the programming language R to the level of ST447, Data Analysis and Statistical Methods, or alternatively, a comparable knowledge of Python.

Course content: The course introduces fundamental machine learning methods for data analytics problems. Vast quantities of data are available today in all areas of business, science, and technology as well as social networks. The goal of data mining is to extract useful information from massive-scale data. The aim of this course is to equip students with theoretically grounded and practically applicable knowledge of the most important machine learning algorithms used for this task, as well as how they should be applied. Mathematics (e.g., optimisation, graph theory), computer science and statistics all play an important role.

For classification and regression problems, methods studied include naive Bayes, K-nearest neighbours, decision trees, support vector machines, and neural networks. The course will also cover unsupervised learning methods such as clustering. Ethical issues arising from machine learning are also discussed.

The methods are illustrated on practical problems arising from various fields. Students will make use of various machine learning and data mining packages in R and Python, as appropriate.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Winter Term.

Formative coursework: There will be a formative group project, in preparation for a similar summative project.

Indicative reading:

- James, Witten, Hastie, Tibshirani, *An Introduction to Statistical Learning: with Applications in R* (2016)
- Hastie, Tibshirani, Friedman, *The Elements of Statistical Learning: Data Mining, Inference and Prediction*, 2nd ed. (2009)
- Witten, Frank, Hall, *Data Mining: Practical Machine Learning Tools and Techniques*, 3rd or 4th ed. (2016)

Assessment: Exam (60%, duration: 2 hours) in the spring exam period.

Project (40%) in the ST.

The examination is critical to assessment. In order to pass this course, students need to achieve a mark of at least 50% in the examination. A fail mark in the exam will result in an overall fail mark for the course: it cannot be compensated by the marks in the other elements.

MA431 Half Unit Not available in 2024/25 Advanced Topics in Operations Research and Applicable Mathematics

This information is for the 2024/25 session.

Teacher responsible: Dr Ahmad Abdi and Dr Neil Oliver

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Basic knowledge of graph theory and linear algebra. In particular, students should be familiar with graph theoretic notions such as spanning trees, cycles, cuts, stable sets, etc. and linear algebraic notions such as eigenvectors, eigenvalues, projections, the characteristic polynomial, etc.

Course content: An examination of advanced topics in Operations Research. The topics selected differ year to year; the topic for 2021/22 will be "Spectral Graph Theory".

Spectral Graph Theory is concerned with how combinatorial properties of graphs relate to the algebraic structure of certain matrices associated with the graph. One can look at the adjacency matrix of an undirected graph, which is a symmetric matrix, and consider the list of its eigenvalues, called the spectrum, along with the corresponding eigenvectors. The spectrum gives us important insight about the graph and its induced subgraphs, and perhaps surprisingly, this viewpoint can be used in the design of graph algorithms, such as network flow problems, plane drawings of planar graphs, isomorphism testing, etc.

Some highlights of the course include:

- Eigenvalue interlacing, and applications to graph theory
- Connections to electrical networks, random spanning trees, and random walks
- Spring layout drawings of graphs using spectral methods
- Clustering: how to find good ways of partitioning a graph into pieces via the spectrum
- Expander graphs: sparse graphs with exceptional connectivity properties

Teaching: 2 hours of help sessions in the ST.

This course is delivered through a combination of seminars and lectures totalling a minimum of 35 hours across Lent Term. This year, the lectures will be live, online and recorded. Depending on circumstances, seminars might be live and online, too.

Formative coursework: There will be 5 biweekly homework assignments, each of which will be marked and the student will receive feedback.

Indicative reading: *Algebraic Graph Theory* (Springer 2001), by Godsil and Royle.

Spectral and Algebraic Graph Theory (online), by Spielman.

Assessment: Assessment path 1

Exam (100%, duration: 3 hours) in the spring exam period.

Assessment path 2

Project (100%) in the ST.

Exam (100%, duration 3 hours)

PhD students are expected to complete a research-based project (worth 100%) in the ST as a replacement for the final exam.

MA433 Half Unit Mathematics of Networks

This information is for the 2024/25 session.

Teacher responsible: Prof Andrew Lewis-Pye

Availability: This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Mathematical maturity and an ability to write mathematical proofs. Linear algebra (diagonalisation, eigenvalues and eigenvectors), some graph theory and some basic game theory would be useful, but necessary knowledge from these areas

will be revised during the course.

Course content: Globalisation and the growth of the internet have meant not only an increasing need to understand the way in which social and communication networks form and operate, but also an unprecedented amount of data available to aid in this analysis. The last decade has seen a coming together of multiple scientific disciplines in an effort to understand how these highly connected systems function. The aim of this course will be to give an introduction to the study of networks, requiring as little background knowledge as possible. The course will begin with an analysis of some of the fundamental properties normally observed in real world networks, such as the small world property, high degrees of clustering and power law degree distributions. After reviewing required notions from game theory, we shall then apply these techniques to an analysis of the spread of behavioural change on networks, together with cascading effects and epidemic models. The final part of the course will be concerned with specific applications to the world wide web and page ranking.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: (1) D. Easley, J. Kleinberg. Networks, crowds and markets, Cambridge University Press, 2010.

(2) M. Newman. Networks: An Introduction, Oxford University Press, 2010.

(3) The Rise of the Network Society, The Information Age: Economy, Society and Culture, 2010 edition, Manuel Castells.

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Presentation (20%).

20% of the final grade will be determined by groupwork, in which groups of around four or five students are each allocated a research paper by the lecturer. The students then have to meet (virtually or in person) in order to discuss and understand the paper, before giving a group presentation on the subject matter at the beginning of WinterTerm.

MA434 Half Unit Not available in 2024/25 Algorithmic Game Theory

This information is for the 2024/25 session.

Teacher responsible: Dr Galit Ashkenazi-Golan

Availability: This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Algorithms and Computation (MA407) or have taken an equivalent course that provides basic knowledge in the analysis of algorithms. No prior knowledge about Game Theory is required.

Course content: The last 15-20 years have witnessed a lively interaction between computer science and economics. Many problems central to computer science – from resource allocation problems in large networks to online advertising – fundamentally involve the interaction of multiple self-interested parties. Game theory and mechanism design offer a host of models and definitions to reason about such problems. But the flow of ideas also travels in the opposite direction, as research in computer science has complemented the traditional economics literature in several ways. For example, computer science offers a focus on and a language to discuss computational complexity, has popularised the use of approximation guarantees in situations where exact solutions are unrealistic or unknowable, and proposes several alternatives to Bayesian- or average-case analysis that emphasise robust solutions to economic design problems. This course gives an overview over the key ideas and developments of this young research field. The focus is on the various new techniques and methods that have been developed,

and the new insights that they yield.

Topics covered:

- Complexity of equilibria: hardness of computing pure Nash equilibria, poly-time algorithm for correlated equilibria
- Best response dynamics and no-regret learning: existence and speed of convergence
- Tools for bounding the inefficiency of equilibria: price of anarchy, price of stability, the smoothness framework
- Algorithmic mechanism design: the VCG mechanism and its computational complexity, characterization of truthful mechanisms and techniques for obtaining truthful poly-time approximation mechanisms
- Tools for the design and analysis of simple, robust, non-truthful mechanisms
- Posted price mechanisms and prophet inequalities

Teaching: This course is delivered through a combination of classes and lectures totaling a minimum of 30 hours across Lent Term.

Formative coursework: Students will be expected to produce 10 problem sets in the WT.

Written answers to set problems will be expected on a weekly basis.

Indicative reading: 1 Noam Nisan, Tim Roughgarden, Eva Tardos, Vijay V. Vazirani. Algorithmic Game Theory. Cambridge University Press. September 2007.

2 Tim Roughgarden. Twenty Lectures on Algorithmic Game Theory. Cambridge University Press. August 2016.

3 David C. Parkes and Sven Seuken. Introduction to Economics and Computation: A Design Approach. Cambridge University Press. June 2019.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA435 Half Unit Machine Learning in Financial Mathematics

This information is for the 2024/25 session.

Teacher responsible: Dr Ofelia Bonesini

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

Pre-requisites: Students must have completed Stochastic Processes (ST409).

Students are expected to have done ST409; students who haven't done ST409 need to obtain permission from the lecturer by providing a statement explaining why and how they know the material covered in ST409. Students are also expected to have a good command of linear algebra and calculus.

Course content: This course introduces a range of computational problems in financial markets and illustrates how they can be addressed by using tools from machine learning. In particular, portfolio optimisation, optimal trade execution, pricing and hedging of financial derivatives and calibration of stochastic volatility models are included. The course considers some theoretical results on machine learning basics such as empirical risk minimisation, bias-complexity tradeoff, model selection and validation as well as more advanced topics such as deep learning, feedforward neural networks, universal approximation theorems, stochastic gradient descent, back propagation, regularisation and different neural network architectures.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT.

This course is delivered through a combination of seminars and lectures totalling to 30 hours across WT.

Formative coursework: The main formative assessment will be in the form of weekly exercise sets, which will be discussed in the seminars. Some of the topics of these will be similar to what is expected in the summative assessment (exam).

Indicative reading:

- M. Dixon, I. Halperin and P. Bilokon. Machine Learning in Finance. Springer, 2020.
- H. Ni, G. Yu, J. Zheng and X. Dong, An Introduction to Machine Learning and Quantitative Finance. World Scientific, 2021.
- C.M. Bishop, Pattern Recognition and Machine Learning. Springer, 2006.
- S. Shalev-Shwartz and S. Ben-David, Understanding Machine Learning. Cambridge University Press, 2014.
- I. Goodfellow, Y. Bengio and A. Courville, Deep Learning. MIT Press, 2016.
- J. M. Hutchinson, A. Lo and T. Poggio, A Nonparametric Approach to Pricing and Hedging Derivatives Securities Via Learning Networks. Journal of Finance, 1994.
- H. Buehler, L. Gonon, J. Teichmann and B. Wood, Deep Hedging. Quantitative Finance, 2019.
- J. Ruf and W. Wang, Hedging with Linear Regressions and Neural Networks. To appear in Journal of Business & Economics Statistics, 2021.
- A. Hernandez, Model Calibration with Neural Networks. Risk, 2017.
- B. Horvath, A. Muruguza and M. Tomas, Deep Learning Volatility: a Deep Learning Network Perspective on Pricing and Calibration in (Rough) Volatility Models. Quantitative Finance, 2021.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MA498

Dissertation in Mathematics

This information is for the 2024/25 session.

Teacher responsible: Prof Jozef Skokan

Availability: This course is compulsory on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The Dissertation in Mathematics is an individual, substantial project as an introduction to mathematical research methods. The student will investigate and study an area of mathematical research or application of advanced mathematical techniques, and to write a report on their findings. The project may include some programming. The dissertation topic will normally be proposed by the Department.

Teaching: A minimum of 15 hours of lectures/seminars across the Autumn and Winter terms. The ratio of lecture time and seminar time varies each week. Seminars do not include personal supervision time, which is scheduled independently with student supervisors.

Several seminars will include presentations by members of the Department of Mathematics on proposed topics for dissertations that they would be interested in supervising. Additional seminars will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general aspects of writing mathematics, and preparing a manuscript using mathematical text processing software (in particular, LaTeX). Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance thorough the WT, ST, and over the summer.

Formative coursework: Students will be expected to produce an initial report (in WT) and an interim report (in ST) for which feedback will be provided.

Indicative reading: Detailed suggestions for reading will be provided by the supervisor.

Assessment: Dissertation (90%) in the WT and ST. Oral examination (10%) in the ST.

Assessment is primarily based entirely on the Dissertation, an electronic copy of which must be submitted by early September (exact date to be specified later). The report may include some software relating to the project. Detailed information about the required format for this submission will be provided during the

Seminars.

At the end of summer term, each student will produce a presentation on the topic of their dissertation. The presentation will be graded and worth 10% of the course grade. Students will be given support in the seminars on how to prepare, how to present and what is expected.

MC401 Half Unit Not available in 2024/25

Mediated Resistance and Activism

This information is for the 2024/25 session.

Teacher responsible: Prof Bart Cammaerts

Availability: This course is available on the MSc in Media and Communications and MSc in Politics and Communication.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students are required to prepare a statement of no more than 200 words in response to the following question, which must be submitted when selecting this course on LSE for You: Why are you interested in the intersection of media, communication and activism?

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place

Course content: This course focuses on the various ways in which citizens, activists and social movements use, appropriate and shape media and communication technologies to resist, to mobilise for resistance, but also how resistance and movement discourses are represented and mediated, by activists themselves through movement and social media as well as by the mainstream media. The course will address several aspects of the intricate relationship between media and communication, resistance and activism. The course is organised around the core-concept of the 'mediation opportunity structure' referring to the opportunities for agency through media and communication, as well as the structural constraints preventing agency and stifling dissent. Both Information and Communication Technologies (ICT's) and more traditional media will be considered and a dialectical perspective on power and the relationship between agency and structure is adopted with a particular emphasis on strategies of resistance and circumvention.

At a theoretical level this course is situated at the intersection of social movement theory, political theory and media and communication theory. The different lectures will focus on various aspects of the mediation opportunity structure, including action repertoires, self-mediation practices, mainstream media representations, counter-hegemony, networked opportunities – using examples from various regions in the world. Some case-studies will be situated at a local level of analysis, others at a national, while again others might relate to regional contexts or even transnational levels of contestation.

Seminar discussions revolve around relevant readings as well as case study presentations.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Winter Term. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advanced reading, prepare seminar presentations and submit one essay of 1500 words.

Indicative reading:

- Bailey, Olga, Cammaerts, Bart and Carpentier, Nico (2007) Understanding Alternative Media. Maidenhead: Open University Press.
- Barassi, Veronica (2015) Activism on the Web: Everyday Struggles Against Digital Capitalism. London: Routledge.
- Bennett, Lance and Segerberg, Alexandra (2013) The Logic of Connective Action: Digital Media and the personalization of Contentious Politics. Cambridge: Cambridge University Press.
- Cammaerts, Bart (2018) The Circulation of Anti-Austerity Protest.

Basingstoke: Palgrave-Macmillan.

- Cammaerts, Bart, Matoni, Alice and McCurdy, Patrick (eds) (2013) *Mediation and Protest Movements*. Bristol: Intellect.
- Caygill, Howard (2013) *On Resistance: A Philosophy of Defiance*. London: Bloomsbury Press.
- della Porta, Donnatella and Diani, Mario (2020) *Social Movements: An introduction - 3rd edition*. Oxford: Wiley-Blackwell.
- Dencik, Lina and Leistert, Oliver (eds) (2015) *Critical Perspectives on Social Media and Protest: Between Control and Emancipation*. London: Rowman and Littlefield.
- Downing, John (2001) *Radical Media: Rebellious Communication and Social Movements*. Thousand Oaks, CA: Sage.
- Earl, Jennifer and Kimport, Katrina (2011) *Digitally Enabled Social Change: activism in the Internet Age*. Boston, MA: MIT Press.
- Fenton, Natalie (2016) *Digital, Political, Radical*. Cambridge: Polity.
- Johnston, Hank (2014) *What is a Social Movement?* Cambridge: Polity.
- Martín-Barbero, Jesús (1993) *Communication, Culture and Hegemony: From the Media to Mediation*. London: Sage.
- Mortesen, Mette, Neumayer, Christina and Poell, Thomas (eds) (2019) *Social Media Materialities and Protest: Critical Reflections*. New York: Routledge.

Assessment: Essay (100%, 3000 words) in the ST.

MC402 Half Unit The Audience in Media and Communications

This information is for the 2024/25 session.

Teacher responsible: Dr Alessandro Castellini

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Culture and Society, MSc in Marketing, MSc in Media and Communications, MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course examines a variety of social, cultural and psychological issues as they relate to the audiences for mass and social media. It analyses people's everyday engagement with a mediated world. We will review the history of audiences and audience research from the vantage point of the present digital age, also examining key theories of audiences' and users' interpretation, engagement, fandom and creativity in a global and cross-media perspective. Students will be encouraged to read widely, to forge links with other aspects of media, communications and cultural studies in order to critically examine the positioning of audiences and users within the field, and to debate the nature and future of audiences in a changing media landscape.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1500 words.

Indicative reading:

- Abercrombie, N. & Longhurst, B. (1998) *Audiences: A Sociological Theory of Performance and Imagination*, Sage.
- Athique, A. (2016) *Transnational Audiences: Media Reception on a Global Scale*. Cambridge: Polity.

- Barker, M. (2018) *Participations: Journal of Audience & Reception Studies*, Volume 15 issue 1 (or other volumes).
- Brooker, W. & Jermyn, D. (Eds.) (2003) *The Audience Studies Reader*, Routledge.
- Butsch, R., & Livingstone, S. (Eds.) (2013) *Meanings of Audiences: Comparative discourses*, Routledge; Chapter 1.
- Hill, A. (2018) *Media Experiences: Engaging with drama and reality television*. London, Routledge.
- Livingstone, S. (ed.) (2005). *Audiences and Publics: When cultural engagement matters for the public sphere*. Intellect Press.
- Nightingale, V. (ed.) (2011) *The Handbook of Media Audiences*, Wiley-Blackwell.
- Sender, K. (2012). *The makeover: Reality television and reflexive audiences*. New York: New York University Press.

Assessment: Essay (100%, 3000 words) in the WT.

MC403 Half Unit Contemporary Issues in Media and Communications Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Damian Tambini

Availability: This course is available on the MSc in Marketing, MSc in Media and Communications, MSc in Media and Communications (Media and Communications Governance) and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be particularly beneficial to students with some background knowledge of media policy, regulation and governance. You are advised to consult the course teacher if you have not taken MC424, or if you do not have relevant professional experience.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is accepted onto the course.

Preparation for this course could include reviewing the indicative reading, and auditing MC424 course materials and lectures on Moodle.

Course content: This course examines live issues in internet, broadcasting, press and telecommunications policy with a focus on current debates and an innovative format including practical exercises in policy engagement and guest speakers who are active in media policy. The aim will be to develop a practical approach to current debates at the same time referring to the longer term normative and theoretical background to intervention in this sector. After the first session, discussion will focus on a current issue each week, and the reading contains items relating to that issue. There may be some changes to the order of the sessions depending on availability of guest speakers, and supplementary readings may be advised during seminars or by email. Students will be encouraged to debate current policy issues including those that regulators and the government are currently consulting on, and develop a critical understanding of policy intervention, the policy process and strategy.

Teaching: 30 hours of seminars in the WT.

This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advanced reading, prepare seminar presentations and submit one essay of 1500 words.

Indicative reading: A reading list will be provided for each topic.

General works relevant to the course include:

- Baker, C.E. (2006). Democracy at a crossroads: Why ownership matters. In *Media concentration and democracy*. Cambridge: Cambridge University Press, pp. 5-53.
- Gangadharan, S. P. (2013). Toward a deliberative standard: Rethinking participation in policymaking. *Communication, Culture & Critique*, 6(1), 1-19.
- Mansell, R. & Raboy, M. (Eds.) (2011). *The handbook of global media and communication policy*. Malden, MA: Wiley-Blackwell.
- Moore, M. and Tambini, D. (Eds). (2018). *Digital Dominance: The Power of Google, Amazon, Facebook and Apple*. Oxford, Oxford University Press.
- Papathanassopoulos, S., & Negrine, R. M. (2011). Europeanizing the Media of Europe. In *European media: Structures, policies and identity* (pp. 63–83). Cambridge: Polity Press.
- Pasquale, F., & Citron, D.K. (2014). Promoting innovation while preventing discrimination: Policy goals for the scored society. *Washington Law Review*, 89(4), 1413-1424.
- Raymond, M., & DeNardis, L. (2015, November). Multistakeholderism: anatomy of an inchoate global institution. *International Theory*, 7(3), 572-616.
- Shtern, J., Landry, N., & Raboy, M. (2012). The least imperfect form of global governance yet? Multi-stakeholder governance of communication. In D. Frau-Meigs (Ed.), *From NWICO to WSIS 30 years of communication geopolitics: actors and flows, structures and divides* (pp. 187–198). Bristol, UK: Intellect Books.
- Tambini, D. (2015). Five theses on public media and digitalization: From a 56-country study. *International Journal of Communication*, 5, 1400-1424.
- Tambini, D. (2021). *Media Freedom*. Cambridge, Polity.
- van Schewick, B. (2015). Network neutrality and quality of service: What a non-discrimination rule should look like. *Stanford Law Review*, 67(1), 1–26.
- Wu, Tim. *The Curse of Bigness: Antitrust in the New Gilded Age*. Columbia Global Reports, New York, 2018.
- Journals such as *Media, Culture, and Society*, *New Media and Society*, *Journal of Digital Media and Policy*, *Telecommunications Policy*, and *Digital Policy, Regulation and Governance*.
- The European Information Society portal http://ec.europa.eu/information_society/index_en.htm as well as the websites of OECD, OfCOM, the FCC and other communications regulators see BEREC <https://berec.europa.eu/>

Assessment: Essay (100%, 3500 words) in the ST.

MC404 Half Unit Political Communication in Democracies

This information is for the 2024/25 session.

Teacher responsible: Dr Nick Anstead

Availability: This course is compulsory on the MSc in Politics and Communication. This course is not available as an outside option.

Pre-requisites: None.

Course content: The aim of the course is to examine the relationship between the media and political processes in comparative perspective. It offers a critical review of key aspects of contemporary theory and research in political communications, examining a range of interconnected issues concerning the relationship between politics and media including: the political influence of the media; the concept of public opinion; the effects of election and referendum campaigning; data-driven political communication; populism and democracy; and public diplomacy in international relations.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare student-led seminars in small groups, and submit one 1500 word essay.

Indicative reading:

- Bennett, W. L. & Segerberg, A. 2012. *The Logic of Connective Action: Digital Media and the Personalization of Contentious*

Politics. Cambridge: Cambridge University Press.

- Chadwick, A. 2013. *The Hybrid Media System: Politics and Power*. Oxford: Oxford University Press.
- Davis, A. 2019. *Political Communication: A New Introduction for Crisis Times*. London: John Wiley & Sons.
- Klinger, U., Kreiss, D., & Mutsaers, B. (2023). *Platforms, power, and politics: An introduction to political communication in the digital age*. Polity.
- Nielsen, R. K., & Ganter, S. A. (2022). *The power of platforms: Shaping media and society*. Oxford University Press.

Podcast suggestion

- The Democracy Paradox Podcast (2020-present). A wide array of theorists and political scientists talking about various topics related to democracy. <https://democracyparadox.com/the-democracy-paradox-podcast/>

Assessment: Essay (100%, 3000 words) in the WT.

MC407 Half Unit International Media and The Global South

This information is for the 2024/25 session.

Teacher responsible: Professor Shakuntala Banaji

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Inequalities and Social Science, MSc in Media and Communications, MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no formal pre-requisites, but students are required to prepare a statement of no more than 200 words in response to the following question, which must be submitted when selecting this course on LSE for You: Why do you want to take this course?

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course offers insight into how to approach the study of media constructions, discourses and representations of, and about, the global south and its citizens. The course challenges students to raise questions about the power and role of international media – including media originating in the global south, and that circulated by NGOs – in shaping discourses about the global south and group identities. Building on empirical examples, the lectures aim to demonstrate that the reporting and representation of gender, poverty, climate change, disasters, political unrest by international media organisations has implications, not only for the way the global south and its diverse populations are imagined and defined, but also for the arena of international and national policy and politics. Using theories of ideology, critical political economy and postcoloniality, the course critically investigates key questions concerning the role of international, national, NGO and subaltern media in colonial and violent relationships of power. The objectives are to: (a) Introduce debates about how media power shapes international development discourses and political realities for citizens in the global south; (b) Provide a postcolonial and Marxist critique of the study of representations of poverty, conflict, gender, participation and the global south; (c) Critically assess aspects of the political economy of international media production within the contexts in which international and local media groups and NGOs research, package and produce information about the world (d) Investigate

whether and in what ways new and mobile technologies, and small and participatory media formats enable alternative voices and critical frameworks from the global south to be engaged through respectful critique. The course is organized into three sections: 1) a historical and theoretical overview of international media and the global south locating the debate(s) around development and communication within postcolonial and other critical frameworks, 2) Critical perspectives, drawn selectively from studies of political economy, postcolonial theory and cultural studies and pertaining to race, identity, ideology, representation, regulatory frameworks, governance and democracy and 3) Cases and practices in reporting disinformation, poverty, inequality and humanitarian issues. Cross-cutting themes will include a consideration of gender, racism, ethnic and social conflict, tourism campaigns, social media and disinformation in the context of international media and change in the global south.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: All students are expected to complete advance reading, contribute to Moodle forums, prepare seminar presentations, and submit one essay of 1500 words.

Indicative reading:

- Abbas, M. A. and J. N. Erni (2004) (eds.) *Internationalizing Cultural Studies: an Anthology*. Oxford: Blackwell.
- Banaji, S. (ed.) (2012) *South Asian Media Cultures: Audiences, Representations, Contexts*. London and New York: Anthem Press.
- Benjamin, R. (2019) *Race After Technology: Abolitionist Tools for the New Jim Code*, Cambridge and Medford MA. Polity.
- Bernal, V. and Grewal, I. (2014) *Theorising NGOs: States, Feminism and Neoliberalism*, Durham: Duke University Press.
- Dines, G. and Humez, J. M. (2014, 4th Edition) *Gender, Race, and Class in Media: A Critical Reader*, London, New York, New Delhi: Sage.
- Eagleton, T. (1991) *Ideology: an Introduction*. London: Verso.
- Eisenstein, Z. (2004) *Against Empire: Feminisms, Racism and the West*, London, New York: Zed Press.
- De Kosnik, A. and Feldman, K. (2019) *#identity: Hashtagging Race, Gender, Sexuality, and Nation*.
- Hall, S (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*, Thousand Oaks CA: Sage Publications.
- Hayter, T. (1990) *The Creation of World Poverty*. London: Pluto Press.
- Hemer, O. and Tufte, T. (eds) (2005) *Media and Global Change: Rethinking Communication for Development*, Clacso and NORDICOM.
- Independent Commission for the Study of Communication Problems (ICSCP) (1980/2004) *Many Voices, One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World Information and Communication Order*. (MacBride Report) London, New York and Paris: Kogan Page and UNESCO.
- Iqani, M. and Dosekun, S. (eds) (2019) *African luxury: aesthetics and politics*. Bristol: Intellect.
- Mamdani, M. (2004) *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*. New York: Pantheon Books.
- Matos, C. (2012) *Media and Politics in Latin America: Globalisation, democracy and identity*. New York: I.B. Tauris.
- Mody, B. (ed.) (2003) *International and Development Communication: A 21st Century Perspective*. 2nd Edition. Thousand Oaks, CA: Sage.
- Rai, S. M. and Waylen, G. (eds) (2014) *New Frontiers in Feminist Political Economy*. London and New York: Routledge.
- Rodriguez, C. (2011). *Citizens' Media against Armed Conflict: Disrupting Violence in Colombia*. Minnesota: University of Minnesota Press.
- Said, E. (1979) *Orientalism*. New York: Vintage.

Assessment: Essay (100%, 3000 words) in the ST.

MC408 Half Unit

Theories and Concepts in Media and Communications

This information is for the 2024/25 session.

Teacher responsible: Dr Dylan Mulvin

The course will also feature guest lectures covering various topics from the field of media and communications, presented by faculty from the Department of Media and Communications.

Availability: This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Culture and Society, MSc in Gender, Media and Culture and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

If this course is not listed as compulsory on your Programme Regulations, then please note that it is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course.

Students from outside the Department of Media and Communications should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course introduces key theoretical and conceptual issues in the study of media and communications, within an interdisciplinary, social science perspective. It grounds the analysis of media and communications in broader theories of social order and social change to better understand the historical, political, economic, and technological significance of media, justice, and a changing society.

This course is the compulsory, theoretical component for all students in the MSc programmes of the Department of Media & Communications. As such, it is oriented towards introducing students with a broad range of academic and professional backgrounds to the core questions and problems in media and communication studies. Accordingly, its topics range from the power of networks and the politics of representation and difference, to the social and economic role of platforms, algorithms, and media ownership, to the changing shape of the public sphere.

As a team-taught course that combines weekly lectures and seminars, its purpose is to expose students to a wide range of research-led debates at an advanced level, and to enable students to develop their understanding and critical appraisal of the relation between media and power.

The course also includes an invited speaker series ('Media in Action Talks') which addresses the interface between academic issues taught on the Media and Communications programmes and professional issues facing media and communications industries. Speakers will normally include a mix of journalists, activists, and executives working for UK and global media companies or in the NGO-sector in London. The purpose is to provide an opportunity for students to relate the topics and themes addressed within their academic studies to the debates and concerns currently facing

practitioners.

Teaching: 15 hours of lectures and 10 hours of seminars in the AT. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1500 words.

Indicative reading: A specialist reading list will be provided for each topic. General reference readings relevant to the course include:

- Ananny, M. (2018). *Networked Press Freedom*. MIT Press.
- Atton, C. (2015) *The Routledge Companion to Alternative and Community Media*. London: Routledge.
- Benjamin, R. (2019) *Race After Technology*. Cambridge: Polity.
- Brock, A. (2020) *Distributed Blackness: African American Cybercultures*. New York: NYU Press
- Carey, J. W. (1989) *Communication as Culture*. New York, NY: Routledge.
- Curran, J. (ed.) (2010) *Media and Society*. 5th Edition. London: Bloomsbury.
- Gill, R. (2007) *Gender and the Media*. Cambridge: Polity.
- Gitelman, L. (2006). *Always Already New: Media, History, and The Data of Culture*. Cambridge: MIT Press.
- Hall, S. (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*. Milton Keynes: Open University Press.
- Harp, D., Loke, J. and Bachmann, I. (eds.) (2018) *Feminist Approaches to Media Theory and Research*. Basingstoke: Palgrave MacMillan.
- McKinney, C. (2020) *Information Activism: a Queer History of Lesbian Media Technologies*
- McQuail, D. (2010) *Mass Communication Theory – 6th Edition*. London: Sage.
- Meijas, M. (2013) *Off the Network: Disrupting the Digital World*. Minneapolis, MN: Minnesota University Press.
- Towns, A. R. (2022). *On black media philosophy*. University of California Press.
- Wasko, J., Murdock, G. and Sousa, H. (eds) (2011) *The Handbook of Political Economy of Communications*. London: Wiley-Blackwell.
- Zeavin, H. (2021) *The distance cure: A history of teletherapy*. MIT Press.

Assessment: Essay (100%, 3000 words) in the WT.

MC409 Half Unit Media, Technology and Everyday Life

This information is for the 2024/25 session.

Teacher responsible: Dr Leslie Haddon

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: The course aims to explore how information and communication technologies are experienced in everyday life. This includes examining how ICTs are socially shaped, through looking at current theoretical frameworks as well as historical and contemporary examples. The course covers such matters as

the domestication of ICTs, their place in social networks and their implications for time and space. Finally, a range of potential social consequences are considered, from the specific implications for parent-child relationships to broader questions about the extent to which these technologies are changing social life.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading. One essay of 1500 words is recommended.

Indicative reading:

- boyd, d. (2014) *It's complicated. The social lives of networked teenagers*, New Haven: Yale University Press.
- Byam, N. (2015) *Personal communications in a digital age*, Cambridge: Polity. Chapter 2.
- Curren, J. (2016) *The internet of dreams*, in Curran, J., Fenton, N. & Freedman, D. (eds) *Misunderstanding the internet* (Second Edition), London: Routledge, pp.1-47.
- Eynon, R. & Geniets, A. (2016) *The digital skills paradox: How do digitally excluded youth develop skills to use the internet?* *Learning, Media and Technology*, 41(3), 463–479.
- Ito, M. (2010) *Hanging out, messing around and geeking out: Kids living and learning with new media*, Cambridge, MA.: MIT Press.
- Turkle, S. (2011) *Alone together: Why we expect more from technology and less from each other*. New York: Basic Books. Chapter 14, pp.265-278.
- Wajcman, J. (2015) *Pressed for time. The acceleration of life in digital capitalism*, London: University of Chicago Press. Chapter 6, pp.137-62.

Assessment: Essay (100%, 3000 words) in the ST.

MC411 Half Unit Media and Globalisation

This information is for the 2024/25 session.

Teacher responsible: Professor Lee Edwards

Availability: This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT) and MSc in Global Media and Communications (LSE and USC). This course is not available as an outside option.

Pre-requisites: None.

Course content: The aim of this course is to explore and demonstrate the role of media, communications and technology in processes of globalisation by introducing the relevant literature, by examining various theories of globalisation and by exploring some of the key debates related to media, communication and globalisation. Topics taught include nationalism, the 'dewesternisation' and 'decolonisation' of knowledge production, comparative research, media imperialism, cosmopolitanism and racism.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Autumn Term. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, participate actively in seminar discussions, carry out seminar presentations and submit one essay of 1500 words.

Indicative reading: A reading list will be provided for each topic. General works relevant to the course include:

- Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis, MN: University of Minnesota Press.
- Artz, L. (2023). *Global Media Dialogues: Industry, Politics, and Culture*. London: Routledge.
- Dimitrova, D. V. (Ed.). (2021). *Global Journalism: Understanding World Media Systems*. Lanham: Rowman & Littlefield.
- Flew, T. (2018). *Understanding Global Media*. London: Red Globe Press.
- Hafez, K., & Grüne, A. (2022). *Foundations of Global Communication: A Conceptual Handbook*. London: Routledge.
- Kamalipour, Y. R. (2024). *Global Communication: A Multicultural Perspective*. Lanham, MD: Rowman & Littlefield.
- Kraidy, M. M. (2018). *Global Media Studies: A Critical Agenda*.

- Journal of Communication, 68(2), 337-346.
- Lee, C.-C. (2015). Internationalizing 'International Communication'. Ann Arbor, MI: University of Michigan Press.
 - Miller, T., & Kraidy, M. M. (2016). Global Media Studies. Cambridge: Polity Press.
 - Rantanen, T. (2004). The Media and Globalization. London: Sage.
 - Rantanen, T. (2019). Introduction. In T. Rantanen & C. Jiménez-Martínez (Eds.), Globalization and the Media. London: Routledge.
 - Sklair, L. (2020). The Anthropocene in Global Media: Neutralizing the Risk. Milton: Taylor and Francis.
 - Tomlinson, J. (1999). Globalisation and Culture. Cambridge: Polity Press.
- Assessment:** Essay (100%, 3000 words) in the WT.

MC416 Half Unit Representation in the Age of Globalisation

This information is for the 2024/25 session.

Teacher responsible: Dr Yael Gordon

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications and MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: Images and stories circulated in the media play a central role in informing how we imagine the world, others and ourselves. We become increasingly dependent, often exclusively, on what we see, read and hear in the news, on social media, our favourite television drama series, in advertisements, films, NGO communications or on the radio and podcasts. This course focuses on the way media representations are implicated in the exercise of power over how we think and feel through the construction of meaning. It explores the opportunities that media representations present for the creation of a global and interconnected space, which enables the people living in it to conduct their social, cultural, political and economic lives in more just and inclusive ways. At the same time, the course discusses some of the critical challenges, limits and threats representations circulating in the contemporary media present. The discussion focuses on the representation of the Other and the production of difference, examining two key themes: the representation of gender, and the representation of migration - timely issues which are ever more urgent in contemporary public life. The course examines how transformations in the contemporary media landscape, such as the expansion of social media platforms, the increasing commodification and global scope of communication, shape the ways in which public issues are framed, imaged, and constructed, the consequences this may have for the moral judgements people make and the possibilities for disrupting dominant narratives and imaginaries.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1500 words.

Indicative reading:

- Amin, A. (2012). Land of Strangers, Polity.
- Bauman, Z. (2016). Strangers at Our Door, Polity.
- Hall, S. (1997) Representation: Cultural Representations and Signifying Practice, Sage.
- hooks, bell. (2014). Black Looks: Race and Representations. London: Routledge.
- Macdonald, M. (2003) Exploring Media Discourse, Arnold.
- Orgad, S. (2012) Media Representation and the Global Imagination, Cambridge: Polity.
- Pickering, M. (2001). Stereotyping: The Politics of Representation, Palgrave.

Assessment: Essay (100%, 3000 words) in the WT.

MC418 Half Unit Communication: Cultures and Approaches

This information is for the 2024/25 session.

Teacher responsible: Professor Myria Georgiou

The course will also feature guest lectures covering various topics from the field of media and communications, presented by faculty from the Department of Media and Communications.

Availability: This course is compulsory on the MSc in Media and Communications. This course is available on the MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Gender, Media and Culture, MSc in Media and Communications (Media and Communications Governance) and MSc in Media and Communications (Research). This course is not available as an outside option.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations.

Pre-requisites: There are no pre-requisites for this course.

Students for whom this course is not compulsory should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course examines key concepts and critical perspectives on the processes of communication that underpin social, economic and cultural relations across diverse spheres of modern life. It takes an interdisciplinary and theoretical perspective, comparing the claims and contribution of selected key approaches of communication in order to understand and critique the symbolic and material power of communication media. With a substantive focus on the shifts from mass to networked media and from national to globalised communication processes, the course offers a selective introduction to key approaches in communication. It examines a series of critical perspectives, drawing on current research debates in the field of media and communications and beyond. The course is team taught by active researchers in the field of media and communications and aims to enable students to develop their critical understanding of the communication processes central to the contemporary media and communications environment.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit an essay of 1500 words.

Indicative reading:

- Benjamin, R. (2019) Race after Technology. Cambridge: Polity Press.
- Castells, M. (2009) Communication Power, Oxford University Press.
- Chadwick, A. (2013) The Hybrid Media System, Oxford University Press.
- Choullilaraki, L. and Georgiou, M. (2022) The Digital Border. NYU Press.

- Couldry, N. and U. Mejias (2019) *The Cost of Connection*. Stanford: Stanford University Press.
- Curran, J. and Park, M.J. (ed) (2000) *De-Westernizing Media Studies* (Communication and Society), Routledge.
- Dutton, W.H. (2013) *The Oxford Handbook of Internet Studies*. Oxford University Press.
- Georgiou, M. (2013) *Media and the City*, Polity Press.
- Hall, S. (ed.). (1999) *Representation: Cultural representations and signifying practices*, Sage.
- Iqani, M. and F. Resende (eds.) (2019) *Media and the Global South: Narrative Territorialities, Cross-cultural Currents*, Routledge.
- Mansell, R. (2012) *Imagining the Internet: communication, innovation, and governance*, Oxford University Press.
- McLuhan, M. (2001[1964]); *Understanding Media: The Extensions of Man*, Routledge.
- Silverstone, R. (2007) *Media and Morality*, Polity Press.
- Udupa, S. (2018) *Making news in Global India*, Cambridge University Press.
- van Dijck, J. (2013) *The Culture of Connectivity*, Oxford University Press.

Assessment: Essay (100%, 3000 words) in the WT.

MC419 Half Unit Modern Campaigning Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Nick Anstead

Availability: This course is available on the MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is highly recommended for MSc in Politics and Communication students.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: The focus of this module is critical reflection on practical politics, drawing on both academic research and evidence directly from political practitioners. The course is taught by a series of invited guest lecturers who are experts in the field of political campaigning for political parties and NGOs. It will connect with theory taught on other courses in the department and will enable students to see how theory is relevant and applied to the practice of modern political campaigns in the context of the evolving nature of contemporary political communication. It will examine core and general concepts in campaigning including political strategy and how it is developed; the shaping and measurement of public opinion; and the role of NGOs in shaping government policy.

Teaching: 15 hours of lectures and 5 hours of seminars in the AT. To increase the geographic diversity of guest teacher sessions, a limited amount of this content may be delivered online. This course includes a reading week in Week 6 of term.

Formative coursework: This formative coursework for this course is a reduced length version of the summative assessment (see below for further details):

- A 500 word campaign memo advocating a specific strategy for a campaign of your choice (this might be for a candidate, a political party or a campaign / protest group).
- A 1000 word academic reflection on the strategy memo, where you will justify and explain your strategic recommendations with

reference to relevant academic research.

Additionally, students will undertake two other pieces of formative work relevant to course content:

- A short (approximately 200 words) midterm online exercise identifying a key variable which shapes campaigning practices in a particular comparative setting (e.g. electoral system, party system, political culture etc).
- A group end of term presentation where students will offer a campaign pitch for a particular political party / organisation.

Further details of this task will be given in the first lecture of term.

Indicative reading: As this course is largely taught by guest lecturers, a limited number of readings are provided in advance. Instead, reading lists are generated after their lectures in response to the comments they make and questions posed by their arguments.

In terms of indicative reading, there are a variety of items that might be relevant. Classical political texts on the art of politics (e.g., Aristotle On Rhetoric, Machiavelli The Prince, or Weber, Politics as a Vocation) will offer interesting insights. More recently, students might like to consult political memoirs, biographies, and diaries to gain an understanding of how politicians themselves see political strategy.

For a broader overview of political communication literature, students can consult the indicative reading list of MC404, our core course about Political Communication.

Finally, students might like to listen to The Times How To Win an Election podcast, which is organised around a variety of practical political campaigning questions. The three guests on the podcast (Peter Mandelson, Danny Finkelstein and Polly McKenzie) have all spoken to students taking this course in the past. Available from: <https://www.thetimes.co.uk/podcasts/how-to-win-an-election> or your preferred podcast platform.

Assessment: Essay (100%, 3000 words) in the WT.

The summative assessment for this course is a two-part piece of coursework.

- A 1000 word campaign memo advocating a specific strategy for a campaign of your choice (this might be for a candidate, a political party or a campaign / protest group).
- A 2000 word academic reflection on the strategy memo, where you will justify and explain your strategic recommendations with reference to relevant academic research.

NB. One additional requirement of the summative coursework is that it cannot be on the same example used in the formative coursework.

MC420 Half Unit Not available in 2024/25 Identity, Transnationalism and the Media

This information is for the 2024/25 session.

Teacher responsible: Professor Myria Georgiou

Availability: This course is available on the MSc in Culture and Society, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, priority will be given to students who have the course listed on their Programme Regulations.

Pre-requisites: There are no formal pre-requisites, but students are required to prepare a statement of no more than 100 words in response to the following question, which must be submitted when selecting this course on LSE for You: Why would you like to take this course?

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course examines the relation between identity and the media in the context of migration and transnationalism. As the world becomes increasingly interconnected – not least as a consequence of technological advances that enable information, people and things to move between places and across distances – questions are raised about the consequences of those changes for identity. More particularly, the course examines

- 1 How those who move, but also those who don't, develop a sense of self in an interconnected, mediated world;
- 2 How digital communication connects or disconnects people within and across space and what those connections mean for collective identities, communities and nations; and
- 3 How mediated communication raises or erases boundaries between people – locally, nationally and transnationally. Engaging with a range of theories, case studies and creative activities, the course invites students to develop a globally oriented and critical understanding of identity, media and transnationalism.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit a 1500 word case study.

Indicative reading:

- Amin, A. (2012) *Land of Strangers*. Cambridge: Polity.
- Appadurai, A. (2006) *Fear of Small Numbers*, Duke University Press.
- Benjamin, R. (2019) *Race after Technology*. Cambridge: Polity Press.
- Coates, T-N. (2015) *Between the world and me*. Melbourne: TPC.
- Du Gay, P. et al. (eds.) (2000) *Identity: A Reader*, London: Sage.
- Hall, S. and du Gay, P. (eds.) (1996) *Questions of Cultural Identity*, Sage.
- Georgiou, M. (2006) *Diaspora, identity and the media*, Hampton Press.
- Gilroy, P. (2004) *After Empire: Multiculture or Postcolonial Melancholia*, Routledge.
- Smets, K., K.Leurs, M.Georgiou, S.Witteborn and R. Gajjala (2020) *The Sage Handbook of Media and Migration*, Sage.
- Yuval-Davis, N. G. Wemyss and C. Cassidy (2019) *Bordering*, Polity.
- Werbner, P. (2008) *Anthropology and the New Cosmopolitanism: Rooted, Feminist and Vernacular Perspectives*, Berg.
- Vertovec, S (2009) *Transnationalism*, Routledge.

Assessment: Essay (100%, 3000 words) in the ST. The essay will be based on a case study of students' choice.

ways in which the concepts of ideology, discourse, orientalism, reflexivity and power can enable a critical understanding of social life, participation and change in the global south. The course also offers a sharp critique of scholarly and policy oriented literature that regards the media, information, and communication strategies, and information and communication technology applications, as obvious direct means of alleviating poverty, improving health outcomes and fostering democracy and human rights in low-income countries. It offers alternative theorisations of the contested way in which developments in these areas become embedded in the cultural and social fabric, especially where injustice, poverty and unequal power relations influence the capacities of individuals to make changes in their lives and communities.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. This course includes one compulsory film screening and discussion in the AT, which lasts 3 hours.

There will be a 1 hour revision lecture in the ST, ahead of the summative assessment.

This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, participate in case studies and discussions on Moodle forums, prepare seminar presentations, organise and attend practitioner seminars and film/documentary viewings and submit one case study of 500 to 1000 words.

Indicative reading:

- Abrahamson, R. (2000) *Disciplining Democracy: Development Discourse and Good Governance in Africa*. London, Zed Books.
- Banaji, S. (2016). *Children and Media in India: Narratives of Class, Agency and Social Change*. London and New York: Routledge.
- Enghel, F. and Noske-Turner, J. (2018) *Communication for International Development: Doing Good or Looking Good?* London & New York: Routledge.
- Escobar, A. (2011) *Encountering Development: The Making and Unmaking of the Third World*. Princeton USA: Princeton University Press.
- Freire, P. (1970) *Pedagogy of the Oppressed*, New York: Continuum.
- Galeano, E. (1973). *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York and London: Monthly Review Press.
- Grewal, I. and Kaplan, C. (eds) (1994) *Scattered Hegemonies: Postmodernity and transnational feminist practices*. Minneapolis: University of Minnesota Press.
- Hall, S (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*, Thousand Oaks CA: Sage Publications.
- Hartman, S. V. (1997) *Scenes of Subjection: Terror, slavery and self-making in nineteenth century America*. Oxford: OUP.
- Hayter, T. (1971). *Aid as Imperialism*. London: Pelican.
- Hemer, O. and Tufte, T. (eds) (2005) *Media and Global Change: Rethinking Communication for Development*, Clacso and Nordicom.
- Hill Collins, P & Bilge, S. (2020, 2nd Edition) *Intersectionality*. Cambridge and Medford MA: Polity.
- International Commission for the Study of Communication Problems. (2004) *One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World information and communication order*, London, New York and Paris: UNESCO and Roman & Littlefield.
- Katz, C. (2004) *Growing Up Global: Economic Restructuring and Children's Everyday Lives*. Minneapolis and London: University of Minnesota Press.
- Kapoor, I. (2008) *The Postcolonial Politics of Development*, London and New York: Routledge.
- Mama, A. (1995) *Beyond the Masks: Race, Gender and Subjectivity*. London and New York: Routledge.
- Manyozo, L. (2012) *Media, Communication and Development: Three Approaches*, New Delhi, India SAGE Publications.
- Melkote, S. and Steeves, H. L. (2001) *Communication for Development in the Third World: Theory and practice for empowerment*, New Delhi and Thousand Oaks CA: Sage.
- Nishime, L. & Hester Williams, K. D. (Eds) (2018) *Racial Ecologies*.

MC421 Half Unit

Critical Approaches to Media, Communication and Development

This information is for the 2024/25 session.

Teacher responsible: Professor Shakuntala Banaji

Availability: This course is compulsory on the MSc in Media, Communication and Development. This course is not available as an outside option.

Course content: The content of the course addresses the history of and tensions between 'media for development' and 'communication for development', while challenging mainstream development perspectives on aid, modernisation, and the role of ICTs and media and communication in low income countries and unequal social contexts. It achieves this aim by emphasising the conflictual relationships between economic and political power structures and the empowerment of individuals, as well as among collective groupings within their local and regional contexts. In particular, paying attention to issues of history, colonisation, race and gender, this course questions who constructs knowledge and how knowledge is constructed in modernisation approaches to Media, Communication and Development. It explores the

Washington: University of Washington Press.

- Noble, S. (2018) *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: New York University Press.
- Quebral, N. (1988) *Development Communication*, Laguna: UPLB College of Agriculture.
- Rodriguez, C. (2011) *Citizens media against armed conflict*. Minnesota: Minnesota University Press.
- Scott, M. (2014) *Media and Development*. London: Zed Books.
- Said, E. (1979) *Orientalism*. New York: Vintage.
- Servaes, J (ed.) (2008) *Communication for Development and Social Change*. New Delhi, Thousand Oaks, CA and Singapore: Sage.
- Singhal, A. and Rogers, E. (1999) *Entertainment-Education: A Communication Strategy for Social Change*. Malden, NJ: Lawrence Erlbaum Associates.

Assessment: Take-home assessment (100%) in the ST.

This is a seen examination with questions made available to students seven days prior to submission.

MC422 Half Unit

Critical Studies in Media and Journalism

This information is for the 2024/25 session.

Teacher responsible: Dr César Jiménez-Martínez

Availability: This course is available on the MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research) and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, priority will be given to students with the course listed on their Programme Regulations.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: The news media is vital not just for the dissemination of information but as a forum for debate. Journalism shapes our individual and community lives. It frames ideological disputes and is a site of contestation. But journalism and the news itself is changing because of technological, social, economic and political forces. This course, led by a media academic with a decade of experience as a journalist, takes an ethical perspective on media change. It asks what impact journalism has, what kind of journalism do we want, and how will journalism reconstruct itself according to competing national, cultural, or political contexts. On completion of this course, students should be able to: understand the role of journalism in society today; critically discuss different theoretical conceptions of journalism as practiced in a wide variety of social and political contexts; compare and contrast the role of journalism in contexts ranging from mainstream to alternative media outlets; evaluate the normative and empirical connections between media journalism, the production of news and ethical considerations; critically assess contemporary debates about the changing nature of journalism and its implications for cultural understanding and democracy.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1500 words.

Indicative reading:

- Beckett, C. (2008). *Supermedia*. London: Blackwell.
- Bell, E., & Owen, T. (2017). *The Platform Press: How Silicon Valley Re-engineered Journalism*. Tow Center, Columbia University.
- Boczkowski, P., & Anderson, C. W. (Eds.). (2017). *Remaking The*

News. MIT Press.

- Bruns, A. (2019). *Are Filter Bubbles Real?* Polity.
- Chouliaraki, L. (2006). *Spectatorship of Suffering*. London: Sage.
- Diakopoulos, N. (2019). *Automating the News*. Harvard University Press.
- Muhlmann, G. (2008). *A Political History of Journalism*. Cambridge: Polity.
- Robertson, A. (2018). *Screening Protest: Visual Narratives of Dissent Across Time, Space and Genre*. London: Routledge.
- Schudson, M. (2008). *Why Democracies Need An Unlovable Press*. Polity.
- Silverstone, R. (2006). *Media and Morality: On the rise of the Mediapolis*. Cambridge: Polity.
- Wahl-Jorgensen, K. (2019). *Emotions, Media and Politics*. Polity.

Assessment: Essay (100%, 3000 words) in the ST.

MC423 Half Unit

Global Media Industries

This information is for the 2024/25 session.

Teacher responsible: Dr Jungmo Youn

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development and MSc in Politics and Communication. This course is not available as an outside option.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: The main goal of this course is to help students comprehend the theoretical frameworks of media political economy and the critical approaches to the production, circulation, and consumption of global media industries.

Locating an entity of 'global media industries' in the historical process of the capitalistic mode of production, this course reviews a range of theoretical developments and debates in political economy, as coevolved with the field of media political economy. In quest of theoretical frameworks for the global transformation of capital-accumulation, students are encouraged to speculate on the material conditions and mechanisms of the metamorphosis of global media sectors accompanied with the emergences of 'new' media platforms, digital technology, labour processes in the creative industries and intertextual forms of media commodities. This course's format is divided into two blocks. The first block introduces some key theoretical concepts and analytical categories proposed by a variety of theoretical strands of political economy: Lockean concepts of labour and value, Marx's conceptual distinction of labour power, Braverman's labour process and Burowoy's sociological adaptation, the controversy over the form of capitalist state between the Regulation school confining it in the relative autonomy and Institutionalist destined to media ownership, young Hall's bold Althusserian interpretation of Marx's 'capital-circuit' repeated later in his Encoding/Decoding model, and Smythe's sneaky return to mainstream economics and Jhally's attempt to reconcile 'media commodity' with Marxism. The second block, holding a comparative perspective, examines how the locality of media landscape have been articulated with

or responding to the global change of political economy since the Nixon Shock in 1971. Looking at concrete media sectors such as the advertising industry, news production, and film industry in local contexts, students will explore how the global restructuring production-relation reshaped the interface between the global economic demands and the historical particularities determined in local/regional contexts. Students are encouraged to understand how such 'contingent particularities' are actualizing or 'embedding' the historical 'necessity' as resonating with a universal logic of the capitalistic mode of production, and furthermore to attempt to trace the localities back to the uneven primitive accumulation stage in coloniality.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1500 words.

Indicative reading:

- Alborno, L. (2015). *Power, Media, Culture: A Critical View from the Political Economy of Communication*. Springer.
- Duménil, G., Duménil, G., & Lévy, D. (2004). *Capital Resurgent: Roots of the Neoliberal Revolution*.
- Fuchs, C., & Mosco, V. (2015). *Marx and the Political Economy of the Media*. Brill.
- Harvey, D. (2018). *The Limits to Capital*. Verso.
- Lipietz, A. (1987). *Mirages and Miracles* (Vol. 21). London: Verso.
- Scholz, T. (Ed.). (2012). *Digital Labor: The Internet as Playground and Factory*. Routledge.
- Wasko, J., Murdock, G., & Sousa, H. (Eds.). (2011). *The Handbook of Political Economy of Communications*. John Wiley & Sons.

Assessment: Essay (100%, 3000 words) in the ST.

MC424 Half Unit Media and Communication Governance

This information is for the 2024/25 session.

Teacher responsible: Dr Seeta Peña Gangadharan

Availability: This course is compulsory on the MSc in Media and Communications (Media and Communications Governance). This course is available on the MPhil/PhD in Data, Networks and Society. This course is not available as an outside option.

Pre-requisites: None.

Course content: This course begins from the assumption that media and communication can only be fully understood if their governance and its implications for citizens and consumers, as well as producers and providers, are understood. Communication governance includes all attempts by public bodies to fund, licence or otherwise regulate or govern communication services or the providers of those services, usually for an alleged public benefit. The term 'governance' refers to the norms, rules and resources together with their theoretical underpinnings that inform the production and consumption of media and communication services. This course provides students with core theoretical perspectives and concepts required to critically analyse both the substance and processes of media and communication governance. Students will compare different rationales used to justify regulation of media and communication services. Students will also develop an understanding of regulatory instruments, institutional arrangements and institutional practices that help public authorities, corporations, citizens and consumers decide how to allocate public resources for the provision of such services. Illustrations are drawn from national and international contexts, thereby presenting a multi-levelled analytical approach to governance issues in the field.

Some of the questions addressed in this course include: Under what conditions should platforms be governed? Are industry professionals or regulators best positioned to determine when broadcasting institutions adequately serve the diverse information needs of a population? To what extent should legacy media laws

and policies be relaxed in the light of technological change? In what ways can 5G providers serve the public interest? These and other questions reflect the course's focus on developing a critical, informed and authoritative account of 'why', 'who', and 'how to' govern media and communication services.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. This course includes a reading week in Week 6 of term.

There will be a 1 hour revision lecture in the ST, ahead of the summative assessment.

Formative coursework: All students are expected to complete advance reading, participate in seminar activities and contribute to online discussion on Moodle. Students are also expected to complete an oral exam in the AT.

Indicative reading:

- Bannerman, S., & Haggart, B. (2015). Historical institutionalism in communication studies. *Communication Theory*, 25(1), 1–22.
- Epstein, D., Katzenbach, C., & Musiani, F. (2016). Doing internet governance: Practices, controversies, infrastructures, and institutions. *Internet Policy Review*, 5(3).
- Flyverbom, M., Deibert, R., & Matten, D. (2019). The governance of digital technology, Big data, and the internet: New roles and responsibilities for business. *Business & Society*, 58(1), 3–19.
- McChesney, R. W. (2013). *Digital disconnect: How capitalism is turning the internet against democracy*. New York: New Press.
- Puppis, M. (2010). Media governance: A new concept for the analysis of media policy and regulation. *Communication, Culture & Critique*, 3(2), 134–149.
- Yeung, K. (2008). Towards an understanding of regulation by design. In R. Brownsword & K. Yeung (Eds.), *Regulating technologies: Legal futures, regulatory frames and technological fixes*. Oxford: Hart Publishing.

Additional reading:

- Cohen, J. E. (2019). *Between truth and power: The legal constructions of informational capitalism*. Oxford University Press.
- Freedman, D. (2008). Dynamics of the media policymaking process. In *The politics of media policy* (p. 1-53). Malden, MA: Polity.
- Hong, Yu (2014). 'Between corporate development and public service: the cultural system reform in the Chinese media sector'. *Media, Culture & Society*. 36(5):610-627.
- Hoskins, G. (2019). Beyond 'zero sum': the case for context in regulating zero rating in the global South. *Internet Policy Review*, 8(1), n.p.
- Lentz, B. (2013). Excavating historicity in the U.S. network neutrality debate: An interpretive perspective on policy change. *Communication, Culture & Critique*, 6(4), 568–597.
- Lichtenberg, J. (1987). Foundations and limits of freedom of the press. *Philosophy and Public Affairs*, 16(4), 329-355.
- Michael, E. J. (2006). Market failure and intervention. In *Public policy: The competitive framework* (pp. 51–97). Oxford: Oxford University Press.
- McNeely, J. E. (2012). The emerging conflict between newsworthiness and the right to be forgotten. *Northern Kentucky Law Review*, 39(2), 119–135.
- Moore, M., & Tambini, D. (2018). *Digital dominance: The power of Google, Amazon, Facebook, and Apple*. Cambridge: Cambridge University Press.
- Napoli, P. M. (2015). Social media and the public interest: Governance of news platforms in the realm of individual and algorithmic gatekeepers. *Telecommunications Policy*, 39(9), 751–760.
- Rajadhyaksha, A. (2011). *The last cultural mile: An inquiry into technology and governance in India*. Bangalore, India: The Centre for Internet & Society.
- Sandoval, M. (2014). Corporate social (ir)responsibility in media and communication industries. *Javnost - The Public*, 20(3), 39-57.
- Stein, L. (2004). Understanding speech rights: Defensive and empowering approaches to the First Amendment. *Media, Culture, & Society*, 26(1), 103–120.
- Streeter, T. (2013). Policy, politics, and discourse. *Communication, Culture & Critique*, 6(4), 488-501.

- Waldman, A. E. (2022). Privacy, Practice, and Performance. *California Law Review*, 110(4), 1221–1280.
- Xia, J. (2017). China's telecommunications evolution, institutions, and policy issues on the eve of 5G: A two-decade retrospect and prospect. *Telecommunications Policy*, 41(10), 931–947.

Assessment: Take-home assessment (100%) in the ST. This is a take-home examination, and the questions are made available to students up to seven days prior to the due date.

MC425 Half Unit Interpersonal Mediated Communication

This information is for the 2024/25 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, priority will be given to students who have the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no formal pre-requisites, but students are required to prepare a statement of no more than 200 words in response to the following question, which must be submitted when selecting this course on LSE for You: Why do you want to take this course, what would you bring to it, and what do you think is the most important issue in Interpersonal Mediated Communication? Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: Communication media have simultaneously been blamed for a breakdown of social relationships and been hailed as powerful social tools that can connect people from all walks of life. This discussion is more important than ever, especially now the COVID 19 pandemic has moved our social lives online in unprecedented ways. The course looks at the impact digitisation might have on relationships and interactions. The aim of this course is to provide students with a critical understanding of mediated communication within small groups and dyadic relationships. It examines the influence of media on three key fields of interpersonal interaction which are identified as personal, social and professional communication. We will study the ways in which interpersonal relationships and communication are influenced by mediation, looking at harassment, discrimination, and social isolation but also at collaboration, connection and mutual understanding.

The first half of the course addresses the history of media in interpersonal communication as well as general interpersonal communication and relationship theories. The second half looks in more detail at how the interaction between media and interpersonal communication has been studied in relation to the cross-cutting themes of privacy/trust, isolation/socialisation and multi-modality. These central concepts of the course are reflected upon through theories of social norms, affordances, social capital and supplementation/substitution, and discussed from the perspective of different disciplinary and methodological paradigms. Application of theory to everyday life, practitioner and policy examples will give students the tools to understand what the practical implications are of the ways in which these different paradigms suggest that interpersonal communication processes vary depending on the type of platform this communication takes place on as well as the type of relationship that is under investigation and the context in which this relationship develops. As a result of the course the students will be able to evaluate the

weaknesses and strengths of the theories that aim to explain apparently contradictory observations about the practise of interpersonal mediated communication. This can be applied to professional areas such as intra-organisational communication, and the design, moderation and regulation of social media and discussion forums.

Teaching: 10 hours of lectures and 20 hours of seminars in the WT.

This course includes a reading week in Week 6 of term.

Formative coursework: This course has a number of formative elements, besides the creation of podcasts and weekly case study work, students create a wiki for each week which they present in class and receive feedback on. Based on the material brought in for the wiki, students write a formative assignment of 1500 words detailing how theories can be applied to a specific case study.

Indicative reading:

- Anderson, J. A. & Meyer, T. P. (1988). *Mediated Communication*. Newbury Park, CA: Sage.
- Baym, N.K. (2016) *Personal Connections in the Digital Age*. Oxford (UK): Polity Press.
- Burke, P. & Briggs, A. (2001). *A Social History of the Media*. Cambridge: Polity Press.
- Hartley, P. (1993). *Interpersonal Communication*. London: Routledge.
- Joinson, A. (2003). Understanding the psychology of Internet behaviour. *Virtual Worlds, Real Lives*. Palgrave: New York.
- Joinson, A.N., McKenna, K., Postmes, T. & Reips, D. (2009) *The Oxford Handbook of Internet Psychology*. Oxford: Oxford University Press.
- Kovarik, B. (2016) *Revolutions in Communication*. London (UK): Bloomsbury.
- Kraut, R. Galegher, J., Fish, R., & Chalfonte, B. (1992). Task requirements and media choice in collaborative writing. *Human Computer Interaction*, 7(4), 375-407.
- Lea, M., Spears, R., & de Groot, D. (2001). Knowing me, knowing you: Anonymity effects on social identity processes within groups. *Personality and Social Psychology Bulletin*, 27(5), 526-537.
- Solomon, D. & Theiss, W. (2013) *Interpersonal Communication: Putting theory into practice*. Hove, UK, Routledge.
- Walther, J. B., Anderson, J. F., & Park, D. W. (1994). Interpersonal Effects in Computer-Mediated Interaction - a Metaanalysis of Social and Antisocial Communication. *Communication Research*, 21(4), 460-487.
- Whitty, M.T. & Joinson, A. (2009) Truth, Lies and Trust on the Internet (pp 97-108). Hove, UK: Routledge.
- Yee, N., & Bailenson, J. (2007). The Proteus Effect: The effect of transformed self-representation on behavior. *Human Communication Research*, 33(3), 271-290.

Assessment: Essay (100%, 3000 words) in the ST.

MC426 Half Unit Film Theory and World Cinema

This information is for the 2024/25 session.

Teacher responsible: Professor Shakuntala Banaji

Availability: This course is available on the MSc in Gender (Sexuality), MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, priority will be given to students who have the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no formal pre-requisites, but students are required to prepare a statement of no more than 200 words in response to the following question, which must be submitted when selecting this course on LSE for You: Why do you want to take this course?

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course is designed to enable a consistent, informed and plausible reading of popular film representations, discourses and cultures of consumption in specific geopolitical contexts. Introducing theories from the humanities and the social sciences, lectures offer alternative approaches to theorising sexuality, gender, race, class, religion, national identity, childhood, history and politics in popular commercial films and their interpretation by audiences. The impact of unequal power relations – on how representations are reproduced, spectatorship is theorised and censorship policies are formulated – will be demonstrated and analysed. While the course offers a particular focus on Bollywood, Hindi commercial cinema, as an example of World cinema, it refers more widely to examples from other National Cinemas such as those of China, Korea, Australia, Spain and Iran. A key learning method is the extensive interrogation of audiovisual materials. To this end, there will be five film screenings and accompanying discussions alongside the lectures and seminars. Additionally, films referred to on the course will be made available through the library or can be downloaded and watched from popular film sites on the internet.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. This course includes five compulsory film screening and discussion sessions in the AT, each of which lasts 3 hours. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, participate in Moodle forums, present in seminar discussions, attend five film screenings and submit one essay of 1500 words.

Indicative reading:

- Banaji, S. (2006) *Reading 'Bollywood': The Young Audience and Hindi Film*, Basingstoke: Palgrave-Macmillan.
- Barker, M. and Brooks, K. (1998) *Knowing Audiences: Judge Dredd - its friends, fans and foes*. Luton: University of Luton Press.
- Bradbury-Rance, C. (2020) *Lesbian Cinema after Queer Theory*. Edinburgh: Edinburgh University Press.
- Dudrah, R. & Desai, J. (Eds) (2008) *The Bollywood Reader*, London: McGraw Hill.
- Erhart, J. (2018) *Gendering History on Screen: Women film-makers and historical films*. London: I.B. Tauris.
- Hjort, M. & Mackenzie, S. (2002) (eds), *Cinema and Nation* London: Routledge.
- hooks, b. (1992) *Black Looks: Race and Representation*. London: Turnaround.
- Gledhill, C. and Williams, L. (2000) (Eds) *Reinventing Film Studies*, London: Arnold; BFI Publishing.
- Jancovich, M. (2002) *Horror: The Film Reader*, London: Routledge.
- Lim, S. H. (2006). *Celluloid Comrades: Representations of Male Homosexuality in Contemporary Chinese Cinemas*. Honolulu: University of Hawai'i Press.
- Lury, K. (2010) *The Child In Film: Tears, Fears and Fairytales*. London IB Tauris.
- Mask, M. (ed.) (2012) *Contemporary Black American Cinema: Race, gender and sexuality at the movies*. London and New York: Routledge.
- Musa, B. A. (ed.) (2019). *Nollywood in Global Perspective*. Basingstoke: Palgrave Mcmillan.
- Nichols, B. (1991). *Representing reality: issues and concepts in documentary*. Bloomington: Indiana University Press.
- Och, D and Strayer, K. (2013) *Transnational Horror Across Visual Media*. London and New York: Routledge.
- Rosenstone, R. A. (2012) (Second Edition) *History on Film: Film on History*. London and New York: Routledge.
- Schoonover, K & Galt, R. (2016) *Queer Cinema in the World*. Durham and London: Duke University Press.

- Sealy, M. (2019). *Decolonising the Camera: Photography in racial time*. London: Lawrence and Wishart.
- Stam, R. (2000) *Film Theory: An Introduction*. Malden, Massachusetts & Oxford: Blackwell Publishers.
- Thornham, S. (ed) (1999), *Feminist Film Theory: a reader*, New York: New York University Press.
- Turner, G. (1999, third edition) *Film as Social Practice*, London and New York: Routledge.
- Tapper, R. (ed) (2003). *The New Iranian Cinema: Politics, Representation and Identity* London: I.B. Tauris.
- Velez, B. (2021). *Love in Contemporary Cinema: Audiences and representations of romance*. London and New York: Routledge.
- Vitali, V. and Willemsen, P. (eds) (2006) *Theorising National Cinema* London: BFI.
- Wynter, K. (2022) *Critical Race Theory and Jordan Peele's Get Out*. London: Bloomsbury Academic.
- Young, L. (1996). *Fear of the Dark: "Race", Gender and Sexuality in the Cinema*. London and New York: Routledge.

Assessment: Essay (100%, 3000 words) in the WT.

MC427 Half Unit Digital Media Futures

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Powell

Availability: This course is available on the MSc in Media and Communications, MSc in Media and Communications (Data and Society) and MSc in Media and Communications (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course provides an historical, theoretical and methodological basis through which to assess the social and cultural transformations related to digital media infrastructures and related social practices. It focuses on the materiality and affordances of new media, as well as on the social transformations that have co-evolved, focusing on emerging media of the past, present and future. It critiques and questions the assumptions about the transformation of social and cultural life but also attempts to help students develop conceptual strategies beyond critique. Conceptual approaches draw from materialist studies of media and communication, as well as science and technology studies. Topics include but are not limited to: alternative and activist media and futures, the political economy and ecology of digital media, the politics of algorithms, remembering and forgetting, the anthropocene, artificial intelligence, data and AI ethics.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. This course includes a reading week in Week 6 of term.

Formative coursework: Students will complete a 1500 word formative essay or creative proposal. They will also receive formative feedback on class participation and on a formative assignment.

Indicative reading:

- Chun, Wendy Hui Kyong and Thomas Keenan (2006) *New Media, Old Media: A History and Theory Reader*. London: Routledge.
- Hayles, N. Katherine (1999) *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press.
- Kitchin Rob and Dodge, Martin (2011) *Code/Space: Software and*

Everyday Life.

- Lukers, Kristin (2007) *Salsa Dancing into the Social sciences: Research in an age of info-glut*. Cambridge, MA: Harvard University Press.
- Marvin, Carolyn (1989) *When Old Technologies Were New*. Cambridge: MIT Press.
- Turner, Fred (2005) "Where the Counterculture Met the New Economy: The WELL and the Origins of Virtual Community." *Technology and Culture* 46: 485-512.
- Turkle, Sherry (2011) *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books.
- Vaidhyathan, Siva (2008) *The Googlization of Everything (And why we should worry)*. Berkeley: University of California Press.

Assessment: Essay (100%, 3000 words) in the WT.

MC428 Half Unit

Media Culture and Neoliberalism in the Global South

This information is for the 2024/25 session.

Teacher responsible: Dr Wendy Willems

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media, Communication and Development and MSc in Politics and Communication.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course offers a comparative perspective on changing media culture in the Global South in the context of the neoliberal turn. The course not only considers neoliberalism as a crucial factor that has brought media industries such as private broadcasting stations, mobile phone companies and digital platforms into existence but also examines the extent to which these new forms of media and technology have played a role in reproducing neoliberalism as a process. It provides an understanding of how shifting economic policy regimes have impacted on the way in which people engage with media and technology, and how media and technology engage with people in the Global South. The first part of the course introduces the key concepts of 'media culture', 'neoliberalism' and 'Global South' which will be deployed throughout the course. The second part of the course discusses how key processes of social change in the Global South are linked to changing media culture, including the commodification of national imaginaries, informality, crime and the rising middle class, religion and the prosperity gospel, self-help media and the neoliberal subject, and mobility and social relations. The course examines these themes through a series of empirically-grounded, mostly ethnographic case studies. The course encourages students to critically question, assess and evaluate the extent to which the three key concepts in the course are helpful in gaining an understanding of changing media culture in the Global South.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

This course includes a reading week in Week 6 of term.

Formative coursework: Students will complete a formative 1500 word essay based on a case study.

Indicative reading:

- Arora, P. (2019). *The next billion users: digital life beyond the West*. Cambridge, MA: Harvard University Press.
- Dunn, H. S., Moyo, D., Lesitaokana, W. O., & Barnabas, S. B. (Eds.). (2021). *Re-imagining communication in Africa and the Caribbean: Global south issues in media, culture and technology*. New York: Springer International Publishing AG.
- Eckstein, L., & Schwarz, A. (2014). *Postcolonial piracy: media distribution and cultural production in the Global South*. London: Bloomsbury.
- Gómez-Cruz, E., Horst, H., Siles, I., & Soriano, C. (2023). Beyond the tropicalization of concepts: theorizing digital realities with and from the Global South. *Communication, Culture and Critique*, 16(4), 217-220.
- Iqani, M. (2016). *Consumption, media and the Global South: aspiration contested*. Basingstoke, Hampshire: Palgrave Macmillan.
- Prashad, V. (2013). *The poorer nations: a possible history of the global South*. London: Verso.
- Shome, R. (2019). When postcolonial studies interrupts media studies. *Communication, Culture & Critique*, 12(3), 305-322.
- Wilson, J. A. (2018). *Neoliberalism*. New York: Routledge.
- Zhang, W., & Neyazi, T. A. (2020). Communication and technology theories from the South: the cases of China and India. *Annals of the International Communication Association*, 44(1), 34-49.

Assessment: Essay (100%, 3000 words) in the ST.

MC429 Half Unit

Humanitarian Communication: Realities, Challenges and Critiques

This information is for the 2024/25 session.

Teacher responsible: Dr Suzanne Temwa Gondwe Harris

Contributor: Professor Lilie Chouliaraki

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media, Communication and Development and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, priority will be given to students who have the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: In this course, we explore the changing practices of humanitarian communication in the 21st century by addressing questions such as: What are the histories of humanitarian communication? How is it changing today and why? What are the tensions and dilemmas that organizations face as they struggle to communicate the plight of distant others? What kind of politics of visibility and voice is played out in humanitarian communication? What are the ideological and ethical positions informing and informed by the digital narratives and spectacles of vulnerable others - and how do these change when 'others' speak for themselves? And finally, what are the challenges of 21st century humanitarian communication and can we do it better? Today more than ever, images and narratives of vulnerable people in zones of poverty, disaster, violence and conflict routinely populate our everyday lives. They are produced by a wide range of organisations and individuals, and appear on a wide range of platforms, including NGO websites, news networks, social media and celebrity

advocacy.

To explore these issues, students will work with case studies to debate the theoretical principle and empirical realities of humanitarian communication, its contemporary power relations, and the tensions and complexities that underpin its practices and effects.

Teaching: 30 hours of seminars in the WT.

Formative coursework: All students are expected to complete advance reading, and to prepare and deliver a short presentation.

Indicative reading:

- Amin, S. 2011. *Maldevelopment: Anatomy of a Global Failure*. London: Pambazuka Press.
- Boltanski, L. 1999. *Distant suffering: Morality, media and politics*. Cambridge, UK: Cambridge University Press.
- Barnett, M. 2020. *Humanitarianism and human rights: A world of differences?* Cambridge: Cambridge University Press.
- Barnett, M. 2011. *Empire of humanity: a history of humanitarianism*. Ithaca, N.Y.: Cornell University Press.
- Bernal, V. and Grewal, I. 2014. *Theorizing NGOs: states, feminisms, and neoliberalism*. Durham, NC: Duke University Press.
- Bunce, M. (2019). Humanitarian Communication in a Post-Truth World, *Journal of Humanitarian Affairs*, Vol. 1(1), pp.49-55.
- Butler, J. 2006. *Precarious life: the powers of mourning and violence*. London: Verso.
- Calhoun C. 2008. The Imperative to Reduce Suffering: Charity, Progress, and Emergencies in the Field of Humanitarian Action. In Barnett, M. Weiss, T. (eds.) *Humanitarianism in Question. Politics, Power, Ethics*. Ithaca: Cornell University, pp. 73-97.
- Chouliaraki, L. 2012. *The Ironic Spectator*. Cambridge: Polity.
- Chouliaraki, L. and Vestergaard, A. (Eds) 2022. *The Routledge Handbook of Humanitarian Communication*. New York: Routledge.
- Kurasawa, F. 2019. On humanitarian virality: Kony 2012, or, the rise and fall of a pictorial artifact in the digital age. *Visual Communication*, Vol 18 (3), pp.399–423.
- Giacomelli, E., Parmiggiani, P., Pierluigi, M. 2020. The invisible enemy and the usual suspects: how Covid-19 re-framed migration in Italian media representations. *Sociologia della comunicazione*, Vol. 60, (2) pp.119-136.
- Kapoor, I. (2013). *Celebrity Humanitarianism: The Ideology of Global Charity*. Routledge.
- Mignolo, W. 2000. *Local histories/global designs: coloniality, subaltern knowledges, and border thinking*. Princeton, NJ: Princeton University Press.
- Seu, I.B. and Orgad, S. (eds). 2017. *Caring in crisis?: Humanitarianism, the public and NGOs*. Cham, Switzerland: Palgrave Macmillan.
- Silverstone, R. 2007. Media and morality: On the rise of the mediapolis. Pp. 136-161. Cambridge: Polity.
- Sontag, S. 2003. *Regarding the pain of others*. London: Penguin.

Assessment: Essay (100%, 3000 words) in the ST.

MC430 Half Unit

Data in Communication and Society

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Powell

Availability: This course is compulsory on the MSc in Media and Communications (Data and Society). This course is available on the MPhil/PhD in Data, Networks and Society. This course is not available as an outside option.

Course content: This course investigates the significance of data in communications, social and cultural life. It introduces core theoretical perspectives on data and information from a social scientific perspective, and outlines research approaches that take account of the contemporary influence of data within communication and society. The course begins with the social history of data, providing a strong baseline from which to analyse the contemporary position of data. The course will provide students with conceptual tools that will help unpack the logic of

data, and train them to critically analyse phenomena such as big data, algorithmic regulation and augmented civic space. Its focus on contemporary issues allows an investigation of the politics and culture of data production, and the use of data as evidence in a range of fields including politics, advocacy and audience research. Some of the questions addressed through the course include: Who owns data? Who makes data? Who makes sense of data? Is data public or private? How do different actors get access to data? How is data protected and regulated? What ethical and governance questions pertain to the study of data as a socio-technical assemblage? These and other questions reflect the course's focus on developing a critical account of how data is implicated in the structures that shape social life.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. This course includes a reading week in Week 6 of term.

Formative coursework: Students will be expected to produce a presentation (group project, student-led session) in the AT, along with written formative coursework. There are two options for written formative coursework on this course. Students can choose to submit either a 1500 word essay; or a 1000 word proposal for case analysis and recommendation

Indicative reading:

- Beer, D., & Burrows, R. (2013). Popular culture, digital archives and the new social life of data. *Theory, Culture & Society* 30(4), 47-71.
- Boyd, D., & Crawford, K. (2012). Critical questions for Big Data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, Communication & Society* 15(5), 662-679.
- Cheney-Lippold, J. (2011). A new algorithmic identity: Soft biopolitics and the modulation of control. *Theory, Culture & Society* 28(6), 164-181.
- Gitelman, L., ed. (2013). *'Raw Data' is an Oxymoron*. Cambridge, MA: MIT Press.
- Kitchin, R. (2014). *The Data Revolution: Big Data, Open Data, Data Infrastructures and their Consequences*. London: Sage.
- Lyon, D. (2014). Surveillance, Snowden, and Big Data: Capacities, consequences, critique. *Big Data & Society* 1(2), 1-13.
- Mahrt, M., & Scharkow, M. (2013). The value of big data in digital media research. *Journal of Broadcasting & Electronic Media* 57(1), 20-33.
- Russell Neuman, W., Guggenheim, L., Mo Jang, S., & Bae, S. Y. (2014). The dynamics of public attention: Agenda-setting theory meets Big Data. *Journal of Communication* 64(2), 193-214.
- Tufekci, Z. (2014). Engineering the public: Big Data, surveillance and computational politics. *First Monday* 19(7). <http://firstmonday.org/ojs/index.php/fm/article/view/4901/4097>
- Vaidhyanathan, S. (2006). Afterword: Critical Information Studies: A Bibliographic Manifesto. *Cultural Studies* 20(2-3): 292-315.

Assessment: Assessment path 1

Essay (100%, 3000 words) in the WT.

Assessment path 2

Project (100%, 3000 words) in the WT.

The project comprises of a case analysis and recommendation:

1 Description of case

2 Analysis

3 Recommendations

4 Theoretical and normative contextualization

Case study analysis and recommendation: Students choose a current data-related product, service or use case, providing an analysis of how data are theoretically constructed, valued, managed and conceived within the project, using relevant theoretical material. The case study must identify an area of ethics, governance or social justice that this product, service or use case could improve, and provide a concrete set of recommendations, grounded in the existing theoretical, historical and empirical literature. This analysis and recommendation will be accompanied by a critical reflection that highlights the theoretical and normative aspects of the case, your analysis and your recommendation. This section should be grounded in the relevant theoretical material.

MC431 Half Unit

Critical Approaches to Strategic Communications

This information is for the 2024/25 session.

Teacher responsible: Professor Lee Edwards

Availability: This course is compulsory on the MSc in Strategic Communications and Society. This course is not available as an outside option.

Course content: This course provides an advanced understanding of theoretical knowledge in the field of media and communication as it relates to strategic communications and the key promotional industries of advertising, branding and public relations. The focus is on the role, scope and activities of strategic communications in contemporary societies and in the context of globalisation and the digital age. Topics cover the context, practices and challenges of strategic communications, and are likely to include: the advance of promotional culture in and across public, political, non-profit and corporate institutions; professional structures and identities of the strategic communications industries; discourses of strategic communications, including reputation and relationship management; technologies of strategic communications; strategic communications and inequalities (gender, 'race', class); and the ethics of strategic communications.

Teaching: 30 hours of seminars in the AT.

This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to submit one essay of 1500 words.

Indicative reading:

- Aiello, G. & Parry, K. 2019. Visual Communication. London: SAGE.
- Aronczyk, M. and Powers, D. (eds) 2010. Blowing up the brand. New York: Peter Lang.
- Banet-Weiser, S. and Mukherjee, R. (eds) 2012. Commodity activism: Cultural resistance in neoliberal times. New York: NYU Press
- Cronin, A. 2018. Public relations capitalism. Basingstoke: Palgrave.
- Davis, A. 2013. Promotional cultures: the rise and spread of advertising, public relations, marketing and branding. 160 Cambridge: Polity Press.
- Edwards, L. 2018. Understanding public relations: Theory, culture and society. London: Sage.
- Ihlen, O and Fredriksson, M. (eds) 2018. Public relations and social theory: Key figures, concepts and developments (second edition). New York/London: Routledge.
- Macnamara, J. 2015. Organizational listening: the missing essential in public communication. New York: Peter Lang.
- Moloney, K. & McGrath, C. 2019. Rethinking public relations: Persuasion, democracy and society. London: Routledge.
- Turrow, J. 2017. The aisles have eyes: How retailers track your shopping, strip your privacy and define your power. New Haven, CT., Yale University Press.
- Webster, JG. 2014. The marketplace of attention: how audiences take shape in a digital age. Cambridge, MA: MIT Press.

Assessment: Essay (100%, 3000 words) in the WT.

MC432 Half Unit

Strategic Communication in Practice: Professional Perspectives

This information is for the 2024/25 session.

Teacher responsible: Dr César Jiménez-Martínez

Availability: This course is available on the MSc in Media and Communications, MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is

oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course.

Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course focuses on the intersection between academic research and the practice of strategic communications, paying particular attention to the relationship between brands and individual and collective identities. The module aims to connect academic discussions with professional perspectives through a mix of lectures, seminar exercises and guest speakers, in order to facilitate a cross-fertilisation between scholarly research, public debates and professional experiences.

The academic lectures will examine discussions about the significance of branding in society, the relationship of brands with different understandings of identity, as well as an overview of professional models employed in the practice of branding and strategic communications. Students will be expected to critically engage with ideas from both theory and practice in the seminars, developing reflexivity and analytical skills through the course, as well as getting an idea of how brands are developed in practice. Academic lectures will be complemented with guest talks from industry practitioners working in various forms of branding and strategic communications.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. This course includes a reading week in Week 6 of term.

Formative coursework: Students will be expected to produce 1 presentation in the AT.

Indicative reading:

- Aaker, D. (2010) Building Strong Brands.. London: Simon & Schuster.
- Aronczyk, M. (2013) Branding the Nation: The Global Business of National Identity. New York: Oxford University Press.
- Arvidsson, A. (2006) Brands: Meaning and Value in Media Culture. London: Routledge.
- Banet-Weiser, S. (2012) Authentic TM: The Politics of Ambivalence in a Brand Culture. New York: New York University Press.
- Davis, A. (2013) Promotional Cultures: The Rise and Spread of Advertising, Public Relations, Marketing and Branding, Cambridge: Polity Press.
- Hardy, J. (2022) Branded Content: The Fateful Merging of Media and Marketing. London: Routledge.
- Keller, K (2012) Strategic Brand Management: a European perspective. Harlow: Pearson.
- Klein, N. (2010) No Logo -10th Anniversary Edition. London: Fourth Estate.
- Kornberger, M. (2009) Brand Society. Cambridge: CUP.
- Lekakis, E. (2022) Consumer Activism: Promotional Culture and Resistance. London: Sage.
- Moor, L (2007). The Rise of Brands. Oxford: Berg.
- Powell, H. 2013. Promotional culture and convergence: Markets, methods, media. London: Routledge.
- Sobande, F. (2024) Big Brands Are Watching You: Marketing Social Justice and Digital Culture. Oakland: University of California Press.
- Wernick, A. (1991) Promotional Culture: Advertising, Ideology and Symbolic Expression. London: Sage.

Assessment: Project (100%, 5000 words) in the WT.

The summative assessment is a group campaign plan and critical essay, delivered by students working in pairs.

MC433 Half Unit Not available in 2024/25 Technology and Justice

This information is for the 2024/25 session.

Teacher responsible: Dr Seeta Peña Gangadharan

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Inequalities and Social Science, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, priority will be given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no formal pre-requisites, but students are required to prepare a statement of no more than 200 words in response to the following question, which must be submitted when selecting this course on LSE for You: What, if any, past experiences (professional, scholarly, or otherwise) have shaped your interest in technology and justice, and how do you define justice?

Prior to the first session, students must also view a recorded lecture and complete select readings.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course addresses questions of justice and inequity in relation to communication technologies of the 20th and 21st centuries. It begins with two premises: 1) communication technologies are critical in shaping the conditions for individual and collective self-government, and 2) policies that regulate such technologies influence the nature of democracy and inclusion in society today. The course engages historical perspectives, normative theories of justice and democracy, and legal theories of technology and innovation to assess the power of communication technologies and consider their costs and benefits to historically marginalized groups. In so doing, this course questions the adequacy of regulation in the development and deployment of technologies which exacerbate existing social, political, and economic divides, on the one hand, or address or alleviate such divides, on the other. The course will primarily focus on histories and contexts of marginalized groups in the United States and the Global South.

The first part of the course will introduce students to the theoretical and historical frameworks for the course and concentrate on mass communication technologies of the 20th century, such as print and broadcasting, and policy debates highlighting issues of justice and inequity. The second part of the course will centre on digital communication technologies in the late 20th and early 21st centuries and examine the intersection between networked communication, justice, and rights in historically marginalized communities. The third part will investigate innovations in automated technologies with respect to redistribution and recognition, issues core to the notion of social justice. By the end of the course, students will be able to evaluate differences between justice-based and rights-based approaches, explore the nature of digital inclusion, and compare the nature of communication inequalities across technologies.

Teaching: 30 hours of seminars in the AT.

This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, view and respond to interactive lectures, participate in seminar activities, and contribute to online discussion. Students are also expected to produce one piece of coursework, which consists of short answers to four essay

questions. Questions will be made available to students up to seven days prior to the due date.

Indicative reading:

- Freire, P. (1996). *Pedagogy of the oppressed*. London: Penguin, pp. 25-42.
- Fraser, N. (2010). *Scales of justice: Reimagining political space in a globalizing world*. New York: Columbia University Press.
- Hildebrandt, M. (2015). *Smartness and agency, Intricate entanglements of law and technology*. In *Smart technologies and the end(s) of law: Novel entanglements of law and technology*. Cheltenham, UK: Edward Elgar Publishing.
- Rawls, J. (1971). *Justice as fairness*. In *A theory of justice*. Cambridge, MA: Belknap Press of Harvard University Press, pp. 3-40.
- Sen, A. (1999). *Freedom and foundations of justice*. In *Development as freedom*. New York: Knopf, pp. 54-86.
- Young, I. M. (2000). *Inclusion and democracy*. Oxford: Oxford University Press.

Additional reading

- Ali, S. M. (2016). A brief introduction to decolonial computing. *XRDS: Crossroads* 22(4), 16–21.
- Christians, C. G., Glasser, T. L., McQuail, D., Nordenstreng, K., & White, R. A. (2009). *Characteristics of normative theory*. In *Normative theories of the media: Journalism in democratic societies* (pp. 65–88). Urbana, IL: University of Illinois Press.
- Commission on Freedom of the Press, & Chafee, Z. (1947). *What can be done. Government and mass communications: A report from the Commission on Freedom of the Press*. Hamden, CT: Archon Books, pp. 79-95.
- Creemier, R. (2015). *Planning outline for the construction of a social credit system (2014-2020)*. China copyright and media.
- Cyril, M. A. (2005). *Media and marginalization*. In R. McChesney, R. Newman, and B. Scott (eds.). *The future of media: Resistance and reform in the 21st century* (pp. 97-104). New York: Seven Stories Press.
- D'Arcy, J. (1969). *Direct broadcast satellites and the right of man to communicate*. *EBU Review* 118:14-18.
- International Commission for the Study of Communication Problems. (1980). *Communication tomorrow*. In *Many voices, one world: Communication and society, today and tomorrow: Towards a new more just and more efficient world information and communication order*. London: K. Page, pp. V-1-18.
- Kleine, D. (2011). *The capability approach and the 'medium of choice': steps towards conceptualising information and communication technologies for development*. *Ethics and Information Technology* 13:119–130.
- Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. New York: New York University Press.
- Morozov, E. (2020). *Freedom as a service: The New Digital Feudalism and the Future of the City*. New York: Farrar, Straus and Giroux.
- Presidential Commission. (1999). *Chile: Moving towards the information society*. Santiago, Chile: Presidential Commission, pp. 8-13.
- Roberts, G., & Klibanoff, H. (2007). *The race beat: The press, the civil rights struggle, and the awakening of a nation*. New York: Vintage.
- Salazar, J. F. (2010). *Making culture visible*. In C. Rodríguez, D. Kidd, and L. Stein (eds). *Making our media: Global initiatives toward a democratic public sphere*. Cresskill, NJ: Hampton Press, pp. 29-46.
- Sunder, M. (2012). *Fair culture*. In *From goods to a good life: Intellectual property and global justice*. New Haven, CT: Yale University Press, pp. 82-10.
- Taylor, L., & Dencik, L. (2020). *Constructing commercial data ethics. Technology and regulation* 1-10.
- Verster, F. (2002). *A lion's trail*. South Africa: Lion's Trail Production.

Assessment: Presentation (30%) in the AT.

Essay (70%, 2400 words) in the WT.

MC434 Half Unit

Digital Platforms and Media Infrastructures

This information is for the 2024/25 session.

Teacher responsible: Dr Jean-Christophe Plantin

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research) and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course.

Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: While US-based Tech giants (Google, Amazon, Facebook, Apple, Microsoft) are still studied as digital platforms, they now constitute major operators of the internet networking infrastructure, as witnessed by their involvement since early 2010s in four sectors: data centers, undersea cables, telecommunications networks, and cell tower. This course will study this radical extension of platform power over the internet architecture, uses, and governance. It will demonstrate that tech giants become dominant actors in these four infrastructural sectors by using the platform strategy that granted them their initial success, and by adapting it from the web economy to infrastructure management. The course presents key readings in media & communications and sciences & technology studies to analyse contemporary instances of digital media platforms. Students will explore the multiple facets of the increasing power of internet companies by critically analysing how they replace, conflict with, or influence existing infrastructures, and what are the social, political and epistemological consequences of these tensions. This focus on the relations between existing and emerging media configurations will invite students to investigate how platforms constitute ubiquitous media in everyday life, and how they increasingly shape communication, knowledge production, circulation of data, online participation and mobility.

The first part of the course will introduce the theoretical framework, blending together platform studies (coming from media & communication studies, political economy, management) with infrastructure studies (coming from history, information science, sciences & technology studies). The second part illustrates these interactions through four case studies that see tech giants taking over the existing infrastructure for global connectivity: data centers, undersea cables, telecommunications networks, and cell tower. The third part addresses current social debates around the platformization of the internet infrastructure, e.g. in terms of global access to internet, tension between states and sovereignty, and governance and regulation.

At the end of the course, students will be able to critically assess the increasing power that tech giants have over the global infrastructure for connectivity, and to discuss the challenges this process brings in terms of access to communication, knowledge and democratic life.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to submit either a 1500 word formative essay on current theoretical debates around platforms, infrastructure, and society; or a 1500 word formative proposal for a case study analysis of a digital platform.

Indicative reading:

- Dijck, José van, Thomas Poell, and Martijn de Waal. 2018. *The Platform Society*. New York: OUP USA.
- Gillespie, Tarleton. 2018. *Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media*. Yale University Press.
- Helmond, Anne. 2015. "The Platformization of the Web: Making Web Data Platform Ready." *Social Media + Society* 1 (2).
- Parks, Lisa, and Nicole Starosielski. 2015. *Signal Traffic: Critical Studies of Media Infrastructures*. University of Illinois Press.
- Plantin Jean-Christophe, Lagoze, Carl, Edwards, Paul, and Christian Sandvig. 2018. "Infrastructure Studies meet Platform Studies in the Age of Google and Facebook." *New Media & Society* 20 (1): 293–310.
- Star, Susan Leigh, and Karen Ruhleder. "Steps Toward an Ecology of Infrastructure: Design and Access for Large Information Spaces." *Information Systems Research* 7 (1996): 111–134.
- Steinberg, Marc. 2019. *The Platform Economy: How Japan Transformed the Consumer Internet*. Minneapolis: Univ Of Minnesota Press.

Assessment: Essay (100%, 3000 words) in the WT.

MC436 Half Unit

Mediating the Past

This information is for the 2024/25 session.

Teacher responsible: Dr Omar Al-Ghazzi

Availability: This course is available on the MA in Modern History, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, priority will be given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no formal pre-requisites, but students are required to prepare a statement of no more than 200 words in response to the following question, which must be submitted when selecting this course on LSE for You: Briefly explain what you hope to learn from the "Mediating the Past" course.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: This course starts with the premise that understandings and imaginings of the past and the future are socially constructed, mediated, and shaped by power relations within the present. It critically explores cultural, political and technological issues in relation to the passage of time. It addresses questions such as: How do we learn about history through media and why does that matter? How do power relations, historically, and at present, shape experiences of time? How do different media technologies and conventions represent and structure collective notions about time whether in relation to the present, the past or the future? In addressing these questions, this course centres temporality in the study of media and communication studies. It introduces students to the field of collective memory, differentiating it from history and historiography. It focuses on critical issues within the mediated politics of temporality, such as colonialism/postcolonialism, nationalism, authoritarianism, activism, environmentalism, and

the witnessing of war. By the end of the course, students will be able to identify key debates in the study of time and temporality, particularly as approached from the interdisciplinary perspective of communications and media studies.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT. This course includes a reading week in Week 6 of term.

Formative coursework: Students will be expected to produce one research proposal.

Indicative reading:

- Anker, E. R. (2014). *Orgies of feeling: Melodrama and the politics of freedom*. Duke University Press.
- Badiou, A (2012). *The rebirth of history: Times of riots and uprisings*. Verso Books.
- Boym, S. (2008). *The future of nostalgia*. Basic Books.
- Chakrabarty, D. (2009). *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press
- Hage, G. (2009). *Waiting*. Melbourne Univ. Publishing.
- Hobbsawm, E., & Ranger, T (Eds.). (2012). *The invention of tradition*. Cambridge University Press.
- Khayyat, M., Khayyat, Y., & Khayyat, R. (2018). Pieces of Us: The Intimate as Imperial Archive. *Journal of Middle East Women's Studies*, 14(3), 268-291.
- Martin-Barbero, J. (1993). *Communication, culture and hegemony: from the media to mediations*. Sage Pubns.
- Nelson, A. (2008). Bio science: Genetic genealogy testing and the pursuit of African ancestry. *Social Studies of Science*, 38(5), 759-783.
- Nora, P. (1989). *Between memory and history: Les lieux de mémoire*. Representations.
- Misztal, B. (2003). *Theories of social remembering*. McGraw-Hill Education (UK).
- Rao, R. (2020). *Out of time: the queer politics of postcoloniality*. Oxford University Press.
- Sharma, S. (2014). *In the meantime: Temporality and cultural politics*. Duke University Press.
- Strassler, K. (2006). Reformasi Through Our Eyes: Children as Witnesses of History in Post-Suharto Indonesia. *Visual Anthropology Review*, 22(2), 53-70.
- Trouillot, M. R. (1995). *Silencing the past: Power and the production of history*. Beacon Press.
- Tsing, A. L. (2015). *The mushroom at the end of the world: On the possibility of life in capitalist ruins*. Princeton University Press.
- Wang, Z. (2008). National humiliation, history education, and the politics of historical memory: Patriotic education campaign in China. *International Studies Quarterly*, 52(4), 783-806.
- Zelizer, B. (2010). *About to die: How news images move the public*. Oxford University Press.

Assessment: Essay (100%, 3000 words) in the ST.

MC437 Half Unit Media, Data and Social Order

This information is for the 2024/25 session.

Teacher responsible: Professor Nick Couldry

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, priority will be given to students who have the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a

place on this course.

Pre-requisites: There are no formal pre-requisites, but students are required to prepare a statement of no more than 200 words in response to the following question, which must be submitted when selecting this course on LSE for You: Why do you want to take this course and what experience will you bring to it?

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: Visions of contemporary society and its reliance on data processes are highly polarised: do they represent the end of freedom under a regime of continuous surveillance or the freeing up of an extended group mind through awesome computing power? Today's starkly opposed visions of media's contribution to social order have however a much longer history which we must grasp if today's transformations are to be understood. Since the 19th century, technologies for mediated communication have developed in increasingly institutionalised forms. Those forms – from the traditional mass media (the press, radio, television) to contemporary media and information infrastructures – have played important roles in the organization of everyday life, and have been imagined to play a central role in the 'order' of society, even of the world. But do today's digital platforms for social interaction (including 'social media' but also many other AI-driven platforms), and the data processes that underlie those platforms (the process sometimes called datafication), create a completely different type of social order from in the past? How is that order being constructed, and what are its implications for social life?

This course offers a primarily sociological, but also interdisciplinary, exploration of how a social order is being constructed in the era of social platforms and large-scale data-collection, and the social –indeed ethical – challenges to which the new 'datafied' social order is giving rise. The course is structured into two main parts. After the introductory lecture, Lectures two to five will explore alternative entry-points for analysing this social order, via transformations of social space, the creation of social relations, the creations of new forms of meaning via algorithms, and macro-theories of the emerging order. Lectures six to nine will apply these theoretical insights to the expanding uses of data in four areas of daily life: social justice, personalized marketing, surveillance (at work and at home), and the formation of individual subjects (in education and through self-tracking). The concluding lecture will draw together the course's themes with a particular focus on the normative implications of the datafied social order, with particular reference to the questions of autonomy, surveillance and data extraction.

The course will be aimed at all MSc students interested in acquiring a broad social-theoretical understanding of the role that media institutions play in ordering contemporary societies and developing their own critical perspective on whether media and datafication, as processes do, or do not, overall enhance human life, especially its social and ethical dimensions.

Teaching: 15 hours of lectures and 10 hours of seminars in the WT. This course includes a reading week in Week 6 of term.

Formative coursework: Students will be given the option of choosing one of two alternative pieces of formative coursework in preparation for the summative essay. Students can submit either (1) a short essay on a theoretical approach to understanding data's role in social order (1200-1500 words); or (2) a short reflection: students should choose a short (200 word maximum) text of theory or business discourse, and then reflect on that text's implications for a data practice of their choice (1200-1500 words).

Indicative reading:

- Beniger, James (1986) *The Control Revolution*. Harvard University Press. Chapter 6.
- Cohen, Julie (2012) *Configuring the Networked Self*. New Haven: Yale University Press.
- Couldry, Nick and Hepp, Andreas (2017) *The Mediated Construction of Reality*. Cambridge: Polity.
- Elias, N. (1991) *The Society of Individuals*. London: Continuum.
- Gillespie, Tarleton (2010) 'The Politics of "Platforms"', *New Media*

- & Society 12(3): 347-364.
- Bucher, Taina (2017) 'The algorithmic imaginary: exploring the ordinary affects of Facebook algorithms', *Information Communication and Society*, 20(1): 20-34.
 - Curran, James (1982) 'Communications, Power and Social Order' in M. Gurevitch et al (eds) *Culture, Society and the Media*. London: Routledge.
 - Schneier, Bruce (2013) *Data and Goliath*. New York: Norton.
 - Trow, Joseph (2017) *The Aisles Have Eyes*. Yale University Press.
 - Van Dijck, Jose (2013) *The Culture of Connectivity*. Oxford: Oxford University Press.

Assessment: Essay (100%, 4000 words) in the ST.

Students will submit one piece of written work for the summative assessment: a 4000 word essay on questions set by the course convenor in which students will bring together theoretical discussion with the consideration of specific data practices.

MC438 Half Unit Mediated Feminisms

This information is for the 2024/25 session.

Teacher responsible: Dr Simidele Dosekun

Availability: This course is available on the MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course.

Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is accepted onto the course.

Course content: Media have been crucial to feminist politics across the globe, from 19th century pamphlets to early television representations to 90s zine culture to the multitude of hashtag feminisms in contemporary social media. This course explores the ways that feminisms in both the Global South and North are enacted through and represented on a variety of media platforms, from print to digital. Topics we will consider include: mainstream and alternative feminist media productions; the meanings and politics of feminist visibility and even popularity; feminist uses of the body as a medium of activism and communication; and mediated reactions to feminisms, including misogynist and sexist ones. The course draws on theories from cultural and media studies, creative industry studies, film studies and gender studies, and throughout we will take an intersectional and transnational approach, thinking of and across multiple forms and sites of 'difference.' The course is intended for MSc students interested in acquiring a broad cultural-theoretical understanding of the role that media play in defining feminisms for broad audiences, as well as those who are interested in feminist media productions across history.

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to complete advance reading, participate actively in seminar discussions and submit one essay of 1500 words.

Indicative reading:

- Ahmed, S. (2016). *Living a Feminist Life*. Durham: Duke University Press.
- Al-Rawi, A. 2020. *Women's Activism and New Media in the Arab World*. Albany: State University of New York Press.
- Banet-Weiser, S. (2018). *Empowered: Popular Feminism and Popular Misogyny*. Durham, NC: Duke University Press.
- Gill, R. (2007). Postfeminist media culture: Elements of a sensibility. *European journal of cultural Studies*, 10(2), 147-166.
- Grewal, I. (2005). *Transnational America: feminisms, diasporas, neoliberalisms*. Duke University Press.
- Keller, J, Ringrose, J, and Mendes, K. (2019). *Digital Feminist Activism: Girls and Women Fight Back Against Rape Culture*. Oxford: Oxford University Press.
- Piepmeyer, Alison. (2009). *Girl Zines: Making Media, Doing Feminism*. New York: NYU Press.
- Sedgwick, C. 2020. *Feminist Media: From the Second Wave to the Digital Age*. London: Rowman & Littlefield Publishers.
- Steele, Catherine Knight. (2021). *Digital Black Feminism*. New York: New York University Press.

Assessment: Essay (100%, 3000 words) in the ST.

MC439 Half Unit Not available in 2024/25 Media, Technology, and the Body

This information is for the 2024/25 session.

Teacher responsible: Dr Dylan Mulvin

Availability: This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research), MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course.

Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is accepted onto the course.

Course content: Every day we re-encounter our bodies through the mediations of technology. A sleep tracking app tells you about your bad night's sleep; your phone tells you which Underground stations are "step-free" but doesn't know about the broken lift at Victoria station, and it doesn't know about your knee pain; in the mail you receive some DNA results from a popular ancestry website (it's not the one that partners with drug companies; but it is the one that partners with law enforcement); your job, your university, and your grocery store ask you to select a race and a gender every time you fill out a form; on your way home your noise-cancelling headphones run out of battery; and adding insult to injury your phone tells you your "screen time" has increased 8% since last week. This class is prompted by such moments, by asking how sites of conflict and breakdown can illuminate the ways our bodies are understood, tested, and reconfigured through technology. Beginning with the assumption that there is no single, stable understanding of "the normal human body," this course introduces a wide range of interdisciplinary theories to interrogate human bodies and their relationships to technology. From the measurement of perception, to the micro-analysis of bodily gestures, to the surveillance of bodily functions, to the representation and coding of race, gender, and sexuality, media and

communication studies has long interrogated the technologization of human bodies.

In addition to key readings from our field, this course also introduces students to the encounter of body–technology problems from the perspective of science and technology studies, disability studies, surveillance studies, feminist and queer theory, critical design studies, and the history of technology. Through these theories and debates, we will familiarise ourselves with approaches for documenting, describing, and analysing how notions of human bodily similarity and difference are encoded and hardwired in the technologies, media, and environments of everyday life.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT. This course includes a reading week in Week 6 of term.

Formative coursework: The formative coursework includes a two-part mapping exercise:

1 Individual students will catalogue sites of conflict and friction between bodies and technologies. They will mark the site on a map and include 500-800 words describing the site and the conflict it produces. The compilation of these sites will serve as a shared database of techno-bodily conflict;

2 Students will outline how these sites could become research prompts for a larger project and annotate three potential sources to analyse a single site. Annotations should total between 300 and 500 words.

3 Participation will be measured based on the completeness of the above.

Indicative reading:

- Simone Browne, "Branding Blackness: Biometric Technology and the Surveillance of Blackness." In *Dark Matters: On the Surveillance of Blackness*, 88–129: Duke University Press, 2015.
- Wendy Hui Kyong Chun, "Race and/as Technology, or How to Do Things to Race." In *Race after the Internet*, 44-66: Routledge, 2013.
- Sasha Costanza-Chock, "Design Justice, A.I., and Escape from the Matrix of Domination." *Journal of Design and Science* (2018).
- Mack Hagood, "Quiet Comfort: Noise, Otherness, and the Mobile Production of Personal Space." *American Quarterly* 63, no. 3 (2011): 573–589.
- Aimi Hamraie, "Normate Template." In *Building Access: Universal Design and the Politics of Disability*. Minneapolis: University of Minnesota Press, 2017.
- Georgina Kleege, "Audio description described: Current standards, future innovations, larger implications." *Representations* 135, no. 1 (2016): 89–101.
- Lisa Nakamura, "Digital Racial Formations and Networked Images of the Body." In *Digitizing Race*: University of Minnesota Press, 2007.
- Sarah Sharma, "Dharma at the Desk: Recalibrating the Sedentary Worker." In *In the Meantime: Temporality and Cultural Politics*, 81–107. Durham, NC: Duke University Press, 2014.
- Susan Leigh Star, "Power, Technology and the Phenomenology of Conventions: On Being Allergic to Onions." *The Sociological Review*, vol. 38, no. S1, 1990, pp. 26-56.

Assessment: Essay (90%, 3000 words) in the ST. Class participation (10%) in the WT.

MC440 Half Unit Children, Youth and Media

This information is for the 2024/25 session.

Teacher responsible: Professor Sonia Livingstone

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in

Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is 'controlled access', meaning that there is a limit to the number of students who can be accepted. If the course is oversubscribed, offers will be made via a random ballot process, with priority given to students with the course listed on their Programme Regulations. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

Pre-requisites: There are no pre-requisites for this course. Students should apply via LSE for You without submitting a statement.

Please do not email the teacher with personal expressions of interest as these are not required and do not influence who is offered a place.

Course content: In a mediated world, children and young people are subject to considerable hopes and fears from experts, policymakers and the public. Further, children and young people have attracted a considerable multidisciplinary and increasingly global body of research examining their diverse and changing relations with media – especially digital media. This course will critically examine the debates surrounding children, youth and media through the lens of key theories, including moral panics, children's rights, mediation and mediatization, media effects, child development and socio-cultural approaches. Each year, we will apply these theories, along with relevant evidence, to topical issues relating to childhood and youth – for example, digital play, parental mediation, screen time, online risks and mental health, social media and wellbeing, datafication and digital literacies. The course will also recognise how historical and multidisciplinary perspectives on childhood and youth have been constructed with and through media.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT. This course includes a reading week in Week 6 of term.

Formative coursework: All students are expected to submit one formative essay of 1,500 words in the Winter Term.

Indicative reading:

- Banaji, S. (2017). *Children and Media in India: Narratives of class, agency and social change*. Routledge.
- Buckingham, D., Bragg, S., and Kehily, M.J. (2014) (Eds.) *Youth Cultures in the Age of Global Media*. Palgrave Macmillan.
- Gee, E., Takeuchi, L., and Wartella, E. (2018). *Children and Families in the Digital Age: Learning together in a media saturated culture*. Routledge.
- Green, L., Holloway, D., Stevenson, K., Leaver, T., and Haddon, L. (2020) (Eds.) *Routledge Companion to Digital Media and Children*. Routledge.
- Grimes, S. M. (2021). *Digital Playgrounds: The Hidden Politics of Children's Online Play Spaces, Virtual Worlds, and Connected Games*. University of Toronto Press.
- Lemish, D. (ed.) (2022). *The Routledge International Handbook of Children, Adolescents, and Media*. Routledge, 2nd ed.
- Livingstone, S., and Blum-Ross, A. (2020). *Parenting for a Digital Future: How hopes and fears about technology shape children's lives*. Oxford University Press.
- Mascheroni, G., and Siibak, A. (2021). *Datafied Childhoods: Data practices and imaginaries in children's lives*. Peter Lang.
- Third, A., Collin, P., Walsh, L. and Black, R. (2019). *Control Shift: Young people in digital society*. Palgrave Macmillan.

Assessment: Essay (100%, 3000 words) in the ST.

MC499 Dissertation: Media and Communications

This information is for the 2024/25 session.

Teacher responsible: Dr Simidele Dosekun will convene the teaching and organisation of this course, and will oversee allocation of dissertation supervisors (one per student).

Availability: This course is compulsory on the MSc in Global

Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is not available as an outside option.

Course content: The aim of this dissertation is for students to pursue an independent piece of research within the field of media and communications following the guidelines provided in the Department's dissertation guide and the instructions of academic staff. The dissertation is usually a combination of theoretical enquiry and original empirical enquiry concerning an issue in the field of media and communications. On rare occasions it is based on a theoretical interrogation. Students are encouraged to select a topic that reflects the content of their MSc programme. In all cases, students must obtain the approval of their dissertation supervisor before embarking on any research.

Teaching: This course will be delivered through a combination of lectures, workshops and one-to-one supervision sessions. Dissertation supervisors will be allocated at the end of AT, with one-to-one supervision sessions taking place in WT and ST.

Formative coursework: Students are required to submit an ethics review, literature review and dissertation plan to their dissertation supervisor.

Indicative reading: As the dissertation is an independent project, students will curate their own reading list based on their research interests, with guidance from their dissertation supervisor and other academic staff. Practical strategies for dissertation development and writing will also be provided throughout the course.

Assessment: Dissertation (100%, 12000 words) in August. The dissertation must be no less than 10,000 words and no more than 12,000 words in length.

MC4M1 Half Unit

Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2024/25 session.

Teacher responsible: Dr Rachel O'Neill

Availability: This course is available on the MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is not available as an outside option.

Course content: This course aims to provide students with methodological grounding in media and communications. It comprises two interrelated elements, which are as follows:

1 Critical Data Literacy for Media and Communications (MY464): As part of MC4M1, students take MY464 in the Methodology Department in Autumn Term. This course is compulsory and automatically included within the MC4M1 course code; no separate registration is necessary. Summative assessment for MY464 takes the form of an exam and is weighted at 20% of the overall grade for MC4M1. Basic information about this course is included below, while full details can be found via the MY464 course page.

2 Research in Media and Communications: Principles and Practice: This is the main component of the course, taught 'in

house' in the Department of Media and Communications in Winter Term. Teaching for this component of the course comprises a combination of lectures (1 hour each x 2 weeks) and workshops (2 hours each x 8 weeks). Summative assessment takes the form of an essay and is weighted at 80% of the overall grade for MC4M1. The general remit for this main component of MC4M1 is as follows: Lectures will afford insight into what we research as well as how, why, and with what implications, while workshops offer practical instruction in several methods commonly deployed in our field, including interviews, surveys, textual analysis and more. Recognising the interdisciplinary character of media and communications research, course content will draw from this arena as well as disciplines such as sociology, cultural studies, linguistics, psychology, and anthropology. The integral links between theory and method will be underscored, as will crucial issues of ethics and reflexivity. Support will be provided in the development of key skills, from crafting a research question through to study design and methods writing.

Teaching: MC4M1, which includes MY464 within it, is delivered across 33 hours throughout the AT and WT. There is a Reading Week in Week 6 of each term.

1 Critical Data Literacy for Media and Communications (MY464): Delivered through a combination of seminars and lectures totalling 15 hours in the AT.

2 Research in Media and Communications: Principles and Practice: Delivered through 2 lectures and 8 workshops totalling 18 hours in the WT.

Formative coursework: 1 Critical Data Literacy for Media and Communications (MY464): Self-guided practical exercises and readings to be completed before seminars for discussion, and Moodle (online) quizzes to support learning.

2 Research in Media and Communications: Principles and Practice: One essay of 1500 words, to be submitted to the dissertation supervisor.

Indicative reading:

- Braun, V & Clarke, V. (2022). *Thematic Analysis: A Practical Guide*. London: SAGE.
- Brennen, B. S. (2017). *Qualitative Research Methods of Media Studies*. New York: Routledge.
- Couldry, N. (2000). *Inside Culture: Re-Imagining the Method of Cultural Studies*. London: SAGE.
- Costa, E., Lange, P. G., Haynes, N. & Sinanan, J. (2022). *The Routledge Handbook to Media Anthropology*. London: Routledge.
- Hansen, A & Machin, D. (2018). *Media and Communication Research Methods*. London: Springer.
- Jeppesen, S. & Sartoretto, S. (2020). *Media Activist Research Ethics: Global Approaches to Negotiating Power in Social Justice Research*. Cham, Switzerland: Palgrave.
- Jøregensen, M. & Phillips, L. (2002). *Discourse Analysis as Theory and Method*. London: Sage Publications.
- Kubitscho, S. & Kraun, A., eds. *Innovative Methods in Media and Communication Research*. Cham, Switzerland: Palgrave.
- Mason, J. (2018). *Qualitative Researching*. 3rd edition. London: SAGE.
- Miller, T. Birch, M. Mauthner, M & Jessop, J. (2014). *Ethics in Qualitative Research*. London: SAGE.
- Niederer, S. & Colombo, G. 2024. *Visual Methods for Digital Research: An Introduction*. Cambridge: Polity.
- Pink, S. (2016) *Digital Ethnography: Principles and Practice*. Los Angeles: SAGE.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London: SAGE.
- Smith, L. T. (2021). *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd edition. London: Bloomsbury.
- Stokes, J. (2003). *How to Do Media and Cultural Studies*. London: SAGE.
- Van den Bulck, H., et al. (2019) *The Palgrave Handbook of Methods for Media Policy Research*. Cham, Switzerland: Palgrave.
- Vasquez, C. (2022) *Research Methods in Digital Discourse Analysis*. London: Bloomsbury.
- Yates, S., Wetherell, M. & Taylor, S. (2001). *Discourse as Data: A Guide for Analysis*. London: SAGE.

Assessment: Exam (20%, duration: 2 hours) in the January exam period.

Essay (80%, 3000 words) in the ST.

1 Critical Data Literacy for Media and Communications (MY464):

Exam (20% of overall mark for the course, duration: 2 hours) in the January exam period.

2 Research in Media and Communications: Principles and Practice:

Essay (80% of overall mark for the course, 3000 words) due in Spring Term.

MC4M2

Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2024/25 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is compulsory on the MSc in Media and Communications (Research). This course is not available as an outside option.

Pre-requisites: Students who wish to take this course instead of MC4M1 must discuss their suitability with the course convenor before requesting a place. They will also be required to take a test to demonstrate sufficient knowledge of quantitative methods and statistics.

Course content: This course aims to provide students with methodological grounding in media and communications. Harvard style seminars combine insight into epistemology and ontology of academic research, alongside practical instruction in several methods commonly deployed in our field, including interviews, surveys, textual analysis and more. Recognising the interdisciplinary character of media and communications research, course content will draw from this arena as well as disciplines such as computer science, sociology, cultural studies, linguistics, psychology, and anthropology. The integral links between theory and method will be underscored, as will crucial issues of ethics and reflexivity. Support will be provided in the development of key skills, from crafting a research question through to study design and methods writing.

Please note, MC4M2 includes within it MY465: Intermediate Quantitative Analysis. This is a compulsory element and automatically included within the MC4M2 course code; no separate registration is necessary. Full details about this course, including structure, content, and assessment, can be found via the MY465 course page.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 50 hours across the AT and the WT. This course includes a reading week in Week 6 of term.

1. **Advanced Principles of Social Research:** A series of ten two-hour Harvard style student assisted seminars led by media and communications faculty in the WT. Students are required to participate in all ten workshops.

2. **Intermediate Quantitative Analysis: Intermediate Quantitative Analysis:** Students take MY465 Intermediate Quantitative Analysis delivered through a combination of classes and lectures totalling a minimum of 30 hours across the AT. This course is compulsory and automatically included when students register for MC4M2.

Formative coursework: 1 Advanced Principles of Social Research:

All students are expected to complete advance readings and weekly assignments, and help prepare one seminar. Students submit one essay of 1500 words after reading week

2 **Intermediate Quantitative Analysis:** Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises.

Indicative reading:

• Braun, V & Clarke, V. (2022). *Thematic Analysis: A Practical Guide*. London: SAGE.

- Brennen, B. S. (2017). *Qualitative Research Methods of Media Studies*. New York: Routledge.
- Couldry, N. (2000). *Inside Culture: Re-Imagining the Method of Cultural Studies*. London: SAGE.
- Costa, E., Lange, P. G., Haynes, N. & Sinanan, J. (2022). *The Routledge Handbook to Media Anthropology*. London: Routledge.
- Hansen, A & Machin, D. (2018). *Media and Communication Research Methods*. London: Springer.
- Jeppesen, S. & Sartoretto, S. (2020). *Media Activist Research Ethics: Global Approaches to Negotiating Power in Social Justice Research*. Cham, Switzerland: Palgrave.
- Jøregensen, M. & Phillips, L. (2002). *Discourse Analysis as Theory and Method*. London: Sage Publications.
- Kubitscho, S. & Kraun, A., eds. *Innovative Methods in Media and Communication Research*. Cham, Switzerland: Palgrave.
- Mason, J. (2018). *Qualitative Researching*. 3rd edition. London: SAGE.
- Miller, T. Birch, M. Mauthner, M & Jessop, J. (2014). *Ethics in Qualitative Research*. London: SAGE.

Assessment: Exam (20%, duration: 2 hours) in the January exam period.

Assignment (80%) in the ST.

1. **Coursework:** One written assignment of not more than 5000 words to be submitted in the ST (80%).

2. **One assessment relating to Intermediate Quantitative**

Analysis: One exam in the January exam period for MY465 (see Methodology Department course guides) (20%).

MC4M7 Half Unit

Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis)

This information is for the 2024/25 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is available on the MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications and Society. This course is not available as an outside option.

Pre-requisites: Students who wish to take this course instead of MC4M1 must discuss their suitability with the course convenor (see 'teacher responsible' above) before requesting a place. They will also be required to take a test to demonstrate sufficient knowledge of quantitative methods and statistics.

Course content: This course aims to provide students with methodological grounding in media and communications. It comprises two interrelated elements, which are as follows:

1 **Applied Regression Analysis (MY452A):** As part of MC4M7, students take MY452A Applied Regression Analysis taught by the Department of Methodology in the AT. This course is compulsory and automatically included within the MC4M7 course code; no separate registration is necessary. Summative assessment for MY452A takes the form of an exam and is weighted at 20% of the overall grade for MC4M7. Basic information about this course is included below, while full details can be found via the MY452A course guide page.

2 **Research in Media and Communications: Principles and Practice:**

This is the main component of the course, taught 'in house' in the Department of Media and Communications in Winter Term. Teaching for this component of the course comprises a combination of lectures (1 hour each x 2 weeks) and workshops (2 hours each x 8 weeks). Summative assessment takes the form of an essay and is weighted at 80% of the overall grade for

MC4M7. The general remit for this main component of MC4M7 is as follows:

Lectures will afford insight into what we research as well as how, why, and with what implications, while workshops offer practical instruction in several methods commonly deployed in our field, including interviews, surveys, textual analysis and more. Recognising the interdisciplinary character of media and communications research, course content will draw from this arena as well as disciplines such as sociology, cultural studies, linguistics, psychology, and anthropology. The integral links between theory and method will be underscored, as will crucial issues of ethics and reflexivity. Support will be provided in the development of key skills, from crafting a research question through to study design and methods writing.

Teaching: MC4M7, which includes MY452A within it, is delivered across 38 hours throughout the AT and WT.

1 Applied Regression Analysis (MY452A): Delivered through a combination of classes and lectures totalling a minimum of 20 hours in the AT.

2 Research in Media and Communications: Principles and Practice: 160 Delivered through 160a combination of lectures (1 hour each x 2 weeks) and workshops (2 hours each x 8 weeks).

There is a Reading Week in Week 6 of each term.

Formative coursework: 1 **Applied Regression Analysis** (MY452A):

Most statistics courses require weekly assignments.

2 **Research in Media and Communications: Principles and**

Practice: One essay of 1500 words, to be submitted to the dissertation supervisor.

3 **A Research Proposal**

Indicative reading:

- Agresti, A., & Finlay, B. (2008). *Statistical Methods for the Social Sciences* (4th ed.). Prentice Hall.
- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Exam (20%, duration: 2 hours) in the spring exam period.

Essay (80%, 3000 words) in the ST.

1 Applied Regression Analysis (MY452A): Exam (20% of overall mark for the course, duration: 2 hours) in the spring exam period.

2 Research in Media and Communications: Principles and Practice: Essay (80% of overall mark for the course, 3000 words) due in Spring Term.

MC4M8 Not available in 2024/25

Advanced Methods of Research in Media & Communications (including Qualitative & Advanced Quantitative Analysis)

This information is for the 2024/25 session.

Teacher responsible: Dr Jean-Christophe Plantin and Dr Rachel O'Neill

Availability: This course is available on the MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1 subject to their own degree regulations and with the agreement of the teacher responsible.

Course content: 1 **Principles of Research in Media and**

Communications: A series of lectures offered by media and communications staff in the AT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, social network analysis, critical discourse analysis, content analysis, visual analysis, survey design/questionnaires, experiments, ethnography and participant observation, as well as research ethics.

2 **Principles and Specialist Research workshops:** A series of ten three-hour workshops (10 comprised of two x 1.5 hour sessions) offered by media and communications staff in the WT. Students are required to participate in all ten workshops.

3 **Quantitative Analysis:** Students take two statistics courses offered by the Department of Methodology: MY452A Applied Regression Analysis; and MY455 Multivariate Analysis and Measurement. Please note that these courses are compulsory and automatically included when you register for MC4M8.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 80 hours across the AT and the WT. This course includes a reading week in Week 6 of the AT and the WT.

1 **Principles of Research in Media and Communications:** Delivered through lectures totalling a minimum of 10 hours across the AT and 1 hour in the WT.

2 **Principles of Social Research and Specialist Social Research Workshops:** Delivered through workshops totalling a minimum of 30 hours across the WT.

3 **Quantitative Analysis:** MY452A: Delivered through a combination of classes and lectures totalling a minimum of 20 hours across the AT. MY455: Delivered through a combination of classes and lectures totalling a minimum of 20 hours across the WT.

4 **Methodology pilot drop in clinics:** Delivered through workshops totalling 2 hours across the WT and the ST.

Formative coursework: 1 **Principles of Research in Media and Communications:** All students are expected to complete advance readings and submit one essay of 1500 words.

2 **Principles and Specialist Research Workshops:** All students are expected to complete advance readings and submit workshop assignments.

3 **Quantitative Analysis:** Most statistics courses require weekly assignments

Indicative reading:

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.

- Burton, D. (2000). *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). *Mass Communication Research Methods*. Basingstoke: Palgrave Macmillan.
- Jensen, K. B., & Jankowski, N. W. (1991). *A Handbook of Qualitative Methodologies for Mass Communication Research*. London; New York: Routledge.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Robson, C. (1993). *Real World Research: A Resource for Social Scientists and Practitioner-researchers*. Oxford: John Wiley & Sons.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Exam (17%, duration: 2 hours) and Exam (17%, duration: 2 hours) in the spring exam period.

Coursework (66%, 5000 words) in the ST.

Description of assessment:

1 **Coursework:** One written assignment of not more than 5000 words to be submitted in the ST (66%).

2 **Exams:** One exam in the spring exam period relating to MY455, and one exam in the spring exam period relating to MY452A (see Methodology Department course guides) (34%).

MG401 Half Unit Operations Management for Management Consultancy

This information is for the 2024/25 session.

Teacher responsible: Prof Richard Steinberg MAR 4.13

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: There is a pre-assignment that is due in early January. The specification of the pre-assignment will be posted to Moodle on the last day of Autumn term 2024. **Note that the pre-assignment is compulsory and cannot be accepted late.**

Course content: Operations Management (OM) is concerned with the processes by which organisations produce goods and services. This course is designed for students having an interest in operations management who may be considering a career in management consultancy. It is not a course in management consultancy.

The course covers nine topics: (1) Process Flow Analysis, (2) Bottleneck Analysis, (3) The Toyota Production System, (4) Inventory Management, (5) Assembly Line Balancing, (6) Critical Path Method, (7) Quality Management for Services—with an emphasis on Quality Management in Healthcare, (8) Scheduling, and (9) Forecasting. The course is structured in three parts. Part

I is called 'Cases' and is based around a set of 5 readings: three Harvard Business School cases and two articles. Part II is called 'Techniques'. Part III is called 'The Goal', which takes place during the final 2-hour session, and consists of an in-depth discussion of the book, *The Goal: A Process of Ongoing Improvement*, by E.M. Goldratt and J. Cox.

Teaching: 16 hours of lectures and 12 hours of seminars in the WT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: In addition to the pre-assignment students will have six assignments throughout the term covering the material in the course and will be expected to work as a group on each assignment. The problems comprising each assignment will be discussed in the seminar classes, and each student will be individually responsible for answering all the problems for each assignment.

Indicative reading: (1) Case: 'National cranberry cooperative (abridged)'

(2) Case: 'Toshiba: Ome works'

(3) Case: 'Toyota Motor Manufacturing, U.S.A., Inc.'

(4) Article: 'Controlling variation in health care: a consultation from Walter Shewhart'

(5) Article: 'Distinguishing between common cause variation and special cause variation in a manufacturing system'

(6) Book: *The Goal: A Process of Ongoing Improvement*, E.M. Goldratt and J. Cox.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG402 Half Unit Public Management: A Design-Oriented Approach

This information is for the 2024/25 session.

Teacher responsible: Professor Michael Barzelay MAR 4.28

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: The public needs capabilities from public organizations, such as those to implement major shifts in public policies; to provide safe and otherwise adequate public services; to deliver technological and programmatic systems through projects; to create credible scientific information for public and policy use; and to deter corruption across the public sector. Furnishing

capability to accomplish such purposes requires management of public organizations, and, management, in turn, involves using professional knowledge and skilful abilities to devise mechanisms that will work in challenging situations and settings. In this course, students will learn how to engage creatively – as designers and managers – with practical theories and case-based knowledge in creating mechanisms that work in enabling public organizations to play their crucial roles in government. In particular, the course will focus on how a design-orientation in professional practice can be directed toward overcoming specific conditions and widespread tendencies that work against any specific public organization's success in furnishing the capabilities required of it. Case studies will be used to develop this design-orientation, while also expanding students' familiarity with varied roles played by public organizations, e.g., using regulation to promote waste-reduction in a region's industrial sector; using international cooperation projects to promote advanced technological education in a partner country; using design-projects to develop systems and operational procedures for performing sanitation functions in delivering a mass-gathering event attended by millions; using project organizations and tools to control the use of public money and authority in infrastructure projects; and using national-level auditing and criminal investigation tools to combat corruption at the local level. In this sense, and by using pedagogical methods common to professional schools of public policy and management, the course is emblematic of the design-oriented professional discipline of Public Management. (Additional course content information on the Course Moodle site.)

Teaching: 30 hours of combined lecture/seminars in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Essay: Write a 2000-2500 word essay that reflectively examines one course reading from a list of several options. The purpose of the essay is to show how the publication can serve to add breadth and depth to the body of professional knowledge in the Public Management field.

Case analysis: Contribute to a group-project whose deliverable is a 2000-2500 word report that recovers the design of a public organization's primary working phenomena so that it can serve as a design-reference for future use in managing public organizations. All groups will be given the same project assignment.

Indicative reading: Publications:

E Bardach, 'The Extrapolation Problem' (2004); M Barzelay, Public Management as a Design-Oriented Professional Discipline (2019); M. Barzelay, et al., 'Good Trouble in the Academy: Inventing Design-focused Case Studies about Public Management as an Archetype of Policy Design Research' (2021); M Barzelay & C Campbell, Preparing for the Future: Strategic Planning in the U.S. Air Force (2003); M Barzelay & S Seabra, 'Auditing Against Corruption' (2020); J Bryson, Strategic Planning in Public and Nonprofit Organizations (2017); T Cellucci, 'Developing Operational Requirements' (2008); J Koopenjan, et. al., 'Competing Management Approaches in Large Engineering Projects' (2011); B Lawson, What Designers Know (2004); J Tendler & S Freedheim, 'Trust in a Rent-Seeking Society' (1994); J van Aken et. al., Problem-Solving in Organizations (2007); D Vaughan, 'Organizational Rituals of Risk and Error' (2005); S. Glennan, The New Mechanical Philosophy (2017).

Teaching case studies:

'Brazil in Action'; 'Managing Long-Term Organizational Collaborations in International Development: The Egypt-Japan University of Science and Technology'; 'Managing a Governmental Campaign for a Mega-Event: Strategic Planning for the 2019 Kumbh Mela Hindu Festival in Uttar Pradesh'; 'Paying the Bills in the Junta of Andalusia'; 'Preventing Pollution in Massachusetts: The Blackstone Project'; and 'Assessing Strategic Risks: Col. Jim Engle and the U.S. Air Force Futures Games'.

Assessment: Essay (45%, 3000 words) and case analysis (45%) in the ST.

Class participation (10%) in the WT.

Essay: Write an essay that reflectively examines one course reading from a list of several options. The purpose of the essay is to show how the publication can serve to add breadth and depth to the body of professional knowledge in the Public Management field (3000 maximum word length). (45%)

Case analysis: Write a case-analysis that recovers the design of a public organization's primary working phenomenon/a. The purpose of the case-analysis is to furnish design-references for future use in managing public organizations. Choices of cases to analyse will be limited (3000 maximum word length) (45%)

Class participation: Based on attendance, contribution to class discussion, and posting responses to target statements about readings in early weeks of the course. (10%)

MG403 Half Unit Pricing Strategy

This information is for the 2024/25 session.

Teacher responsible: Prof Om Narasimhan MAR.6.32

Availability: This course is available on the MSc in Marketing.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: The content of the course is organised into two principal modules: (1) pricing strategy and fundamentals and (2) pricing tactics and implementation. The first module of the course covers the fundamental analytical tools, theories, and conceptual frameworks needed for price strategy formulation. Basic principles from marketing, economics, and psychology will be briefly reviewed and extended. The module provides an in-depth treatment of the role of price in the firm's value proposition to the customer and the determination of customer response to price. The second module of the course covers pricing tactics with an emphasis on pricing in the digital domain.

Teaching: 30 hours of seminars in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be engaged in analysing several cases, doing numerical problems, and analysing data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve numerical problems, case analysis, and analysing data sets). Students will be taking three short quizzes during the course of the term; these are meant to ensure a proper grasp of the concepts and tools covered in the lectures.

Indicative reading: The Strategy and Tactics of Pricing: A Guide to Growing More Profitably (2010): Nagle, Hogan, and Zale, Prentice Hall.

Pricing Information: How to customize both the product and the price (1998): Carl Schapiro and Hal Varian, Harvard Business School Chapters.

'Pricing as a Strategic Capability' (2002): Mark Bergen, Shantanu Dutta, Mark Ritson, Sloan Management Review

Assessment: Coursework (45%), project (40%) and quiz (15%) in the WT.

Coursework is an Individual Take-home assignment and the project will be in groups.

MG404 Half Unit

Consumer Insights: Behavioural Fundamentals

This information is for the 2024/25 session.

Teacher responsible: Dr Heather Kappes MAR 6.21

Availability: This course is compulsory on the MSc in Marketing. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: For many companies, non-profit organisations, and political figures, success relies on understanding the "consumers." What is it that they really want, and why? What information will they attend to, and what will they ignore? How do they make decisions, why do they sometimes make bad ones, and how can we help them make better ones? It can be tempting to answer these questions intuitively, based on your own experiences as a consumer. However, intuitions about human psychology are often wrong.

- Chronic and temporary sources of customer needs, desires, and motivations
- How customers search for information, acquire, and process information
- How customers allocate attention and how to attract it
- Customer decision-making processes, and the heuristics and biases that play a role
- The formation of attitudes and intentions, and processes for persuasively changing them
- Social influences on intentions and behaviour, including unconscious determinants
- Why intentions are or are not translated into behaviour, and what strategies can be used to narrow the intention-behaviour gap.

LSE offers two courses addressing consumer behaviour: MG404 Behavioural Fundamentals for Marketing and Management and PB417 Consumer Psychology for Sustainability. MG404 is designed for the students of Management to complement their curriculum, and PB417 targets the (future) decision-makers and advisers in business and organisations dealing with consumers, including non-commercial.

There are some similarities in the content of MG404 and PB417. Broadly, both courses introduce the psychological foundations of consumer behaviour, and are intended to equip students to apply psychological theories to business situations. There are, however, important differences in the orientations of the two courses. MG404 is intended for students studying management and related disciplines, who want to learn how to influence consumer behaviour (e.g., how to construct persuasive advertising or sway purchase decisions). MG404 introduces the principles of consumer behaviour that firms need to recognize for successfully marketing their products and services, and which consumers themselves can use to make optimal decisions.

PB417 provides a skillset and a toolbox of theories and methods for analysing consumer demand, finding the levers for change and building sustainable business models. For assessment, students choose a real case and write a set of (justified) recommendations to the CEO. PB417 may especially be of interest to students across a broad range of programmes who are interested in developing new modes of relationship with consumers or building sustainable business models as an alternative to the current consumer society. The courses share some content where appropriate; other content differs in accordance with the different goals of the two courses.

Teaching: 30 hours of seminars in the AT.

This course has a reading week in Week 6 of AT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of

our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Regular multiple-choice quizzes to assess understanding and application of course concepts. Students will also have the opportunity to write a formative essay and receive feedback.

Indicative reading:

- Consumer Behavior, 6th edition. Hoyer, MacInnis, & Pieters. South-Western Cengage Learning, 2010;
- Consumer Behavior: Science and Practice. Kardes, Cronley & Cline. South-Western Cengage Learning.
- Influence: The Psychology of Persuasion. Cialdini, Robert. Collins Business, 2006.

Further references, especially for journal articles and HBS case studies, will be provided at the commencement of the course.

Assessment: Essay (100%) in the AT.

MG409 Half Unit

Auctions and Game Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Richard Steinberg MAR 4.13

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), MBA Exchange, MSc in Economics and Management, MSc in Management (1 Year Programme) and MSc in Management and Strategy. This course is available as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: Students should have a course equivalent to the LSE course Quantitative Methods (Mathematics) (MA107), which covers techniques of basic calculus and linear algebra, with emphasis on their application to economic problems. Students should also have some knowledge of probability.

Course content: The course provides an introduction to auctions and game theory. Topics covered are: noncooperative games, cooperative games, social choice, sequential and multi-stage games, auctions, and combinatorial auctions. In addition to the theory, a significant portion of the course will discuss applications. Specifically, four one-hour lectures each will be devoted to a single real-world application: caller display, competing Internet service providers, public housing space, and spectrum. We will also devote a two-hour lecture session to a Harvard Business School case based on five real-world applications of auctions: publishing, professional sport, on-line auctions, state privatization, and mergers and acquisitions. (Students planning to enrol on MG473 Negotiation Analysis might wish to consider enrolling on this course as well, as the topic of auctions and game theory is complementary to that of negotiation analysis. Note, however, that MG409 Auctions and Game Theory has a mathematics pre-requisite.)

Teaching: 16 hours of lectures and 12 hours of seminars in the WT. 2 hours of lectures in the ST.

A reading week will take place during Week 6. There will be no teaching during this week.

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Formative coursework: Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following seminars.

Indicative reading:

- Book: P. Cramton, Y. Shoham, and R. Steinberg, eds., Combinatorial Auctions.
- Book chapter: 'Auction Pricing', R. Steinberg, Chapter 27 in O. Ozer and R. Phillips, eds., Oxford Handbook of Pricing Management.
- Case study: 'Auction Vignettes', Harvard Business School

Publishing.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG410 2.0 Units Term Abroad

This information is for the 2024/25 session.

Availability: This course is compulsory on the Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: CEMS MIM degree:

During Year 2 of the Global MSc in Management (CEMS MIM), students can apply to spend an international exchange term at a leading CEMS school, along with exclusive CEMS core courses in Global Management, skills seminars, block seminars, and an international internship.

MBA Exchange Term Abroad:

During Year 2 of the Global MSc in Management (MBA Exchange) students can apply to spend a term abroad at one of LSE's leading partner business schools in the US and Asia. Students will join an MBA class at their chosen school, and take a choice of optional elective courses offered by the school.

All students should register for the course code MG410 (Term Abroad) as their only LSE course for Autumn Term.

Teaching: July/August/September (according to the host school timetable) to December.

CEMS MIM partner schools: <https://www.cems.org/academic-members/our-members/list/>

MBA Exchange partner schools:

- University of Chicago - Booth School of Business
- Cornell University - Samuel Curtis Johnson Graduate School of Management
- Dartmouth College - Tuck School of Business
- Duke University - Fuqua School of Business
- Emory University - Goizueta Business School
- University of Michigan - Ross School of Business
- Northwestern University - Kellogg School of Management
- Peking University - Guanghua School of Management
- University of Texas at Austin - McCombs School of Business
- Yale University - School of Management

Information for MBA Exchange track students

All MBA Exchange students must take the following minimum number of credits/courses during the exchange term:

- Cornell: 12 credits
- Dartmouth: 12 credits
- Duke: 12 credits
- Kellogg: 4 credits
- Yale: 16 units
- Chicago Booth: 4 courses / 400 units
- Michigan Ross: 12 credits
- UT Austin: 12 credits
- Peking: 8-12 credits (4 classes)

Please be aware of the course choice regulations whilst on the MBA Exchange:

- LSE cannot validate non-taught courses as part of a student's term abroad grade. E.g. language, sports, skills workshops, society activities, oral communication etc. Only taught courses will be accepted.
- All students must ensure they take courses that award actual grades such as alphabetical grades etc.
- We are unable to use pass/fail courses as we cannot quantify or convert them back into the LSE framework.
- LSE will not accept language courses.

Information for LSE CEMS track students

All LSE CEMS students must take 30 academic ECTS credits in Term 1.

All LSE students are required to take at least 30 ECTS credits in Term 1 so that they can meet the overall CEMS MIM Year ECTS course requirements.

- Total number of CEMS course (academic) credits that need to be taken in Term 1: 30 ECTS. 160 Students should not take courses that exceed the 30 ECTS requirement (unless due to the weighting of each course it is inevitable that the total amount of ECTS goes over by slightly by one or two ECTS credits).
- Total number of CEMS credits that should be acquired in Term 1: 34 ECTS. Academic courses and electives = 30 ECTS, Block Seminar = 3 ECTS, CEMS Skills Seminars = 1 ECTS.
- Maximum number of credits you are allowed to take in Term 1: 37.5 ECTS. This includes the Block Seminar and CEMS Skill Seminars.

Please be aware of the course choice regulations whilst on the CEMS term abroad:

- CEMS students must take the mandatory CEMS courses at their host institution and at LSE. In Term 1, this is Global Business Strategy (or similarly titled). In term 2, this is Global Leadership and the Business Project.
- Language courses are not included in the 30 ECTS requirement for LSE as the LSE GMiM degree does not recognise language courses as part of your LSE degree requirements. Students can take CEMS language courses to satisfy the CEMS language requirement only.

Final considerations when choosing your classes on your term abroad:

Students are not allowed to take more than the amount stated (unless due to the weighting of each course it is inevitable that the total amount of credits goes over by slightly by one or two credits). LSE are not responsible for the course selection at the exchange schools. Some exchange schools do not offer a wide range of courses and you may find that some courses do not appeal to you. However, you will still have to abide by minimum credit rule. The GMiM Programme Office will not be held responsible for students who fail to meet the requirements listed above.

Credit transfer from host university to LSE:

The LSE term abroad does not operate on a pass/fail basis, and you will receive ONE final grade for your overall term abroad that will show as 2.0 units for MG410 in your second year.

LSE will then assign a number grade that will be used for LSE MG410, which is calculated using a weighted average of all the grades from courses taken during the exchange term.

We also take into consideration the variation in units for different courses.

Students can be awarded a 45 or 0 for failed courses depending on the nature of the fail.

Assessment:

Courses equivalent to the value of 2.0 LSE units should be taken at one of the partner CEMS or MBA Exchange Institutions.

MG411 Firms and Markets

This information is for the 2024/25 session.

Availability: This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.

Course content: A graduate course in microeconomic analysis, geared towards those parts of the subject that are of primary importance in the Management area. The first section focuses on competition between firms, using standard game theoretic models. This leads to a general treatment of market competition by reference to the concept of firms' capabilities. The next section traces the basis of firms' capabilities to the set of elements of know-how possessed by the individuals comprising the firm, and by the mode of internal organization of those individuals. The analysis draws on the several strands in the modern literature on the theory of the firm. The final section of the course deals with the link between strategy and structure, and with the formulation of strategies in environments characterized by complexity and uncertainty.

The course syllabus covers Walrasian Equilibrium: Supply

and Demand. Beyond the Walrasian model: Nash Equilibrium. Applications of Nash Equilibrium: options and bargaining. General approaches to the analysis of competition in oligopolistic markets. Applications in Industrial Organisations. The concept of capabilities. The roots of firms' capabilities : individuals and their collective know-how. The internal organization of firms. Contract theoretic approaches to the theory of the firm. The Chandlerian nexus: from strategy to structure.

Teaching: 20 hours of lectures and 20 hours of seminars in the AT. 20 hours of lectures and 20 hours of seminars in the WT. A weekly seminar devoted to problem sets. A weekly seminar devoted to case studies.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading: Milgrom and Roberts, Economics, Organization and Management; Sutton, Sunk Costs and Market Structure

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

MG417 Half Unit Extended Essay

This information is for the 2024/25 session.

Teacher responsible: Various (depending on title chosen).

Availability: This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.

Course content: Students will undertake an extended essay which should normally be based on one of the two option courses taken. Students can, with special permission, base this piece of work on one of the compulsory courses.

Teaching: A supervisor will be allocated to individual students based on the essay title chosen who will provide students with supervision for this piece of work.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Assessment: Essay (100%, 6000 words) in the ST. Extended essay of no more than 6,000 words to be submitted the week before Summer Term commences.

MG418 Half Unit Open Innovation

This information is for the 2024/25 session.

Teacher responsible: Dr Nadia Millington MAR 5.37

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: Open innovation is a fresh take on innovation whereby a firm looks beyond its boundaries to exploit the creative power of users, communities, and customers to co-develop new products, services, and processes. Whether it is the fortune 500 companies that have used open innovation to transform their businesses (e.g. Procter and Gamble and IBM) or even start-ups (such as iStock Photo); Open Innovation, through tools like

crowdsourcing or open sourcing is disrupting markets and altering the nature of industries.

This course is divided into 2, a lecture stream and a project stream. During the lecture stream (roughly 5 weeks of the course) students will:

- (1) Learn about the emergence of OI and how OI differs from other sources of external innovation.
- (2) Learn to differentiate between the different types of OI tools (Crowdsourcing, Lead Users, Innovation Intermediaries, Design intermediaries, Innomediaries, Open Source) and to choose the right OI tool for different problem sets.
- (3) Explore an emerging range of companies using open business models (e.g. Google, Facebook) in contrast to more traditional business approaches.
- (4) Learn about the challenges of implementing OI and the drivers of success, not only based on practitioner sources but also in the context of organisational behaviour, innovation, and network theory.
- (5) Learn about solutions to OI challenges like ambidexterity and business model innovation

During the project stream (roughly 5 weeks of the course) students work on a real live OI project developing solutions via the implementation of one or more open innovation tools. Typical project partners/ clients include- Sunrise, Credit Suisse, Mastercard, KPMG, Google, ABB. In addition to faculty support, these five weeks will also involve guidance from our Innovation partners (which in the past included consultants from companies like Ludic Group, KPMG and Eidos).

Teaching: 30 hours of lectures in the WT.

Total of 40 contact hours in the WT

There are no seminars for this course, the additional 10 hours will comprise:

- Three 30-minute group sessions to help refine the scope of the project and develop the innovative solution
- An introduction to your project session which lasts approximately 1 hour. This is usually held after class in the 4th week of the semester. But further details will be provided
- An extended dress rehearsal at the end of the term where the student teams will exhibit their progress and will get feedback from the faculty team

Students on this course will have a reading week in Week 6, in line with departmental policy.

Students will be allocated to teams to undertake an Open Innovation consulting project. Whilst some class time is allocated to help teams progress their projects, as with any group project, student teams are expected to work independently beyond class times on their projects.

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Formative coursework: Student groups will be expected to produce a presentation outlining the progress made on their consulting project, at the end of the WT for faculty review and feedback

Additionally a formative essay question will be provided for those wishing to practice essay writing.

Indicative reading: Chesbrough, H.W. (2003). Open Innovation: The new imperative for creating and profiting from technology. Boston: Harvard Business School Press (chapter 1-3).

Brabham, D. (2008). Moving the crowd at iStockphoto: The composition of the crowd and motivations for participation in a crowdsourcing application First Monday, 13.

Fredberg, T., Elmquist, M. & Ollila, S. (2008) Managing Open Innovation: Present Findings and Future Directions, Vinnova VR 2008:02

Raffi Amit, C. Zott (2012), Creating value through business model innovation, Sloan Management Review, 53 (3), 41 - 49.

Tushman, M. L. and O'Reilly, C. A. (1996) 'Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change', California Management Review, vol. 38, no. 4, pp. 8-30

Assessment: Essay (30%, 1200 words) and class participation

(10%) in the WT.

Group project (60%) in the ST.

The group project assessment comprises a pre-recorded oral presentation and submission of PowerPoint slides with detailed appendices which provide evidence in support of your presentation. Student teams will also be expected to present to their clients/project sponsors.

MG421 Half Unit International Business Strategy and Emerging Markets

This information is for the 2024/25 session.

Teacher responsible: Dr Christine Cote MAR 5.25

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: An undergraduate or graduate course in international business, micro-economics or competitive strategy. Pre-requisites to be assessed by teacher responsible.

Course content: This course analyses the emergence of firms which operate across borders, often on a global scale, and their current and likely future interactions with emerging markets. It will combine the development of conceptual frameworks primarily through the lectures with the analysis of cases in the classes. Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades, their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as South Africa, and Latin American countries such as Brazil and Argentina. The "new institutional economics" has recently developed as a field to understand the impact of variation in institutions on economic performance. This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and the resource based view. We provide an analysis of economic performance and growth in emerging markets building on the institutional economics and working with a large variety of data sets and sources. The course will then turn to key topics. These will include the determinants of FDI; the spillover effects of FDI on the host economy; entry mode choices; measures of institutional and cultural distance; and the growing importance of multinationals from emerging markets.

Students will work with case material as well as the required reading, and the group project will comprise a case write up, which will be presented prior to submission in class for comment and discussion.

Teaching: 20 hours of lectures and 15 hours of seminars in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

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the classroom.

Formative coursework: Students will be required to write a 1500 word essay and will be provided with feedback. They will also be required to present their group project in class.

Indicative reading:

- Côté, C., Estrin, S. & Shapiro, D. Expanding the international trade and investment policy agenda: The role of cities and services. *J Int Bus Policy* (2020). <https://doi.org/10.1057/s42214-020-00053-x>
- Zhan, James X. GVC transformation and a new investment landscape in the 2020s: Driving forces, directions, and a forward-looking research and policy agenda. *Journal of International Business Policy* (2021) 4, 206–220
- Dunning, John (1979). "Toward an Eclectic Theory of International Production: Some Empirical Tests". *Journal of International Business Studies*. 11 (1): 9–31.
- R. Caves, *Multinational Enterprise and Economic Analysis*, 2nd Edition, Cambridge University Press 1996;
- P. Ghenawat, *Redefining Global Strategy*, Harvard Business School Press, 2007;
- J. Williamson, *The New Institutional Economies*, *Journal of Economic Literature*, 2000;
- Estrin et. al., *Entry Mode in Emerging Markets*, *Strategic Management Journal*, 2009;
- T. Khanna and K Palepu, *The Future of Business Groups in Emerging Markets*, *Academy of Management Journal* 2004.

Assessment: Project (40%) and class participation (10%) in the WT. Essay (50%) in the ST.

MG422 Half Unit Not available in 2024/25 Thinking Strategically

This information is for the 2024/25 session.

Teacher responsible: Marina Agranov

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management (1 Year Programme) and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of basic algebra is necessary to take this course.

Course content: This course is concerned with strategic thinking. The course is an interaction of game theory, economics and business strategic management. The focus is the study of situations in which two or more decision-makers (e.g., individuals, firms, political parties, etc) interact in a strategic manner. Understanding strategic situations that involve conflict and/or cooperation has proven critical in many areas of economics, business, political science, sports, law and other areas. The emphasis is to provide the fundamental thinking of good strategic making in these situations, rather than a mathematical and formal analysis.

The purpose of this course is threefold: (1) first, to introduce relevant tools of game theory in order to capture the key elements of different strategic situations and determine the most likely outcome in each situation; (2) second, to study various real-life applications and case-studies where thinking strategically has proven critical; (3) third, to cover modern developments in behavioural game theory, in particular in the areas of intertemporal choices and strategies, decision-making under risk and uncertainty, and experiments in strategic interaction.

Students should note that this course will involve weekly calculations and numerical reasoning.

Teaching: 20 hours of lectures and 8 hours of seminars in the WT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

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freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will have to complete 5-8 written assignments throughout the course, handing in 1-2 of them, and feedback will be provided.

Indicative reading: Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff. The Art of Strategy, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff. Games of Strategy, WW Norton, 3rd edition, 2009, by Avinash Dixit, Susan Skeath and David Reiley. Beautiful Game Theory, Princeton University Press, NJ, 2014, by Ignacio Palacios-Huerta. Set of academic articles and/or case studies, plus lecture notes written by instructor. Set of articles from the media.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG430 Half Unit Firms & Markets in Emerging Economies

This information is for the 2024/25 session.

Teacher responsible: Prof Rocco Macchiavello MAR. 6.24

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), MSc in Economic Policy for International Development, MSc in Economics and Management, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Marketing. This course is available as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: This course applies tools from microeconomics, industrial organisation and organisational economics to the analysis of strategy. The emphasis is on the application of these concepts to business situations, and as such the course relies heavily on the analysis of case studies. The course is divided into two parts. The first part focuses on the external context of strategy. It first reviews basic tools for understanding industry economics and the determinants of industry-wide profitability, focusing on positional aspects. It then applies basic game theory to analyse competitive interactions when the number of players is small and the industry profitability is largely determined by these players' interactions. This tool is used to analyse issues such as bargaining power, price competition and entry and exit decisions.

The second part studies the internal content of strategy. Topics vary from year to year and include, among others, strategy in the presence of standard setting and network effects, the scope of the firm, outsourcing and supply chain organizations, corporate governance in adding value and capturing synergies, internal management practices. This part relies on the application of both game theory, principal-agent problems and the analysis of empirical academic papers.

The course is heavily based on case discussions. For each class meeting, study questions will be assigned concerning a case study. We will discuss these questions and the material in the case during the class discussions. Students will need to prepare for class discussions by reading the assigned case and analysing it in view of the assignment questions. For each case, students are expected to prepare short slide deck discussing the case and be ready, if asked, to present their slides in the classroom to lead the discussion. Required cases and supplementary readings will be available on Moodle. The textbook, together with the lectures, contains the concepts necessary to analyse the cases.

Teaching: 20 hours of lectures and 8 hours of seminars in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy

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Formative coursework: Students are expected to prepare for classes and actively participate in case discussions. Students will receive feedback on their class participation. Students might be asked to present during the class discussion to practice in view of the assessment. They will also be given the opportunity to discuss their preparation for the individual and group cases that count toward assessment during office hours devoted to this.

Indicative reading: A primary text will be: Saloner, G., Shepard, A. and Podolny, J. Strategic Management. New York, NY: John Wiley, 2001.

As mentioned above, cases and additional readings will be made available online.

Assessment: Group assignment (80%) in the ST.

Class participation (20%) in the WT.

Class participation will be evaluated based on the quality and quantity of the student's participation in class.

MG431 Half Unit Managerial Economics

This information is for the 2024/25 session.

Teacher responsible: Mr Jose Vasquez Carvajal MAR 6.12

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: A graduate-level introduction to the foundations of managerial economics. Topics include:

1. Basics of demand and supply
2. Choice under uncertainty.
3. The theory of the firm and organizations.
4. Strategic interaction and dynamic competition.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6 of WT, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Sample exercises will be provided throughout the Winter Term and will be discussed during the class sessions. These sample exercises do not count for your mark in the course.

Indicative reading: Useful textbooks (in no particular order):

- Nick Wilkinson, Managerial Economics. Cambridge University Press
- D M Kreps, Microeconomics for Managers, W. W. Norton (2004)
- B. Douglas Bernheim and Michael D. Whiston, Microeconomics, McGraw Hill (2008).
- R. Pindyck and D. Rubinfeld, Microeconomics, Pearson.

Reading lists will be provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG434 Half Unit Organisational Behaviour and Leadership

This information is for the 2024/25 session.

Teacher responsible: Dr Emma Soane MAR 5.39 and Dr Niranjana Janardhanan MAR 5.33

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global

MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: This course develops understanding of individual, team and organisational-level attributes, processes and outcomes. Lectures and seminars review, discuss and apply psychological theories to explain workplace phenomena

Topics covered will include personality and individual differences; work motivation; reward systems and the design of work; health and well-being at work; creativity and innovation; identity, team processes; leadership; power, influence and politics at work; organisational risk; and organisational culture.

Teaching: 20 hours of lectures and 15 hours of seminars in the WT. 2 hours of lectures and 1 hour and 30 minutes of seminars in the ST.

The teaching includes lectures and seminars. The teaching style is highly participative. Group work in seminars is an integral part of the course and students are expected to actively contribute to all group exercises. The course requires student commitment and willingness to engage fully with the readings and with seminar activities.

Students on this course will have a reading week in Week 6 of WT, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: All course readings are articles from leading journals such as the *Academy of Management Journal* and the *Journal of Applied Psychology*. A full reading list is provided at the start of the course.

There is no set textbook for this course, however students may wish to consult one of the following:

- Colquitt, J., LePine, J. A., Wesson, M. J., & Gellatly, I. (2022). *Organizational Behaviour: Improving Performance and Commitment in the Workplace* (5th edition). McGraw-Hill.
- Robbins, S. P., & Judge, T. (2023). *Organizational Behavior* (19th Global Edition). Prentice Hall.

Assessment: Exam (75%, duration: 2 hours) in the spring exam period.

Presentation (25%) in the WT.

Students will work in groups to prepare and deliver a presentation that applies organisational behaviour concepts to a real organisation. Each group will select one specific organisation to focus on. Presentations must cover two topics from the course and include clear application of two relevant theories. Presentations are evaluated on the depth of subject knowledge; the quality of theoretical application and recommendations made; and, the structure and style of the presentation, including the quality of the materials and delivery of the presentation.

MG439 Half Unit

Organisational Behaviour for Master's in Management

This information is for the 2024/25 session.

Teacher responsible: Dr Shoshana Dobrow

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: This course is about the people side of business. Although skills in finance, accounting, marketing and operations are crucial for organisational success, the ability to manage and understand an organisation, its groups, and its individuals is equally crucial. Technical skills may help you land a job, but people skills are likely to determine whether or not you keep it, and how much you can accomplish in your career.

In this course, we will explore a variety of perspectives and theories that explain the dynamics of individual, interpersonal,

group, and organisational processes. Learning about these ideas will help you develop and apply insights about human behaviour in organisational settings. The course material will be useful in planning careers, managing relationships with other people, making complex decisions, designing jobs, becoming a leader, and making sense of today's – and tomorrow's – corporate world. This course will also help you understand some of the challenges involved in both managing and being managed. Ultimately, the tools and skills developed in this course should equip you to become more effective contributors to the organisations that you join. Much of our learning in this course will be through case studies, exercises, and class discussions.

Teaching: 30 hours of lectures in the WT.

The format of the course is highly participatory and interactive and will involve a combination of case studies, interactive exercises, discussions and readings. Students are expected to attend course sessions and to participate actively in the discussions. Students' learning in this course is directly related to their willingness to expose their ideas and conclusions to the critical judgement of the class, and to their efforts to build on and evaluate the comments of classmates.

Full preparation for each session is essential. Students are to complete readings prior to the session for which they are assigned. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 project in the WT.

The formative assignment will allow students to demonstrate their learning and receive in-depth feedback in preparation for a summative assessment. Details will be provided during the teaching term

Indicative reading: There is no set text for this course. The following are examples of articles that will be assigned: Harvard Business School case studies, academic journal articles, Harvard Business Review articles. Students will be given electronic access to cases, texts and articles during the teaching term.

Assessment: Project (40%), take-home assessment (30%) and continuous assessment (30%) in the WT.

Project (40%). This is a term-long individual paper, due the final week of Lent Term. Further details will be provided in the teaching term.

Take-Home Assessment (30%). This will involve written analyses. Further details will be provided in the teaching term, with due dates announced as soon as possible.

Continuous Assessment (30%). The format of the course is highly participatory and interactive, and will involve a combination of case studies, interactive exercises, discussions and readings. Details will be provided in the teaching term.

MG452 Half Unit Not available in 2024/25

Behavioural Economics for Management

This information is for the 2024/25 session.

Teacher responsible: Dr Kristof Madarasz MAR 6.10

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: Advanced Microeconomics, Game Theory or Managerial Economics, Advanced Econometrics or Quantitative

Analysis is required.

Course content: The course covers formal (mathematical) models of behavioural economics and discusses both experimental and field evidence that motivate and test various aspects of these models.

This course is a post-graduate introduction to behavioural economics and strategy. The topics to be discussed are:

- 1 Risk Perceptions and Risk Attitudes.
- 2 Intertemporal Choice.
- 3 Social Motivation.
- 4 Processing Information and Mistakes in Cognition.
- 5 Projective Strategic Thinking.
- 6 Well-being and Mental Health.

Teaching: 30 hours of seminars in the AT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: A mock exam comprising of problem sets.

Indicative reading: Camerer, Colin, Linda Babcock, George Loewenstein, and Richard Thaler (1997) "Labor Supply of New York City Cabdrivers: One Day at a Time," *Quarterly Journal of Economics*

Fehr Ernst and Simon Gächter (2002) Fairness and Retaliation: The Economics of Reciprocity *Journal of Economic Perspectives*, 2000 (14); 159-181.

Kahneman, Daniel, and Amos Tversky (1979) "Prospect Theory: An Analysis of Decision under Risk" *Econometrica*, 47(2): 263-292.

Koszegi, B. and Matthew Rabin (2006) Reference-Dependent Preferences. *Quarterly Journal of Economics*

Laibson, David. (1997) Golden Eggs and Hyperbolic Discounting. *Quarterly Journal of Economics*

List, John A. 2004. "Neoclassical Theory Versus Prospect Theory: Evidence from the Marketplace," *Econometrica*, 72(2): 615-625.

Madarasz, Kristof (2012) Information Projection: Model and Applications. *Review of Economic Studies*

Thaler, Richard and Shlomo Benartzi (2004). Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving, *Journal of Political Economy*.

Rabin, Matthew (2002) Inference by the Believers in the Law of Small Numbers. *Quarterly Journal of Economics*

Stortz, Richard. (1955) Myopia and Inconsistency in Dynamic Utility Maximization. *Review of Economic Studies*

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG455 Half Unit Decisions, Biases and Nudges

This information is for the 2024/25 session.

Teacher responsible: Dr Barbara Fasolo MAR 5.27

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Finance and Risk, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Marketing, MSc in Operations Research & Analytics, MSc in Social Innovation and Entrepreneurship and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Note for Exchange students: You can take this course if your programme deadlines do not conflict with the beginning of the

summer term deadline for MG455 summative coursework.

Note for Auditors: Due to the experiential nature of the course and groupwork required, this course is not suitable for auditing

Pre-requisites: It is an advantage to have had an introductory social science course in one of these fields: economics, management, psychology or sociology.

It is important to be comfortable with multi-disciplinary research, in-class activities and group work.

Course content: This course introduces students to Behavioural Decision Science: the science that explains and predicts how humans make decisions (the decision 'process') and how well (the decision 'outcome'). The course will focus on the process, and unveil the subtle and sometimes unconscious influences played by our mind (biases) and the context in which decisions are faced: What has been chosen in the past? Is there positive or negative affect - perhaps because of risk and uncertainty? All of these (and more) are factors that often determine how information is searched before choosing, how decisions are made, and the quality of the decision made.

In the theoretical part of the course, you will be guided to the scientific language of decisions, judgments and biases, and learn how to elaborate on behavioural science articles. In the applied part of the course, you will work as a group and apply the steps of our proprietary tool 'Decision Canvas' to improve a real decision that you will select, applying different behavioural interventions – from 'debiasing' to 'choice architecture'.

The course is entirely seminar-based and balances theory, experiments and applications. It involves group-work throughout the course. We will alternate teaching with interactive activities designed to observe and feel the process of decision making from the 'inside', before reviewing behavioural decision theories and evidence from lab and field studies. Students will be able to apply the decision making skills acquired across different sectors and domains (e.g., managerial, policy, health, consumer).

The assessment is designed to give students the opportunity to work as a group and apply their new skills to support a real decision, as well as produce, individually, a rigorous and scholarly report on a specific aspect of decision making, of their interest.

Teaching: 2 hours of lectures and 22 hours and 30 minutes of seminars in the WT.

Students on this course will have a reading week in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: 1. Group submission of mid-term progress on Decision Canvas (Group project) (week 5). Over several weeks (both in and outside class), you will work as a group to analyse a real decision that you will select. Students will submit progress on the group-work that they have done as a group in the first part of the course with the use of the 'Decision Canvas'. After the submission they will receive feedback as a group. This feedback will help you prepare for the summative Group project submission.

2. Individual review of anonymous essays (Week 7). Students will play the role of the "examiner" and review the anonymous essays (submitted by students from a previous year) by implementing the marking criteria which we use in this course. This exercise will help you develop your essay.

Indicative reading:

- Bazerman, M. (2017) *Judgment in Managerial Decision Making*. New York: Wiley. 8th edition;
- Kahneman, D. (2011) *Thinking Fast and Slow*. London: Allen Lane;
- Russo, J. E. & Schoemaker, P. J. H. (2002) *Winning decisions: How to make the right decision the first time*, Piatkus Publ. Limited.
- Larrick, R.P. (2004). *Debiasing* (Chapter 16). In D.J. Koehler, & N. Harvey, *Blackwell Handbook of Judgement and Decision Making*. Malden: Blackwell Publishing

Assessment: Essay (60%, 2000 words) in the ST. Project (30%) and class participation (10%) in the WT.

Group Project (30%) in week 10. Over several weeks (both in and outside class), you will work as a group to analyse a real decision that you will select. In Week 10, groups submit their project on Moodle and give a short timed presentation of the decision, the bias and behavioural interventions recommended for the decision problem investigated with the 'Decision Canvas'

Individual Essay (60% 2000 words) (due beginning of ST): In the Essay (no more than 2,000 words) you will zoom in on a particular aspect of the course, or of the Decision Canvas which you as a developing behavioural scientist have found intriguing (e.g. decision frame, a judgement, a bias, a de-biasing or choice architecture technique). This is done in a scholarly and rigorous manner. You will be required to provide full essay-style referencing.

PDAM skills

- self-management
- team working
- problem solving
- application of information skills
- communication

MG456 Half Unit

Group & Team Decision-Making Processes

This information is for the 2024/25 session.

Teacher responsible: Dr Nicole Abi-Esber MAR.5.36

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme) and MSc in Marketing. This course is available as an outside option to students on other programmes where regulations permit.

This course is complementary to any behavioural course offered at LSE.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: Elementary statistical and mathematical concepts. A curiosity towards the fascinating field of decision making and a strong interest in rebooting your analytical "decision-ware". Feeling comfortable with interdisciplinary research, as well as with the use and discussion of both qualitative and quantitative strategies for successful decisions. Group work, presentations, and participation will also be a key component of the course.

Course content: In organisations, employees are often required to work in groups, teams, and social networks. To be successful, managers and team leaders must create an atmosphere in which these groups of people produce high-quality decisions, generate creative or innovative solutions to problems, and complete their projects in a timely, efficient, and productive fashion. Moreover, they must be aware of common group decision-making biases, and learn to prevent them.

This course will delve into the dynamics of decision-making in groups, exploring topics such as how groups make decisions effectively and the common pitfalls that can impede their success. We will examine strategies for encouraging diversity within groups and explore the concept of group think, along with techniques for preventing it. Additionally, we will delve into the role of choice architecture in shaping group decision-making processes, and analyse various heuristics that individuals use, such as anchoring and receptiveness, which can impact group decision-making. We will also examine different decision processes utilized by groups, such as consensus-building and voting, and explore the factors that influence group conversations, including who speaks and why. By the end of this course, students will have a deep understanding of the complexities involved in group decision-making and will

have developed a range of skills and strategies for improving the effectiveness of group decision-making processes.

This course will provide the opportunity to learn about group decision making behaviour through interactive group exercises. These activities will simulate the process of group decision making, and will often be based on a real-world decision making context (i.e. NASA's decision to launch a spaceship). These activities are designed to bring out the natural variations in human behaviour that we see in teams at work, and to explore their consequences on teams and on decisions made, and expose common group decision-making biases. They are designed to vividly and memorably illustrate the challenge of managing teams, and to provide a common context for discussing course concepts, as well as your insights about your own and others' behaviour. These exercises will take place either during lectures or in seminars, depending on the exercise. As such, attendance is an important part of the course experience and the grade, and the class is not well suited to auditors.

Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the AT.

A reading week will take place in Week 6. There will be no teaching during this week.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: There are two pieces of formative assignments in the AT.

1. Group project plan presentation (i.e. the selected decision context, due in week 5). Over several weeks (both in and outside class), you will work as a group to analyse a real decision that you will select. Students will submit information about the team and the decision they have selected, as well as an outline of their proposed project plan for the group project. During Week 5 the student group will meet with the professor to review their project plan and receive feedback as a group. This feedback will help prepare for the summative Group project submission.

2. Case analysis (individual): As a preparation for the individual case analysis essay, students will be assigned to analyse a case study which will be real-world example of group decision-making provided by the instructor. Students should identify one key concept discussed in class that impacted the decision-making process. Students will be expected to write a short essay that outlines the concept and its effects on the decision-making process. This assignment will encourage students to apply their knowledge of the course material to a practical situation, while also helping them develop their skills in critical analysis and effective communication. Additionally, it will provide students with an opportunity to practice their research and referencing skills in preparation for the final report.

Indicative reading: Book:

- Hackman, J. Richard. (2011). *Collaborative Intelligence: Using Teams to Solve Hard Problems*. San Francisco, CA

Articles:

- Cosier, R.A., & Schwenk, C.R. (1990). "Agreement and Thinking Alike: Ingredients for Poor Decisions." *Academy of Management Executive*, Vol.4, No.1, 69-74.
- Mannix, E., & Neale, M. (2006). "Diversity at work" *Scientific American Mind*, August/September, 32-39.
- Duhigg, C., What Google learned from its quest to build the perfect team. *New York Times Magazine*, Feb 28, 2016.
- Wooley, Malone, & Chabris (2015) Why some teams are smarter than others. *New York Times*, January 18.
- Edmonson, A. (1999) Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, Vol. 44, 2,350-383

Assessment: Group project (30%), assignment (30%), class participation (20%) and in-class assessment (20%).

MG458 Half Unit**Foundations of Management I: Organisations and Management Theory****This information is for the 2024/25 session.****Teacher responsible:** Dr Rebecca Campbell MAR 5.15**Availability:** This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.**Course content:** This course will equip students with a thorough understanding of the development of management and organisation theory since the emergence of modern industrial businesses in the late 19th century. Students will be provided with an overview of management as a subject of study and as a practice, and will develop an understanding of the disciplinary anchors in Sociology, Psychology and Economics. Within each field we will cover origins, disciplinary boundaries, triggers for growth, core concepts and the current state of play and debate. Weekly topics will include:

- 1 Course Introduction and the Origins of Management
- 2 The theory of the firm
- 3 The professionalisation of management: Taylorism, motivation and performance
- 4 What about the workers?
- 5 Understanding organisational structures
- 6 Organisational decision making
- 7 The origins of modern strategy
- 8 Contemporary strategic management: Firms as bundles of resources
- 9 Managed by markets?
- 10 The Challenge of the Age: Climate change

The course is also designed to introduce students to postgraduate study and learning at LSE, with instruction on academic reading, case analysis, critical thinking and writing skills.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. Lectures will cover theoretical materials and concepts. Seminars will cover the assigned readings in more depth and include case discussions which will apply content covered in lectures to business situations.

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework:

- To help prepare for the group case study presentation: all groups given the opportunity to meet with their class teacher one week prior to their case presentation for feedback/ advice.
- To help prepare for the exam: In week 11 of AT we will provide suggested revision questions for the exam and discuss LSE assessment criteria.

Indicative reading:

- Willman, P. (2014) Understanding Management: Social Science Foundations. Oxford University Press.

A full reading list will be provided at the beginning of the course.

Assessment: Exam (60%, duration: 2 hours) in the January exam period.

Group presentation (30%) in the AT.

Class participation (10%).

as an outside option.

Course content: The aims of this course are to provide a basic grounding in the management literatures covering disciplines relating to financial control and management science, and of the literatures on the evolving managerial, organisational and professional contexts within which these disciplines are practiced. Students will be provided with an overview of each discipline with the aim that they acquire a basic working knowledge of each. The course will cover origins and disciplinary boundaries, the foundations of these disciplines in the social sciences, core concepts, practical applications and current state of play and debate. Weekly topics include:

- 1: Making Business Decisions that Commit Capital
- 2: Representing a Firm's Financial Condition: 1
- 3: Representing a Firm's Financial Condition: 2
- 4: Valuing and Managing Costs
- 5: Management Science
6. READING WEEK
- 7: Balanced Performance Measurement
- 8: Measuring Shareholder and Stakeholder Value
- 9: Occupations, Professions and Expertise
- 10: Individual and Institutional Investors in a Historical Context
- 11: Organisation and Management Theory

Teaching: 22 hours of lectures and 20 hours of seminars in the WT. 2 hours of lectures in the ST.

Weeks 1-11: WT: 1 two hour lecture and 1 two hour case discussion, weekly. Students on this course will have a reading week in Week 6 of WT, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will be expected to jointly produce 2 group case discussion summaries.

Indicative reading: Weeks 1-8: Berk, J. & DeMarzo, P. (2014) Corporate Finance, Weetman, P. (2019) Financial Accounting: An Introduction; Kaplan, R. & Atkinson, A. (2014) Advanced Management Accounting; Keys, P. (1994). Understanding the Process of Operational Research.

Weeks 9-11: Chandler (1990) Scale and Scope

Assessment: Essay (50%, 1500 words) in the WT.

Essay (50%, 1500 words) in the ST.

MG460 Half Unit Not available in 2024/25**Emergencies Management: Humanitarian Intervention and Digital Innovation****This information is for the 2024/25 session.****Teacher responsible:** Dr Shirin Madon MAR 4.31 CON 8.09**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.**Course content:** Globally, the world is dealing with an unprecedented number of humanitarian crises such as natural disasters, armed conflict, forced displacement and major disease outbreaks such as Covid-19.

The course is anchored on two main observations:

First, over the past few decades humanitarian emergencies have been increasing in number and duration with the most devastating and long-lasting socio-economic effects in countries with weak physical

and institutional infrastructures. Information and communication technologies have opened up new possibilities for the mitigation, preparedness and response to disasters, but its effective use requires change in the collaboration of humanitarian organisations and affected communities. In this course we will critically examine the potential opened by ICT innovation for managing crises.

Second, the course will connect core concepts and perspectives from humanitarian emergency literature to the unprecedented humanitarian crisis that the world is currently experiencing as a result of Covid-19 pandemic. At the global level, we will review and evaluate global networks and their value, while at the level of national economies and organisations we will study country strategies put in place to deal with the crisis. At all levels, digital innovations and technologies have become an absolute lifeline at different stages of the disaster management life cycle. As the Covid-19 crisis shows, the contribution from ICTs adoption needs to be carefully assessed in order to account for the economic, social and democratic challenges it might create.

More specifically, the course will cover the following thematic areas:

- humanitarian emergencies management and coordination structures for effective mitigation, preparedness and response
- emergency logistics and supply chain management
- ICT innovation and the development of organizational capacity for effective emergency action
- the link between episodic emergencies and long-term development in low-and-middle income countries
- managing pandemics through recent experiences

Teaching: 15 hours of lectures and 15 hours of seminars in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will receive formative comments on both the group project and their individual essays. The formative essay is intended to help students explore available literature on the topic of their summative essay and give them feedback on how to proceed.

Indicative reading: Barnett, M. "Humanitarian Governance" *Annu. Rev. Polit. Sci.* (16) 2013, pp. 379-398.

Boin, A., and Kelle, P. "Resilient supply chains for extreme situations: outlining a new field of study" *International Journal of Production Economics* (126:1) 2010, pp. 1-6.

Boin, A., and McConnell, A. 2007. "Preparing for Critical Infrastructure Breakdowns: The Limits of Crisis Management and the Need for Resilience," *Journal of Contingencies and Crisis Management* (15:1), pp. 50-59.

Day, J.M., Junglas, I., Silva, L. (2009) Information low impediments in disaster relief supply chains, *Journal of the Association for Information Systems*, 10, 8, pp 637-660

Diaz Adrade, A., and Doolin, B. 2016. "Information and Communication Technology and the Social Inclusion of Refugees," *MIS Quarterly* (40:2), pp. 405-416.

Donini, A. and Maxwell, D. (2013) From Face-to-Face to Face-to-Screen: Remote management, effectiveness and accountability of humanitarian action in insecure environments, *International Review of the Red Cross*, 95, 890, pp. 383-413.

IFRC (2013) World Disasters Report – Focus on Technology and the Future of Humanitarian Action, International Federation of Red Cross and Red Crescent Societies.

Madianou, M. et al. "Finding a Voice Through Humanitarian Technologies? Communication technologies and participation in disaster recovery", *International Journal of Communication*, 9, 2015, pp. 3020-3038.

Majchrzak, A., Jarvenpaa, S.L., Hollingshead, A.B. "Coordinating expertise among emergent groups responding to disasters" *Organization Science* 2007, 18(1) pp. 147-161

Manyena, S.B. "Disaster and Development Paradigms: Too close for comfort?" *Development Policy Review*, 30, 3, 2012, pp. 327-345.

Meier, P. *Digital Humanitarians: How Big Data is Changing the Face of Humanitarian Response* Taylor & Francis, New York, 2015.

Nan, N., and Lu, Y. 2014. "Harnessing the Power of Self-Organization in an Online Community During Organizational Crisis," *MIS Quarterly* (38:4), pp. 1135-1157.

Nowell, B., and Steelman, T. "Communication under fire: the role of embeddedness in the emergence and efficacy of disaster response communication networks" *Journal of Public Administration Research and Theory* 2014.

Robbins, T. et al. (2020) COVID-19: A new digital dawn? *Digital Health*, 6, pp. 1-3.

Schaub, M. L. 2012. "Lines across the Desert: Mobile Phone Use and Mobility in the Context of Trans-Saharan Migration," *Information Technology for Development* (18:2), pp. 126-144.

Weick, K.E. "The collapse of sensemaking in organizations: the Mann Gulsh Disaster" *Administrative Science Quarterly* (38) 1993, pp. 628-652.

Assessment: Project (30%, 5000 words), essay (55%, 3000 words) and class participation (15%) in the WT.

Group Project (30%, 25-30 pages) – this will relate to aspects of crisis management during the Covid-19 crisis

Individual essay (55%, 3000 words) – enabling students to explore available literature on a topic related to the course

Class participation (15%)

MG463 Half Unit CEMS Global Leadership

This information is for the 2024/25 session.

Teacher responsible: Professor Connson Locke MAR 4.14

Availability: This course is compulsory on the CEMS Exchange.

This course is not available as an outside option.

Pre-requisites: It is assumed that the students have already taken introductory Organisational Behaviour or Global Business courses. The 2nd year Global Master's in Management students are offered these prerequisites during their 1st year.

Course content: This course aims to answer the question, "How can I manage people in international settings and from different cultures?" By answering this question, you will develop the skills to pursue an effective global career while keeping the core CEMS values of being responsible leaders contributing to a more open, sustainable, inclusive world. You will also develop an understanding of the challenges of interacting with and managing a diverse workforce in a complex environment characterized by distance-based interactions. Topics include: leader traits and attributes, cultural diversity, team leadership and virtual teams, power and influence, gender and the perception of leadership, organizational culture and change, global social responsibility.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Mendenhall, M.E., Reiche, B.S., Bird, A., & Osland, J.S. (2012). Defining the "global" in global leadership. *Journal of World Business*, 47: 493-503.

Schein, E. H. (2010). How leaders embed and transmit culture (Chapter 14, E-book pp.235-258). In *Organizational Culture and Leadership*. San Francisco: John Wiley & Sons.

Yukl, G. A. (2009). *Leadership in Organizations: Global Edition*. Pearson

Assessment: Essay (50%) and project (40%) in the WT.

Class participation (10%).

MG464 Half Unit**CEMS Global Business Strategy****This information is for the 2024/25 session.****Teacher responsible:** Dr Christine Cote MAR 5.25**Availability:** This course is compulsory on the CEMS Exchange.

This course is not available as an outside option.

This course is compulsory for CEMS students.

Course content: The course examines how firms shape their international strategies in an ever-changing global environment. It will consider the context of globalisation with a focus on the relationship between international trade and investment, the emergence of global supply chains and the transformative role played by technology and innovation. It will seek to understand why and how firms internationalise as well as how they can create and sustain competitive advantage while operating across borders and in different institutional environments. Themes covered in this course will include the growing importance of emerging markets, the role of disruptive technologies in transforming industries, exploiting firm's resources and capabilities and sustaining cross border competitive advantage through strategies of global integration or local adaptation, managing staff across borders and creating shareholder value while ensuring corporate social responsibility.

Teaching: 30 hours of combined lectures and seminars in the AT. Students on this course will have a reading week in Week 6 of AT, in line with departmental policy

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Côté, C., Estrin, S. & Shapiro, D. Expanding the international trade and investment policy agenda: The role of cities and services. *J Int Bus Policy* (2020). <https://doi.org/10.1057/s42214-020-00053-x>

Zhan, James X. GVC transformation and a new investment landscape in the 2020s: Driving forces, directions, and a forward-looking research and policy agenda. *Journal of International Business Policy* (2021) 4, 206–220

Dunning, John H. (2000). 'The eclectic paradigm as an envelope for economic and business theories of MNE activity'. *International Business Review*. 9: 163–190

Peng, M.W. (2003), "Institutional Transitions and Strategic Choices", *Academy of Management Review*

Rugman, A (2010) "Reconciling Internationalisation Theory and its Eclectic Paradigm" *Multinational Business Review*, 18:2

Ghemawat, P., 'Managing Differences: The Central Challenge of Global Strategy', *Harvard Business Review*, 2007

Zaheer, S (1995), "Overcoming the Liability of Foreignness", *Academy of Management Journal*, 1995

Khanna, T., Palepu, K. and Sinha J., 'Strategies that Fit Emerging Markets', *Harvard Business Review*, 2005

Kogut, B. and Singh, H., 'The Effect of National Culture on the Choice of Entry Mode' *Journal of International Business Studies*, 2001

Bartlett, C. and Ghoshal, S., 'Tap Your Subsidiaries for Global Reach', *Harvard Business Review*, 1986

Assessment: Essay (45%, 2000 words), in-class assessment (45%) and class participation (10%) in the AT.

For the in-class assessment, the total mark (45%) will be comprised of one in-class group presentation.

an outside option.

Course content: This course is a graduate-level introduction to managerial economics with a focus on its applicability to business decisions. Students will develop a rigorous way of thinking about managerial problems, issues and decisions that managers face, as well as enabling a better understanding of the external business environment in which an organisation operates. The emphasis is on widely-used theoretical principles. Topics include an in-depth understanding of the geometric structure of the supply & demand model and its applications, the interaction of government and markets, efficiency analysis, international trade, game theory, monopoly and oligopoly strategy, price discrimination, dynamic competition, strategic moves, and information economics.

This course develops tools that are the foundation of courses in Marketing, Business Strategy, and Finance, which students will take in core courses throughout the rest of the year.

Teaching: 30 hours of combined lectures and seminars in the AT. In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 5 problem sets in the AT.

Indicative reading: T van Zandt; *Firms, Price and Markets*, available online (2006); S. Estrin et al, *Microeconomics*, Prentice Hall (2008).

D M Kreps, *Microeconomics for Managers*, W. W. Norton (2004); B. Douglas Bernheim and Michael D. Whiston, *Microeconomics*, McGraw Hill (2008).

Assessment: Exam (60%, duration: 2 hours) in the January exam period.

Class participation (10%) and in-class assessment (30%) in the AT.

MG468 Half Unit**Foundations of Management III: Business Ethics and Corporate Social Responsibility****This information is for the 2024/25 session.****Teacher responsible:** Dr Rebecca Campbell (MAR.5.15)

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Pre-requisites: This is a second year course for Global Master's in Management students who must have successfully completed the first year of the programme.

Course content: The purpose of the course is to provide students with a thorough understanding of key ideas in business ethics, the governance of social enterprises and ethical leadership, in order to prepare them for future leadership roles. Business leaders have a special role to play because of their ability to determine an organisation's mission, vision and values, how companies should be governed and led, and the ethical standards which business should aspire to.

In the first part of the module, we discuss some of the main philosophical approaches to ethics. Normative ethical theory helps us to do better than use vague opinions or hunches when we are trying to decide right from wrong. We make extensive use of case studies. For example, we look at the challenges faced by Tony's Chocolonely in building a supply chain free of slave labour. We consider Patagonia's transition to a new ownership structure in order to continue its mission to save the planet. We look at what led Siemens to being fined over \$1.6B for bribery, and how they then turned the organisation around.

In the second part of the module we look at the governance of social enterprises and other hybrid organisations, focussing on performance measurement and control.

In the final part of the module we look at organisational leadership in the context of business ethics and corporate governance. We examine various models of organisational leadership, including

Michael Maccoby's thesis that many business leaders today are "productive narcissists", as well as recent research on ethical leadership..

Our teaching encourages students to address questions such as:

- To what extent should we hold a company responsible for its supply chain?
- Are socially virtuous business practices compatible with shareholder capitalism?
- Who does bribery harm? What can companies do to limit corruption when they work in regions with less well-developed institutions?
- What are the incredible pros and inevitable cons of narcissistic leadership?
- Are normative questions of "character" relevant in an organisational context?
- What constitutes good ethical decision-making?

Teaching: 20 hours of lectures and 15 hours of seminars in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: To help prepare for the group presentation: all groups given the opportunity to meet with their class teacher prior to their case presentation to discuss their presentations and to be given verbal feedback.

Assessment: Assessment path 1

Project (60%) in August.

Class participation (10%) and group presentation (30%) in the WT. Assessment path 2

Class participation (10%) and group presentation (30%) in the WT. Case study (60%) in the ST.

Students who don't take MG469 or MG470, will take Assessment path one,

Students who take MG469 or MG470, will take Assessment path two.

MG469 Half Unit Extended Essay for Management

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Liebenau MAR 5.30

Availability: This course is available on the Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Pre-requisites: Students must have taken either 'Introduction to Quantitative Analysis (MY451A / MY451W)', 'Applied Regression Analysis (MY452A / MY452W)' or 'Intermediate Quantitative Analysis (MY465)'.

Course content: Students will undertake an extended essay which should normally be based on previously studied courses. It will not involve any primary research.

Teaching: 1 hour of lectures in the AT. 2 hours of lectures in the ST. In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be required to submit a short outline of their proposed topic in week 8/9 of Winter term in order for a supervisor to be allocated. The supervisor will provide "light touch" supervision.

Indicative reading:

- Wray, Alison and Mike Wallace (2006). Critical Reading and Writing for Postgraduates. London: Sage
- Booth, Wayne C., Gregory G. Colomb and Joseph Williams (2008). The Craft of Research. Chicago: University of Chicago Press.
- Ridley, Diana (2008). The Literature Review: A Step-by-step guide for students. London: Sage.
- Tharenou, Phyllis, Ross Donohue, and Brian Cooper (2007). Management Research Methods. Cambridge: Cambridge

University Press.

- Gill, John and Phil Johnson (2010) Research Methods for Managers (3rd edition). London: Sage
- Easterby-Smith, Mark, Richard Thorpe, and Paul Jackson (2012). Management Research (4th edition). London: Sage.

Assessment: Essay (100%, 6000 words).

MG470

Management Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Liebenau MAR 5.30

Availability: This course is compulsory on the Global MSc in Management. This course is not available as an outside option. This is available to students on Global Masters in Management only.

Pre-requisites: Students must have taken either 'Introduction to Quantitative Analysis (MY451A / MY451W)', 'Applied Regression Analysis (MY452A / MY452W)' or 'Intermediate Quantitative Analysis (MY465)' and another methods course from the electives list.

Course content: Dissertations are based on a research question which students are required to agree with their assigned dissertation supervisor in year two.

Research questions may be investigated by:

- (a) Framing the question via a literature review and examining the problem in more detail through a small scale empirical research project, using either primary or secondary data sources; OR
- (b) Carrying out an extended literature review to provide a rigorous analysis of existing research investigating the problem.

This course is compulsory on the Global MSc in Management. This course is not available as an outside option.

Teaching: 3 hours of lectures in the AT. 4 hours and 30 minutes of lectures in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: No formative work is appropriate but students will meet regularly with advisers so will have an indication of how they are progressing.

Indicative reading:

- Wray, Alison and Mike Wallace (2006). Critical Reading and Writing for Postgraduates. London: Sage
- Booth, Wayne C., Gregory G. Colomb and Joseph Williams (2008). The Craft of Research. Chicago: University of Chicago Press.
- Ridley, Diana (2008). The Literature Review: A Step-by-step guide for students. London: Sage.
- Tharenou, Phyllis, Ross Donohue, and Brian Cooper (2007). Management Research Methods. Cambridge: Cambridge University Press.
- Gill, John and Phil Johnson (2010) Research Methods for Managers (3rd edition). London: Sage
- Easterby-Smith, Mark, Richard Thorpe, and Paul Jackson (2012). Management Research (4th edition). London: Sage.

Other readings will be provided during lectures in AT and by dissertation advisors.

Assessment: Dissertation (90%, 10000 words) in August. Essay (10%, 1000 words) in the WT.

MG472 Half Unit Management and Socioeconomics of Digital Innovation

This information is for the 2024/25 session.

Teacher responsible: Dr Antonio Cordella MAR 4.35

Availability: This course is compulsory on the MSc in

Management of Information Systems and Digital Innovation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>)

Pre-requisites: This course has a strong focus on the management and economics of digital innovation and assumes a general understanding of the key information and communication technologies. Students are expected to have a basic understanding of the implementation and management of information systems in organisations.

Course content: The objective of this core course on the MSc MISDI programme is to address the managerial challenges associated with the most innovative digital innovations. This course does not focus on one specific technology but rather on the managerial, economic and organisational factors that shape the value generated by different clusters of digital innovations. Examples will be drawn from the implementation of digital innovations, such as platforms and ecosystems; artificial intelligence and learning algorithms; blockchain technologies; social computing; information services; and open innovation. The focus of this course is on the factors and processes that determine how different digital innovations create value for the organisations adopting them.

Discussing technological and organisational factors that determine business value creation led by different digital innovations the course provides unique managerial skills to successfully manage and exploit digital innovations to enhance organisational performance and business value creation. Whether organizations operate globally, regionally or nationally they are highly dependent on digital innovations produced by information and communication technologies for fulfilling their missions. This course reviews the managerial and economic foundations of information systems and digital innovation and examines key insights about the emerging roles of ICTs and digital innovation in supporting organizations' performance. In this course we examine how the digital innovation-created value for organisations is dependent on specific economic dynamics and management strategies. Having reviewed distinctive digital innovations widely adopted by contemporary organisations, we identify issues of critical importance for information systems management including: the analysis of the economic dynamics that determine how different information systems generate value; the analysis of the technical functionalities of information systems; the assessment of the impact that these technical functionalities have on the business performance; the evaluation of business and organisational challenges associated with digital innovation adoptions; and how to best negotiate the organisation's business needs with technological requirements and functionalities. The course provides a strategic overview of the management of information systems and innovation. We review theoretical approaches and frameworks used in practice and consider them alongside the academic literature on transaction costs, network economics, information systems strategy, and organization studies. Students studying this course will gain an understanding of how trends in strategy and operations are entangled with current processes of digitization and what these conditions of possibility mean going forward.

At the end of the course participants will be able to:

- 1 Understand what digital innovation is and how it shapes the contemporary economy.
- 2 Learn the fundamental theories, frameworks and strategies of management, economics and technology that underpin digital innovation business evolution.
- 3 Understand how leading cases of digital innovation generate value and how to successfully manage the associated challenges.
- 4 Recognise the complexity of factors that shape digital innovation

business models

5 Use analytical frameworks for understanding the impact of digital innovation on organisational performance

6 Recognise and make recommendations on the strategic potential and impact of information systems and digital innovation in different organizational contexts.

7 Decide how organisations can best evolve in new markets.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. 1 hour and 30 minutes of lectures in the ST.

A reading week will take place in Week 6. There will be no teaching on MG472 during this week.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course reading list. Formative feedback is provided on a mock examination, with questions from MG472, MG481 and MG487 will be held.

Indicative reading:

- Alaimo, C., Kallinikos, J., and Valderrama, E. 2019. "Platforms as Service Ecosystems: Lessons from Social Media," *Journal of Information technology*).
 - Androulaki, E., Barger, A., Bortnikov, V., Cachin, C., Christidis, K., De Caro, A., Enyeart, D., Ferris,
 - Buterin, V., 2014. A next-generation smart contract and decentralized application platform. white paper.
 - Cordella A., 2006. Transaction costs and information systems: does IT add up? *Journal of Information Technology*, 21(3), pp.195–202.
 - Cusumano, M. A., A. Gawer, & D. B. Yoffie (2019): *The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power*. Harper Business
 - Faraj, S., Pachidi, S., & Sayegh, K. (2018). Working and organizing in the age of the learning algorithm | Elsevier Enhanced Reader. *Information and Organization*, 28, 62-70. doi:10.1016/j.infoandorg.2018.02.005
 - Krogh, G. v. (2018). Artificial Intelligence in Organizations: New Opportunities for Phenomenon-Based Theorizing. *Academy of Management Discoveries*, 4(4), 404-409. doi:10.5465/amd.2018.0084
 - Lemieux, V.L., 2016. Trusting records: is Blockchain technology the answer?. *Records Management Journal*, 26(2), pp.110-139.
 - Nakamoto, S., 2008. Bitcoin: A peer-to-peer electronic cash system.
 - Rochet, J.-C. & J. Tirole (2003): Platform Competition in Two-Sided Markets. *Journal of the European Economic Association*, vol. 1, no. 4, pp. 990-1029.
 - Shapiro, C., Carl, S. and Varian, H.R., 1998. Information rules: a strategic guide to the network economy. Harvard Business Press.
 - Sharma, R., Mithas, S., & Kankanhalli, A. (2017). Transforming decision-making processes: a research agenda for understanding the impact of business analytics on organisations. *European Journal of Information Systems*, 23(4), 433-441. doi:10.1057/ejis.2014.17
 - Shrestha, Y. R., Ben-Menahem, S. M., and Krogh, G. v. 2019. "Organizational Decision-Making Structures in the Age of Artificial Intelligence," *California Management Review*).
 - von Krogh, G. 2018. "Artificial Intelligence in Organizations: New Opportunities for Phenomenon-Based Theorizing," *Academy of Management Discoveries* (4:4), pp. 404-409.
- Essential Readings to be done on a weekly basis to build up general knowledge:
- The Economist – weekly news and regular relevant special studies.
 - The Financial Times – daily world commentary, regular regional/ theme special issues and archive.
 - The Wall Street Journal – detailed daily world commentary.
- The main journals that students may wish to search for additional articles on globalisation, business strategy, management and digital business are:
- Academy of Management Executive

- Academy of Management Review
- Strategic Management Journal
- Long Range Planning
- Journal of Management Studies
- Journal of International Business Studies
- Journal of Management
- Management Information Systems Quarterly
- Executive
- Journal of Strategic Information Systems
- Organization Science
- Management International Review
- Harvard Business Review
- Sloan Management Review
- California Management Review

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

MG473 Half Unit Negotiation Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Booth

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: Being a skilful negotiator is a core competence of effective managers in organisations today. This course introduces students to the essential concepts underlying effective negotiations and draws on both scholarly evidence and practical case exercises. The course curriculum covers essential negotiation concepts such as distributive and integrative bargaining, sometimes called pie-slicing and pie-expanding approaches, two-party and multi-party negotiation, as well as more advanced issues such as the impact of culture and the psychology of judgement and decision-making. Considering more advanced issues, lecturers highlight the importance of power, tactics, strategy, information and trust in shaping the structure and outcomes of negotiations. Students will engage in weekly negotiation simulation exercises to help them understand the concepts and develop their negotiation skills.

Because much of the learning comes from engaging in the weekly negotiation simulations, a significant portion of the grade in this course is related to in-class engagement as measured by the continuous assessment outlined below.

Teaching: 30 hours of seminars in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Over the course of the term, students will compile a weekly negotiation learning journal reflecting on their experience in the respective negotiation case exercises, their learning, their identified strengths and opportunities for growth, and their plan of goals and strategies to attain future personal development. Students will link their weekly analysis of the case

exercises to the concepts and theories in the literature which have been taught in a given week, as well as throughout the course. Learning journals then form the foundation of the students' later summative work on the essay.

Students will also complete a formative essay, using the content of negotiation learning journal as foundation for the formative. The formative essay is a learning activity which supports students to prepare for the self-reflection component of the summative essay.

Indicative reading: The main text, covering most of the material in the course is:

- Leigh Thompson, *The Mind and Heart of the Negotiator*, 7th edition Pearson, Harlow, 2020.

Students will be expected to read the set of essential readings which are provided in the MG473 Reading List. This is carefully curated for focus and quality over quantity.

The following texts are also recommended, as optional:

- Roger Fisher and William Ury, *Getting to Yes: Negotiating Agreement Without Giving In*, Penguin Books, New York, 2012
- Ken Binmore, *Game theory: A Very Short Introduction*, Oxford University Press, Oxford, 2007
- Andrew M. Colman, *Game Theory and its Application to the Social and Biological Sciences*. Routledge, Hove, 1999; Roy Lewicki et al 2020 *Negotiation*

Assessment: Essay (60%, 2000 words) in the ST. Continuous assessment (40%) in the WT.

MG475 Half Unit Organisational Theory and Practice

This information is for the 2024/25 session.

Teacher responsible: Dr Lourdes Sosa MAR 5.40

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: Structure drives behaviour. That is the principle that this course is designed to introduce. When an employee responds to the proposal of a change to their job content as "you are setting me up for failure", that is often what they mean – managers can alter the structure around employees and in doing so, alter an employee's success at work. We therefore need to carefully design structure, and we will do so with the perspective of rational change in mind. The course advances in two large complementary portions: the first weeks introduce the problem space, that is, the mechanisms that link structure to employee behaviour; the last weeks focus on the solution space, that is, the design of interventions to optimise the structure-behaviour link in organisations.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. 1 hour and 30 minutes of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will complete a formative assessment. Details will be provided in class.

Indicative reading: Hannan, M.T., & Freeman, J. (1984). Structural Inertia and Organizational Change. *American Sociological Review*. 49(2): 149-164.

Puranam, P., O. Alexy, & Reitzig, M. (2014). What's "New" About New Forms of Organizing? *Academy of Management Review*. 39(2):

162-180.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Class participation (10%) and group essay (40%) in the AT.

MG476 Half Unit

Corporate Social Responsibility and International Labour Standards

This information is for the 2024/25 session.

Teacher responsible: Dr Chunyun Li

Availability: This course is available on the MRes/PhD in Management (Employment Relations and Human Resources), MSc in Accounting, Organisations and Institutions, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Human Rights and Politics, MSc in Political Science (Global Politics) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: Any social science background.

Course content: Corporate Social Responsibility (CSR) is becoming an expected element of corporate strategy. This course critically evaluates CSR, focusing on firms' attempts to prevent labour standards violations in their supply chains. We begin by analysing the rise of CSR, setting it in the context of global value chains, international labour standards, and emerging private forms of regulation. We then analyse topics such as: the impact of CSR on corporate financial performance; whether CSR is an effective means of raising labour standards; theories of CSR; how to embed CSR within the firm and comparative CSR. The course includes plenty of examples of how large firms are dealing with the ethical challenges posed by global supply chains. The course is interdisciplinary, and students are encouraged to bring insights from their "home" discipline so that seminars become a mutual learning experience. The course will include one lecture from a CSR professional.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT. 1 hour and 30 minutes of seminars in the ST. In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: One 2,000 word essay in LT.

Indicative reading: Crane, A. et al. (2008) *The Oxford Handbook of Corporate Social Responsibility*, Oxford: OUP.

Kaplan, S. (2019) *The 360° Corporation: From Stakeholder Trade-offs to Transformation*. Stanford: Stanford University Press.

Kuruvilla, S. (2021) *Private Regulation of Labor Practices in Global Supply Chains: Problems, Progress and Prospects*, Ithaca and London: ILR Press

Vogel, D. (2005) *The Market For Virtue: The Potential and Limits of Corporate Social Responsibility*, Washington D.C.: Brookings Institution Press.

Assessment: Take Home Exam (55%) in the ST.

Essay (40%, 2000 words) in the ST.

Class participation (5%).

MG477 Half Unit

The Power of Incentives in Organisations

This information is for the 2024/25 session.

Teacher responsible: Dr Bethania Mendes De Brito Antunes
MAR.5.27

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: Incentives are a powerful driver of human behaviour within organisations. This interdisciplinary course delves into the realm of behavioural economics, a fusion of economics and psychology, to unveil the intricate dynamics behind individual decision-making. By understanding incentives, monetary and non-monetary, students gain insights into why and how individuals behave within organisational contexts. Through a rich exploration of theoretical frameworks and practical activities, students learn to design and manage incentive systems that tap into employees' underlying motivations, fostering value creation and organisational goals. This course offers valuable insights for students with diverse career aspirations. Moreover, for aspiring leaders, entrepreneurs and managers seeking to optimise and drive organisational success, the principles covered in this course are universally applicable across industries.

Course Objectives:

1. Introduce students to the interdisciplinary field of behavioural economics and its relevance in understanding organisational behaviour.
2. Explore theoretical frameworks and tools for designing and managing effective incentive systems.
3. Analyse the impact of incentive systems on employee motivation, attraction, promotion, and retention within organisations.
4. Provide students with the analytical skills to align reward strategy with business objectives.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

Students are expected to prepare for, and contribute to, the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Group presentation. All groups will be given the opportunity to meet with their class teacher one week prior to the assessment date to discuss their presentations and to be given verbal feedback. Students will also be given group feedback on presentations they do in the week 7 seminar.

Indicative reading: Students are expected to read widely in the appropriate journals; a detailed reading list will be provided at the start of the course.

Course text books:

Jones, E., and Perkins, S. (2020) *Reward Management, Alternatives, Consequences and Contexts*. CIPD, London (earlier editions are acceptable);

Pepper, A. (2015) *The Economic Psychology of Incentives*.

Palgrave Macmillan;

Pepper, S. (2006) *Senior Executive Reward – Key Models and Practices*. Gower Publishing;

White, G and Druker, J (2008) *Reward Management – a Critical Text*. Second edition. Routledge.

Assessment: Class participation (10%), group presentation (50%) and report (40%) in the WT.

The individual report (40%) will be based on the presentation.

MG478 Half Unit

The Management of People in Global Companies

This information is for the 2024/25 session.

Teacher responsible: Professor Ryan Lamare

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD) and MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available on the Global MSc in Management, Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Organisational Behaviour) and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: This course examines how current global factors influence the management of human resources in global enterprises. It explores how emerging digital technologies influence the forms of work and the roles of HRM in supporting digital transformation and virtual work, the roles of HRM in supporting organizational changes such as merger & acquisition or outsourcing, and how HRM can help organizations meet contemporary social expectations such as diversity and social responsibilities. This course draws heavily on case studies to analyze current issues in HRM and good practices. The course discusses topics such as: new HR technologies, global virtual teams, flexible work arrangement and employee wellbeing, global diversity and inclusion, HR in mergers & acquisitions, outsourcing and HR, and HR & global corporate social responsibility.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

Practitioners from leading industries may be invited to guest lectures in this course. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will have the opportunity to write a formative case study analysis assignment in this course. The feedback will prepare students for the summative case study analysis exam.

Indicative reading: Lazarova, M., Thomas, D. C., & Farndale, E. (2021). *Essentials of International Human Resource Management: Managing People Globally*. Edward Elgar Publishing.
Chong, S., Huang, Y., & Chang, C.-H. (D.). (2020). Supporting interdependent telework employees: A moderated-mediation model linking daily COVID-19 task setbacks to next-day work withdrawal. *Journal of Applied Psychology*, 105(12), 1408–1422.
Farh, C. I. C., Liao, H., Shapiro, D. L., Shin, J., & Guan, O. Z. (2021). Out of sight and out of mind? Networking strategies for enhancing inclusion in multinational organizations. *Journal of Applied Psychology*, 106(4), 582–598.
Edwards, M. R., & Edwards, T. (2013). Employee responses to changing aspects of the employer brand following a multinational acquisition: a longitudinal study. *Human Resource Management*, 52(1), 27–54.

Assessment: Exam (90%, duration: 2 hours) in the spring exam period.

Class participation (10%).

Students will have access to the case study in the exam one week prior to the exam date in the ST. The exam consists of unseen questions related to the case study.

MG479 Half Unit Not available in 2024/25

Information Systems for the Public Sector: Digital Government and Service Innovation

This information is for the 2024/25 session.

Teacher responsible: Dr Antonio Cordella MAR 4.35

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation, MSc in Strategic Communications and Society and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Digital government and digital public sector services are the result of the widespread adoption of ICTs, Web processes and social media in public sector organisation - which cumulatively transform and may 'producize' the nature of public services delivered to citizens. This course covers the recent and likely-future major organizational and technology change processes in the government sector. Core topics include: the distinctive aspects of the public administration context for technology-enabled innovation; digital government and public sector reform; public sector ICT innovation and public value creation; the use of ICTs to streamline public services as part of wider business process changes; measuring and growing productivity via digital changes; 'digital by default' services and social media in government; and next-generation shifts to EDGE (Essentially Digital Governance).

Teaching: 20 hours of lectures, 10 hours of seminars and 4 hours of workshops in the WT.

A reading week will take place in W6. There will be no teaching during this week.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the WT.

One 1000-word formative essay to be submitted in week 7.

Formative feedback is also provided on class participation with seminars based around reading and discussing selected journal articles.

Indicative reading:

- Ahn M.J. & Bretschneider S., 2011. Politics of E-Government: E-Government and the Political Control of Bureaucracy. *Public Administration Review*, 71(3), pp.414–424.
- Alford J. & Hughes O., 2008a. Public Value Pragmatism as the Next Phase of Public Management. *The American Review of Public Administration*, 38(2), pp.130–148.
- Alfred Tat-Kei Ho, 2002. Reinventing Local Governments and the E-Government Initiative. *Public Administration Review*, 62(4), pp.434–444..
- Andrew Kakabadse, Nada K. Kakabadse and Alexander Kouzmin, 2003. Reinventing the Democratic Governance Project Through Information Technology? A Growing Agenda for Debate. *Public Administration Review*, 63(1), pp.44–60.
- Bannister, F., & Connolly, R. (2015). The great theory hunt: Does e-government really have a problem?. *Government Information Quarterly*. Vol. 32(1)
- Bertot J.C., Jaeger P.T. & Grimes J.M., 2010. Using ICTs to create a culture of transparency: E-government and social media as

openness and anti-corruption tools for societies. *Government Information Quarterly*, 27(3), pp.264–271.

- Cordella A., 2007. E-government: towards the e-bureaucratic form? *Journal of Information Technology*, 22(3), pp.265–274.
- Cordella A. & Iannacci F., 2010. Information systems in the public sector: The e-Government enactment framework. *The Journal of Strategic Information Systems*, 19(1), pp.52–66.
- Cordella, A. & Paletti, A. (2019) Government as a platform, orchestration, and public value creation: the Italian case. *Government Information Quarterly*, 36 (4). ISSN 0740-624X
- Cordella A. & Willcocks L., 2012. Government policy, public value and IT outsourcing: The strategic case of ASPIRE. *The Journal of Strategic Information Systems*, 21(4), pp.295–307.
- Dunleavy P., 2005. New Public Management Is Dead—Long Live Digital-Era Governance. *Journal of Public Administration Research and Theory*, 16(3), pp.467–494.
- Eriksson O. & Goldkuhl G., 2013. Preconditions for public sector e-infrastructure development. *Information and Organization*, 23(3), pp.149–176.
- Fishenden J. & Thompson M., 2013. Digital Government, Open Architecture, and Innovation: Why Public Sector IT Will Never Be the Same Again. *Journal of Public Administration Research and Theory*, 23(4), pp.977–1004.
- Fitzgerald B., 2011. Adopting open source software: a practical guide, Cambridge, Mass: MIT Press.
- Janssen M., Charalabidis Y. & Zuiderwijk A., 2012. Benefits, Adoption Barriers and Myths of Open Data and Open Government. *Information Systems Management*, 29(4), pp.258–268.
- Kim, B. J. (2015). Political efficacy, community collective efficacy, trust and extroversion in the information society: Differences between online and offline civic/political activities. *Government Information Quarterly*, 32(1), 43–51.
- Lanzara, G.F. "Buiding digital institutions: ICT and the rise of assemblages in government" in Contini, F., and Lanzara, G.F. (Ed.) *ICT and innovation in the public sector* Pelgrave, London, 2008
- Meijer A.J., 2008. E-mail in government: Not post-bureaucratic but late-bureaucratic organizations. *Government Information Quarterly*, 25(3), pp.429–447.
- Nogrsek J. & Vintar M., 2014. E-government and organisational transformation of government: Black box revisited? *Government Information Quarterly*, 31(1), pp.108–118.
- O'Reilly T., 2011. Government as a Platform. *Innovations: Technology, Governance, Globalization*, 6(1), pp.13–40.
- Panagiotopoulos, P., Klievink, B. and Cordella, A., 2019. Public value creation in digital government.
- Sandoval-Almazan R. & Ramon Gil-Garcia J., 2014. Towards cyberactivism 2.0? Understanding the use of social media and other information technologies for political activism and social movements. *Government Information Quarterly*, 31(3), pp.365–378.
- Shah R.C., Kesan J.P. & Kennis A., 2008. Lessons for Government Adoption of Open Standards: A Case Study of the Massachusetts Policy. *Journal of Information Technology & Politics*, 5(4), pp.387–398.

Assessment: Essay (60%, 3000 words) and project (40%, 12000 words) in the WT and ST.

The project coursework will be done in groups.

MG480 Half Unit Foundations of Human Resource Management: Theory and Practice

This information is for the 2024/25 session.

Teacher responsible: Dr Jiaqing (Kathy) Sun, MAR 5.10

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

Course content: The course examines central issues pertinent to the theory and practice of Human Resource Management (HRM). It introduces students to a range of theoretical perspectives which underpin organisations' HRM practice. It also reviews challenges involved in the design, implementation and evaluation of both overall HRM strategy and specific practice areas. In this respect the course reviews HR practices in the areas of recruitment and selection, job redesign, compensation, employee voice and conflict, engagement, retention and attrition, performance management and appraisal, and strategic HRM.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Students are expected to read widely in the appropriate journals; a detailed reading list will be provided at the start of the course.

For students who have not formally studied Human Resource Management previously and/or would like an introduction to course fundamentals, the following textbook is recommended:

- Torrington, et al. (2017). *Human Resource Management*. 10th edition.

For student who already have an understanding of Human Resource Management foundations, the following textbook is recommended as it encompasses more than a fundamental text:

- Boxall, P.; Purcell, J.; & Wright, P. (2008): *The Oxford Handbook of Human Resource Management*, Oxford University Press.

Additional textbooks of interest include:

- Boxall, P. and Purcell, J. (2016) *Strategy and human resource management*. 4th ed. Palgrave
- Marsden, D (1999) *A theory of employment systems*, Oxford University Press.

Assessment: Essay (90%, 2000 words) in the WT.

Class participation (10%).

MG481 Half Unit Innovating Organisational Information Technology

This information is for the 2024/25 session.

Teacher responsible: Dr William Venters MAR 4.33

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: A basic knowledge of computing, including hardware and software.

Course content: The course provides students with a practical and theoretical insight into the processes and practices of developing contemporary digital systems and technologies. The course reflects the diversity of contemporary information systems contexts; discussing how we should manage the development of digital systems and services. The course focuses on new technologies and practices including cloud computing, Software as a Service, mobile and ubiquitous information technology, innovating customer relationship management, DevOps and Agility. The changing architectures of information systems towards

an Internet based cloud computing services are key themes of the course. Attention is however also given to the development of traditional information management systems which remain important within enterprises. The course also discusses the development challenges in small start-ups leveraging existing development platforms. Particular attention is given to problem structuring and problem design issues within such complex settings using Soft Systems Methodology and the Unified Modeling Language as a toolkit. Agile methods form a core part of the teaching. To ensure that students gain practical experience we include a one-week intensive Sprint project run during reading week in which outside consultants present a "real-world" case study of systems development and the groups undertake to rapidly analyse and design a proposal for a technical solution. This allows students to support their theoretical understanding with a strong practical experience of the pressures and difficulties of systems development today. The group sprint project provides a realistic experience of developing systems within a consulting role and is supported by classes and question and answer session and face to face discussion. Students gain an understanding of the benefits and difficulties of working within and leading a small team under pressure.

Teaching: 20 hours of lectures, 5 hours of lectures and 10 hours of seminars in the AT.

8 hours of these lectures, and 5 hours of classes will occur be during the "Bootcamp" Sprint week which runs during reading week (Week 6) of AT.

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Formative coursework: Students discuss articles, practice systems development techniques, and critically evaluate their success. Formative feedback is provided on class participation. Formative feedback is provided within the Sprint Project by outside experts.

Indicative reading:

- Avison, D. & G. Fitzgerald, *Information Systems Development: Methodologies, Techniques and Tools*, McGraw Hill, 2006.
- Beck, K. and C. Andres (2005). *Extreme Programming Explained*. Addison-Wesley; Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press.
- Beynon-Davis, P. (2019) *Business Information Systems*, Red Globe Press *This is a textbook on information systems and well regarded. We do not use a textbook in this course and will not refer to this book but if you feel more comfortable with an easy to access textbook on key ideas this is a good place to start.
- Checkland, P. and J. Poulter (2006). *Learning for Action*. John Wiley and Sons.
- Evans, D. S. & R. Schmalensee (2016): *The Matchmakers*. Harvard Business Review Press.
- Fowler, M. (2004): *UML distilled*. Addison-Wesley Professional.
- Ghobadi, S., & Mathiassen, L. (2016). Perceived barriers to effective knowledge sharing in agile software teams. *Information Systems Journal*, 26(2), 95-125.
- Greenfield, A. (2017). *Radical technologies: The design of everyday life*, Verso Books.
- Jarvis, J. (2009): *What Would Google Do?* Collins.
- Kim, G (2019) *The Unicorn Project: A Novel about Developers, Digital Disruption, and Thriving in the Age of Data*
- Kim, G., Behr, K., & Spafford, G. (2022). *The Phoenix Project: A Novel about IT, DevOps, and Helping Your Business Win*. Trade Select.
- Knapp, J., J. Zeratsky and B. Kowitz (2016). *Sprint: How to solve big problems and test new ideas in just five days*, Simon and Schuster.
- Mathiassen, L., J. Pries-Heje, & O. Ngwenyama (2000): *Improving Software Organizations*. Addison Wesley.
- Melville, N., & Kohli, R. (2021). Roadblocks to Implementing Modern Digital Infrastructure: Exploratory Study of API Deployment in Large Organizations 54th Hawaii International Conference on System Sciences.

- Monson-Haefel, R. (2009): *97 Things Every Software Architect Should Know*. O'Reilly Media, Inc.
- Paterno, F., & Santoro, C. (2019). End-user development for personalizing applications, things, and robots. *International Journal of Human-Computer Studies*, 131, 120-130. <https://doi.org/10.1016/j.ijhcs.2019.06.002>.
- Polyviou, A., Pouloudi, N., & Venters, W. (2023). Cloud computing adoption decision-making process: a sensemaking analysis. *Information Technology & People*. <https://doi.org/10.1108/itp-02-2022-0139>.
- Polyviou, A., Venters, W., & Pouloudi, N. (2023). Distant but close: Locational, relational and temporal proximity in cloud computing adoption. *Journal of Information Technology*. <https://doi.org/10.1177/02683962231186161>
- Reis, E. (2011): *The Lean Startup*. Crown Business.
- Rittinghouse, J.W. & Ransome, J.F. (2009): *Cloud Computing*. CRC Press.
- Rolland, K., Mathiassen, L., & Rai, A. (2018). Managing Digital Platforms in User Organizations: The Interactions Between Digital Options and Digital Debt. *Information Systems Research*, 29(2), 419-443. <https://doi.org/10.1287/isre.2018.0788>.
- Rinta-Kahila, T., Penttinen, E., & Lyytinen, K. (2023). Getting Trapped in Technical Debt: Sociotechnical Analysis of a Legacy System's Replacement. *MIS Quarterly*, 47(1), 1-32. <https://doi.org/10.25300/misq/2022/16711>.
- Sommerville, I. (2010): *Software Engineering*. Addison Wesley.
- Vial, G. (2019). Understanding digital transformation: A review and a research agenda. *The Journal of Strategic Information Systems*, 28(2), 118-144. <https://doi.org/10.1016/j.jsis.2019.01.003>.
- Wang, P. (2021). Connecting the Parts with the Whole: Toward an Information Ecology Theory of Digital Innovation Ecosystems. *MIS Quarterly*, 45(1), 397. <https://doi.org/https://doi.org/10.25300/MISQ/2021/15864>.
- Willcocks, L., W. Venters, & E. Whitley (2014): *Moving To The Cloud Corporation*. Basingstoke: Palgrave Macmillan.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Project (50%) in the AT.

A two-hour unseen examination taken in the ST (50%). The team 'boot camp' project in Week 6 of the AT (50%).

MG482 Half Unit Innovation and Technology Management

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Liebenau MAR 5.30

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>)

Course content: The main focus of this course is on how innovative technologies are managed and their consequences. It includes technological innovation in areas such as telecoms, hi tech industries, pharmaceuticals, biotechnology, space technology, financial technologies. Aspects covered are how new industries are created, how existing industries can be transformed by new technologies, linkages between technological development and the creation of wealth, and implementation success and failure of technological systems. Topics include: technology and entrepreneurship, technology strategy, R&D management, patents and intellectual property, disruptive radical and incremental innovation, technology policy. Economic, systems, managerial and sociological approaches will be compared using a variety of case

studies.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Classes are based around reading and discussing selected journal articles and case studies available on or through the course Moodle site. Formative feedback is provided on class participation. In addition, students will present an essay plan in preparation for the final case-based essay, on which formative feedback will be provided.

Indicative reading: JJ Howells, *The Management of Innovation and Technology*, Sage, 2005;
J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), *The Oxford handbook of innovation* (Series Oxford Handbooks in Business and Management), Oxford University Press, 2006;
D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998;
M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995;
M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999;
H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998;
C Perrow, *Normal Accidents: living with high-risk technologies*, Basic Books, 1984;
D Mowery & N Rosenberg, *Paths of Innovation: technological change in 20th century America*, Cambridge University Press, 1998;
Assessment: Essay (80%, 5000 words) in the WT.
Presentation (20%) in the AT.

MG483 Half Unit eHealth: Policy, Strategy and Systems

This information is for the 2024/25 session.

Teacher responsible: Dr Elzbieta Taylor MAR 4.26
Teacher known as Ela Klecun.

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Health and International Development and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: There are no prerequisites. Students should have some appreciation of information management and systems implementation issues, and some understanding of healthcare systems. A short set of readings will be provided for students who require this background understanding.

Course content: This course aims to give the students theoretical and practical insights into the key issues informing policy and practice for digitalisation of healthcare. It does not teach technical design or programming skills but rather it aims to develop 'hybrid professionals' able to bridge healthcare management and information technology worlds. Hence, students from all backgrounds are welcomed.

Healthcare is undergoing rapid transformation, with digital technologies playing an important role in this process. Telemedicine is enabling online delivery of services. Simulation modelling and population based management tools are increasingly utilised to better plan and manage health of populations and delivery of health services. Robotics and AI are hailed as breakthrough innovations. Many of the information technologies (IT) and service models utilized currently have existed

in some form for years. Their adoption has been hindered by complex regulatory, organizational, social and technical problems. In this course we will explore opportunities for transforming healthcare and challenges faced in planning for, developing and adopting digital services and underlying healthcare information systems and infrastructures. The approach taken in this course to understanding those issues is informed by a socio-technical perspective that considers society (institutions, rules and regulations, work practices and people) and technology as inter-related. Both lectures and seminars are dedicated to presenting different aspects of eHealth. The seminars consist of student-led, in-depth discussions on issues related to particular topics within eHealth. The course assignments offer the students an opportunity to critically engage with their chosen topic. Topics addressed in the course include: assessing the transformative potential of digital technologies for health, the evolution and current state of information systems in primary and secondary care with international comparisons, healthcare policies for digital technologies and information infrastructures, issues of information systems implementation and use, evaluation of IT and building of an evidence base, new trends in health IT. Selected application domains discussed include: electronic health records and national information infrastructures, medicine management systems and e-prescribing, health apps, big data and data analytics, AI and robotics.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the WT.
A reading week will take place in W6. There will be no teaching during this week.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Seminars are based around reading and discussing selected journal articles and case studies. Formative feedback on coursework is provided during seminars. In addition, students complete formative proposals for their essay on which written feedback is provided.

Indicative reading:

- Christensen, C., Grossman, J.H. and Hwang, J. (2009) *The Innovator's Prescription*. McGraw-Hill, New York.
- Coiera, E. (2015) *Guide to Health Informatics* (Third Edition), CRC Press.
- Lupton, D. (2017) *Digital Health: Critical and Cross-Disciplinary Perspectives*, Routledge, London.
- Rivas, H. and Wac K. (2019) *Digital Health: Scaling Healthcare to the World*, Springer International Publishing.
- Timmermans, S. and M. Berg (2003) *The Gold Standard: The Challenge of Evidence Based Medicine and the Standardization of Health Care*, Temple University Press, Philadelphia.
- Topol, E. (2012) *The Creative Destruction of Medicine: How the digital revolution will create better health care*, Basic Books, New York.
- Topol, E. (2015) *The Patient Will See You Now: The Future of Medicine Is in Your Hands*, Basic Books.
- Wachter, R. (2017) *The Digital Doctor: Hope, Hype, and Harm at the Dawn of Medicine's Computer Age*, McGraw-Hill, New York.
- Volpe, S. (ed.) (2022) *Health Informatics: Multidisciplinary Approaches for Current and Future Professionals*, Productivity Press, New York.

Assessment: Essay (85%, 4000 words) and class participation (15%) in the WT.

MG486 Half Unit Not available in 2024/25 Social Computing, Data Analytics, and Information Services

This information is for the 2024/25 session.

Teacher responsible: Prof Jannis Kallinikos and Dr Zhi Cheng
Dr Cheng is known as 'Aaron'.

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course is about the significance of digital data and the role they play in the current economy and society. The course reviews the technological arrangements, organisational forms and business models through and by means of which data are being produced and used. More specifically, the course pays attention to the role social media and commercial platforms play in engineering user participation to produce a computable data footprint that is subsequently used to develop a range of data-based resources and services.

The course also deals with the state-of-the-art data analytics techniques and methods used by social media and digital platforms to deploy personalisation strategies as a means of boosting user platform engagement and generating data. It covers the current and emerging approaches in data extraction, aggregation, predictive computing, personalisation and recommender systems, which shape the future of digital business strategy that builds on big data, machine intelligence and analytical thinking.

Overall, the course takes a unique approach to social media and commercial platforms by examining the data work they perform – encoding, aggregating, and computing – from the organisational, managerial and technical perspectives. The course blends theories, ongoing research insights, data analytics concepts and techniques, as well as real-life examples to analyse the socio-economic implications of these significant developments.

After students complete the course, they shall be able to:

- Explain the drives behind the evolution of social computing
- Understand data practices that underpin social computing and the digital economy
- Understand data infrastructures and ecosystems and the role they play in sustaining the operations of social media platforms and the digital economy
- Analyse business models of social media platforms
- Develop data-analytic thinking for decision-making in management and business
- Design a digital business strategy using the platform and algorithmic thinking
- Critically assess data-driven information services (e.g., personalisation, recommender systems) and their socio-economic implications.

Teaching: 20 hours of lectures, 9 hours of seminars and 3 hours of workshops in the WT.

The workshops will be dedicated to essay development. There is a Reading Week in Week 6. There will be no teaching during this week.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Written formative feedback is provided on the 500 words proposal for the summative essay.

Indicative reading: 1 Alaimo C. and Kallinikos J., (2017). Computing the everyday, *The Information Society* 33/4: 175-191.

2 Alaimo, C. & Kallinikos, J. (2019). Recommender Systems, in Beyes, T., Holt, R. and Pias, C. (eds.), *The Oxford Handbook of Media, Technology and Organization Studies*. Oxford University Press, pp. 401-411

3 Alaimo, C., Kallinikos, J., & Valderrama, E. (2020). Platforms as Service Ecosystems: Lessons from Social Media. *Journal of Information Technology*, 35(1), 25-48.

4 Aaltonen, A., Alaimo, C., & Kallinikos, J. (2021). The Making of Data Commodities: Data Analytics as an Embedded Process. *Journal of Management Information Systems*, 38/2: 401-429.

5 Anderson, C. (2009). *Free: The Future of a Radical Price*. Random

House.

6 Arthur, B. (2011). *The Second Economy*, McKinsey Quarterly, October 2011.

7 Baesens, B., Bapna, R., Marsden, J. R., Vanthienen, J., & Zhao, J. L. (2016). Transformational Issues of Big Data and Analytics in Networked Business. *MIS Quarterly*, 40(4), 807–818.

8 Baldwin, C. Y. & Woodard, C. J. (2009). The Architecture of Platforms: A Unified View. In A. Gawer, (ed.) *Platforms, Markets and Innovation*. Edward Elgar, Cheltenham, pp. 19–44.

9 Burkov, A. (2019). *Machine Learning Engineering*. LeanPub.

10 Chen, H., Chiang, R. H., & Storey, V. C. (2012). Business intelligence and analytics: From big data to big impact. *MIS Quarterly*, 36(4).

11 Dhar, V. (2013). Data science and prediction. *Communications of the ACM*, 56(12), 64–73.

12 Helmond, A. (2015). *The Platformization of the Web: Making Web Data Platform*

13 Hosanagar, K. (2019). *A Human's Guide to Machine Intelligence: How Algorithms Are Shaping Our Lives and How We Can Stay in Control*. Viking.

14 Kitchin, R (2014). *The data revolution: Big data, open data, data infrastructures and their consequences*. London: Sage.

15 Konstan, J and Riedl, J. (2012) Recommended for you. *Spectrum, IEEE*, 49(10), 54-61.

16 Lemahieu, W., vanden Broucke, S., & Baesens, B. (2018).

Principles of Database Management: The Practical Guide to Storing, Managing and Analyzing Big and Small Data. Cambridge University Press.

17 Parker, G, G, Van Alstyne, M. and Choudary, S. P. (2016).

Platform Revolution. London: Norton.

18 Provost, F., & Fawcett, T. (2013). *Data Science for Business: What you need to know about data mining and data-analytic thinking*. O'Reilly Media, Inc.

19 Swanson, B. E. (2021). When Data Becomes Infrastructure and our Lives Depend on it. Twenty-Ninth European Conference on Information Systems (ECIS) 2021.

20 Van Dijck, J. (2013). *The culture of connectivity: A critical history of social media*. Oxford: Oxford University Press.

Assessment: Essay (100%, 3000 words) in the WT.

MG487 Half Unit Innovation and Information Systems: Concepts and Perspectives

This information is for the 2024/25 session.

Teacher responsible: Dr Elzbieta Taylor MAR 4.26

Teacher known as Ela Klecun

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Management (1 Year Programme), MSc in Media and Communications (Media and Communications Governance) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: The course explores the theoretical foundations for the study of digital innovation and concomitant organizational and social change. It integrates concepts and perspectives from the field of information systems and a range of other disciplines of the social sciences. By the end of this course, students will be able to draw from existing theories to address critically issues of

digital innovation, organizational change and information systems management.

The lectures cover literature related to three broad themes: digital ecosystems; the socio-technical process of the construction of digital technologies; information technology and organizational change. For each of these themes we identify and discuss relevant theoretical concepts and perspectives. The discussion of theories is structured in terms of technical/rational and socially embedded approaches.

Teaching: 15 hours of lectures, 18 hours of seminars and 5 hours of workshops in the AT. 1 hour of lectures in the ST.

This course has a reading week in Week 6 of the AT. There will be no teaching during this week.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Formative feedback is provided at the seminars and the workshops. Seminars guide students to discuss selected journal articles that elaborate on concepts and theories introduced at the lectures. Workshops assist students to develop their critical literature review essay.

In addition, students will complete a formative essay of 750 words on which feedback will be provided.

A mock examination, shared with MG472 and MG481 will be held.

Indicative reading:

- Brynjolfsson E (2010), *Wired for innovation*, Cambridge, MA, The MIT Press
- Ciborra, C (1993) *Teams, Markets, and Systems: Business Innovation and Information Technology* Cambridge, Cambridge University Press.
- Ciborra, C. (2000) *From Control to Drift: The Dynamics of Corporate Information Infrastructures* Oxford, OUP.
- Gawer, A. (ed) (2009), *Platforms, Markets and Innovation*, Cheltenham, Edward Elgar.
- Latour, B. (2005) *Reassembling the Social: an Introduction to Actor-Network-Theory*. Oxford, OUP.
- Tiwana, A. (2013) *Platform Ecosystems: Aligning Architecture, Governance and Strategy*, Amsterdam, Elsevier.
- Willcocks, L., and Mingers, J. (2004) *Social Theory and Philosophy for Information Systems*, Chichester, Wiley.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 3000 words) in the AT.

MG488A

GMiM Capstone Course - Management in Action

This information is for the 2024/25 session.

Teacher responsible: Dr Emma Soane (MAR 5.39) and Dr Rebecca Newton

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: The GMiM Capstone Course builds connections between management theory and practice and aims to equip students with the skills necessary to succeed in their managerial careers. MG488 runs throughout the first and second years of the Global Master's in Management.

First year students attend MG488A sessions during the first year of the programme. The MG488A programme comprises five speaker-led sessions for each of Autumn Term and Winter Term. The remaining sessions can be used by students to have one to one meetings with a Careers Consultant or a member of the Capstone team from the Department of Management. Second year students are welcome to attend MG488A sessions.

Teaching: 7 hours and 30 minutes of lectures in the AT. 7 hours and 30 minutes of lectures and 1 hour of seminars in the WT.

Year 1

GMiM Capstone Lectures run once a fortnight throughout the Autumn and Winter Terms. First year students are expected to attend all sessions. Students will also participate in a 30-minute blog group meeting in either the Autumn or Winter Term.

Additionally, there is a 60-minute assignment information session in the Winter Term to help students prepare for their assignments. In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students are invited to produce one essay in the Winter Term of their first year. The formative essay does not count towards grades but is an opportunity to get essay feedback in preparation for the summative essay.

One essay title will be made available in Winter Term of the first year. Students produce an individual essay which considers the links between theory and practice. Essays will be submitted in the same term of the first year.

Indicative reading: Recommended readings will be provided for Capstone lectures when relevant.

Assessment: Essay (25%, 2000 words) in the AT.

Project (65%) and class participation (10%) in the AT and WT.

Essay: due in Autumn Term of the **second year**. See individual summative assignment below.

Project: See MG488B course guide for details.

Attendance at Capstone lectures – 10% of total course marks.

Students are required to attend 10 Capstone lectures over the two years of the programme, with credits for attendance attached pro-rata to each session. Students must engage fully with session activities in order to receive attendance credit. It is recommended that students attend the 10 Capstone lectures in the first year of the programme.

Individual Summative Assignment – 25% of the total course marks. In year 2, students will write an academic essay on one of the Capstone lecture topics. Essay questions will be provided by the MG488 course team and will be made available in Spring Term of the first year. Essays must consider application of management theory and practice. Students will submit their essays in the Autumn term of the second year.

MG488B Half Unit

GMiM Capstone Course - Management in Action

This information is for the 2024/25 session.

Teacher responsible: Dr Nadia Millington MAR 5.37

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Pre-requisites: Students must have completed GMiM Capstone Course - Management in Action (MG488A).

Course content: The capstone/ business project provides an opportunity to apply, integrate, and/ or deepen the knowledge, insights, and skills that students learn in the GMiM Master's programme at LSE or an affiliate university that forms part of CEMS.

The project is a quasi-academic/ applied project which aims to analyse a real-world problem in a broadly related domain of the master's program at one of LSE's corporate partners.

More specifically a quasi-academic / applied project requires students to support their analysis of the client partner's challenge / brief, with relevant theory - sourced from academic journals - and with some primary data collection, leading to an evidence-based analysis and compelling recommendations. Every effort must be made to collect some first-hand evidence using standard research methodologies, but in different ways and to different degrees depending on the project.

Criteria for evaluation:

- 1 Clarity of Project Scope: Assesses the coherence and precision of the project's objectives and deliverables.
- 2 Use of Academic Theory and Research: Assesses how effectively theory and research from academic journals, whether taught in the degree program or independently sourced, are utilised to enhance the analysis and recommendations of the project.
- 3 Robustness of Research Methodology: Evaluates the quality and reliability of the data collection and data analysis approaches employed.
- 4 Strength of Recommendations: Assesses the thoroughness and implementability of the recommendations in the context of the client partner's objectives and deliverables.
- 5 Quality of Final Presentation: Considers the effectiveness of the final presentation, including oral clarity, slide design, presentation flow and overall delivery.
- 6 Effectiveness of Client Management: Additionally, your effectiveness in managing client interactions and meeting their needs will be considered.

Project details:

The projects will be sourced by LSE and are allocated, on average to groups of 4-6 students.

Client partners range from large multinational organisations to small social enterprises, located both in the UK and globally.

Students will be asked to indicate their project preferences and every aim will be made to place students in one of their preferred projects by week 3 of the term.

Teaching: Within the first 3 weeks of the term, the course leader is responsible for 3 separate lectures

- Course introduction
- Project Introduction
- Project kick-off

Further details about these sessions can be found in your timetable.

In the third week of the term/ beginning of the 4th week, each team will be provided with a dedicated faculty coach who will

1 provide guidance and advice throughout your project

2 approve your research ethics form - Student groups must complete an online Ethics Review form for their project.

3 if required, co-sign a non-disclosure agreement with your client partner and other members of your team. Should the client request one, a standard LSE non-disclosure agreement is available (see Moodle/ dom.gmim), but students may also be required to sign company-specific non-disclosure agreements.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students are expected to work with their client to produce work products as agreed including progress reports. It is important to establish expectations around feedback and interim progress reports, with your clients early.

The faculty coach may also require sight of certain work products to keep the team on track, but there is no formal deadline for any formative course work as each project is so idiosyncratic.

Indicative reading: There are no specific readings for this course since all the projects differ greatly. However, many student groups utilise interviews / qualitative research as part of their data collection. The following book is particularly useful: An Introduction to Qualitative research – UWE Flick.

Assessment: Project (65%) and class participation (10%) in the AT and WT.

Essay (25%, 2000 words) in the AT.

Student groups will be assessed via:

- An oral presentation (approx. 30 minutes)
- Written material - PowerPoint Slides of the oral presentation + appendices illustrating evidence in support of analysis and recommendations. There is no specific word count for this submission, but all written material must conform to LSE standards of post-graduate academic work, including explicit prohibitions against plagiarism.

Deadline for presentations will be established in the first week of the course.

For details relating to class participation and the essay, see MG488A course guide.

MG492 Half Unit

Data Governance: Privacy, Openness and Transparency

This information is for the 2024/25 session.

Teacher responsible: Prof Edgar Whitley (MAR.4.32)

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>)

Course content: The course provides a detailed consideration of the key elements of the concept of informational privacy, the open data movement and transparency. These topics lie at the intersection of diverse contemporary issues including, public sector reform, human rights, digital ecosystems and social networking, and the global and national regulation of business. The course content is international in focus, and reviews contemporary issues arising from new technologies, new policies of governments, new practices and business models in the private sector. Topics include personal privacy and identity systems; motivations for information sharing and transparency and its potential for driving beneficial change; transformations in the management of government information and processing practices; the technological and regulatory challenges faced by public sector and business; the protection of sensitive personal data including medical and financial information; data-mining in the context of national security and anti-terrorism policies; communications surveillance policies; behavioural studies of privacy attitudes and the evolution of trust and consent in online environments. The course enables students to develop their understanding of the challenges presented by new informational regimes, their regulatory development and emerging governance structures.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT.

A reading week will take place during Week 6. There will be no teaching during this week.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Classes are based around reading and discussing selected journal articles. Formative feedback is provided on class participation. In addition, students will complete a formative essay plan on which feedback will be provided.

Indicative reading:

- Elliot, M., Mackey, E., O'Hara, K., and Tudor, C. (2020). The anonymization decision-making framework (Second edition.), UKAN Manchester (available at <https://ukanon.net/framework/>).
- ENISA (2015). Privacy and Data Protection by Design, (available at <http://www.enisa.europa.eu/activities/identity-and-trust/library/deliverables/privacy-and-data-protection-by-design>).
- van Maanen, G. (2023). Studying open government data: Acknowledging practices and politics, Data & Policy 5.
- Kaye, J., Whitley, E. A., Lund, D., Morrison, M., Teare, H., and Melham, K. (2014). Dynamic Consent – A Patient Interface for 21st Century Research Networks, European Journal of Human Genetics 23(2), 141–146.
- Murray, A. (2010). Chapter 18: Data protection, in Information technology law : the law and society , Oxford University Press

Oxford

- Solove, D. J. (2008). Privacy: A concept in disarray, in *Understanding privacy*, Harvard University Press Cambridge, Mass., 1–11
- Whitley, E. A., Gal, U., and Kjaergaard, A. (2014). Who do you think you are? A review of the complex interplay between information systems, identification and identity, *European Journal of Information Systems* 23(1), 17–35.

Assessment: Coursework (20%, 800 words) and essay (70%, 5000 words).

Class participation (10%) in the WT.

10% class participation.

20% 800 word "blog" article that summarises the key argument of the research essay.

70% 5000 word research essay on an approved topic

MG493

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Bethania Mendes De Brito Antunes MAR 5.27

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

Course content: This course consists of an academic dissertation in which students explore a research question that is grounded in the academic literature. While students will be assigned a dissertation supervisor, the supervisor will only provide guidance as needed – students are expected to take the lead and demonstrate their ability to conduct independent research. Students can also apply for a Links project and, if accepted, will conduct research on an HR question posed by the Links sponsor. More information about Links projects will be provided in class.

Teaching: 15 hours of lectures in the AT. 1 hour and 30 minutes of lectures in the WT.

Lectures in AT will introduce students to planning a research project and to quantitative and qualitative research methods. Students will be expected to work independently on preparing a dissertation proposal, to be submitted at the end of AT. Supervisors will be assigned during the first few weeks of WT. Students selected for the Links Project will have 1.5 hours of lectures in the Winter Term (WT).

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will work with their dissertation supervisors in order to gauge their progress.

Indicative reading: Students will be instructed on how to conduct literature searches to find readings relevant to their research project.

Assessment: Dissertation (100%).

MG496

Study Skills and Contemporary Topics in Information Systems and Digital Innovations

This information is for the 2024/25 session.

Teacher responsible: Dr Antonio Cordella MAR 4.35

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.

Course content: This course provides students with both a

broader context for the study of information systems and digital innovation as well as the essential skills relevant to the MISDI programme.

The course will discuss the most contemporary trends in information systems and digital innovation and provide an overview of the changing nature and environment of information technology. It will include seminars by various visiting speakers from academia and industry who discuss a wide range of issues relevant to contemporary information systems. It will also offer an overview of different IS research domains and trends.

Career advice, study skills, and other practical skills will be provided.

Teaching: 10 hours of lectures in the AT. 10 hours of lectures in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading: Burrell, J. 2016. "How the Machine 'Thinks': Understanding Opacity in Machine Learning Algorithms," *Big Data & Society* (3:1), p. 2053951715622512.

Kohli, R. and Melville, N.P., 2019. Digital innovation: A review and synthesis. *Information Systems Journal*, 29(1), pp.200-223.

Nambisan, S., Lyytinen, K., Majchrzak, A. and Song, M., 2017. Digital Innovation Management: Reinventing innovation management research in a digital world. *Mis Quarterly*, 41(1).

Rossi, M., Mueller-Bloch, C., Thatcher, J.B. and Beck, R., 2019.

Blockchain research in information systems: Current trends and an inclusive future research agenda. *Journal of the Association for Information Systems*, 20(9), p.14.

Other books and journal articles will be recommended.

Assessment:

The course is not formally assessed.

MG497 Half Unit

Dissertation: MSc Management and Strategy

This information is for the 2024/25 session.

Teacher responsible: Dr Jörn Rothe, MAR.6.13

Availability: This course is compulsory on the MSc in Management and Strategy. This course is not available as an outside option.

Course content: The dissertation consists of a research project within the subject of management. Students work on this project individually under the guidance of a dissertation advisor. The dissertation should make a contribution towards understanding a topic or question related to management based on original analysis and empirical evidence.

Teaching: There will be an introductory meeting, which will set out the requirements for the dissertation, the process, caution of plagiarism, etc. After this meeting students are welcome to approach staff with preliminary ideas in one-to-one meetings. In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will submit a preliminary proposal by the end of Autumn Term and will be allocated a dissertation advisor, under whose guidance they will complete a detailed project proposal by the end of Winter Term. Students work on their dissertation over the summer, with supervision available until the end of the Summer Term.

Assessment: Dissertation (100%, 6000 words) in the post-spring term.

MG4A1

Introduction to Studying for GMiM

This information is for the 2024/25 session.

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

Course content: The course is divided into the following subject areas:

- Introduction to maths for economics
- Impact and Influence for Young Professionals
- Careers
- Alumni
- Introduction to quantitative analysis: Installing and navigating R
- Understanding company accounts

Introduction to maths for economics

This is for all students and the key learning objectives cover:

- 1 How to compute and draw the slope and the intercepts of a linear function.
- 2 How to graph a function: linear, quadratic, min, max,
- 3 Solving a linear equation of degree one and solving a linear system of two equations and two unknowns.
- 4 Partial derivatives of a polynomial in one variable. Differentiation of a polynomial and a Cobb-Douglas function of two variables with respect to each variable. Finding the maximum or the minimum of a one-variable function.
- 5 Computing the expectation of a discrete random variable.

Impact and Influence for Young Professionals

For one day students attend an engaging and highly participative workshop at the Royal Academy of Dramatic Arts, covering a variety of topics including communication styles, personal behaviour insights, physical presence, vocal presence, overcoming stage fright, influencing others, structuring presentations, handling challenging questions, networking and making a positive first impression. Individual coaching and feedback is provided throughout the day, with a focus on increasing self-awareness and personal impact.

Careers

Various interactive sessions are delivered throughout the two weeks by our dedicated GMiM Careers Consultant. This includes: Kick Start Your Job Application, Start Your Internship Search and Team Dynamics. 1-2-1 sessions are also available to book throughout the two weeks.

Alumni

Alumni are invited to a panel(s) to share their experiences of GMiM and where they are now. A variety of alumni are invited to attend and network with students, with the aim that the panel is made up of diverse career pathways and GMiM second year tracks.

Introduction to quantitative analysis: Installing and navigating R

Students will attend an R workshop to install R and RStudio. The session will provide an introduction to:

- the RStudio environment and the application to MY courses
- understanding R syntax and basic R concepts (calculations, variables, and vectors)

R is the statistical programming language that is used in MY451 (Introduction to Quantitative Analysis). MY451 is one of the core courses in the Autumn term. While no prior knowledge of R (or indeed statistics) is assumed for MY451, this workshop can help smooth your first few weeks. All students will be provided with instructions of how to download the R package onto their laptop and navigate within the programme.

Understanding company accounts

Two pre-recorded online lectures are available for students to watch during pre-sessional.

Writing Skills for postgraduates

Sessions titled 'Navigating the GMiM' take place throughout the two weeks, including discussion about writing skills. This is particularly helpful for students who have backgrounds outside the social sciences and humanities who are transitioning to postgraduate work. Topics covered include identifying and making an argument and the fundamentals of essay writing.

Teaching: Sessions will be delivered during the two week pre-sessional activities prior to Autumn Term. Rounding out the schedule is a full programme of talks and activities designed to smooth your transition to postgraduate study at LSE.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading: Introduction to maths for economics:

The following book is good and it is open source.

- Link: <chrome-extension://efaidnbmninnbpcjpcglcglcfindmkaj/https://www.stitz-zeager.com/Precalculus4.pdf>

The chapters we cover:

- Chapter 1 (functions).
- Subchapter 8.1
- Appendix A.6 (systems of equations).

These readings should cover points 1-3 of the key learning objectives above. We strongly recommend that students read this in advance of the pre sessional if they are new to this material.

Introduction to quantitative analysis: Installing and navigating R:

If you are new to statistics MY451 starts from first principles and there is no requirement to do any pre reading. However, you may wish to look at the MY451 course pack to give you a head start:

- The course pack for MY451 is available to download at: <https://lse-methodology.github.io/MY451/>. You can also find it on the Moodle page of MY451 when it is open for enrolment.
- Spiegelhalter, D., 2019. The art of statistics: Learning from data. Penguin UK. An accessible and engaging introduction to statistics.

Assessment:

No formal assessment. Students may sit a mock exam at the end of the introduction to maths for economics course based upon the material to aid learning.

MG4A3 Half Unit

Incentives and Governance in Organisations

This information is for the 2024/25 session.

Teacher responsible: Dr. Pawel Dziejewski

Availability: This course is compulsory on the MSc in Management and Strategy. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Marketing and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: A knowledge of Mathematics and Economics.

Course content: The course uses economic theory to gain insight into issues related to internal organisation, structure, and management of firms. The course will draw on various fields including management science, industrial organisation and microeconomics. The course deals with three main topics:

- the provision of incentives in organisations;
- the use of information in markets and firms, and;
- the relationship between organisational structures and decisions.

A major theme concerns the question of how to provide incentives efficiently in organisations. Other important themes include efficiency, coordination, incompleteness of contracts and the use of the market versus internal exchange. The implications of asymmetric information are examined. Corporate governance is discussed in a principal-agent framework.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line

with Departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading: Main text:

• Roberts J (2004), *The Modern Firm. Organizational Design for Performance and Growth*, Oxford University Press, UK.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG4A5 Half Unit Behavioural Strategy

This information is for the 2024/25 session.

Teacher responsible: Dr Veronica Rappoport, MAR.6.28

Availability: This course is compulsory on the MSc in Management and Strategy. This course is available on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: The objective of this course is to provide students with a critical appreciation of economics and game theory relevant for strategic management. This course will help students to understand how managers in the real world ought to read situations from an economic and strategic angle. The course emphasises the participation of firms in global markets, both for inputs of production as for output sales. Attention will be given to conceptual underpinnings.

Teaching: 30 hours of seminars in the AT.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be given formative feedback on group work undertaken during the weekly seminars.

Indicative reading: Reading material will be provided via Moodle

Assessment: Exam (85%, duration: 2 hours) in the January exam period.

Class participation (15%) in the AT.

MG4A6 Half Unit Strategic Competitive Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Jörn Rothe, MAR.6.13

Availability: This course is compulsory on the MSc in Management and Strategy. This course is not available as an outside option.

Pre-requisites: Students must have completed Behavioural Strategy (MG4A5).

Course content: The aim of this course is to build on and integrate industrial economics, game theory and management strategy to develop a framework for thinking about competition within markets and industries. Game theory provides the abstract theory of strategic interaction, and microeconomics (specifically industrial economics) provides the background on demand, production, and market structures. In this course we discuss the integration and application of these approaches in thinking about competitive strategy for firms in markets.

This course focuses on the strategic aspects of competing against other firms within the same industry

The course focuses on the strategic aspects of competing against other firms within the same industry. It starts with an introductory industry case study, and then investigates why a purely empirical approach to strategy cannot work. It then covers market definition,

market structure, factors of production, and the estimation of cost and demand. It then analyses price competition in its relationship with market structure, first from a static perspective, which is then extended to a two-stage and then a fully dynamic perspective, which allows analysing collusion and price wars. The course then focuses on the strategic dimension of innovation and competition in R&D, discusses market entry and exit, and brings the topics together in an example of an intra-industry study of strategic competition. In this way the course provides a theoretical framework and relates theory to examples and case studies.

Teaching: 20 hours of lectures and 8 hours of seminars in the WT. 2 hours of lectures and 1 hour of seminars in the ST.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading: There is no fully adequate textbook for this course.

Indicative texts for background reading are David M. Kreps, *Microeconomics for Managers*, 2nd edition, Princeton University Press, 2019 (selected chapters) and D Besanko, D Dranove, M Shanley and S Schaefer, *Economics of Strategy*, 7th edition, Wiley, 2017.

A detailed reading list will be provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG4A8 Half Unit Strategy for the Information Economy

This information is for the 2024/25 session.

Teacher responsible: Dr Jörn Rothe, MAR.6.13

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: Basic knowledge of economics.

Course content: The internet has created many new market opportunities. Web-based technology allows for new kinds of products and market interactions. Understanding the design and functioning of these new markets is central for business strategy. This course develops the relevant economic principles and applies them to the formulation of strategies for the provision of information goods and the competition between online market platforms.

The course examines the strategic aspects of the provision of information goods (such as news, music, software, search results) and strategic competition in platform markets. Topics include the pricing of information goods, versioning and bundling, switching costs and network effects. The course provides a theoretical framework and relates theory to examples and case studies.

Teaching: 10 hours of lectures and 9 hours of seminars in the AT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Two exercise sets.

Indicative reading: Hal R. Varian: *Intermediate Microeconomics*,

W.W.Norton, 2014 (selected chapters); Carl Shapiro and Hal R. Varian: Information Rules, HBS Press, 1999 (selected chapters). A detailed reading list will be provided at the beginning of the course.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG4A9 Half Unit

Business Strategy, Management and Analytics

This information is for the 2024/25 session.

Teacher responsible: Dr Xu Li

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD) and MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

Course content: A basic grounding in the key management disciplines for students specialising in Human Resource Management. The aim of the course is for students to acquire a general understanding of the business and managerial context in which human resource management takes place. Course contents include management theory, business strategy, creativity and innovation management, accounting and finance. Successful students will become intelligent discussion partners on these subjects and critical readers of strategic and financial information and the business press.

Teaching: 20 hours of lectures and 20 hours of seminars in the AT. 2 hours of lectures in the ST.

Students are expected to prepare for, and contribute to, the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will complete a formative assessment. Details will be provided in class.

Indicative reading: Grant, R. (2021) Contemporary Strategy Analysis, 11th Edition

Flamholtz, E. (1993) Human Resource Accounting, 3rd Edition

Kaplan, R. & Atkinson, A. (2014) Advanced Management Accounting, 3rd Edition

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Group essay (40%) and class participation (10%).

MG4B1 Half Unit

Corporate Strategy

This information is for the 2024/25 session.

Teacher responsible: Dr Jordi Blanes I Vidal MAR 6.08

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: Students will need to have some understanding

of microeconomics and knowledge of basic statistical methods would be an advantage

Course content: This course is an introduction to the strategic management of modern diversified firms. It studies how the firm's portfolio of products and its internal organisation can be designed to maximise corporate performance.

The course addresses the following questions facing modern managers: what products and activities should the firm focus on? Which tasks should be subcontracted and which should be carried out inside the firm? How should the firm be organised internally in order to coordinate and motivate employees, managers and other stakeholders? How should the firm's scope and internal organisation adapt to changes in the environment?

Teaching: 30 hours of lectures in the WT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be required to undertake the analysis of two Corporate Strategy problems which will be marked and handed back with feedback.

Indicative reading: Corporate Strategy, Tools for Analysis and Decision-Making, Phanish Puranam and Bart Vanneste, First Edition, Cambridge University Press, 2016.

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Class participation (20%).

MG4B3 Half Unit

International Marketing: A Strategic Approach

This information is for the 2024/25 session.

Teacher responsible: Prof Amitav Chakravarti MAR 6.31

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Management and Strategy, MSc in Operations Research & Analytics, MSc in Social Innovation and Entrepreneurship and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of a simulated case study to develop participant's skills at analysing and making sense of complex real world business situations.

Teaching: 30 hours of seminars in the AT.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in

the classroom.

Indicative reading:

- Baker, M. J. and Saren, M. (eds.) (2014) *Marketing theory: a student text*. SAGE Publications Ltd. (2nd Edition).
- Alex Chernev (2011), *Strategic Marketing Management* (6th edition), Cerebellum Press
- Philip Kotler and Gary Armstrong (2001), *Principles of Marketing* (9th edition), Prentice Hall
- Philip Kotler and Kevin Keller (2011), *Marketing Management* (14th edition), Pearson PrenticeHall
- Homburg, C., Kuester, S. and Krohmer, H. (2009), *Marketing Management: A Contemporary Perspective*, McGrawHill
- Jobber, D. (2010), *Principles and Practice of Marketing* (6th edition), McGrawHill
- Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan

Further references will be provided at the commencement of the course.

Assessment: Take-home assessment (50%), group project (40%) and class participation (10%) in the AT.

The group project is a non-assessed presentation and an assessed project report of 2,500 word max.

The take-home assessment is an individual assignment.

MG4B6 Half Unit

Design and Management of Organisations

This information is for the 2024/25 session.

Teacher responsible: Prof Yona Rubinstein MAR 6.26

Availability: This course is compulsory on the MSc in Management and Strategy. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: In this course we investigate aspects of management and the internal organisation of the firm from birth to end.

What makes a successful entrepreneur? Are managers subject to human biases in decision making?

Our starting point is that entrepreneurs and managers are human. We neglect neither general heuristics nor biases exhibited by individuals and groups and their impact on firms' performance.

We further recognise that they make decisions in situations in which information is not perfect and not symmetrically shared, neither internally with their employees nor externally. We also consider the capabilities of organisations to design management strategies to cope with that.

How can firms attract and select the 'right' employees? Can pay and promotions be structured to screen the best workers and extract their efforts? Should firms develop employees' talent and if so, how? Why do firms form teams and how are these used most effectively? Do experts follow the crowd? Why do they turn to be "yes-men"? Can pay incentives be structured to motivate experts to share their private knowledge?

Design and Management of Organisations introduces students to a set of conceptual tools to cope with these key managerial challenges and critically evaluate contemporary management approaches.

The organising principle of much of the content of the course has its conceptual origins in economic strategy and behavioural economics applied to issues that are relevant to management. Additionally we draw upon findings from psychology and sociology.

The course complements MG4A3 (Incentives and Governance in Organisations) but can be taken as a stand-alone course.

Teaching: 33 hours of combined lecture/seminars in the WT and 2 hours of combined/lecture seminars in the ST. Students on this course will have a reading week in Week 6, in line with Departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 problem sets in the WT.

Multiple exercises will be provided throughout the term and will be discussed during lectures and review sessions. In addition a major problem set will be circulated at the end of the week 5. This problem set will be discussed in class for feedback purposes only.

Indicative reading: The first set of slides will be provided during lecture 1 and subsequent sets will be posted online. These slides constitute the backbone of the course. You are expected to flesh out the slides using models, graphs, and examples discussed during the lectures.

Additional readings:

Kenneth J. Arrow. 1973. The Theory of Discrimination, in O. Ashenfelter and A. Rees (eds.), *Discrimination in Labor Markets*, Princeton, NJ: Princeton University Press.

Abhijit V. Banerjee. 1992. A Simple Model of Herd Behavior. *The Quarterly Journal of Economics* 107(3): 797-817.

Nicholas Bloom and John Van Reenen. 2007. Measuring and Explaining Management Practices Across Firms and Countries. *The Quarterly Journal of Economics* 122(4): 1351-1408.

David De Meza and Clive Southey. 1996. The borrower's curse: Optimism, finance, and entrepreneurship. *Economic Journal* 106: 375-386.

James J. Heckman and Yona Rubinstein. 2001. The importance of noncognitive skills: Lessons from the GED testing program.

American Economic Review 91(May): 145-149.

Erik Hurst and Benjamin W. Pugsley. 2011. What do small businesses do? *Brookings Papers on Economic Activity* (Fall): 73-118.

Daniel Kahneman and Amos Tversky. 1979. Prospect Theory: An Analysis of Decision under Risk. *Econometrica* 47(2): 263-292.

Edward P. Lazear. 2005. Entrepreneurship. *Journal of Labor Economics* 23(4): 649-680.

Ross Levine and Yona Rubinstein. 2015. Smart and Illicit: Who Becomes an Entrepreneur and Do They Earn More? NBER Working Paper No. 19276.

Canice Prendergast. 1993. A Theory of 'Yes Men'. *American Economic Review* 83(4): 757-770.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG4B7 Half Unit

Leading Organisational Change

This information is for the 2024/25 session.

Teacher responsible: Dr Dorottya Sallai MAR 4.10

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MRes/PhD in Management (Employment Relations and Human Resources), MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management of Information Systems

and Digital Innovation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit. Exceptional permission cannot be granted to take this course where it clashes with another course.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>). The course is not open for students to audit.

Course content: The aim of the course is to provide students with different theories to understand the process and consequences of organisational change and in doing so addresses the following issues: type of organisational change, creating readiness for organisational change and leading change, the change agent, strategies for change, resistance to change and evaluation of and institutionalization of organisational change. Models and frameworks for analysing and diagnosing change; the role of the change agent, leading change from the top; strategies of change; understanding key stakeholders to deliver change, reactions to change; theory and methods of evaluation of organisational change and reinforcing change interventions. The course covers contemporary issues in change management.

Teaching: 15 hours of lectures and 9 hours of seminars in the WT. The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively engage throughout the course. Students are expected to prepare for and contribute to each session. Seminar work will include case analyses and small group discussions. This course includes a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework:

- Students will be required to write a 1000-word case analysis and will be provided with feedback
- Mid-term online quiz

Indicative reading: The course relies heavily on journal articles and the use of case studies.

A full reading list will be provided at the beginning of the term.

There is no required text. Indicative readings include: Hayes, John. (2018) *The Theory and Practice of Change Management*. Fifth Edition. Palgrave

Assessment: Exercise (20%) and case analysis (80%) in the WT. Case Analysis (2000 words): Students will receive a case that they need to analyse.

Simulation Exercise: Students participate in a simulation game during the term.

MG4B8 Half Unit Not available in 2024/25 Evolutionary Psychology and Management

This information is for the 2024/25 session.

Teacher responsible: Dr Satoshi Kanazawa MAR 6.15

Availability: This course is available on the MSc in Management and Strategy. This course is available as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: Principles of evolutionary psychology. The nature and limitations of the human brain as an evolved and adapted organ. Evolutionary origins of cognitive biases, and their effects on organisational behaviour. Sex differences in organisational behaviour. The importance of physical attractiveness and general intelligence in organisational behaviour. "Discrimination" in labour market. Evolutionary psychological perspectives on

cooperation, reciprocity, altruism, hierarchy, and leadership in modern corporations. Evolutionary origins of organisationally relevant emotions such as envy, spite, and positional bias. This course introduces the evolutionary psychological perspective on business and management. The emerging science of evolutionary psychology sheds entirely new light on, and offers different solutions to, old problems of management, such as glass ceiling, occupational sex segregation, sexual harassment and suboptimal decision making, and points to new potential problems.

Teaching: 20 hours of lectures and 10 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: One class presentation and one essay based on the class presentation.

Indicative reading: Browne, Kingsley R. 2002. *Biology at Work: Rethinking Sexual Equality*, New Brunswick: Rutgers University Press; Kanazawa, Satoshi. 2012. *The Intelligence Paradox: Why the Intelligent Choice Isn't Always the Smart One*. Pinker, Susan. 2008. *The Sexual Paradox: Troubled Boys, Gifted Girls and the Real Difference Between the Sexes*.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MG4B9 Half Unit Not available in 2024/25 The World Trading System

This information is for the 2024/25 session.

Teacher responsible: Dr Veronica Rappoport

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Finance and Risk and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Basic Knowledge of Mathematics and Economics

Course content: The course studies a key component of the "globalization" process: the negotiation, implementation and implications of international trade agreements (ITAs). These include the World Trade Organisation and the fast-growing web of regional trade agreements. We analyse the challenges and opportunities faced by companies engaged in the global economy in this context. The course relies on recent theoretical and empirical research to gain insight into the motivations for ITAs and their consequences for consumers and firms. Globalisation - trends in the international economy and overview of their causes and effects. The sources of international trade. Trade barriers - restrictions to international trade and their consequences. The economics and politics of international trade agreements. The rules, accomplishments and shortcomings of the GATT/WTO system. Regional trade agreements - motivation, implications, and recent trends. The costs and benefits from exporting for individual firms. Challenges and opportunities for national and multinational firms in the global economy.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: In-class exercises.

Indicative reading:

- Robert Feenstra and Alan Taylor, *International Economics*, Worth Publishers, 2008.
- Kyle Bagwell and Robert W. Staiger, "The Economics of the World

Trading System," MIT Press, 2004.

- The World Trade Organisation, "The WTO and preferential trade agreements: From co-existence to coherence," World Trade Report, 2011.
- Bernard M. Hoekman, Aaditya Mattoo, Philip English (editors), "Development, Trade, and the WTO: A Handbook," World Bank, 2002.
- Andrew Bernard, J. Bradford Jensen, Stephen Redding and Peter Schott, Firms in International Trade, Journal of Economic Perspectives 21(3), 105-130, 2007.

Assessment: Class participation (10%), group assignment (40%) and in-class assessment (50%) in the AT.

The assessment consists of Group assignments (40%), class participation (10%) and an in-class exam during the last week of the term (50%).

MG4C2 Half Unit Organisational Behaviour

This information is for the 2024/25 session.

Teacher responsible: Dr. Aurelie Cnop

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available on the CEMS Exchange, MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Organisational Behaviour), MSc in Marketing and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available in the Autumn Term only.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: This course seeks to understand individual attitudes and behaviour in an organisational context. Specifically, we primarily take a psychological perspective to understanding human behaviour at work by reviewing psychological theories as they apply to organisations and critically evaluating the associated empirical evidence.

Key topics include: personality and individual differences, work motivation, decision-making, power, leadership, group processes and organisational culture.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. The teaching is highly participative and includes lectures and seminars. The course is demanding of students and its success depends partly upon student commitment and willingness to participate fully.

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to participate in a take-home practice exam in the AT.

Indicative reading: The course relies heavily on journal articles. An extensive reading list is provided in the syllabus at the start of the course. No suitable textbook exists but students may wish to consult one of the following:

- Buchanan, D. A. and Huczynski, A. A. (2019). Organizational Behaviour (10th ed.). Pearson
- Porter, L. W., Bigley, G. A., & Steers, R. M. (2002). Motivation and work behavior (7th ed.). McGraw-Hill.

- Staw, B. M (2004). Psychological dimensions of organizational behavior (3rd ed.), Prentice-Hall.

Assessment: Online assessment (100%) in January.

The online assessment will be a 12 hour online exam during the January exam period.

MG4C3 Half Unit Information Technology and Service Innovation

This information is for the 2024/25 session.

Teacher responsible: Dr William Venters MAR 4.33

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: The course aims to give the students theoretical and practical insights into the key issues informing the design of contemporary digital technology (IT) and their commercialisation. The course relates the diversity of the design challenges facing contemporary IT development including the incorporation of Artificial Intelligence within IT innovation projects. It embraces the shifting conditions for small teams of developers to design significant services in the context of technology-based startups, or as part of entrepreneurship within an existing enterprise or public institution. The design challenges relate to constantly shifting possibilities, for example, the use of LLMs as interfaces to digital systems, the use of predictive AI within innovations, the capture and processing of digital data previously beyond reach, the ability to leverage interfaces (APIs, SDKs etc), and the expanding possibilities for reaching end-users in new ways. The course is constructed as the meeting of theory and practice. The former through the presentation and discussion of theoretical themes aimed at sharpening the student's ability to reason about contemporary design challenges and opportunities. This aspect is also examined through an individual essay. The practical design skills are honed through a group design project running throughout the course. Conducting this group design project will engage students in highly detailed and constructive design discussions leading to the submission of a designed IT artifact with a commercialisation plan. The course neither requires, nor teaches detailed software programming techniques, but instead focuses on teaching IT design skills. Topics addressed will be: Agency and Artificial Intelligence, Digital infrastructure innovation; Digital platform strategies; Designing technology affordance; Understanding technology performances; The technological organisation; Commercialising digital innovation, Global crowd innovation; Privacy by design. The weekly seminars will consist of presentations and discussions offering students opportunity to critically reflect on theoretical and pragmatic issues related to the subject matter of the course.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT. A reading week will take place in W6. There will be no teaching during this week.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Classes are based around both the design group projects, as well as reading and discussing selected journal articles. Formative feedback is provided on class participation.

Indicative reading:

- Boden, M. A. (2016). AI: Its nature and future. Oxford University

Press.

- Brown, T., & Katz, B. (2009). *Change by design: how design thinking transforms organizations and inspires innovation*. [New York]: Harper Business.
- Crawford, K. (2021). *The Atlas of AI*, Yale University Press.
- Cusumano, M. A., et al. (2019). *The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power*, HarperBusiness.
- Ekbja, H. R. and B. A. Nardi (2017). *Heteromation, and Other Stories of Computing and Capitalism*, MIT Press.
- Friedman, T. L. (2017). *Thank you for being late: An optimist's guide to thriving in the age of accelerations*. Picador USA.
- Gothelf, J., & In Seiden, J. (2013). *Lean UX: Applying lean principles to improve user experience*. Sebastopol, CA: O'Reilly Media, Inc.
- Herbert, L. (2017): *Digital Transformation: Build Your Organization's Future for the Innovation Age*. Bloomsbury Publishing.
- McAfee, A. & E. Brynjolfsson (2017): *Machine, Platform, Crowd*. WW Norton & Company.
- Norman, D. (1988): *The Psychology of Everyday Things*. USA: Basic Books
- Stickdorn, M., & Schneider, J. (2010). *This is service design thinking: Basics--tools--cases*. Amsterdam: BIS Publishers.
- Susskind, D. (2020). *A World Without Work: Technology, Automation, and How We Should Respond*, Henry Holt and Company.
- Tiwana, A. (2014). *Platform Ecosystems: Aligning Architecture, Governance, and Strategy*, Morgan Kaufmann.
- Wachter-Boettcher, S. (2017). *Technically Wrong: Sexist Apps, Biased Algorithms, and Other Threats of Toxic Tech*. WW Norton & Company.
- Willcocks, L., Venters, W., & Whitley, E. (2014). *Moving To The Cloud Corporation*. Palgrave Macmillan.
- Zuboff, S. (2019): *The age of surveillance capitalism: The fight for a human future at the new frontier of power*.

Assessment: Project (70%) and essay (30%, 1500 words).

The course has two summative elements: an individual theoretical essay (30%), and from the group design project, a technical report (50%) and a separate submission of an individual essay reflecting on the group work and on group participation (20%), which jointly comprise one summative component (70%).

MG4D2 Half Unit International Employment Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Frido Wenten, MAR 5.17

Availability: This course is compulsory on the MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources) and MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: A general knowledge of the social sciences is required.

Course content: The course introduces students to the comparative analysis of work and employment relations at national, firm and workplace level throughout the world. Students will learn and apply key concepts and theories to analyse dynamics of employment relations across increasingly global markets. The interests, strategies and policies of the main employment relations actors will be introduced and further explored through

cross-national comparative analysis, including the main 'models' of employment relations: the US/British, Japanese and European Social Models, as well as models of employment relations in transitional economies. Core themes to be evaluated in class, through case studies and written assignments include employee voice and labour conflicts; the organisation of work; diversity and pay gaps; global value chains and inclusive development; and technological change and the future of work.

The course ensures that students have both the conceptual and empirical grounding they need to understand, analyse and evaluate social, political and economic complexities and conflicts underpinning contemporary employment relations and HR practices. It also prepares students for optional courses offered in international comparative human resource management; cross-cultural management; or CSR and labour standards.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their class groups. The course is demanding of students, and depends for its success partly upon, their commitment and willingness to participate fully. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students are required to submit an essay outline in Week 4, matching the topic of their first summative essay.

Indicative reading: C Frege & J Kelly (Eds) *Comparative Employment Relations in the Global Economy*, Routledge, 2013; G Bamber, R Lansbury & N Wailes (Eds), *International and Comparative Employment Relations*, 5th edn, Sage, 2011; R Hyman, *Understanding European Trade Unionism: Between Market, Class and Society*, Sage, 2001; M J Morley, P Gunnigle & DG Collings (Eds), *Global Industrial Relations*, Routledge, 2006.

Assessment: Essay (40%, 2500 words) in the AT. Essay (50%, 2500 words) in the WT. Class participation (10%).

MG4D3 Half Unit Not available in 2024/25 Dark Side of the Organisation

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Booth CKK.4.20

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Introductory OB course required. MG4C2, MG434, MG105, or equivalent course in another institution.

Course content: In this seminar, students will learn about a variety of topics related to the dark side of the organisation, (e.g. workplace aggression, retaliation, discrimination, substance abuse, corporate corruption, extreme stakeholder responses to organisations, and the dark side of impression management/emotional intelligence). In organisational behaviour courses, topics generally cover the 'light side' of the organisation and often explore how employee motivation and behaviour can promote beneficial outcomes for the organisation, as well as investigate the precursors to these more positive behaviours. However, not all

workplace behaviours and outcomes are beneficial and positive for employees and their organisations. Dark side behaviours typically lead to negative outcomes. Those who engage in these negative behaviours generally are aware that their actions can cause harm to others, their employer, and/or to them; hence, the instigator usually has intent. It is imperative that we more fully understand these behaviours and their antecedents and consequences so that we can identify these behaviours, as well as control, prevent, mitigate, or ameliorate their occurrences.

Teaching: 20 hours of seminars in the WT. 2 hours of seminars in the ST.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading:

- Anand, V, Ashforth, B. E., & Joshi, M. 2005. Business as usual: The acceptance and perpetuation of corruption in organizations. *Academy of Management Executive*, 19, 9-23.
- Andersson, L. M., & Pearson, C. M. 1999. Tit for tat? The spiraling effect of incivility in the workplace. *Academy of Management Review*, 24, 452-471.
- Aquino, K., & Thau, S. 2009. Workplace victimization: Aggression from the target's perspective. *Annual Review of Psychology*, 60, 717-741.
- Bacharach, S. B., Bamberger, P. A., & Doveh, E. 2008. Firefighters, critical incidents, and drinking to cope: The adequacy of unit-level performance resources as a source of vulnerability and protection. *Journal of Applied Psychology*, 93, 155-169.
- Booth, J. E., Park, T.-Y., Zhu, L. (L.), Beauregard, T. A., Gu, F., & Emery, C. (2018). Prosocial Response to Client-Instigated Victimization: The Roles of Forgiveness and Workgroup Conflict. *Journal of Applied Psychology*. Advance online publication. <http://dx.doi.org/10.1037/apl0000286>
- Duffy, M. K., Ganster, D. C., & Pagon, M. 2002. Social undermining in the workplace. *Academy of Management Journal*, 45, 331-351.
- Frone, M. R. 2008. Are work stressors related to employee substance use? The importance of temporal context in assessments of alcohol and illicit drug use. *Journal of Applied Psychology*, 93, 199-206.
- Glomb, T. M., & Liao, H. 2003. Interpersonal aggression in work groups: Social influence, reciprocal, and individual effects. *Academy of Management Journal*, 46, 486-496.
- Griffin, R.W., & Lopez Y.P. 2005. "Bad Behavior" in organizations: A review and typology for future research. *Journal of Management*, 31, 988-1005.
- Griffin, R. W., & O'Leary-Kelly, A. M. 2004. The dark side of organizational behaviour. San Francisco: Jossey-Bass.
- King, E. B., Shapiro, J. R., Hebl, M. R., Singletary, S. L., & Turner, S. 2006. The stigma of obesity in customer service: A mechanism for remediation and bottom-line consequences of interpersonal discrimination. *Journal of Applied Psychology*, 91, 579-593.
- Pinto, J., Leana, C. R., & Pil, F. K. 2008. Corrupt organizations or organizations of corrupt individuals? Two types of organization-level corruption. *Academy of Management Review*, 33: 685-709.
- Ragins, B. R., & Cornwell, J. M. 2001. Pink Triangles: Antecedents and consequences of perceived workplace discrimination against gay and lesbian employees. *Journal of Applied Psychology*, 86, 1244-1261
- Vaughan, D. 1999. The dark side of organizations: Mistake, misconduct, and disaster. *Annual Review of Sociology*, 25, 271-305.

Assessment: Essay (40%, 1500 words) and video (20%) in the ST. Class participation (20%) and group presentation (20%) in the WT. The video assessment submitted by students in ST consists of a take-home video presentation.

MG4D4 Half Unit Not available in 2024/25

Cross Cultural Management

This information is for the 2024/25 session.

Teacher responsible: Dr Hyun-Jung Lee MAR 5.34

Availability: This course is available on the MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: Some background in psychology and organisational behaviour, and/or international business is useful, but not required. This is a qualitative course, and the coursework requires a high level of writing skills. Students with purely quantitative skills may struggle.

Course content: The ability to communicate cross-culturally and to understand the diverse perspectives of people from different cultures is a necessity in order to achieve a competitive advantage in the global economy. The aims of the course are to understand the impact of culture on management; to identify the areas in which cultural differences pose challenges as well as opportunities in managing people across cultures; and, to become more self-aware of our cultural conditioning, individual biases and assumptions.

Topics include i) understanding cultures and cultural conditioning, ii) analytical frameworks of cross-cultural comparisons, iii) multicultural teams, iv) managing global organisations, v) ethical dilemmas and global responsibility of multinational corporations, vi) cross-cultural communication, vii) global leadership and cultural intelligence, viii) international assignments and global careers.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

Experiential learning is emphasised and team working is an integral part of the course. The teaching is highly participative. Students will be asked to make presentations and participate in various class exercises including role playing. The course is demanding of students and success depends partly upon student commitment and willingness to participate fully. Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: The following reading list contains some easily accessible introductory discussions. Most of the course reading is taken from journals. A full reading list will be provided in the syllabus at the start of the course.

- Gehrke, B. and Claes, M.-T. (eds.) (2014), *Global leadership practices: A cross cultural management perspective*, Palgrave Macmillan
- Steers, R. and Osland, J., et al. (2019), *Management across cultures* (4th ed.), Cambridge University Press
- Thomas, D. D., and Peterson, M. (2014). *Cross cultural management: Essential concepts*. (3rd edition). London: Sage.

Assessment: Essay (50%), project (40%) and class participation (10%).

The essay is completed individually, and the project is completed as part of a group.

MG4D5 Half Unit Leadership in Organisations: Theory and Practice

This information is for the 2024/25 session.

Teacher responsible: Professor Connson Locke, MAR.4.14

Availability: This course is available on the Global MSc in Management, Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources), MSc in Accounting and Finance, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Marketing and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Priority will be given to Department of Management students. Students who are unable to get a spot on this course are welcome to audit lectures though priority for space will go to registered students.

Course content: This course is designed to provide students with the knowledge, skills and analytical capabilities needed to exercise leadership in organisations. It explores several facets of leadership and considers how leadership develops. The emphasis will be on application of theory and comparing and contrasting different approaches to leadership.

The course examines topics such as: leadership and management; trait, behavioural and contingency theories of leadership; individual differences in leadership; leadership development; transformational and transactional forms of leadership; and issues of gender and culture.

Teaching: 25 hours of seminars in the WT.

Each 2.5 hour session will include a combination of lecture and seminar work. Students are expected to prepare for and contribute to each session. Seminar work will include case analyses and small group discussions.

Students on this course will have a reading week in Week 6, in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will have the opportunity to write a formative case analysis essay during WT and receive feedback. Students will also complete in-class case discussions to prepare them for the case analysis essay.

Indicative reading: A full reading list will be provided at the beginning of the term. There is no required text. Indicative readings include:

Antonakis, J., Cianciolo, A.T., & Sternberg, R.J. (2004) Leadership: Past, Present and Future (Chapter 1). In Antonakis, J., Cianciolo, A.T. & Sternberg, R.J. (Eds.) *The Nature of Leadership*, pp. 3-15. London: Sage Publications. George, J. M. (2000). Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765-780.

Assessment: Case analysis (100%) in the ST.

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of information systems. The dissertation is a quantitative or qualitative, theoretically informed, piece of research of IS-related questions. Students must obtain the approval of their advisor before embarking on any research. The course MY401 on research design and the course MG496 Study Skills and Contemporary Topics in Information Systems and Digital Innovations provide guidance and background material on undertaking dissertation work.

Arrangements for supervision:

Advisors will normally be allocated according to student dissertation proposals. The dissertation advisor will help the student identify an appropriate research question, and to work out a plan for a literature informed empirical study.

Teaching: Two courses prepare students for the dissertation: MY401 Research Design for Studies in Digital Innovation and MG496 Study Skills and Contemporary Topics in Information Systems and Digital Innovations. Students must follow both of these courses.

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Formative coursework: Students will use the feedback to the summative essay of the MY401 course as a starting point for the planning of their dissertation research project.

Assessment: Dissertation (100%, 8000 words) in the post-spring term.

An electronic version of the dissertation must be submitted on a specified date in late August (no paper copies are required). Penalties will be applied to any late submission. The word limit for the dissertation is 8000 words. The dissertation is critical to assessment on the programme.

MG4E2 Half Unit Marketing Management

This information is for the 2024/25 session.

Teacher responsible: Dr Haider Ali

Availability: This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of case studies to develop participant's skills at analysing and making sense of complex real world business situations.

Teaching: 30 hours of seminars in the AT.

Course instruction will be conducted using lectures, case discussions, readings, and analysis of data.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of

MG4D7 Half Unit Dissertation: MSc MISDI

This information is for the 2024/25 session.

Teacher responsible: All members involved with MSc MISDI are involved in dissertation support.

our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: The formative will be undertaken by students in teams. For the formative students will undertake an exercise that will prepare them for the summative coursework which will be undertaken with the same team members.

Indicative reading:

- Alex Chernev (2018), *Strategic Marketing Management* (9th edition), Cerebellum Press
- Philip Kotler and Gary Armstrong (2017), *Principles of Marketing* (17th edition), Prentice Hall
- Ajzen, I., 2015. Consumer attitudes and behavior: the theory of planned behavior applied to food consumption decisions. *Italian Review of Agricultural Economics*, 70(2), pp.121-138.
- Brodie, R.J., Ilic, A., Juric, B. and Hollebeek, L., 2013. Consumer engagement in a virtual brand community: An exploratory analysis. *Journal of business research*, 66(1), pp.105-114.
- Fuchs, C. and A. Diamantopoulos 'Evaluating the effectiveness of brand-positioning strategies from a consumer perspective', *European Journal of Marketing*, 44(11) 2010, pp. 763-86.
- Kozinets, R.V., K. de Valck, A.C. Wojnicki and S.J.S. Wilner 'Networked narratives: understanding word-of-mouth marketing in online communities', *Journal of Marketing* 74 2010, pp.71-89.
- O'Guinn, T. C., (2015) Advertising effects in J. D. Wright (ed.) *International Encyclopedia of the social and behavioural sciences* (Second edition). Elsevier, pp208-212
- Rossiter, J.R., 2014. 'Branding'explained: defining and measuring brand awareness and brand attitude. *Journal of Brand Management*, 21(7), pp.533-540.
- Vargo, S.L., P.P. Maglio and M.A. Akaka 'On value and value co-creation: a service systems and service logic perspective', *European Management Journal* 26 2008, pp.145-52.

Further references, especially for journal articles and case studies, will be provided at the commencement of the course.

Assessment: Exam (45%, duration: 3 hours) in the January exam period.

Class participation (10%) and group presentation (45%) in the AT.

MG4E7 Business Fundamentals

This information is for the 2024/25 session.

Teacher responsible: Heather Kappes MAR 6.21

Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.

This is a non-assessed introductory course.

Course content: The aim of the introductory Core is to deliver some critical prerequisites to incoming MSc Marketing students. For instance, a portion of the time is intended to impart basic knowledge in analytics/statistics in preparation for core courses. Other portions of the time will assist in career planning and how to get the most out of the programme.

Teaching: Roughly 12 hours of teaching over one week prior to the Autumn Term. Full details of this will be sent to offer holders as part of their offer pack. The schedule will also include a full programme of activities and talks designed to welcome you to the LSE and the MSc Marketing programme.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: No formal assessment.

Indicative reading: Statistics: Anderson, D., Sweeney, D., Williams, T., Freeman, J., Shoesmith, E. (2009). *Statistics for Business and Economics* (2nd edition), Hampshire: Cengage Learning.
Huff (1991). *How to Lie with Statistics*. Penguin.
Accounting: Boakes, K. (2010). *Reading and Understanding the Financial Times*. (2nd edition), Harlow: FR Prentice Hall; and Parker, R. (2007). *Understanding Company Financial Statements*. (6th

edition), London: Penguin.

Quantitative Skills: Hammond, P. and Sydsaeter, K. (2002).

Essential Mathematics for Economic Analysis. Prentice Hall; and Jacques, I. (2010). *Mathematics for Economics and Business*. (7th edition), Pearson.

Writing skills: Wallace, M. and Wray, A. (2011). *Critical Reading and Writing for Undergraduates* (2nd edition), London: Sage.

Assessment:

No formal assessment.

MG4E8 Half Unit Principles of Marketing

This information is for the 2024/25 session.

Teacher responsible: Prof Amitav Chakravarti MAR 6.31

Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.

Pre-requisites: Completion of the MSc in Marketing pre-session course, MG4E7 Business Fundamentals.

Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of case studies and data analysis to develop participant's skills at analysing and making sense of complex real world business situations.

Teaching: 30 hours of lectures in the AT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading:

- Alex Chernev (2011), *Strategic Marketing Management* (6th edition), Cerebellum Press
- Philip Kotler and Gary Armstrong (2001), *Principles of Marketing* (9th edition), Prentice Hall
- Philip Kotler and Kevin Keller (2011), *Marketing Management* (14th edition), Pearson PrenticeHall
- Homburg, C., Kuester, S. and Krohmer, H. (2009), *Marketing Management: A Contemporary Perspective*, McGrawHill
- Jobber, D. (2010), *Principles and Practice of Marketing* (6th edition), McGrawHill
- Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan

Further references, especially for journal articles and HBS case studies, will be provided at the commencement of the course.

Assessment: Project (40%), class participation (10%) and take-home assessment (50%) in the AT.

Group Project (40%) - a non-assessed presentation and an assessed project report 2,500 word max

Individual take home assignment (50%)

Class participation (10%)

MG4E9 Half Unit

Marketing Analytics I: Consumer Analysis Fundamentals

This information is for the 2024/25 session.

Teacher responsible: Dr Yusuf Oc

Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.

Course content: This course lays down the foundations of Marketing Analytics which is an absolute essential in the age of Big Data. The broad objective of this course is to provide a fundamental understanding of marketing analytics and research methods employed by well-managed firms. The course focuses on integrating problem formulation, research design, questionnaire construction, sampling, data collection and data analysis to yield the most valuable information. The course also examines the proper use of statistical applications as well as qualitative methods, with an emphasis on the interpretation and use of results. Since analytics is the discovery and communication of meaningful patterns in data, this course will also provide students with an analytics toolkit, reinforcing basic probability and statistics while throughout emphasizing the value and pitfalls of reasoning with data. Applications will focus on connections among analytical tools, data, and business decision-making. Advanced analytical tools will be discussed in-depth in the follow-up course Marketing Analytics II.

Teaching: 30 hours of lectures in the AT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be engaged in analysing a number of cases, doing numerical problems, as well as analysis data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve numerical problems, case analysis, and analysing data sets).

Indicative reading:

- Dawn Lacobucci and Gilbert A Churchill Jr., Marketing Research: Methodological Foundations. 10th ed. South Western Educational Publication, 2009. ISBN-13: 978-1439081013
- Naresh Malhotra Marketing Research: An Applied Orientation 7th ed. Pearson, 2018 ISBN-13: 978-0134734842
- Mercedes Esteban-Bravo and Jose M. Vidal-Sanz, Marketing Research Methods: Quantitative and Qualitative Approaches, Cambridge University Press, 2021

Assessment: Project (40%, 2500 words) and assignment (60%) in the AT.

The Group Project (40%) consists of a non-assessed presentation and an assessed project report 2,500 word max.

MG4F1 Half Unit

Marketing Action Learning Project

This information is for the 2024/25 session.

Teacher responsible: Dr Heather Kappes MAR 6.21

Availability: This course is compulsory on the MSc in Marketing. This course is not available as an outside option.

Pre-requisites: Completion of the MSc in Marketing pre-session course, MG4E7 Business Fundamentals.

Course content: Students are formed into groups and assigned to a company sponsor vetted by Department of Marketing staff. Companies vary from year to year but will range from large consumer goods corporations to midsize arts or telecom or food & beverage companies looking to launch new products or move into new markets, to small digital start-ups. Starting from a company brief, each group will identify core marketing issues where they can add value for their company sponsor, and will use the marketing techniques developed in the course to arrive at recommendations. Each group will produce an in-depth report that provides two critical classes of information: (a) Section 1 tells us how a "live"

business is being run and what makes it tick (or not) from a marketing value-creation point of view, and (b) Section 2 provides data-based, scientific analysis of what the firm could do better for a more sustainable and competitive future.

Teaching: 4 hours of lectures in the AT. 2 hours of lectures in the ST.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading:

- Building a Marketing Plan, by Ho Yin Wong; Kylie Radel; Roshnee Ramsaran-Fowda, Harvard Business School Publishing.
- Writing Great Marketing Plans, 2005, by T. Caulkins, Kellogg's/ Northwestern University.
- The Marketing Plan Handbook Paperback – 1 Sep 2011 by Alexander Chernev

Assessment: Group project (90%) and reflective learning report (10%) in August.

Students will be expected to submit a project report in August

MG4F2 Half Unit

Marketing Analytics II: Analytics for Managing Innovations, Products and Brands

This information is for the 2024/25 session.

Teacher responsible: Pavel Kireyev

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Marketing and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: Marketing managers need to make a variety of decisions about, for example, product features, prices, advertising (online and offline), distribution, and sales compensation plans. In making these decisions, managers choose from among alternative courses of action in a complex and uncertain world. Increasingly, in this age of big data, companies that emerge as market leaders tend to be the ones that employ sophisticated marketing analytics. This course in marketing analytics will entail a deep-dive into state-of-the-art marketing analytics models that allow managers to make evidence-based decisions regarding launching new products or innovations and managing more mature products and brands. The course will focus upon the use of cutting-edge data analytic techniques to understand and inform managerial decision making with a primary focus on the formulation of dynamic marketing policies. The course is structured to enable the students to gain familiarity and deepen their knowledge and skills. The course will introduce techniques for advanced data visualisation, multiple regression analysis (including interaction effects), discrete choice modelling, and causal inference through A/B testing. Other topics may include panel data techniques, instrumental variables, difference-in-differences approach, regression discontinuity design, probability models for customer management, and propensity score matching. Applications and case studies will come from recent research in marketing and cover topics from commercial, social, and political marketing.

Teaching: 30 hours of seminars in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be engaged in analysing several data sets using the techniques learned in class. This will

set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve analysing data sets given to them).

Indicative reading:

- Mooi, E., Sarstedt, M., Mooi-Reci, I. *Market Research: The Process, Data, and Methods Using Stata*. Springer, 2017.
- Malhotra, N. *Marketing Research: An Applied Orientation*, Global (7th) Edition. Pearson, 2019.
- Angrist, J., Pischke, J.-S. *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press, 2017

Assessment: Take-home assessment (55%) and group project (45%) in the WT.

MG4F3 Half Unit Digital Marketing

This information is for the 2024/25 session.

Teacher responsible: Dr Nicolette Sullivan MAR 6.22

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation, MSc in Marketing and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Pre-requisites: Students taking this course are expected to be able to demonstrate a strong foundation in quantitative analysis.

Course content: Marketing is evolving from an art to a science and decisions in new media are on the forefront of this transformation. This course is aimed at developing state-of-the-art knowledge in the area of online marketing (e.g., display ads and search ads, SEO, mobile marketing etc.) and social media (e.g., Twitter, Facebook, etc.). Furthermore, important topics of cross-cutting relevance to online marketing and social media will be addressed, including big data, data science, analytics, and integrative marketing. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but few firms have the expertise to intelligently act on such information. In this course, students will learn the scientific and strategic approach to marketing with hands-on implementation of online marketing and social media strategies (e.g., strategic design and launch of a website, implementation of SEO strategies, design and manage of a corporate social media account). Using simple yet powerful hands-on interactive models and exercises, the course will cover both theory and applications.

Teaching: 30 hours of lectures in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students have the opportunity to submit a formative coursework in the WT. The formative course work might be an in-depth case analysis of a new media company. Students might be requested to use theory and frameworks to make sense of a case. Students might also be requested reflect on analytics and conduct simple data analysis.

Indicative reading:

- Larsen and Draper (2015): *Internet Marketing Essentials*, Digital Textbook.
- Chaffey, D. and Ellis-Chadwick, F. (2019): *Digital Marketing. Strategy, Implementation, and Practice*. 7th Edition. Pearson Education.
- Laudon, K. C. and Traver, C. G. (2015), *E-Commerce 2015: Business. Technology. Society*. Prentice Hall.

More readings in form of academic research papers and media

outlets (e. g., The Economist) will be added for each week.

Assessment: Assignment (60%) and group project (40%) in the WT.

MG4F4 Half Unit Not available in 2024/25 MiM Capstone Course - International Management in Action

This information is for the 2024/25 session.

Teacher responsible: Dr Heather Kappes 6.21 MAR

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: This Capstone Course builds connections between management theory and practice and equips students with the skills necessary to succeed in their managerial careers. The overarching teaching objective is to apply material learned in MiM courses to create managerial recommendations that can help a firm improve and defend its competitive advantage both immediately and for its future.

Before, during, and after an international trip, students will work in groups to tackle a client company's business problem(s). Students will need to balance company objectives, available resources, theoretical knowledge, and group members' knowledge and expertise. Success requires analytical techniques and reasoning as well as the ability to switch between considering the big picture and the fine-grained detail.

Teaching: 6 hours of seminars in the ST.

2 x 180 minute seminars plus approximately 40 hours of work during a one-week international trip the period after exams and summer term.

Formative coursework: Formative feedback will be provided through regular meetings with the instructor before and during the trip

Indicative reading: 1) Chernev, Alexander. *The Marketing Plan Handbook*, 2011.

2) Stine, Robert, and Dean Foster. *Statistics for Business: Decision Making and*. Addison-Wesley, 2011.

3) D Besanko, D Dranove & M Shanley, *Economics of Strategy*, John Wiley, 6th Edition.; A Dixit & B Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, Norton, 1998.

4) D M Kreps, *Microeconomics for Managers*, W. W. Norton (2004)

5) Block, Peter, and Grover Gardner. *Flawless consulting: A guide to getting your expertise used*. San Francisco, CA: Pfeiffer, 1981.

Assessment: Project (80%, 2000 words), reflective learning report (10%) and other (10%) in the post-spring term.

This course is assessed on a project report, an individual reflection on the project and a peer review from group members. Details will be discussed during seminars.

MG4F5 Half Unit Not available in 2024/25 Business in the Global Environment

This information is for the 2024/25 session.

Teacher responsible: Dr Veronica Rappoport-Redondo

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: In this course we study two key components of the process called 'globalisation'. First, we consider the negotiation, implementation and implications of international trade agreements. These include the World Trade Organisation and the fast-growing web of regional trade agreements. Second, we look at the process of globalisation at the level of industries, firms and nations. We seek a solid understanding of the external, economy-wide factors that affect the performance and management of

firms in today's global economy. The course relies on recent theoretical and empirical research. Topics include the changing structure of industries, the response of companies, both those based in the advanced industrial countries and those based in emerging markets, to increasing international competition; and the differences between countries in their institutions and policies.

Course topics:

- 1) Globalisation: trends in the global economy, overview of their causes and effects
- 2) The workings, accomplishments and shortcomings of the GATT/WTO system
- 3) Trade barriers: causes and consequences of restrictions to international trade
- 4) The economics and politics of international trade agreements
- 5) Implications of trade agreements for national and multinational firms
- 6) Location of Production: Theory of Comparative Advantages
- 7) Location of Production: Factor Endowments across countries
- 8) Location of Production: Testing empirically the predictions of the theory
- 9) Location of Production: Empirical Analysis, institutions as a source of competitive advantage
- 10) Foreign Direct Investment and International Contracts

Teaching: 10 x 180 minute seminars in the period after exams and spring term.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 piece of coursework in July.

Indicative reading: Giorgio Barba Navaretti & Anthony J Venables, *Multinational Firms in the World Economy*, Princeton, 2004
Robert Feenstra and Alan Taylor, *International Economics*, Worth Publishers, 2008

Kyle Bagwell and Robert W. Staiger, "The Economics of the World Trading System," MIT Press, 2004

The World Trade Organisation, "The WTO and preferential trade agreements: From co-existence to coherence," World Trade Report, 2011.

Assessment: Continuous assessment (20%) and group project (80%).

MG4F7 Half Unit Business Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Soner Baskaya

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: The course is designed to achieve an understanding of fundamental notions of data presentation and data analysis and to use statistical thinking in the context of business problems. The course deals with modern methods of data exploration (designed to reveal unusual or problematic aspects of databases), the uses and abuses of the basic techniques of inference, and the use of regression as a tool for management and for financial analysis.

Teaching: 15 hours of lectures and 9 hours of seminars in the AT. In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 project in the AT.

The two formative assessments will be in class exercises with two components. One component will help prepare students for the Project (i.e., an application of a statistical technique to solve a company problem or research question), and the other component

will help prepare students for the Final Exam.

Indicative reading:

• Statistics for Business Decision Making and Analysis, by Robert Stine and Dean Foster (S & F) second edition Pearson.

Assessment: Exam (70%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Project (20%, 3000 words) and continuous assessment (10%) in the AT.

MG4F8 Half Unit Managerial Economics and Quantitative Measurement for Social Entrepreneurs

This information is for the 2024/25 session.

Teacher responsible: Dr Yally Avrahampour MAR 5.24

With guest lecturer, Professor Saul Estrin

Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: The course will start with an introduction to economics for social entrepreneurs, with attention focused on markets and market failures, notably externalities and public goods. Questions of social welfare and income inequality will also be discussed. The course introduces social enterprises as hybrid organizations with multiple objectives. We then move to a series of economics topics of particular relevance in analysing the problems of social entrepreneurs, namely the representation and analysis of firm costs; the measurement of costs; analysis of consumer demand; and measurement of performance.

The course continues by introducing techniques used to measure and monetize social impact including Social Return on Investment (SROI). We will critically assess the SROI performance measure by discussing the cost of capital of social enterprises and the determination of the counterfactual for assessing impact. We then consider debates relating to randomized controlled trials and lean data and accounting for environmental impact. The course ends by considering strategy for social enterprises.

Course Objectives

Students should learn:

- Key theoretical approaches in economics and quantitative measurement, which includes related quantitative methods, to understanding social innovation and entrepreneurship;
- Empirical findings - typically from recent economics, accounting and management research;
- The most important economic, accounting and quantitative/statistical insights, concepts, theoretical approaches required to set-up, manage, and scale up social innovation and enterprises;
- To relate theoretical and methodological insights, concepts and frameworks for social innovation and enterprise to real world phenomena and social problems through the use of case studies.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. Theoretical material and analytical frameworks from accounting and economics respectively of relevance to social entrepreneurs will be taught in the lecture slots, while the seminars will cover a relevant case study each week. Although the course covers two distinct disciplines, there will be an effort, where possible, to treat the issues in an integrated manner.

In addition, students are expected to attend two introductory sessions, each lasting two hours.

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Formative coursework:

- 1 Formative essay in the AT.
- Formative group feedback on other groups' presentations, twice in AT.

Indicative reading: Each week we draw on a variety of required and further readings. We also make suggestions regarding textbooks that provide background for the concepts outlined in the course.

For **Managerial Economics**, students without an economics background might start with the textbook by D.Begg, G. Vernasca, Fischer, Dornbusch (11th Edition) Economics, McGraw Hill. A more advanced treatment is contained in S. Estrin, D. Laidler and M. Dietrich, Microeconomics (6th Edition), Pearson.

Introductory Reading

There are also a number of books that inform the field, that students might wish to read in advance or during the course as background material.

A. Sen, 2009, The Idea of Justice, Harvard University Press

A.V. Banerjee and E. Duflo, 2011, Poor Economics, BBS Publications

R.L. Martin and S.R. Osberg, 2015, Going Beyond Better, Harvard Business Review Press

For **Quantitative Measurement** the textbooks representing these background readings are:

Weetman, P. (2019) Financial Accounting: An Introduction. (Available as an e-book through the LSE library).

Kaplan, R. & Atkinson, A. (2014) Advanced Management Accounting 3rd edition, Pearson

The following readings provide an introduction to accounting for social entrepreneurship:

Barker, R., Eccles, R. & Serafeim, G. (2020) "The Future of ESG is ... Accounting?" Harvard Business Review, December

Cohen, R. (2020) Impact: Reshaping Capitalism to Drive Real Change, Ebury Press

New Economics Foundation (NEF). (2007). Measuring Real Value: A DIY guide to social return on investment, available at https://neweconomics.org/uploads/files/cf0968d3256d6bffc_cim6bsty5.pdf

Assessment: Essay (90%, 3000 words) in the WT.

Class participation (10%) in the AT.

Class participation is based around student group presentations of cases.

MG4F9 Half Unit

Organisational Behaviour and Marketing for Social Entrepreneurs

This information is for the 2024/25 session.

Teacher responsible: Prof Connson Locke and Dr Aurelie Cnop, Organisational Behaviour

Prof Om Narasimhan, Marketing

Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: The course is a rigorous examination of key insights, concepts and theoretical frameworks that are essential in understanding social innovation and enterprises from the perspectives of Marketing and Organisational Behaviour (OB). Students learn to understand, synthesise and relate these insights, concepts and theoretical frameworks to real-life phenomena and problems through interactive lectures, cases, and empirical studies. In a very practical sense, students will test this knowledge by application to cases relating to different types of social enterprises as well as by applying to social change in relation to such topics as motivation, team management, and organizational culture, in the Organisational Behaviour portion of the course, and segmentation, positioning and product adoption in the Marketing portion of the course.

More specifically, students learn:

- Key theoretical approaches (through the lenses of Organisational Behaviour and Marketing) to understanding social innovations and entrepreneurship;
- Empirical findings on how Organisational Behaviour and Marketing aspects of social innovations and enterprises are associated with social impact;
- A rigorous synthesis of the most important Organisational Behaviour and Marketing insights, concepts, and theoretical approaches to set-up, manage, and scale up social innovation

and enterprises;

- How to relate theoretical and methodological insights, concepts and frameworks for social innovation and enterprise to real world phenomena and social problems through applied case-based analysis in both Organisational Behaviour and Marketing;
- Essential knowledge and tools for the capstone/dissertation course.

Teaching: 30 hours of seminars in the AT.

Five weeks (15hrs) will focus on Organisational Behaviour and five weeks (15hrs) will focus on Marketing.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: For the Organisational Behaviour portion of the course, students will be expected to provide a written answer (maximum 1000 words) to any one of the cases assigned for class discussion. As the respective cases will be discussed in the class sessions for which they have been assigned, the individual write-up must be submitted at the beginning of the class session. For the Marketing portion of the course, students will be required to answer questions on a specific case.

Indicative reading:

- Madeline Powell, Stephen P. Osborne, "Can Marketing contribute to sustainable social enterprise?", Social Enterprise Journal, (2015) Vol. 11 Iss: 1, pp. 24-46.
- Bargsted, M., Picon, M., Salazar, A., & Rojas, Y. (2013). Psychosocial characterization of social entrepreneurs: A comparative study. Journal of Social Entrepreneurship, 4(3), 331–346.
- Davis, G. & White, C. (2015). How your company can change the world. Harvard Business Review (5), 48-55.

Assessment: Essay (50%, 2000 words) and take-home assessment (50%) in the WT.

Essay (Organisational Behaviour), take-home assessment (Marketing).

MG4G1 Half Unit

Understanding Social Problems for Innovation and Entrepreneurship

This information is for the 2024/25 session.

Teacher responsible: Professor Connson Locke and additional lecturers (TBC)

Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: The aim of this course, together with Social Innovation Design (MG4G2), is to help you to better understand, design, lead, and grow a social enterprise. This course – MG4G1 – focuses on the first part of your entrepreneurial journey, starting with the crucial issue of understanding the social problem of your relevant target group. We will also discuss key elements of the entrepreneurial journey, such as Lean Startup, pivots and learning from failure, as well as how to engage with others, such as other entrepreneurs, investors, incubators and accelerators to help you reach your goals better.

At the heart of both MG4G1 and MG4G2 is a real-life, evidence-based design challenge for a social enterprise, in the form of a group project in a low-income neighbourhood in Nairobi or a township in Cape Town. The project starts with building a Theory of Change, based on your understanding of the social problem of your target group, anchored in fieldwork.

Teaching: 30 hours of seminars in the AT.

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Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- dos Santos, Luciane Lucas, and Swati Banerjee. "Social Enterprise: Is It Possible to Decolonise This Concept?" *Theory of Social Enterprise and Pluralism*. 1st ed. Routledge, 2019. 3–17. Web.
- Suddaby, R., Bruton, G., & Walsh, J. P. (2018). What We Talk About When We Talk About Inequality: An Introduction to the Journal of Management Studies Special Issue. *Journal of Management Studies*, 55(3), 381–393. <https://doi.org/10.1111/joms.12333>
- Diochon, M. (2013). Social entrepreneurship and effectiveness in poverty alleviation: A case study of a Canadian First Nations community. *Journal of Social Entrepreneurship*, 4(3), 302–330.
- Najafizada, S. A. M., & Cohen, M. J. (2017). Social entrepreneurship tackling poverty in Bamyan Province, Afghanistan. *World Development Perspectives*, 5, 24–26. <https://doi.org/10.1016/j.wdp.2017.02.003>
- Lean Start-Up in Settings of Impoverishment: The Implications of the Context for Theory, GD Bruton, C Pryor, JA Cerecedo Lopez, *Journal of Management*, 01492063231204869

Assessment: Essay (40%) in the WT.

Group project (40%) and learning log (20%) in the AT.

MG4G2 Half Unit

Social Innovation Design

This information is for the 2024/25 session.

Teacher responsible: Dr. Kerry Krige

Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: This course builds on – and complements – the AT course MG4G1 'Understanding Social Problems,' and leads to the design of a fully-fledged, evidence-based social enterprise. Through this process you are introduced to the concepts, frameworks, methods, tools and evidence social entrepreneurs use to operationalise and deliver on their social innovation idea. Through interactive lectures, cases, guest speakers, group discussion and rigorous analysis you will identify and then critique the organisational and strategic approaches that apply to the social problem you are seeking to address. We explore as organisational form, the social enterprise and co-operative, as well as other 'invisible' approaches within the informal economy, and the implications this has on achieving goals of profit and purpose. During the module you will develop a proposal that addresses a social problem, analysing and arguing for, the best governance and management structures, and scaling and financing strategies. We engage with the reality of working in contexts of poverty and inequality, particularly with marginalised, isolated and excluded groups. How should you approach aligning with indigenous practice and building trust? Can trust be sustained, if you scale? And what risks should you anticipate as you diversify your funding? Lastly, we explore the implications of the global policy environment, and the growing institutional support for social enterprises as a means of achieving inclusive economies. Student teams will present their final social enterprise design to an external panel of experts, drawn from the field.

Teaching: 30 hours of seminars in the WT.

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Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading:

- Defourny, J., Nyssens, M., & Brolis, O. (2021). Testing Social Enterprise Models Across the World: Evidence From the "International Comparative Social Enterprise Models (ICSEM) Project". *Nonprofit and Voluntary Sector Quarterly*, 50(2). <https://doi.org/10.1177/0899764020959470>
- Dhlamini, X., & Giamporcaro, S. (2023). Investing for impact on the African continent: an overview. *Sustainable and Responsible*

Investment in Developing Markets, 73–89.

- Nyssens, M. & Wanderley, Fernanda & Gaiger, Luiz. (2019). *Social Enterprise in Latin America: Theory, Models and Practice*. 10.4324/9780429055164.
- Pryor, C., Zahra, S. A., & Bruton, G. D. (2023). Trusting without a Safety Net: The Peril of Trust in Base of the Pyramid Economies. *Journal of Management Studies*, 60(4), 767–799. <https://doi.org/10.1111/joms.12840>
- Santos, F. M. (2012). A Positive Theory of Social Entrepreneurship. *Journal of Business Ethics*, 111(3), 335–351. <https://doi.org/10.1007/s10551-012-1413-4>
- Smith, W. K., Gonin, M., & Besharov, M. L. (2013). Managing Social-Business Tensions. *Business Ethics Quarterly*, 23(3), 407–442. <https://doi.org/10.5840/beq201323327>

Assessment: Essay (40%) in the ST.

Group project (40%) and learning log (20%) in the WT.

MG4G4 Half Unit

Topics in Management Research

This information is for the 2024/25 session.

Teacher responsible: Prof Diane Reyniers MAR 6.07

Availability: This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management and MSc in Management and Strategy. This course is available as an outside option to students on other programmes where regulations permit. This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: This course addresses various interesting topics which will be used to encourage creative and logical thinking, structuring of clear arguments and critical assessment of evidence. The focus is on discussion and interpretation of findings rather than statistical or econometric techniques. The intellectual backbone of the course is applied and empirical economics (including behavioural economics) and finance but wherever appropriate, contributions from the psychology, sociology and management literature will be discussed. We will mainly deal with issues which are amenable to rigorous empirical investigation. The course is designed around a set of empirical research papers. Examples of questions considered are whether pain killers are more effective when they are expensive, whether creative people cheat more, whether people overvalue their own ideas.

The main objective of the course is to enable students to comprehend and critically assess the management literature, to evaluate statements in terms of evidence and to detect false reasoning or logic. Students will gain confidence in expressing their own ideas. Topics vary each year (based on student feedback) but examples are the beauty premium, wages in finance, grit, self-stereotyping, optimism and entrepreneurship.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. Students on this course will have a reading week in Week 6, in line with Departmental policy.

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Formative coursework: One take-home mock exam in the AT.

Indicative reading: Lecture 1: Creativity and cheating

Gino, F. & D. Ariely (2012) The dark side of creativity: Original thinkers can be more dishonest. *Journal of Personality and Social Psychology*, 102 (3), 445–459.

Lecture 2: Marketing and placebos

Shiv, B.; Z. Carmon & D. Ariely (2005) Placebo effects of marketing actions: consumers may get what they pay for. *Journal of Marketing Research*, XLII (November), 383–393.

Lecture 3: The finance wage premium

Bohm, M.J.; D. Metzger & P. Stromberg (2023) "Since you're so rich, you must be really smart": Talent, rent sharing, and the finance wage premium. *Review of Economic Studies*, 90, 2215-2260.

Lecture 4: Pulchronics!

Mobius, M. & T. Rosenblat (2006) Why Beauty Matters. *The American Economic Review*, 96, 1, 222- 235.

Lecture 5: Self-stereotyping

Coffman, K.B. (2014) Evidence on self-stereotyping and the contribution of ideas. *Quarterly Journal of Economics*, 1625-1660.

Lecture 6: Grit

Alan, S; T. Boneva & S. Ertac (2019) Ever failed, try again, succeed better: Results from a randomized educational intervention on grit. *Quarterly Journal of Economics*, 134, 3, 1121-1162.

Lecture 7: Optimism and entrepreneurship

de Meza, D. et al. (2019) Curb your enthusiasm: Optimistic entrepreneurs earn less. *European Economic Review*, 11, 53-69.

Lecture 8: The dark side of leadership

Nevicka, B.; F.S. Ten Velden, A.H.B. De Hoogh & A.E.M. Van Vianen (2011) Reality at odds with perceptions: Narcissistic leaders and group performance. *Psychological Science*, 22, 10, 1259-64.

Lecture 9: We love our own ideas

Hooshangi, S. & G. Loewenstein (2016) The impact of idea generation and potential appropriation on entrepreneurship: An experimental study. *Management Science*, 64, 1, 64-82.

Lecture 10: Negotiation

Small, D. A., M. Gelfand, L. Babcock & H. Gettman (2007) Who goes to the bargaining table? The influence of gender and framing on the initiation of negotiation. *Journal of Personality and Social Psychology*, 93, 4, 600-613
Bowles, H.R., L. Babcock & L. Lai (2007) Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. *Organizational Behavior and Human Decision Processes*, 103, 84-103.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

MG4J1**Introduction to Mathematics and Data Analysis for Managers**

This information is for the 2024/25 session.

Teacher responsible: Professor Connson Locke, MAR.4.14

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: The course is divided into two separate subjects: Data Analysis (Statistics) and Mathematics for Managers. The Data Analysis (Statistics) course is for all students and covers basic probability and statistics; hypothesis testing; analysis of variance; association, correlation and regression. It also includes basic training on data analysis software (STATA). It provides students with the basic analytical tools required in MG4F7 Business Analysis to analyse business data for decision making. The Mathematics for Managers course is an introductory mathematics course which covers the following topics with application reference to economics and business: Functions, Linear Equations, Basic Calculus, and Comparative Statics Analysis. It provides students with the basic analytical tools required in MG465 Managerial Economics to analyse models of product market and factor markets competition.

Teaching: 20 hours of lectures in the two weeks prior to the Autumn Term. Rounding out the schedule is a full programme of talks and activities designed to smooth your transition to postgraduate study at LSE.

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Indicative reading: Statistics: Statistics: Anderson, D., Sweeney,

D., Williams, T., Freeman, J., Shoesmith, E. (2009). *Statistics for Business and Economics* (2nd edition), Hampshire: Cengage Learning.

Huff (1991). *How to Lie with Statistics*. Penguin.

Quantitative Skills: Hammond, P. and Sydsaeter, K. (2002).

Essential Mathematics for Economic Analysis. Prentice Hall; and Jacques, I. (2010). *Mathematics for Economics and Business*. (7th edition), Pearson.

Writing skills: Wallace, M. and Wray, A. (2011). *Critical Reading and Writing for Undergraduates* (2nd edition), London: Sage.

Assessment:

No formal assessment.

MG4J2 Half Unit**Social Business Design: Strategies for Enhancing Sustainable Impact**

This information is for the 2024/25 session.

Teacher responsible: Dr Nadia Millington MAR 5.37

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is available as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: A growing number of companies worldwide have launched social business subsidiaries as part of their agenda to effect positive change. Consequently, many reputable consulting firms such as BCG and Bain have established specialist departments focused on social business consulting.

A social business is an organization whose primary purpose is to address a social problem, such as homelessness, loneliness, access to education, malnutrition, or sustainability. Unlike a charity, a social business aims to achieve financial self-sustainability by reinvesting profits to further its social mission. The increasing popularity of social businesses and subsidiaries is evident, with more and more large and reputable corporations such as Unilever and Coca-Cola joining this movement. These organisations commit and combine significant resources with their ability to rapidly scale up initiatives in order to enhance people's lives globally.

This course equips students with specialist knowledge to lead or advise on social business projects or subsidiaries within multinational corporations, consulting firms, and startups. Given the dual objectives of social business - impact and profit - there are numerous theories, tools, and methodological approaches unique to this organisational form.

The first half of the course explores three strategies social businesses employ to design profitable solutions to social problems: problem-centric, human-centric, and opportunity-centric approaches. Students will have the opportunity to bring these theoretical streams to life via interactive class exercises and real-world experiments.

The second half of the course delves into theories, strategies and consulting frameworks for scaling or expanding the impact of a social business in a manner that balances both mission and margin.

Students will bring these concepts to life via a consulting project.

Teaching: 40 contact hours in the AT, which include:

30 hours of lectures

In addition, in lieu of 10 hours of seminars, students will also be expected to:

- (i) undertake a 2-hour team building exercise,
- (ii) attend a series of support surgeries (30- minute team meetings to obtain advice from faculty) and
- (iii) attend an extended presentation day at the end of the term where the student teams will exhibit their progress and get

feedback from faculty

Students on this course will have a reading week in Week 6, in line with departmental policy.

Very importantly, while every effort will be made to dedicate some class time to assist teams in progressing their projects, as with any group project, student teams are expected to work independently outside of class times on their projects.

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Formative coursework: Compulsory: Student groups will be expected to produce a presentation outlining the progress made on their consulting project, at the end of the AT for faculty review and feedback.

Optional: Additionally a formative essay question will be provided for those wishing to practice essay writing.

Indicative reading:

- Hervieux, C.; Voltan, A. (2018). Framing Social Problems in Social Entrepreneurship. *Journal of Business Ethics*, 151(2):79-293
- Margiono, Ari & Zolin, Roxanne & Chang, Artemis. (2017). A typology of social venture business model configurations. *International Journal of Entrepreneurial Behavior & Research*. 24. 10.1108/IJEBR-09-2016-0316
- Grayson, McLaren, Spitzack. Social Intrapreneurs-An Extra Force for Sustainability. <http://www.som.cranfield.ac.uk/som/dinamic-content/media/social%20intrapreneurs%20occasional%20paper.pdf>
- Simanis E. (2012) 'Reality Check at the Bottom of the Pyramid', Harvard Business Review [Electronic], Available: <https://hbr.org/2012/06/reality-check-at-the-bottom-of-the-pyramid>, [13 March 2015]
- Margolis, J. D.; Walsh, J.P. (2003). Misery Loves Companies: Rethinking Social Initiatives by Business. *Administrative Science Quarterly*. 48 (2): 268–305.
- Mair, J.; Marti, I. (2004). Social entrepreneurship: What Are We Talking About? A Framework for Future Research. IESE Research Papers D/546, IESE Business School.

Assessment: Essay (40%, 1400 words) in the AT. Project (60%) in the WT.

The project assessment comprises an oral presentation and submission of PowerPoint slides with detailed appendices which provide evidence in support of your oral presentation.

MG4J3 Half Unit Principles of Pricing

This information is for the 2024/25 session.

Teacher responsible: Prof Om Narasimhan MAR.6.32

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The content of the course is organised into two principal modules: (1) pricing strategy and fundamentals and (2) pricing tactics and implementation. The first module of the course covers the fundamental analytical tools, theories, and conceptual frameworks needed for price strategy formulation. Basic principles from marketing, economics, and psychology will be briefly reviewed and extended. The module provides an in-depth treatment of the role of price in the firm's value proposition to the customer and the determination of customer response to price. The second module of the course covers pricing tactics with an emphasis on pricing in the digital domain.

Teaching: 30 hours of lectures in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual

freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be engaged in analysing several cases, doing numerical problems, and analysing data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve numerical problems, case analysis, and analysing data sets). Students will be taking three short quizzes during the course of the term; these are meant to ensure a proper grasp of the concepts and tools covered in the lectures.

Indicative reading:

- The Strategy and Tactics of Pricing: A Guide to Growing More Profitably (2010): Nagle, Hogan, and Zale, Prentice Hall.
- Pricing Information: How to customize both the product and the price (1998): Carl Schapiro and Hal Varian, Harvard Business School Chapters.
- 'Pricing as a Strategic Capability' (2002): Mark Bergen, Shantanu Dutta, Mark Ritson, Sloan Management Review

Assessment: Project (40%), coursework (45%) and quiz (15%) in the WT.

MG4J4 MiM Capstone Course - International Management in Action

This information is for the 2024/25 session.

Teacher responsible: Dr Heather Kappes (6.21 MAR)
Professor Connson Locke (4.14 MAR)

Availability: This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

Course content: This Capstone Course builds connections between management theory and practice and equips students with the skills necessary to succeed in their managerial careers. The first part of the course provides students with skills for leading organisational change and strategy implementation. Building on MiM core courses such as Organisational Behaviour and Business Analysis, students will explore leadership situations that involve organisational or strategic change and address challenging issues such as sustainability and ethics.

The second part of the course gives students the opportunity to apply material learned in MiM courses to create managerial recommendations that can help a firm improve and defend its competitive advantage both immediately and for its future. Before, during, and after an international trip, students will work in groups to tackle a client company's business problem(s). Students will need to balance company objectives, available resources, theoretical knowledge, and group members' knowledge and expertise. Success requires analytical techniques and reasoning as well as the ability to switch between considering the big picture and the fine-grained detail.

Teaching: 27 hours of seminars plus approximately 40 hours of work during a one-week international trip the period after exams and summer term.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: In the first part of the course, in-class case discussions will prepare students for the individual essay.

In the second part of the course, formative feedback will be provided on the basis of preparatory seminar work.

Indicative reading:

- Baaij, M. G. (2022). An Introduction to Management Consultancy (Second Edition). Sage Publications.
- Rasiel, E. M. (1999). The McKinsey Way: Using the Techniques of the World's Top Strategic Consultants to Help You and Your Business. New York: McGraw-Hill.

- Schein, E. H. (2017). *Organizational Culture and Leadership*, 5th edition. New Jersey: John Wiley & Sons.
- Yukl, G. A. (2012) *Leadership in Organizations*.

Assessment: Project (60%, 2000 words), essay (30%, 1500 words) and reflective learning report (10%).

This course is assessed on an individual essay (30%), project report (60%), and a reflective learning report with a peer evaluation component (10%) that makes use of the concepts from the course and their application illustrated in the international trip.

Details will be discussed during lectures.

MG4J5

Dissertation: Social Innovation and Entrepreneurship

This information is for the 2024/25 session.

Teacher responsible: Dr. Yally Avrahampour

Availability: This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

Course content: The dissertation gives an opportunity to deepen, apply and/or integrate the knowledge, insights and skills that the students have learned in the master's programme, by selecting one of two dissertation tracks: 1) an academic dissertation in which students develop a novel theoretical contribution to better understand an important empirical phenomenon in the domain of social innovation and enterprise, or 2) an applied capstone project, applying the knowledge, insights and skills students have learned in the programme to analyse – and develop compelling recommendations regarding a real world social problem for an existing organization or enterprise or through the design of a new social enterprise. Each track will be anchored in theory and methodology/evidence to meet academic standards.

Teaching: 6 hours of seminars in the WT. 6 hours of workshops in the ST.

- 3 hours of interactive lecture in the WT: Introduction, the two types of theses/tracks; the role of theory & academic literature in thesis development
- 3 hours of interactive lecture in the WT: Core methodological insights for thesis development

For each of the two tracks: A dissertation workshop (mandatory for all participants of the track,) at the start of the Spring Term; 6 hours (maximum) depending on the number of theses in the track. In total, students will be expected to attend around 12 hrs of classes for the dissertation module.

Projects will be guided by a pool of dedicated supervisors for these dissertations.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce – before the dissertation workshop – a dissertation proposal outlining the core question of the thesis (with sub-questions), a review/synthesis of relevant academic literature, the methodology for the study (qualitative or quantitative, sample selection, type of analysis, etc.). This proposal will be presented and discussed during the workshop. It will also serve as formative course work.

Indicative reading: Core reading: Skovdal, M. & Cornish, F. *Qualitative research for Development* (currently the students already study several chapters of this book as part of MG4G1). Additional readings will be announced before the start of the Winter term.

Assessment: Dissertation (100%, 10000 words) in August.

MG4J6 Half Unit

Brand Strategy

This information is for the 2024/25 session.

Teacher responsible: Dr Hye-Young Kim MAR 6.23

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Marketing. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: The most valuable assets that firms have are the products/services that they offer and the brands that are associated with them. Managing Products & Brands is a rigorous examination of the theory and corporate practices relevant to product and brand management. Its core objectives are to provide an understanding of the important issues in planning and evaluating product/brand strategies, to provide the appropriate theories, models, and analytical tools that enable managers to make well-informed product/brand management decisions, and to provide a platform for students to apply these principles. The critical approach adopted will blend theory and practice so as to promote effective managerial decision making on a short as well as long term basis.

Teaching: 30 hours of lectures in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will present their group work during class and receive feedback from peers and the course leader. Detailed guidelines on the group project will be provided in the course syllabus and sample projects will be available.

Indicative reading:

- Keller, K. (2007) *Strategic Brand Management*, 3rd Edition, Pearson
- Lehmann, D. And Winer, R. (2005) *Product Management*, 4th Edition, Chicago: Irwin.
- Keller, K. (2001) Building Customer-Based Brand Equity. *Marketing Management*. 10(2), 14-19.
- Lilien, Gary L., and Rangaswamy, Arvind, *Marketing Engineering*, 2nd Edition, Prentice Hall
- Lodish, Leonard M., and Carl F. Mela (2007), "If Brands Are Built Over Years, Why Are They Managed Over Quarters?," July/August, *Harvard Business Review*, 85, 7/8 (July-August), 104-112.

Assessment: Coursework (50%), project (40%) and class participation (10%) in the WT.

Coursework will be individual assignments and the Project will be completed in groups.

MG4J7 Half Unit

Consumer Neuroscience

This information is for the 2024/25 session.

Teacher responsible: Dr Nicolette Sullivan MAR 6.22

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Management (1 Year Programme) and MSc in Marketing. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Course content: Our understanding of how consumers make evaluations and decisions has been greatly advanced by the many new theoretical and technological developments in the study of consumer behaviour in the last decade. This course covers the insights gained from this new field often referred to as Consumer Neuroscience or Neuroeconomics, which sits at the intersections of consumer behaviour, psychology, behavioural economics, and neuroscience. We will cover the key findings of this highly productive new field and will introduce the neuroscience and cutting-edge techniques behind these developments including eye tracking, skin conductance, and mouse tracking, and neuroscience methods like fMRI and EEG.

Topics covered include how knowledge and measurement of the visual system inform ad design, how the brain represents the preferences and values that guide decisions and how this leads to biases, how the limbic system helps to encode emotions and how its measurement can predict marketing outcomes, and functional localization of brand preferences and marketing actions and their link to learning and memory systems. The influence of neural changes across the consumer lifespan, from adolescence through to older age, on marketing and management practices will be covered. We will discuss the use of insights gained from this research to nudge human behaviour, and future directions and ethical ramifications will be examined. Finally, the brain's ability to predict not only the individual's future choice but also aggregate market-level behaviours will be discussed.

Students will receive practical hands-on experience with one of these advanced techniques. By the end of the course, students will also be able to sort junk science from good science, making them informed consumers of research in this cutting-edge field. This is a good option for students who enjoyed Consumer Behaviour: Behavioural Fundamentals I (MG404) and would like to extend their knowledge on that topic.

Teaching: This course will have one three-hour Harvard-style session per week for the duration of Winter Term.

There is a Reading Week during Week 6 in line with departmental policy.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Prior to the summative quizzes, participants will be given a formative quiz. Formative work will also be submitted in relation to the students' group projects (Project Outlines, Elevator pitches).

Indicative reading: 1 Ding, Y. et al. The past, present, and future of measurement and methods in marketing analysis (2020).

Marketing Letters. 31, 175–186

2 Galvan, A. Adolescent development of the reward system.

Frontiers in Human Neuroscience, (2010)

3 Glimcher, P. Introduction to Neuroscience. Chapter 5, Neuroeconomics: Decision Making and the Brain, 2nd edition. Glimcher and Fehr, Eds. Academic Press.

4 Johnson, E. et al. Beyond Nudges: Tools of a Choice Architecture. Marketing Letters (2012) 23: 487–504

5 Kable, J. The Cognitive Neuroscience Toolkit for the Neuroeconomist: A Functional Overview. (2011) Journal of Neuroscience, Psychology, and Economics

6 Plassmann, H. and Weber, E. Individual Differences in Marketing Placebo Effects: Evidence from Brain Imaging and Behavioral Experiments. Journal of Marketing Research, 52(4):493-510, 2015

7 Ramsøy, T. Learning & Memory. Chapter 7 of Introduction to Neuromarketing & Consumer Neuroscience. Neurons Inc.

8 Samanez-Larkin, G. & Knutson, B. Decision Making in the Ageing Brain: Changes in Affective and Motivational Circuits. Nature Reviews Neuroscience. 2015

9 Schulte-Mecklenbeck, M., Johnson, J. G., Böckenholt, U., Goldstein, D. G., Russo, J. E., Sullivan, N. J., & Willemsen, M. C. (2017). Process-tracing methods in decision making: On growing up in the 70s. Current Directions in Psychological Science, 26, 442–450.

10 Shimojo, S. et al. (2003), Gaze bias both reflects and influences preferences. Nature Neuroscience.

Assessment: Quiz (30%), group project (50%) and class

participation (20%) in the WT.

Two quizzes (30%), weighted equally, will test students' comprehension, retention, and application of course material. Emphasis will be placed on a student's ability to apply of course material to new contexts. Quizzes will take approximately 20 minutes and will be taken through Moodle. Timing: although only two quizzes will be used for the students' marks, there will be four quizzes in total. One will be formative, and of the three summative quizzes only the two best quizzes will be used for the student's mark. Note that the two best quizzes used in the final mark with both be weighted equally (15% each of the final mark).

Group projects (50%) will answer a marketing problem that can be addressed using a cutting edge consumer behaviour technique (eye tracking, mouse tracking, or implicit associations). Groups will work together to 1) present an analytical synthesis of the previous work on their problem using both course theories and external materials, 2) design and run a small pilot study to answer this problem, 3) perform a basic analysis of their data to answer this question, and 4) provide concrete and actionable recommendations to address the problem. Students will receive a group mark for the presentations, which assesses ability to apply course concepts, teamwork (demonstrated by coherence and equality of participation), preparation and presentation, clarity of analysis, and sensibility of recommendations. Timing: The final project output will be due in the final week of the course. Engagement (20%) will be assessed to measure students' participation in the course. This will be done in three ways. First, through attendance. Second, through an assessment of the student's contributions to the discussion board. Posts and responses will be assessed for their depth of analysis, clarity, and accuracy. Although a greater number of high-quality posts will receive higher marks, quality will be counted higher than quantity. Third, through a peer evaluation of participants' engagement and performance in their team projects, as measured by a mean of other team members' evaluations of them at the end of the course projects. Timing: This will be assessed throughout the term.

MG4J8 Half Unit Managing Artificial Intelligence

This information is for the 2024/25 session.

Teacher responsible: Dr Zhi (Aaron) Cheng, MAR.4.25

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course may be capped/subject to controlled access. For further information about the course's availability, please see the MG Elective Course Selection Moodle page (<https://moodle.lse.ac.uk/course/view.php?id=3840>).

Priority will be given to students on the MSc in Management of Information Systems and Digital Innovation programme.

Course content: Why and how should we manage artificial intelligence (AI) and maintain humanity? The course approaches the current and emerging managerial and strategic matters around big data, AI and robotics, covering the development and implementation of AI technologies from organisational, technical, social, economic and political viewpoints.

The concepts and frameworks in the course provide an in-depth understanding of the designing and organising logic for AI. Students will engage in research and practice on AI management, understand the promises and perils of data-driven and algorithmic decision-making, analyse the roles of human judgment, and

critically assess the implications of big data and AI technologies for individuals, organisations and the society at large.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the WT.

A reading week will take place in Week 6. There will be no teaching during this week.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the WT.

The formative assessments (submitted to receive oral feedback) include:

- An initial proposal (500 words) of the individual essay.
- An outline (1-page A4 document) of the team project proposal.

The first formative assessment allows students to propose a research question relevant to AI management, demonstrate knowledge of the background and related literature, and outline the key structure before substantively developing the essay. The second formative assessment allows students to apply their conceptual understanding of AI management and propose AI strategic plans to address real-world challenges.

Indicative reading:

- Acemoglu, D. (2021). Redesigning AI. Boston Review/Boston Critic Inc.
- Agrawal, A., Gans, J., & Goldfarb, A. (2018). Prediction Machines: The Simple Economics of Artificial Intelligence. Harvard Business Press.
- Berente, N., Gu, B., Recker, J., & Santhanam, R. (2021). Managing Artificial Intelligence. MIS Quarterly, 45(3), 1433-1450.
- Brynjolfsson, E., & McAfee, A. (2017). Artificial Intelligence, for Real. Harvard Business Review.
- Crawford, K. (2021). The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence. Yale University Press.
- Floridi, L. (2023). The Ethics of Artificial Intelligence: Principles, Challenges, and Opportunities. Oxford University Press.
- Hosanagar, K. (2020). A Human's Guide to Machine Intelligence: How Algorithms Are Shaping Our Lives and How We Can Stay in Control (Illustrated edition). Penguin Books USA.
- Iansiti, M., & Lakhani, K. R. (2020). Competing in the Age of AI: Strategy and Leadership When Algorithms and Networks Run the World (Illustrated edition). Harvard Business Review Press.
- Raisch, S., & Krakowski, S. (2021). Artificial Intelligence and Management: The Automation-Augmentation Paradox. Academy of Management Review, 46(1), 192-210.
- Russell, S.J., & Norvig, P. (2022). Artificial Intelligence: A Modern Approach (Fourth Edition), Global Edition. Pearson Education.
- Provost, F., & Fawcett, T. (2013). Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking. O'Reilly Media, Inc.
- Zerilli, J. (2021). A Citizen's Guide to Artificial Intelligence. MIT Press.

Assessment: Essay (60%, 2000 words) and project (40%, 3000 words) in the WT.

Students will present their team projects in the seminars and receive developmental feedback. After the final presentation, each student team will submit a 3000-word project report.

MG4J9 Half Unit Not available in 2024/25 Responsible Digital Innovation: Ethics at Work

This information is for the 2024/25 session.

Teacher responsible: Prof Susan Scott MAR 4.30

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour),

MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation, MSc in Media and Communications (Media and Communications Governance) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the MSc in Management of Information Systems and Digital Innovation programme.

Course content: This course aims to give students theoretical and practical insights into the ethical implications surrounding the management of digital innovations in business. An area of vibrant scholarship, the issues that we cover are also of growing interest to any employer committed to sustainable innovation who realises that "ESG" (Environment, Society, and Governance) needs to be core to their mission. Students will examine the nature, role, and influence of innovations with a particular interest in the dynamic relationship between digital technologies, organisational practices, and their ethical implications. There are four principles guiding the syllabus for this course:

- The challenges engulfing the world are not just technical questions, they are value-laden and demand a distinctively socio-technical approach.
- Contemporary emerging technologies are redefining where accountability lies, challenging the boundaries of corporate social responsibility and organisational governance structures.
- Going forward ethics will not be a bolted-on topic dealt with in isolation but a living practice; an enactment, that becomes integral to the management of digitalisation.
- Social sciences provide us with the skills needed to identify the discourses defining the emergence of ethics on the ground and equip us with the ability to respond when asked: what is this a case of?

We will consistently take the ethical challenges surrounding contemporary emerging technologies (AI, robotics, remote working arrangements, digital ledger technologies etc.) as our focus although the specific case studies used may vary year to year. Whenever possible, we will invite industry experts to participate on the course to learn from their experience of "ethics at work" in their organisations.

We will learn about the different ways in which ethical challenges are framed and become able to identify streams of discourse in the workplace. Students will deconstruct the rationale (technical, managerial, stakeholder) being used to address ethical challenges, enabling them to work toward more inclusive and reflective approaches to the management of contemporary emerging technologies. Within this, the emphasis will be on identifying the unintended consequences of contemporary emerging technologies in the workplace with a focus on themes of accountability, responsibility, and sustainability.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

Classes are case study focused with discussion of selected journal articles or book chapters. Reading week will take place during Week 6. There will be no teaching during this week.

Additional learning activities: When possible, industry leaders and policy makers will be invited to discuss their encounters with ethical challenges and the management practices that they have developed in response to them. This may take the form of a face-to-face meeting with students, or a video prepared in advance (e.g., Prof Scott interviewing an expert) posted on Moodle.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 case study in the WT.

A formative assignment will be submitted at the end of week 5, Winter Term. Having studied published case studies in Weeks 1-4 in Winter Term, students will be tasked with writing their own mini case study (approx. 1000 words). This formative assignment provides an opportunity for class teachers to discuss the strengths and limitations of different case study options with the

student. These discussions ensure that the students thoroughly understand the kind of ethical issue or challenge that best fits the course criteria. It also motivates them to engage deeper with the foundational principles of the course and appropriate literature.

Indicative reading:

- Brigham, M. and Introna, L. (2007). Invoking politics and ethics in the design of information technology: Undesigning the design. *Ethics and Information Technology*, 9, 1-10.
- Cheney-Lippold, J. (2017). *We Are Data*. NYU Press.
- Cybulski, J.L. and Scheepers, R. (2021). Data science in organizations: Conceptualizing its breakthroughs and blind spots. *Journal of Information Technology*, 36(2), 154-175.
- Freeman, R. E. (2004). Stakeholder Theory and "The corporate objective revisited," *Organization Science*, 15(3), 364-369.
- Gray, M. L., & Suri, S. (2019). *Ghost work: How to stop Silicon Valley from building a new global underclass*. Eamon Dolan Books.
- Kaplan, S. (2019). *The 360° Corporation: From stakeholder trade-offs to transformation*. Stanford University Press.
- Noble, S.U. (2018). *Algorithms of Oppression: How search engines reinforce racism*. NYU Press.
- Stahl, B.C. et al. (2014). From computer ethics to responsible research and innovation in ICT: The transition of reference discourses informing ethics-related research in information systems. *Information & Management* 51, 810-818.
- Stilgoe, J., Owen, R., and P. Macnaghten (2013). Developing a framework for responsible innovation. *Research Policy*, 42(9), 1568–1580.

Assessment: Essay (100%, 3000 words) in the ST.

Research Essay

Marking guidelines will give weight to the process of identifying how, what, where, and when issues have emerged; the different ways in which issues are being or could be framed; and the influence that this has on the management approach(es) in use. Students will be expected to show mastery of the concepts, marshal the literature, and produce a data-informed, well-structured line of argument.

MG4L1

HR and People Management Careers Series

This information is for the 2024/25 session.

Teacher responsible: Dr Bethania Antunes and the MSc HRO Careers Consultant

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

Course content: The course is divided into 10 sessions: five Autumn Term sessions, five Winter Term sessions.

Autumn Term:

- Introduction to HR & People Careers, followed by four sessions each exploring a specific career route in HR and people management via a combination of LSE alumni panels, workshops, and fireside chats (e.g., consulting, organisational design and development, DEI, HR generalist).

Winter Term:

- Five sessions each exploring a specific career route in HR and people management via a combination of LSE alumni panels, workshops, and fireside chats, building on the Autumn Term sessions. E.g., people analytics, learning and development, business partnering, talent acquisition, boutique consulting.

Teaching: 10 hours of lectures in the AT. 10 hours of lectures in the WT.

Students will attend 4-5 sessions in Autumn Term and 4-5 sessions in Winter Term, 1.5 hours – 2 hours per session.

Students can access further careers events and support via CareerHub to complement this course.

In its Ethics Code, LSE upholds a commitment to intellectual

freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Assessment:

This course has no formal assessment

MG4PA Half Unit

People Analytics and Technology

This information is for the 2024/25 session.

Teacher responsible: Dr Francesca Manzi

Availability: This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD). This course is available on the MSc in Human Resources and Organisations (International Employment Relations/CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

Course content: This course explores the role of data and analytics in human resource management (HRM). The current world of work contains a wide array of information that can be used to make work more engaging to employees and organizations more efficient. Rather than making human resource decisions based on traditions or gut instinct, we can bring science into the way people are managed by leveraging data and empirical evidence. This course combines substantive people management issues such as performance management, recruitment and selection, DEI, engagement, and employee turnover with data-driven decision-making skills. Students will work on multiple sample datasets and real-world cases to identify HRM problems, learn the basics of data analysis, interpret statistical outcomes, and make relevant people decisions. In addition, the course will discuss emerging technologies such as AI and machine learning in HRM and discuss the ethical issues that arise with their use. By the end of the course, students will be prepared to evaluate analytical evidence to make ethical people decisions and become better managers.

The intended learning outcomes are:

- To understand what HR managers need to know about people analytics
- To identify the advantages and limitations of using analytics to solve HR problems
- To recognize, understand, and interpret basic statistical tests (e.g., correlation, regression, t-tests, ANOVA, mediation, etc.)
- To critically evaluate ethical issues with emerging technologies in HRM

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

This course consists of interactive and practical discussions in lectures and hands-on case analysis and data interpretation during seminars. Although directly analysing data is not required, students are encouraged to follow weekly step-by-step tutorials on statistical tests and to attend the relevant Digital Skills Lab workshops.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: A formative case report allows students to practice their analytics skills by identifying key questions and variables, selecting the appropriate statistical test, interpreting statistical output, and providing data driven recommendations. This report is designed to prepare students for their final analytics project report.

Indicative reading:

- Text book: Edwards, Martin and Kirsten Edwards. 2019. *Predictive HR Analytics: Mastering the HR Metric*. Publisher: Kogan Page. ISBN: 9780749484446.
- Davenport, Thomas H., Jeanne Harris, and Jeremy Shapiro. 2010. Competing on talent analytics. *Harvard Business Review*, 88(10): 52-58.

- Tambe, Prasanna, Peter Cappelli, and Valery Yakubovich. 2019. Artificial intelligence in human resources management: challenges and a path forward." California Management Review 61(4): 15-42.
- Case study: Polzer, J.T. & Huall, O. (2020). People Analytics at McKinsey. Harvard Business School Case: 9-418-023.

Assessment: Report (60%) in the ST.

Quiz (30%) and class participation (10%) in the WT.

The course will be assessed via the following methods:

Class Participation assessed on identifying HRM issues and the role of data and analytics in people decisions during seminar discussion (10%)

An individual analytics case report (1500 words) to identify problem(s), select tests, interpret findings, and provide data driven recommendations (60%)

Three quizzes of 10% each testing student skills on identifying variables, appropriate statistical tests, and sound reporting of findings.

MY400 Half Unit Fundamentals of Social Science Research Design

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan Jackson

Availability: This course is compulsory on the MSc in Applied Social Data Science and MSc in Social Research Methods. This course is available on the MPhil/PhD in Demography/Population Studies, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MSc in Applied Social Data Science, MSc in Environmental Policy and Regulation, MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Research students please see MY500.

Course content: Research design necessitates trade-offs between the strengths and weaknesses of different feasible options. This course aims to introduce the broad range of design options and to foster an appreciation of these alternatives for particular research objectives. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options across quantitative, qualitative and mixed-methods research. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective and will be better equipped to implement and make arguments defending the methods they use in their dissertations.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Autumn Term.

This course has a Reading Week in Week 6 of AT.

Formative coursework: A project outline (1-2 pages long) that sets up a research question that the students will develop in their summative assignment.

Indicative reading: Robson, Colin and McCartan, Kieran (2015, 4th edition). Real World Research. London: John Wiley.

Assessment: Research proposal (100%) in the WT. Students can base their research proposal (3000 words) on a dimension of their dissertation topic subject to the approval of their home department.

MY401 Half Unit Research Design for Studies in Digital Innovation

This information is for the 2024/25 session.

Teacher responsible: Professor Flora Cornish and Dr Sally Stares

Availability: This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.

Course content: This course will deliver the core methodological training for students completing a dissertation for the MSc in Management of Information Systems and Digital Innovation. It covers issues of research design and research methods for information systems studies, including sessions on the collection and analysis of both qualitative and quantitative data. Lectures will introduce the principles of a range of research design issues and methodological approaches, while classes will contextualise this teaching in relation to information systems research. Drawing on a variety of examples in information systems, the course will provide the platform for students to consider a range of design options, as well as methodological techniques. By the end of the course, students will be familiar with a range of research design options and will be better equipped to not only design, but also to collect and analyse data for, their own dissertations. The course is also intended to help students become more informed and critical readers of social scientific, and specifically information systems, research. The course therefore has the dual aim of helping students become both critical "consumers" and "producers" of information systems research. In doing so, it should make positive contributions to students' learning experience both in their dissertation process, and in other courses they take at the LSE. The topics covered will include discussions of the alignment between research question and research design, questions of inference, and the relationship between theory and data, as well as brief introductions to research methods, with a focus on when they will be appropriate to particular questions and projects.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term. This course has a reading week in Week 6 of WT. Lectures for this course will be delivered by staff by the Department of Methodology. To help to contextualise the materials covered in the course for the students, and to ensure a good fit with the requirements of the MISDI dissertation, the seminars will be led by staff from the Department of Management.

Formative coursework: Students will be expected to submit a 1,000 word research proposal.

Indicative reading:

- Agresti, A. and Finlay, B. (2009) Statistical Methods for the Social Sciences [4th edition]. Prentice Hall.
- Bauer, M. and Gaskell, G. (2000) Qualitative Researching with Text, Image and Sound. Sage.
- Flick, U. (2014) An Introduction to Qualitative Research [5th edition]. Sage.
- King, G., Keohane, R. and Verba, S. (1994) Designing Social Inquiry. Princeton University Press.
- Klein, H. K., and Myers, M. D. (1999). A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems.
- Robson, C. and McCartan, K. (2016) Real World Research [4th edition]. John Wiley.
- Seale, C. [ed.] (2004) Social Research Methods: A Reader. Routledge.
- Van de Ven, A. H. (2007). Engaged Scholarship: A Guide for Organizational and Social Research. Oxford University Press.
- Walsham, G. (2006). Doing Interpretive Research. European Journal of Information Systems 15(3): 320-330.
- Yin, R. K. (2018). Case Study Research and Applications: Design and Methods. Sixth Edition. Los Angeles: SAGE.

Assessment: Essay (70%, 2500 words) in the ST.

Group essay (30%) in the WT.

Group essay (30%) is 3000 - 4200 words depending on group size.

MY405 Half Unit Research Design for Policy and Programme Evaluation

This information is for the 2024/25 session.

Teacher responsible: Professor Flora Cornish

Availability: This course is available on the MPhil/PhD in Health Policy and Health Economics, MSc in Applied Social Data Science, MSc in Gender, Policy and Inequalities, MSc in Global Health Policy, MSc in Health and International Development, MSc in Human Geography and Urban Studies (Research), MSc in Marketing and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place, you are likely to be given a place.

Course content: This course teaches the fundamentals of contemporary evaluation research design, for students interested in pragmatic applications of evaluation methods in real-world settings. Students will be equipped with research design skills to be able to design and critically appraise evaluation research in applied fields such as international development, health, and public policy. Students are taught to develop a clear and coherent Theory of Change as a foundation for an evaluation. Taking a mixed methods approach, the course covers the major quantitative designs, including randomized experiments and observational (i.e. non-randomized) research designs such as instrumental variables, difference-in-differences, regression discontinuity design, matching, and synthetic control. It covers qualitative and participatory research designs and their contribution to formative research, process evaluation, realist evaluation, and theory-based evaluations. Examples from the fields of health, international development and public policy will be used throughout the lectures and seminars. Students learn to apply what they have learned, by working in groups on real research design tasks in seminars. The realities of designing evaluations for government and non-government organisations mean that resources are limited and ideal conditions are rarely met. The course therefore focuses on how to make pragmatic choices and deal with often sub-optimal tradeoffs in real-world contexts.

This course focuses primarily on the fundamental principles of evaluation design rather than the implementation of particular quantitative or qualitative methodologies, there are therefore no prerequisites required to register. It is complementary with most other quantitative and qualitative courses offered by the Department of Methodology. Given some overlaps in content on the quantitative side, it is usually advised not to take this course together with MY457 Causal Inference for Observational and Experimental Studies.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours across Winter Term.

This course has a reading week in Week 6 of Winter Term.

Formative coursework: A Theory of Change in the Winter Term.

Indicative reading: Angrist, J. D. and Pischke, J-S. (2014) *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press

Bell, S. & Aggleton, P. (2016). *Monitoring and Evaluation in Health and Social Development: Interpretive and Ethnographic perspectives*. London: Routledge.

Cartwright, N. & Hardie, J. (2012). *Evidence-Based Policy: A practical guide to doing it better*. Oxford, UK: Oxford University Press.

Glennerster, R. and Takaarasha, K. (2013) *Running Randomized Evaluations: A Practical Guide*, Princeton University Press.

Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods*. (4th Edition). London: Sage.

Assessment: Research design (100%) in the ST.

MY421A Half Unit Qualitative Research Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Raphael Susewind

Availability: This course is available on the MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Environmental Policy and Regulation, MSc in Gender (Research), MSc in Global Health Policy, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Marketing, MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups, participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY423 Interview Methods for Social Science Research, MY425 Case Studies and Comparative Methods for Qualitative Research, MY426 Doing Ethnography, or MY428 Qualitative Text Analysis.

Lectures introduce the main conceptual and practical issues.

Seminars provide practical experience with the methods.

Teaching: The course runs twice per year: in AT (MY421A) and again in WT (MY421W). The content of the course, and the method of assessment, is exactly the same in each term.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Autumn Term.

This course has a reading week in Week 6 of AT.

Formative coursework: Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

Indicative reading: Textbooks: There is no set text for this course.

The following are useful **general textbooks** for the pragmatic approach taken in MY421:

- Becker, H. S. (199). *Tricks of the trade: How to think about your research while you're doing it*. University of Chicago Press.
- Braun, V. & Clarke, V. (2018). *Successful qualitative research: a practical guide for beginners*, London: SAGE.
- Lareau, A. (2021). *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up*. University of Chicago Press.
- Mayan, M. J. (2016). *Essentials of qualitative inquiry*. Routledge.

Assessment: Project (100%, 3000 words) in the WT.

The summative assignment is a small project, demonstrating skills in using some of the qualitative methods covered during the course. It takes the form of a project report, with detailed appendices documenting the methods of data collection and analysis used.

MY421W Half Unit

Qualitative Research Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Raphael Susewind

Availability: This course is available on the MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Environmental Policy and Regulation, MSc in Gender (Research), MSc in Global Health Policy, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Marketing, MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups, participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY423 Interview Methods for Social Science Research, MY425 Case Studies and Comparative Methods for Qualitative Research, MY426 Doing Ethnography, or MY428 Qualitative Text Analysis.

Lectures introduce the main conceptual and practical issues.

Seminars provide practical experience with the methods.

Teaching: The course runs twice per year: in AT (MY421A) and again in WT (MY421W). The content of the course, and the method of assessment, is exactly the same in each term.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Winter Term.

This course has a reading week in Week 6 of WT.

Formative coursework: Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

Indicative reading: Textbooks: There is no set text for this course. The following are useful **general textbooks** for the pragmatic approach taken in MY421:

- Becker, H. S. (199). *Tricks of the trade: How to think about your research while you're doing it*. University of Chicago Press.
- Braun, V. & Clarke, V. (2018). *Successful qualitative research: a practical guide for beginners*, London: SAGE.
- Lareau, A. (2021). *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up*. University of Chicago Press.
- Mayan, M. J. (2016). *Essentials of qualitative inquiry*. Routledge.

Assessment: Project (100%, 3000 words) in the ST.

The summative assignment is a small project, demonstrating skills in using some of the qualitative methods covered during the course. It takes the form of a project report, with detailed appendices documenting the methods of data collection and analysis used.

MY423 Half Unit

Interview Methods for Social Science Research

This information is for the 2024/25 session.

Teacher responsible: Dr. Aliya Hamid Rao, Assistant Professor, Department of Methodology.

Availability: This course is available on the Global MSc in Management, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Gender, MSc in Gender (Research), MSc in Gender, Policy and Inequalities, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies, MSc in Media, Communication and Development, MSc in Political Sociology and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: This course focuses on the practical dimensions of interviews as a data collection method for social science research. In so doing, the course also engages with epistemological concerns, such as what kinds of claims interview data can be used to make. While this course does not require any pre-requisites, it takes a deep and narrow approach in its focus on semi-structured interviews. This course will consider sampling, recruitment, and ethical concerns that arise particular to interviews. Such considerations will be discussed throughout the course through readings, lectures, and seminars. Students seeking an introductory overview of qualitative methods are advised to see MY421/521. This course is designed to be most useful to those with some familiarity with qualitative methods broadly, and for those who come to the course with some sense of an interview study they want to conduct.

Course content: This course will provide students with the skills to:

- Understand and implement the key principles for planning, designing, and executing an interview based study;
- Understand and implement the key principles in how to conduct interviews that yield rich data;
- Understand the key elements in interview data;
- Evaluate published research that draws on interview data.

Students will start off by learning what kinds of research questions can suitably be answered by the data usually collected through interviews. They will learn about the considerations that go into designing a largely interview-based study (including: recruitment, sample parameters, and interview guides). While the focus will generally be on the practical dimensions, students will also learn about some of the epistemological debates pertaining to these considerations.

The type of interviews this course will focus on will be semi-structured one-on-one interviews, which constitute one of the most common data collection methods in qualitative social science research. However, other types of interviews and related methods (such as couple interviews and ethnography) will be referenced typically as a way to highlight how the data collected from one-on-one interview methods differs from these other related, but distinct, methods. The focus on one-on-one interviews is because when it comes to interviewing this is a predominant way of conducting interviews in the social sciences. This course is designed to give students the practical skills and epistemological background to design and complete their own, individual, interview-based studies. This course may be particularly useful for students intending to conduct their own interview-based studies. The course is comprised of 10 lectures (of 90 mins each) which introduce the main conceptual and practical issues. 9 seminars (90 minutes each) provide a space to dive deeper into the debates in each topic as well as gain some practical experience.

The required text for this course is Annette Lareau's book *Listening to People*. Each week will usually have two required readings, typically one "method" and one "example" reading as well as several optional readings. The required readings will be made available through the Reading List in Moodle.

An indicative structure of the course is below. Please note this is subject to being amended.

1 Introduction: What can interviews tell us?

- 2 What kind of a sample do you need?
- 3 Ethics and reflexivity
- 4 What, how, and when should you ask?
- 5 Conducting interviews
- 6 Reading week
- 7 Special groups: Interviewing Elites
- 8 Data Analysis
- 9 Writing up an interview-based study to compellingly answer strong research questions
- 10 Evaluating interview research
- 11 Summing up: Course review and outstanding questions

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the WT.

Formative coursework: The formative assessment consists of the students uploading the following in a single word document to Moodle, in this order:

- 2 Interview memos (each 1.5 pages, single-spaced, max, with a methodological and analytical component. Detailed instructions will be provided to students);
- 2 single-spaced pages of one interview transcript (consecutive pages, and ideally ones on which students want some feedback, single spaced).

Indicative reading: There is required book for the course: *Listening to People*, by Annette Lareau. The remainder of the required readings will be made available to students through Reading List in Moodle.

Assessment: Essay (100%, 3000 words) in the ST.

MY425 Half Unit

Case Studies and Comparative Methods for Qualitative Research

This information is for the 2024/25 session.

Teacher responsible: Dr Eleanor Knott

Availability: This course is available on the MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Development Studies, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in Gender (Rights and Human Rights), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Sociology and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is freely available to any MSc or MRes students interested in case study research designs. MY525 is available for PhD students interested in case study research designs. The course is most suited to students within macro- or meso-sociological traditions (e.g. political science, IR, sociology, political sociology, policy studies, development studies) than those within a micro-sociological/individualist tradition (e.g. micro-interactionist perspectives, psychology, psychiatry).

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place. There is no need to require authorisation.

Pre-requisites: There are no prerequisites for this course but capacity to work autonomously is expected (including conducting a literature review, finding one's own theoretical literature, creating one's own research question, etc.). Throughout the course, students are expected to make their own decisions and learn how to become autonomous junior researchers by constructing a research project on their own. Students not confident in their capacity to work autonomously are encouraged to familiarise themselves with these skills before the beginning of the course to make the most out of the teaching (see for example LSE

Life services for resources helping you to prepare yourself for autonomous work).

Course content: This course focuses on the approach and practice of designing and conducting case study and comparative research. Thinking outside of the areas of interest and specialisms and topics, students will be encouraged to develop the concepts and comparative frameworks that underpin these phenomena. In other words, students will begin to develop their research topics as cases of something.

The course will cover questions of design and methods of case study research, from single-n to small-n case studies including discussions of process tracing and Mill's methods. The course will address both the theoretical and methodological discussions that underpin research design as well as the practical questions of how to conduct case study research, including gathering, assessing and using evidence. Examples from the fields of comparative politics, IR, development studies, sociology and European studies will be used throughout the lectures and seminars.

More information about MY425 can be found on the Moodle page of the course (e.g., course structure, detailed formative and summative assignment instructions, examples of prior cohorts' summative assignments). Please do not hesitate to self-enrol to the Moodle page of the course to have a better idea of the content of the module and the work required.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Winter Term.

Lectures will provide students with the key concepts, ideas and approaches to case study and comparative research. Seminars will provide students with practical experience of assessing the approaches of case study and comparative research design, as well as opportunities to design and develop their own research projects.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the WT.

- 1 formative paper: literature review and project outline (1-2 pages) due in Week 8.160
- 1 peer marking exercise: in-class oral peer feedback session for students to exchange ideas on formative assignment.

Indicative reading: Key texts:

- Beach, D., & Pedersen, R. B. 2019. *Process-tracing methods: Foundations and guidelines*. University of Michigan Press.
- Bennett, A. and Checkel, J.T. eds., 2014. *Process tracing: From metaphor to analytic tool*. Cambridge University Press.
- Della Porta, D. and Keating, M. eds., 2008. *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge University Press.
- George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*.
- Gerring, J. 2017. *Case study research: principles and practices*. Second edition. Cambridge University Press.

Example readings for discussion:

- Briggs, Ryan C. 2017. "Explaining case selection in African politics research", *Journal of Contemporary African Studies*.
- Finkel, E. (2017) *Ordinary Jews: choice and survival during the Holocaust*. Princeton University Press.
- Lund, Christian. 2014. "Of What is This a Case? Analytical Movements in Qualitative Social Science Research." *Human Organization* 73(3): 224–234.
- Simmons, E. (2016) *Meaningful resistance: market reforms and the roots of social protest in Latin America*.: Cambridge University Press.
- Simmons, E. S. and Smith, N. R. (2017) 'Comparison with an Ethnographic Sensibility', *PS: Political Science & Politics*, 50(01), pp. 126–130. doi: 10.1017/S1049096516002286.
- Slater, D. and Wong, J. (2013b) 'The Strength to Concede: Ruling Parties and Democratization in Developmental Asia', *Perspectives on Politics*, 11(03), pp. 717–733. doi: 10.1017/S1537592713002090.

Assessment: Research proposal (100%) in the ST.

It is recommended that students base the research design

proposal (4000 words) on their dissertation topic (or a related topic, e.g. a PhD proposal) subject to approval by students' home department. Where students also take MY400 (which has a similar summative assessment), students will be guided towards a modified version of the research proposal (e.g. a different research question) to avoid self-plagiarism between assignments. Students must consult with their home department regarding overlap between the proposal and their dissertation.

MY426 Half Unit Doing Ethnography

This information is for the 2024/25 session.

Teacher responsible: Dr Chana Teeger

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Social and Public Policy (Research), MSc in Marketing, MSc in Political Science (Conflict Studies and Comparative Politics) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.

Course content: Doing ethnography enables us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. This interdisciplinary course equips students with a practical understanding of how to do, and to think about, contemporary ethnography. Core conceptual, ethical and methodological debates are introduced through in-depth engagement with exemplar texts, and through students' experience of fieldwork. Fieldwork is a key component of the course, with students collecting data locally. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include identifying and accessing study sites, writing field notes, and analysing and writing up ethnographic data. Emphasising that ethnography relies on the researcher-as-research-instrument, the course aims to develop students' sensitivity and rigour as ethnographic researchers.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Winter Term.

This course has a Reading Week in Week 6 of WT.

Formative coursework: An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words) in WT. Field-notes should record rich details of observations (the data), researcher reflections, and brief interpretations of the significance of these observations. Written feedback will be provided.

Indicative reading: DeWalt, K. M.; DeWalt, B. R. (2002). Participant observation: A guide for fieldworkers. AltaMira Press. Emerson, R. M., Fretz, R. I.; Shaw, L. L. (1995). Writing ethnographic fieldnotes. University of Chicago Press. Hammersley, M; Atkinson, P. (2007). Ethnography: Principles in practice. Taylor ; Francis. Wacquant, L. (2004) Body and Soul: Ethnographic Notebooks of an Apprentice Boxer. New York: Oxford University Press. Laureau, Annette. (2011). Unreal Childhoods: Class, Race, and Family Life (2nd Edition). Berkeley: University of California Press

Assessment: Essay (100%, 4000 words) in the ST.

MY428 Half Unit

Qualitative Text and Discourse Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Audrey Alejandro

Availability: This course is available on the MSc in Accounting, Organisations and Institutions, MSc in Applied Social Data Science, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in Development Studies, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Gender (Rights and Human Rights), MSc in Gender, Media and Culture, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is freely available to any MSc or MRes students interested in text and discourse analysis.

The course is also available to PhD students interested in text and discourse analysis, please see MY528.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place. There is no need to require authorisation.

Pre-requisites: There are no prerequisites for this module but capacity to work autonomously is expected (including conducting a literature review, finding one's own bibliographical resources, creating one's own research question, etc.) Throughout the module, students are expected to make their own research decisions and learn how to become autonomous junior researchers by constructing a research project on their own. Students not confident in their capacity to work autonomously are encouraged to familiarise themselves with these skills prior to the beginning of the module to be able to make the most out of the teaching (see for example LSE Life services for resources helping you to prepare yourself for autonomous work).

Course content: How can we use texts and discourses to create meaning about the social world? The goal of this course is to provide students with the skills to construct and conduct social science research using text and discourse as an entry point. While acquiring these skills, students also learn how to interpret textual data by exploring the concepts and case studies developed across disciplines. The course both establishes a theoretical foundation for text/discourse analysis and takes a practical and applied approach, so that students can acquire greater independence and confidence to conduct their research project autonomously. Discourse Analysis is the overarching method that structures the content of the course. The first part of the course focuses on the application of the most common methods used to analyse texts and discourses (including thematic analysis and content analysis). The second part of the course places the in-depth analysis of texts in the broader context of research design and knowledge production, to ensure students know how to critically self-assess their work and produce research to the highest standards. Beyond learning the skills of qualitative text/discourse analysis, this course is an invitation to produce more structured, analytical and critical research capable of grasping not only the visible but also the invisible and implicit dimensions of politics and society. In that sense, the module also represents a perfect opportunity for students with a quantitative background to harness the strengths of qualitative methods and design strong mixed-methods analysis. Examples from across the social sciences will be used throughout the lectures and seminars. More information about MY428 can be found on the Moodle page of the module (for example course structure, examples of formative and summative assignments from the previous cohorts, and detailed guidelines about the assignments). Please do not hesitate to self-enrol to the Moodle page of the module to have a better idea of the content of the

module and the work required.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Winter Term.

This course has a Reading Week in Week 6 of WT.

Formative coursework: A project proposal (c.1,000 words) focusing on the topic that the student will develop in their summative assignment. The project proposal comprises a blog post and a project outline.

Indicative reading:

- Alejandro, A. (2021). Reflexive discourse analysis: A methodology for the practice of reflexivity, *European Journal of International Relations*, 27, 1, 2021, 150-174.
- Baker, P. and Ellece, S. (2010). *Key Terms in Discourse Analysis*, London: Continuum.
- Gee, JP (2011). *How to do discourse analysis: a toolkit*, New York: Routledge
- Kuckartz U. (2014). *Qualitative text analysis: a guide to methods, practice & using software*. Los Angeles: Sage.
- Scheier, M. (2012). *Qualitative Content Analysis*. Thousand Oaks: Sage.
- Taylor, S (2013). *What is discourse analysis?* London: Bloomsbury Academic.

Assessment: Research project (100%) in the ST.

The summative assignment is an exploratory project of 4000 words. Students can base their research project on a dimension/sub-question of their dissertation topic (or a related topic, e.g. a PhD proposal) subject to the approval of their home department.

MY451A Half Unit Introduction to Quantitative Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Sally Stares

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography (Social/Formal), MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in Environmental Policy and Regulation, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is also available to research students as MY551.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out and interpret a range of data analysis techniques, from univariate and bivariate descriptives to multiple linear regression and binary logistic regression at an introductory level. The seminars and computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).

Teaching: This course is delivered through a combination of

lectures and seminars totalling a minimum of 30 hours across Autumn Term.

The course runs twice per year: in AT (MY451A) and again in WT (MY451W). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of AT.

Formative coursework: Self-guided computer exercises to be completed before weekly classes for discussion and a weekly online quiz.

Indicative reading: A course pack will be available for download online. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY451 and MY452).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY451W Half Unit Introduction to Quantitative Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Michael Schultz

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Environmental Policy and Regulation, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is also available to research students as MY551.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out and interpret a range of data analysis techniques, from univariate and bivariate descriptives to multiple linear regression and binary logistic regression at an introductory level. The seminars and computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Winter Term.

The course runs twice per year: in AT (MY451A) and again in WT (MY451W). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of WT.

Formative coursework: Self-guided computer exercises to be completed before weekly classes for discussion and a weekly online quiz.

Indicative reading: A course pack will be available for download online. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY451 and MY452).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY452A Half Unit Applied Regression Analysis

This information is for the 2024/25 session.

Teacher responsible: Professor Jouni Kuha

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Environmental Policy and Regulation, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Local Economic Development, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Political Science and Political Economy), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Social Research Methods and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: The course assumes a good working knowledge of basic descriptive statistics and statistical inference, to the level covered on a standard introductory statistics course such as MY451 (Introduction to Quantitative Analysis). Some prior familiarity with linear regression modelling will also be useful.

Course content: The course provides an introduction to statistical regression modelling and different types of regression models that are commonly used in the social sciences. The main topics covered are linear regression models, binary logistics models for dichotomous outcomes, multinomial and ordinal logistic models for polytomous outcomes, and Poisson and negative binomial regression models for counts. Examples are drawn from different social sciences. The course includes computer classes, where the R software is used for computation. Prior knowledge of R is not required.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Autumn Term.

The course runs twice per year: in AT (MY452A) and again in WT (MY452W). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of AT.

Formative coursework: Weekly multiple-choice quizzes on Moodle, with feedback on the answers.

Indicative reading:

- A course pack will be available for download online.
- Gelman, A., Hill, J. & Vehtari, A. (2022). *Regression and Other*

Stories. Cambridge University Press.

- Agresti, A. (2018). *Statistical Methods for the Social Sciences*. Pearson Education Limited.
- James, G., Witten, D., Hastie, T., and Tibshirani, R. (2021). *An Introduction to Statistical Learning with Applications in R*. Springer.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY452W Half Unit Applied Regression Analysis

This information is for the 2024/25 session.

Teacher responsible: Professor Jouni Kuha

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Environmental Policy and Regulation, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Local Economic Development, MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Science (Political Science and Political Economy), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Social Research Methods and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: The course assumes a good working knowledge of basic descriptive statistics and statistical inference, to the level covered on a standard introductory statistics course such as MY451 (Introduction to Quantitative Analysis). Some prior familiarity with linear regression modelling will also be useful.

Course content: The course provides an introduction to statistical regression modelling and different types of regression models that are commonly used in the social sciences. The main topics covered are linear regression models, binary logistics models for dichotomous outcomes, multinomial and ordinal logistic models for polytomous outcomes, and Poisson and negative binomial regression models for counts. Examples are drawn from different social sciences. The course includes computer classes, where the R software is used for computation. Prior knowledge of R is not required.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term.

The course runs twice per year: in AT (MY452A) and again in WT (MY452W). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of WT.

Formative coursework: Weekly multiple-choice quizzes on Moodle, with feedback on the answers.

Indicative reading:

- A course pack will be available for download online.
- Gelman, A., Hill, J. & Vehtari, A. (2022). *Regression and Other Stories*. Cambridge University Press.
- Agresti, A. (2018). *Statistical Methods for the Social Sciences*. Pearson Education Limited.

- James, G., Witten, D., Hastie, T., and Tibshirani, R. (2021). An Introduction to Statistical Learning with Applications in R. Springer.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY455 Half Unit Multivariate Analysis and Measurement

This information is for the 2024/25 session.

Teacher responsible: Prof Jouni Kuha

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Human Geography and Urban Studies (Research), MSc in International Social and Public Policy (Research), MSc in Marketing, MSc in Political Science (Political Science and Political Economy) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

The course is also available to research students as MY555. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: The course will assume a knowledge of standard linear regression models, to the level covered in MY452 (Applied Regression Analysis).

Course content: An introduction to the application of modern multivariate methods used in the social sciences, with particular focus on latent variable models (including factor analysis, structural equation models, latent class models, latent trait models) and methods of data reduction such as principal components analysis and cluster analysis. The R software will be used to apply and illustrate the methods in data analysis exercises.

Teaching: 20 hours of lectures and 8 hours of computer workshops in the WT. 1 hour of lectures in the ST.

This course has a Reading Week in Week 6 of WT.

Formative coursework: Answers to questions based on data analysis exercises can be submitted for formative feedback.

Indicative reading: D J Bartholomew, F Steele, I Moustaki; J I Galbraith (2008) Analysis of Multivariate Social Science Data (Second Edition).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY456 Half Unit Survey Methodology

This information is for the 2024/25 session.

Teacher responsible: Dr Sally Stares

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Human Geography and Urban Studies (Research), MSc in Marketing, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: Knowledge of basic descriptive and inferential statistics, to the level of MY451 or equivalent.

Course content: This course provides a broad-based introduction to the design, implementation, and analysis of individual and household surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need

to understand and use data from existing large-scale surveys. Topics covered include defining target and survey populations, inference from sample to population, sampling error and nonsampling error; sample design and sampling theory; modes of data collection; web surveys; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; deriving and applying survey weights; analysis of data from complex surveys; paradata and responsive designs; comparative and longitudinal surveys. The over-arching theoretical framework used to link the component parts of the course is the Total Survey Error framework. Theoretical concepts are illustrated with examples of diverse surveys from the UK and internationally. The course includes applied classes designing questionnaires using the software Qualtrics, question evaluation and cognitive interviewing and analysis of complex survey data using the statistical package Stata; no previous knowledge of Stata is required.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Winter Term.

This course has a reading week in Week 6 of Winter Term.

Formative coursework: Three formative pieces of coursework: Designing and evaluating a questionnaire, using the Total Survey Error Framework, and secondary analysis of complex survey data.

Indicative reading: Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and Tourangeau, R (2009). Survey Methodology (2nd ed.). Wiley. Biemer, P. et al (2017) Total Survey Error in Practice. Wiley. Tourangeau, R, Rips, L J, and Rasinski, K (2000). The Psychology of Survey Response. Cambridge University Press.

Assessment: Project (100%, 3500 words) in the ST.

The project is a report of 3500 words maximum, focusing on concept definition, question design, assessment of the strengths and limitations of an existing survey drawing on the material covered in the course.

MY457 Half Unit Causal Inference for Observational and Experimental Studies

This information is for the 2024/25 session.

Teacher responsible: Dr Daniel De Kadt

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Behavioural Science, MSc in European and International Politics and Policy, MSc in European and International Politics and Policy (LSE and Bocconi), MSc in European and International Politics and Policy (LSE and Sciences Po), MSc in Human Geography and Urban Studies (Research), MSc in International Social and Public Policy (Research), MSc in Political Science (Political Science and Political Economy), MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY452 or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400 or equivalent. Familiarity with R.

Course content: This course provides an advanced introduction to modern quantitative causal inference in the social sciences. The class covers the canonical approaches to causal inference and includes excursions to the leading edge of the field. We begin with a foundational introduction to both the potential outcomes and graphical frameworks for causality, before considering a range of applied research designs for causal inference. We first discuss identification and estimation for classical randomized experiments,

with brief forays into more complex designs. We then turn to a range of observational designs, which will be the primary focus of the class. The first of these is selection on observables (SOO), and we cover regression, matching, and weighting as estimations strategies, before discussing sensitivity analyses and interval estimation (bounds). We then consider instrumental variables (IV) from both the modern potential outcomes perspective and, briefly, the classical structural approach, before delving into new IV settings like examiner designs, shift-share designs, and recentered instruments. From IV we move to regression discontinuity designs (RDD); we approach identification from the continuity perspective and introduce local polynomial approximation for estimation. Finally, we pivot to causal inference with time-varying data, focusing first on the canonical two-period difference-in-differences (DiD) design. We then consider generalised DiD with many time periods, treatment effect heterogeneity, staggered assignment, and non-absorbing treatments. Throughout the class examples are drawn from different social sciences. The course includes seminars for each of the major methods, which combine the close reading and discussion of an applied paper with a brief session on implementation in R.

Teaching: Combined hours across lectures and classes will be equivalent to a minimum of 30 hours of face-to-face teaching across the WT.

This course has a reading week in Week 6 of WT.

Formative coursework: Problem sets from the computer classes can be submitted for feedback.

Indicative reading:

- Imbens, G. W. and Rubin, D. B. (2015). *Causal Inference for Statistics, Social, and Biomedical Sciences: An Introduction*. Cambridge University Press.
- Angrist, J. D. and Pischke, J.-S. (2009). *Mostly Harmless Econometrics*. Princeton University Press.
- Rosenbaum, P.R. (2010). *Design of Observational Studies*. Springer.

Assessment: Take-home assessment (100%) in the ST.

MY459 Half Unit Quantitative Text Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Ryan Hubert

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Human Geography and Urban Studies (Research), MSc in Political Science (Political Science and Political Economy), MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is also available to research students as MY559. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: Applied Regression Analysis (MY452) or equivalent is required. Students should understand basic linear algebra and know at least one programming language. If this programming language is not R, students should take the Digital Skills Lab course in R before the start of term.

Course content: The course surveys methods for systematically extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, classification methods, and state-of-the-art scaling methods. It continues with probabilistic topic models, word embeddings, and concludes with an outlook on current neural network-based models for texts. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. A common focus across many methods is that they can be reduced to a three-step process: first,

identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts.

Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to submit 1 problem set in the WT.

One structured problem set will be provided in the first weeks of the course. Students will start the problem set in the first computer workshop sessions and complete it outside of class.

Indicative reading: quanteda: An R package for quantitative text analysis. <http://kbenoit.github.io/quanteda/>
Benoit, Kenneth. 2020. "Text as Data: An Overview." In Curini, Luigi and Robert Franzese, eds. *Handbook of Research Methods in Political Science and International Relations*. Thousand Oaks: Sage. pp461-497.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY461 Half Unit Social Network Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Milena Tsvetkova

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Human Geography and Urban Studies (Research), MSc in Media and Communications (Data and Society), MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: This course focuses on data about connections, forming structures known as networks. Networks and network data describe an increasingly vast part of the modern world, through connections on social media, communications, financial transactions, and other ties. This course covers the fundamentals of network structures, network data structures, and the analysis and presentation of network data. Students will work directly with network data, and structure and analyse these data using R. Social networks have always been at the centre of human interaction, but especially with the explosive growth of the internet, network analysis has become increasingly central to all branches of the social sciences. How do people influence each other, bargain with each other, exchange information (or germs), or interact online? A diverse array of deep questions about human behaviour can only be answered by examining the social networks encompassing and shifting around us. Network analysis has emerged as a cross-disciplinary science in its own right, and has in fact proven to be of even greater generality and broader applicability than just the social, extending to ecology, physics, genetics, computer science, and other domains.

This course will examine the key papers in the development

of social network analysis, and will develop the theory and methodological tools needed to model and predict social networks and use them in social sciences as diverse as sociology, political science, economics, health, psychology, history, or business. The core of the course will comprise the essential tools of network analysis, from centrality, homophily, and community detection, to random graphs, network formation, and information flow. Alongside this we will read a series of substantive and seminal papers, shaped in part by the interests of the students and their various backgrounds, with a particular focus on the difficult task of causal inference in social networks. The course will also provide an introduction to network modelling, analysis and visualisation using R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Winter Term.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 problem set in the WT.

Type: Structured formative problem set in one of the weeks will build on what was covered in the staff-led lab session, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.

Indicative reading:

- Newman, M.E.J. (2010). *Networks: An introduction*. Oxford, UK: Oxford University Press.
- Scott, J. (2017). *Social Network Analysis*. Los Angeles: SAGE. 4th edition.
- Easley, D., and Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning about a highly connected world*. New York: Cambridge University Press.

Assessment: Problem sets (45%) and take-home assessment (55%) in the WT.

Three summative problem sets will be marked in the WT. These will constitute 45% of the final overall mark.

MY464

Critical Data Literacy for Media and Communications

This information is for the 2024/25 session.

Teacher responsible: Dr Sally Stares

Availability: This course is available on the MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.

Students on the programmes listed above will be enrolled on this course when you register for MC4M1, MC4M2 or MC5M2. You must not register separately for MY464. It is not possible to take MY464 as a standalone course.

Course content: The course is intended for students with no previous experience of quantitative methods or statistics. It is designed to equip students to understand and critically reflect on reporting of commonly encountered quantitative analyses as presented, for example, in news reports, annual reports, opinion polls and academic articles in the field of Media and Communications. It covers the foundations of descriptive statistics and statistical estimation and inference, including tests of statistical significance, via a range of univariate and bivariate data analyses, and multiple linear regression. The seminars and practical exercises provide introductory skills training, applying

these techniques to real social science data and interpreting their results.

Teaching: This course is delivered through a combination of seminars and lectures totalling 15 hours across the Autumn Term.

This course has a Reading Week in Week 6 of AT.

Formative coursework: Self-guided practical exercises and readings to be completed before seminars for discussion, and Moodle (online) quizzes to support learning.

Indicative reading: A course pack will be available for download online to support the technical content of the course. Many introductory statistics books are also available; we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*, and Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Michael Blastland and Andrew Dilnot's (2008) *The Tiger That Isn't: Seeing Through a World of Numbers* provides an indication of 'critical' element of the course content.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

MY465 Half Unit

Intermediate Quantitative Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan Jackson

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MSc in Human Geography and Urban Studies (Research). This course is available as an outside option to students on other programmes where regulations permit.

MSc students in the Department of Psychological and Behavioural Science take this course as part of PB411.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: Participants should have studied introductory statistics or quantitative methods before, up to an introduction to descriptive statistics and basic statistical inference. Students with no previous studies in quantitative analysis should take instead *Introduction to Quantitative Analysis* (MY451).

Because of the overlaps between these courses, it is not possible to take both this course and either of *Introduction to Quantitative Analysis* (MY451) or *Applied Regression Analysis* (MY452) as assessed courses.

Course content: The course is intended for students with some (even if limited) previous experience of quantitative methods or statistics. Using examples from psychological research, it covers first a review of the foundations of descriptive statistics and statistical inference, in the context of the analysis of two-way contingency tables and comparisons of means between two groups. The main topic of the course is linear regression modelling and related methods, including scatterplots, correlation, simple and multiple linear regression, and analysis of variance and covariance. An introduction to binary logistic regression modelling is also included.

Teaching: Combined hours across lectures and classes will be equivalent to a minimum of 30 hours of face-to-face teaching across the AT.

This course has a Reading Week in Week 6 of AT.

Formative coursework: Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises.

Indicative reading: A course pack will be available for download online.

Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*, and Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

MY470 Half Unit Computer Programming

This information is for the 2024/25 session.

Teacher responsible: Dr Milena Tsvetkova

Availability: This course is compulsory on the MSc in Applied Social Data Science. This course is available on the MSc in Data Science, MSc in Geographic Data Science, MSc in Human Geography and Urban Studies (Research), MSc in Management and Strategy, MSc in Management and Strategy and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: This course introduces students to the fundamentals of computer programming as students design, write, and debug computer programs using the programming language Python. The course will also cover the foundations of computer languages, algorithms, functions, variables, object-orientation, scoping, and assignment. The course will rely on practical examples from computational social science and social data science.

Students will learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs. Students acquire skills and experience as they learn Python, through programming assignments with an approach that integrates project-based learning. This course is an introduction to the fundamental concepts of programming for students who lack a formal background in the field, but will include more advanced problem-solving skills in the later stages of the course. Topics include algorithm design and program development; data types; control structures; functions and parameter passing; recursion; computational complexity; searching and sorting; and an introduction to the principles of object-oriented programming and unit testing. The primary programming languages used in the course will be Python.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Autumn Term.

This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 1 problem set in the AT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

Indicative reading:

- Guttag, John V. Introduction to Computation and Programming Using Python: With Application to Understanding Data. MIT Press, 2016.
- Gries, Paul, Jennifer Campbell, and Jason M Montojo. Practical Programming: An Introduction to Computer Science Using Python 3. The Pragmatic Bookshelf, 2013.
- Miller, Bradley N. and David L. Ranum. Problem Solving with Algorithms and Data Structures Using Python. Available online at <http://interactivepython.org/runestone/static/pythonds/index.html>.
- Python, Intermediate and advanced documentation at <https://www.python.org/doc/>

Assessment: Take-home assessment (50%) and problem sets (50%) in the AT.

MY472 Half Unit Data for Data Scientists

This information is for the 2024/25 session.

Teacher responsible: Dr Ryan Hubert

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applied Social Data Science, MSc in Geographic Data Science, MSc in Human Geography and Urban Studies (Research), MSc in Management and Strategy, MSc in Media and Communications (Data and Society) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

Course content: This course will cover the principles of digital methods for storing and structuring data, including data types, relational and nonrelational database design, and query languages. Students will learn to build, populate, manipulate and query databases based on datasets relevant to their fields of interest. The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most time consuming part of any data science project. This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects. The coverage of data sharing will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub. Each student will build one or more interactive website based on content relevant to his/her domain-related interests, and will use GitHub for accessing and submitting course materials and assignments.

In this course, we introduce principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, database design, data base implementation, and data analysis through structured queries. Through joining operations, we will also cover the challenges of data linkage and how to combine datasets from different sources. We begin by discussing concepts in fundamental data types, and how data is stored and recorded electronically. We will cover database design, especially relational databases, using substantive examples across a variety of fields. Students are introduced to SQL through MySQL, and programming assignments in this unit of the course will be designed to insure that students learn to create, populate and query an SQL database. We will introduce NoSQL using MongoDB and the JSON data format for comparison. For both types of database, students will be encouraged to work with data relevant to their own interests as they learn to create, populate and query data. In the final section of the data section of the course, we will step through a complete workflow including data cleaning and transformation, illustrating many of the practical challenges faced at the outset of any data analysis or data science project.

Online publishing and collaboration tools forms the second part of this course, along with the tools and technologies that underlie them. Students will develop interactive, secure and powerful projects for the World Wide Web using both client and server side technologies. Collaboration and the dissemination and submission of course assignments will use GitHub, the popular code repository and version control system. The course begins with an in-depth look at the markup languages that form the foundations of building web sites with a study of HTML and CSS. Students next study basic programming in JavaScript, to provide client and server side tools including the customization of web content using Bootstrap and Jekyll to publish web pages, which will provide the basis for a class project.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Autumn Term.

This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 10

problem sets in the AT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

Indicative reading:

- Chodorow, Kristina MongoDB: The Definitive Guide, 2nd Edition O'Reilly 2013.
- Churcher, Clare. Beginning Database Design: From Novice to Professional. Apress, 2007.
- Tahaghoghi, Seyed M. and Hugh E. Williams. Learning MySQL. O'Reilly, 2006. Karumanchi, Narasimha. Data Structures and Algorithms Made Easy: Data Structure and Algorithmic Puzzles, Second Edition. CreateSpace Independent Publishing Platform, 2011.
- Lee, Kent. Data Structures and Algorithms with Python. Springer, 2015.
- Lake, Peter. Concise Guide to Databases: A Practical Introduction. Springer, 2013.
- Nield, Thomas. Getting Started with SQL: A hands-on approach for beginners. O'Reilly, 2016.
- Byron, Angela and Addison Berry, Nathan Haug, Jeff Eaton, James Walker, Jeff Robbins Using Drupal: Choosing and Configuring Modules to Build Dynamic Websites. O'Reilly Media, 2008.
- Duckett, Jon HTML and CSS: Design and Build Websites New York: Wiley, 2011.
- Duckett, Jon JavaScript and JQuery: Interactive Front-End Web Development New York: Wiley, 2014.
- Rice, Dylan. Twitter Bootstrap In Your Pocket. CreateSpace Independent Publishing Platform, 2016.
- Sklar, David Learning PHP 5 O'Reilly, 2004. GitHub Guides at <https://guides.github.com>, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages".
- Jacobson, Daniel APIs: A Strategy Guide O'Reilly: 2012.
- London, Kyle Developing Large Web Applications: Producing Code That Can Grow and Thrive O'Reilly, 2010.

Assessment: Problem sets (50%) and take-home assessment (50%) in the AT.

MY474 Half Unit

Applied Machine Learning for Social Science

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Robinson

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applied Social Data Science, MSc in Econometrics and Mathematical Economics, MSc in Geographic Data Science, MSc in Management and Strategy and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: Applied Regression Analysis (MY452) or equivalent is required. Students should understand basic linear algebra and know at least one programming language. If this programming language is not R, students should take the Digital Skills Lab course in R before the start of term.

Course content: Machine learning uses algorithms to find patterns in large datasets and make predictions based on them. This course will use prominent examples from social science research to cover major machine learning tasks including regression, classification, clustering, and dimensionality reduction. Lectures will use case studies to introduce common machine learning strategies including regularised regression (e.g. LASSO), tree-based methods, distance-based algorithms and neural networks. As part of this course, students will consider ethical issues surrounding machine learning applications, including privacy and algorithm bias. Students will learn to apply algorithms to data and to validate and evaluate models. Students will work directly with social data and analyse these data using Python or R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to submit 1 problem set in WT and will complete 5 quizzes across the term. The problem set will build on the first weeks of the course.

Indicative reading:

- Géron, A. (2017). Hands-on Machine Learning with Scikit-Learn and TensorFlow: Concepts, Tools, and Techniques to Build Intelligent Systems. O'Reilly Media, Inc.
- Müller, A. C., & Guido, S. (2016). Introduction to Machine Learning with Python: A Guide for Data Scientists. O'Reilly Media, Inc.
- Conway, D., & White, J. (2012). Machine Learning for Hackers. O'Reilly Media, Inc.
- James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). An Introduction to Statistical Learning (Vol. 112). New York: Springer.
- Cantú, F., & Saiegh, S. M. (2011). Fraudulent democracy? An analysis of Argentina's Infamous Decade using supervised machine learning. *Political Analysis*, 19(4), 409-433.
- Davidson, T., Warmesley, D., Macy, M., & Weber, I. (2017). Automated hate speech detection and the problem of offensive language. *Proceedings of the Eleventh International AAAI Conference on Web and Social Media (ICWSM 2017)*, 512-515.
- D'Orazio, V., Landis, S. T., Palmer, G., & Schrodt, P. (2014). Separating the wheat from the chaff: Applications of automated document classification using support vector machines. *Political Analysis*, 22(2), 224-242.
- Jones, Z. M., & Lupu, Y. (2018). Is There More Violence in the Middle? *American Journal of Political Science*, 62(3), 652-667.
- Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 201218772.
- Wang, Y., & Kosinski, M. (2018). Deep neural networks are more accurate than humans at detecting sexual orientation from facial images. *Journal of Personality and Social Psychology*, 114(2), 246-257.

Assessment: Problem sets (100%) in the WT.

Two summative problem sets (100%) in WT.

MY475 Half Unit

Applied Deep Learning for Social Science

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Robinson

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applied Social Data Science and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. Priority will be given to students on the MSc in Applied Social Data Science programme.

Pre-requisites: Students should have a firm grounding in applied statistics, for example by having completed Applied Regression Analysis (MY452), or similar. It would be helpful, but not essential, to have some prior knowledge of general machine learning concepts (regularisation, cross validation, gradient descent), for example by taking MY474 concurrently.

Course content: Recent years have seen huge advancements in the capability and application of machine learning methods, especially within the areas referred to as "deep" and reinforcement learning. Moreover, the rising prominence of generative artificial intelligence models offers not only promising new methods but also new areas of social scientific study.

This course will introduce students to key concepts within deep learning necessary for understanding how these methods are being applied in social scientific research. We will cover the fundamentals of building and training neural networks, including specific model architectures like autoencoder, adversarial, and convolutional neural networks. We will also introduce general features such as embeddings, dropout, and attention. This course

will place particular emphasis on how deep and reinforcement learning methods can be used to understand social phenomena, including when our data comes from non-quantitative sources like images and text. We will, for example, examine recent efforts to analyse the content of images, consider how to measure concept similarity in text, and explore how insights from reinforcement learning have been deployed in social scientific and industrial contexts. The course ends with a synthesis of these fundamentals to motivate and explain large-language models and their uses, including for zero-and few-shot classification and synthetic sampling.

Lectures will use applied examples to help students build strong intuitions about how these methods can be used in practice. The course will discuss recent examples from across social science disciplines - both for design and analysis purposes. Students will consider practical issues related to the implementation and computation of large networks, as well as the analytic limitations of prediction models. Students will learn to apply important algorithms to data and to validate and evaluate model results. Students will work directly with applied datasets and analyse these data using Python and industry-standard deep learning APIs.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT.

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term. This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce one structured problem set in the WT.

Indicative reading:

- Argyle, L. P., Busby, E. C., Fulda, N., Gubler, J. R., Rytting, C., & Wingate, D. (2023). Out of one, many: Using language models to simulate human samples. *Political Analysis*, 31(3), 337-351.
- Burkov, A. (2020). *Machine learning engineering* (Vol. 1). Montreal, QC, Canada: True Positive Incorporated.
- Egami, N., Hinck, M., Stewart, B. M., & Wei, H. (2023). Using imperfect surrogates for downstream inference: Design-based supervised learning for social science applications of large language models. 37th conference on neural information processing systems (NeurIPS 2023).
- Knox, D., Lucas, C., & Cho, W. K. T. (2022). Testing causal theories with learned proxies. *Annual Review of Political Science*, 25, 419-441.
- Raff, E. (2022). *Inside deep learning: Math, algorithms, models*. Simon and Schuster.
- Rodriguez, P. L., & Spiraling, A. (2022). Word embeddings: What works, what doesn't, and how to tell the difference for applied research. *The Journal of Politics*, 84(1), 101-115.
- Torres, M., & Cantú, F. (2022). Learning to See: Convolutional Neural Networks for the Analysis of Social Science Data. *Political Analysis*, 30(1), 113-131.

Assessment: Exam (80%, duration: 2 hours) in the spring exam period.

Take-home assessment (20%) in the WT.

MY476 Half Unit Population Analysis: Methods and Models

This information is for the 2024/25 session.

Teacher responsible: Dr Arjan Gjonca, Prof Tiziana Leone, Prof Eric Schneider

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than MY476 can accommodate, these places will be allocated randomly.

Pre-requisites: Students should have basic numeracy, but the course does not require advanced mathematical knowledge. Some practical sessions will involve use of the spreadsheet EXCEL. IT Training provides numerous self-paced student supervised workshops on EXCEL and downloadable course guides. Students with no prior experience of EXCEL are advised to attend one of these workshops before the course.

Course content: This course provides an introduction to the key concepts and methods required for population analysis and the understanding of population issues. The course will explain the dynamics of population change and enable students to learn basic methods for measuring population structure and the determinants of population size and change (fertility, mortality and migration). The course will also provide an introduction to population projections and describe and evaluate how demographic data are collected and used. Emphasis is placed on the understanding and interpretation of demographic data and demographic indicators, as well as the methods of population analysis required to understand the major population issues the World is facing at present.

Teaching: 11 hours of lectures and 15 hours of seminars in the AT. There will be a revision lecture in week 11.

Students on this course will have a reading week in week 6.

Formative coursework: Students will be expected to complete exercises, write one essay and complete one mock exam during the term

Indicative reading:

- Demography: Measuring and Modeling Population Processes by S H Preston, P Heuveline and M Guillot, 2001. This will be used as a reference text in the course. Students may also find it helpful to consult some of the other standard texts available including:
- Essential Demographic Methods by Kenneth W. Wachter, 2014 (recommended);
- Demographic Methods by Andrew Hinde, 1998;
- Demographic Methods and Concepts by Donald Rowland, 2003 (less advanced);
- Methods and Models in Demography by C Newell, 1988 (less advanced).

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

MY498 Capstone Project

This information is for the 2024/25 session.

Teacher responsible: Dr Daniel De Kadt

Availability: This course is compulsory on the MSc in Applied Social Data Science. This course is not available as an outside option.

Course content: The capstone course is a dissertation project that represents the final element in the construction of a student's data science master's education. The capstone project takes the form of a written thesis of up to 10,000 words that investigates empirically a problem related to some social science field using the tools of data science. The topic will be developed throughout the research design seminar and adjusted and agreed to by the student's supervisor.

Formative coursework: Each student will be required to give a short presentation outlining the subject and proposed research design of the project in a session organised for all students during ST.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

MY499**Dissertation**

This information is for the 2024/25 session.

Teacher responsible: Dr Sally Stares

Availability: This course is compulsory on the MSc in Social Research Methods. This course is not available as an outside option.

Course content: Students are required to write a 10,000 word dissertation. The dissertation is based on an empirical investigation of an issue relevant to the programme content and on a topic within the field covered by their specialist subject and agreed with their supervisor.

Formative coursework: Each student will be required to give a short presentation outlining the subject of their dissertation and the proposed argument of the dissertation in a session organised for all students during ST.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

MY4IR Half Unit**Research Design for International Relations**

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan Jackson

Availability: This course is compulsory on the MSc in International Political Economy (Research) and MSc in International Relations (Research). This course is available on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Relations and MSc in International Relations (LSE and Sciences Po). This course is not available as an outside option.

Course content: Research design represents a key dimension of knowledge production in the social sciences. This course aims to explore the challenges of research design and introduce the broad range of design options for students in International Relations. Drawing on a variety of examples putting into perspective the literature focusing on world politics into the broader context of social science research methods, this course will explore design considerations and options across quantitative, qualitative and mixed-methods research. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective, assess trade-offs between the strengths and weaknesses of different feasible options, and be better equipped to implement and make arguments defending the methods they use in their dissertations.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Autumn Term.

The lectures for this course are shared with the course MY400 Fundamentals of Social Science Research Design.

Formative coursework: Students will be expected to produce 1 exercise in the AT.

A project outline (1-2 pages long) that sets up a research question that the student will develop in their summative assignment.

Indicative reading:

- Babbie, E. (2016) *The Practice of Social Research* [14th edition]. Boston, MA: Cengage Learning.
- Blaikie, N. and Priest, J. (2019) *Designing Social Research* [3rd edition]. Polity Press.
- Cresswell, J.W. and Cresswell, J.D. (2017) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* [5th edition]. SAGE.
- Devin, Guillaume (eds.) (2018) *Resources and Applied Methods in International Relations*, Palgrave.
- Luigi Curini, Robert Franzese (eds.) (2020) *The SAGE Handbook of Research Methods in Political Science and International Relations*. SAGE.
- Robson, C. and McCartan, K. (2016, 4th edition). *Real World Research*. John Wiley.
- Williams, M. (2003) *Making Sense of Social Research*. London:

SAGE

- 6, Perri and Bellamy, C. (2011) *Principles of Methodology: Research Design in Social Science*. SAGE.

Assessment: Research proposal (100%) in the WT.

A research proposal (100%, 3000 words) in the WT. Students can base their research proposal on a dimension of their dissertation topic subject to the approval of their home department.

PB400 Not available in 2024/25**Psychological and Behavioural Science**

This information is for the 2024/25 session.

Teacher responsible: Dr Alex Gillespie

Availability: This course is compulsory on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

PB400 is a compulsory component of courses: PB401 Contemporary Social and Cultural Psychology; PB402 Organisational and Social Psychology; PB403 Psychology of Economic Life; PB404 The Social Psychology of Communication; PB405 Foundations in Behavioural Science.

Course content: The course provides a broad introduction to social, cultural and organisational psychology, and behavioural science, through the lens of cutting-edge research conducted by PBS faculty. Although the topics of research will be diverse, varying year-by-year, the course will draw out the core themes and debates that constitute the current state of the art.

The entry point for each lecture will be ongoing research conducted by faculty within the Department of Psychological and Behavioural Science. Through research on a wide range of phenomena, fundamental and cross-cutting concepts will be introduced, such as: attitudes, beliefs, common sense, communication, context, cultural evolution, embodied cognition, entrepreneurship, group work, inequality & social stratification, leadership, motivation, narratives, organisational culture, power & status, science, social change, social identity, values and wellbeing. The common theme across the course is that the major problems we face today are created by human behaviour. Thus, understanding how people think and act provides our best basis for intervening in those problems. Secondary themes will include: the importance of the micro context in shaping thought and behaviour; the role of institutions, social structures and culture in shaping behaviour more generally; the scope for cultural variation between companies, groups and historical periods; the need for diverse methods and original theory; and, complementarity between lab and field research.

The course will also introduce the debates that are occurring at the forefront of research. Faculty will discuss the pushes and pulls of big data vs. small data and disciplinary vs. inter-disciplinary. The relative merits of psychological vs. behavioural interventions will be debated. And, in the ongoing tension between applied vs. fundamental research, faculty will question whose interests are being served by changing human behaviour.

Teaching: 20 hours of lectures and 9 hours of seminars in the AT.

Formative coursework: A 500 word annotated bibliography for any 2 readings from the first 3 lectures (250 words for each annotated reference). For each reading in the bibliography there should be: 1) the reference in APA style; 2) a concise summary; 3) an evaluation, comment, and/or question that may create links between readings and/or literature in the core course.

Indicative reading: Hogg, M., & Vaughan, G. (2013) *Social Psychology*. Harlow: Pearson.

Assessment: A 1500 word annotated bibliography for any 6 readings from the fourth and subsequent lectures (250 words for each annotated reference). For each reading in the bibliography there should be: 1) the reference in APA style; 2) a concise summary; 3) an evaluation, comment, and/or question that may create links between readings and/or literature in the core course.

PB401**Contemporary Social and Cultural Psychology****This information is for the 2024/25 session.****Teacher responsible:** Prof Sandra Jovchelovitch**Availability:** This course is compulsory on the MSc in Social and Cultural Psychology. This course is not available as an outside option.

Course content: PB401 covers theory, research and applied issues in the field of social and cultural psychology. It critically reviews the interface mind-society-culture, the socio-cultural development of mind and the cultural transmission of social order and institutions, critically examining what distinguishes homo sapiens from its closest relative pan paniscus. Through a comparative approach, students are introduced to concepts and debates addressing 1) the relationship individual-society-culture and 2) culture as a universal condition underpinning human behaviour and the cross-cultural, as a particular context for human behaviour. Students explore current approaches and critiques of selected topics in the field, including the development of human behaviour (ontogenesis, phylogenesis and sociogenesis); intersubjectivity, perspectivity; thought and language; action and joint intentionality; mediation and artefacts; selfhood, community and culture in the 21st century, social identities, intergroup relations and power, political cultures, social representations and collective memory.. Examples are drawn from both Majority world and Western contexts covering theory and research relevant to different fields of application such as communication, conflict and dialogue, racism and discrimination, social exclusion and disadvantage, selfhood, identity, peace and conflict, mental health, and societal beliefs. Topics are explored at different levels of analysis of social and cultural psychology: ontogenetic (individual self); sociogenetic (social interaction, inter-group relations); phylogenetic (evolutionary history of homo sapiens).

Central to the syllabus is to sensitise and train students to reflexively consider the challenge of cultural and societal variation in the study of human behaviour and critically evaluate the theoretical and methodological corpus of social and cultural psychology.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. Students are also expected to attend a Lecture series focusing on marginalised voices in psychological and behavioural science (total of 15 hours taking place in AT and WT).

Formative coursework: Students are expected to produce one essay plan (750 words) and one annotated bibliography (500 words) in the AT.

Indicative reading: M Billig, *Arguing and Thinking: A Rhetorical Approach to Social Psychology*, CUP, 1987.

M Cole, *Cultural Psychology: A once and future discipline*. Harvard University Press, 1996.

R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996.

U. Flick, *The Psychology of the Social*. Cambridge University Press, 1998.

B Franks, *Cognition and Culture: Evolutionary Perspectives*. Palgrave Macmillan, 2011.

J Israel & H Tajfel, *The Context of Social Psychology*, Academic Press, 1972.

S Jovchelovitch, *Knowledge in Context: Representations, Community and Culture*. Routledge, 2019 (Classics Edition).

S Moscovici, *Social Representations: Exploration in Social Psychology*. Polity Press, 2000.

I Marková, *The Dialogical Mind: Common Sense and Ethics*. Cambridge University Press, 2016.

Power, S. A., Zittoun, T.... & Gillespie, A. Social psychology of and for world-making. *Personality and Social Psychology Review*, 2023.

G Semin & G Echterhoff, *Grounding Sociality: Neurons, Mind and Culture*. Psychology Press, 2010.

R Schweder. *Why Men Barbecue: Recipes for cultural psychology*. Harvard University Press, 2003.

H Tajfel, *Human Groups and Social Categories; Studies in Social Psychology*, CUP, 1981.

M Tomasello, *The Cultural Origins of Human Cognition*. Harvard

University Press, 1999.

J Valsiner and A Rosa (Eds), *Cambridge Handbook of Sociocultural Psychology*, Cambridge University Press, 2007.

L Vygotsky, *Mind in Society*. Harvard University Press, 1978.

J. Wertsch (ed.) *Culture, Communication and Cognition*.

Cambridge University Press, 1985.

Detailed reading lists are distributed at the beginning of the course.

Assessment: Essay (70%, 4000 words) in the WT.

Annotated bibliography (20%) and group presentation (10%) in the AT.

PB402**Organisational Social Psychology****This information is for the 2024/25 session.****Teacher responsible:** Dr Thomas Reader**Availability:** This course is compulsory on the MSc in Organisational and Social Psychology. This course is not available as an outside option.

Course content: PB402 teaches on core theory, research, and practice from the field of organisational and social psychology. It aims to have students reflect on organisations in their entirety, and then analyse how the psychological processes within them determine individual, group, and institutional outcomes. The course has a particular focus on the social psychological processes that occur in organisations (e.g., culture, group dynamics, building identity), and provides multidisciplinary coverage of the organisational contexts in which psychologists work. A basic familiarity with psychological methods is assumed, but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational analysis, discourse, identity, culture, groups, decision-making, leadership, and change management are covered.

Lectures will present core material for major concepts and theories in organisational and social psychology, and seminars will provide an interactive space to explore their meaning, significance, and application. The main themes covered will include: 1) Introduction to organisational and social psychology: for example, on culture and decision-making; 2) Groups in organisations: for example on identity and leadership; and 3) Organisational life: for example on well-being and change. The course will draw on core academic theory in organisational and social psychology, and also examples of research and practice by the teachers.

Teaching: 20 hours of lectures and 10 hours of seminars. Additionally, 10 hours of Bridging Theory and Practice in Organisational and Social Psychology seminars/workshops across AT/WT/ST.

Formative coursework: Students will be expected to produce two pieces of written work in AT, which will form the base for their written summative coursework.

Indicative reading: Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are:

S Clegg & C Handy, *Studying Organisations: Theory and Method*, Sage, 1998;

E Schein, *Organizational Psychology Then and Now: Some Observations*, *Annual Review of Organizational Psychology and Organizational Behavior*, 2015 2:1, 1-19

G Morgan, *Images of Organisation* (2nd edn), Sage, 1997; A

Bryman (Ed), *Doing Research in Organisations*, Routledge, 1988;

A Furnham, *The Psychology of Behaviour at Work: The Individual in the Organisation*, Psychology Press, 2005.

S Haslam, *Psychology in Organisations: The Social Identity Approach*, Sage, 2004.

P Spector, *Industrial and Organisational Psychology: Research and Practice*, John Wiley & Sons, 2012.

Assessment:

• 1 x 3500 word written assessment (e.g., case study, report, 75%), submitted in AT

- 1 x 1500 word written assessment (based on two empirical articles, 25%), submitted in AT

PB403

Psychology of Economic Life

This information is for the 2024/25 session.

Teacher responsible: Prof Saadi Lahlou

Dr Frédéric Basso

Availability: This course is compulsory on the MSc in Psychology of Economic Life. This course is not available as an outside option.

Course content: This course explores new ways of crafting sustainable Production-Consumption Systems, and managing the transition from the current state to a more sustainable one, taking into account actual human beings (*Homo Sapiens*) rather than *Homo Economicus*. This endeavour is informed by a realistic psychology, with a critical but practical, societal approach and concrete application to real cases to move from an economic to an eco-systemic perspective.

We consider *Homo Sapiens* with its rationality, but also with its embodied, emotional, social and cultural dimensions as well as the cognitive characteristics and drives inherited from evolution, in order to explain the social-psychological aspects of economic phenomena. Furthermore, our framework recognises the importance of context and socio-technical constraints, as well as societal regulation.

Students are provided with a solid critical history of thought through the analysis of the concepts of great thinkers, updated with recent literature from a multidisciplinary perspective. They will use the content of the course to address a contemporary issue. They will also be provided with a framework, Installation Theory, to analyse and channel actual behaviour to become the changemakers needed to contribute to the societal transformation. Finally, they apply the skills they have learnt in the course, by working in groups, to make real cases of economic life more sustainable.

Framed by our distinctive societal approach to economic and environmental psychology, articulating history of thought and contemporary analyses, this course trains students to enable and support positive behaviour change in settings characterised by cultural diversity, a need for sustainability and alternative models of growth.

Teaching: AT: 20 hours of lectures; 20 hours of seminars. WT: 6 hours of lectures; 12 hours of seminars

Formative coursework: Students will be expected to produce one mini-essay and one oral presentation that precedes each summative.

Indicative reading: There is no single text for PB403 but one may find the following texts useful.

- Basso, F., & Herrmann-Pillath, C. (2024). *Embodiment, Political Economy and Human Flourishing: An Embodied Cognition Approach to Economic Life* (1st ed.). Palgrave Macmillan.
- Basso, F., & Krpan, D. (2023). The WISER framework of behavioural change interventions for mindful human flourishing. *The Lancet Planetary Health*, 7(2), e106-e108.
- Lahlou, S. (2017) *Installation Theory. The Societal Construction and Regulation of Individual Behaviour*. Cambridge University Press.
- Lahlou, S. (2024). *Why People Do what They Do. And How to Make Them Change*. Polity.

Additional references:

- Davis, J. B. (2010). *Individuals and identity in economics*. Cambridge University Press.
- Diamond, J. (2005). *Collapse: How Societies Choose to Fail or Succeed*. Penguin Books.
- Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Doubleday Anchor books.
- Graeber, D., & Wengrow, D. (2021). *The dawn of everything: A new history of humanity*. Penguin UK.
- Herrmann-Pillath, C., & Hederer, C. (2022). *A New Principles of*

Economics: The Science of Markets. Taylor & Francis.

- Hickel, J. (2020). *Less is more: How degrowth will save the world*. Random House.
- Himmelweit, H. T. & Gaskell G. (1990). *Societal Psychology*. Sage Publications, Inc.
- Johansson, T. (2000). *Social Psychology and Modernity*. Oxford University Press.
- Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.
- Laland, K. N., & Brown, G. R. (2011). *Sense and Nonsense: Evolutionary Perspectives on Human Behaviour*. Oxford University Press.
- Lewis, A. (Ed.). (2008). *The Cambridge Handbook of Psychology and Economic Behaviour*. Cambridge University Press.
- Lewis, A., Webley, P., & Furnham, A. (1995). *The New Economic Mind*. Harvester/ Wheatsheaf Books.
- Mead, G. H. (1934). *Mind, Self & Society: From the Standpoint of a Social Behaviorist*. The University of Chicago press.
- Nelson, J. A. (2018). *Economics for humans*. University of Chicago Press.
- Raworth, K. (2017). *Doughnut economics: seven ways to think like a 21st-century economist*. Chelsea Green Publishing.
- Stafford, C. (2020). *Economic life in the real world: logic, emotion and ethics*. Cambridge University Press.
- Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving Decisions about Health, Wealth, and Happiness*. Yale University Press.
- Tukker, A., Emmert, S., Charter, M., Vezzoli, C., Sto, E., Andersen, M. M., ... & Lahlou, S. (2008). Fostering change to sustainable consumption and production: an evidence based view. *Journal of Cleaner Production*, 16(11), 1218-1225.
- Webley, P., Burgoyne, C., Lea, S., & Young, B. (2001). *The Economic Psychology of Everyday Life*. Psychology Press.

Assessment: Essay (50%, 2000 words) in the AT.

Essay (50%, 5000 words) in the WT.

The 2000-word PB403 essay is an individual essay which will be marked separately. The 5000-word PB403 essay is written in groups, which will be marked collectively, with an individual modulation reflecting respective contribution to the group work.

PB404

The Social Psychology of Communication

This information is for the 2024/25 session.

Teacher responsible: Prof Alex Gillespie

Availability: This course is compulsory on the MSc in Social and Public Communication. This course is not available as an outside option.

Course content: The course examines core theories towards a social psychology of communication, covering what we call the five 'language games' of signal transfer, rhetoric, speech acts and dialogue, systems of discourse, and emergent features of reception and representation. Issues raised will refer to verbal and non-verbal, face-to-face, rumours, gossip and mass mediated, social media, as well as private and public, communal and strategic forms of communication. The course will also provide an overview of communication research in various professional areas of communication such a reputation management, trust building, science and political communication.

Implications will be explored as to the critical analysis and the effective design of communication efforts in professional fields such as business corporations, NGOs, scientific research bodies, health providers, governments and political parties, law enforcement, diplomatic and international organisations.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: 1 x formative essay (800 words) and 1 x annotated bibliography (200 words) to correspond with each summative assessment. Both to be submitted in AT to receive feedback.

Indicative reading: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals,

and a list of references will be provided at the start of the course.

J Habermas, *Theory of Communicative Action*, Vol 1 + 2, Polity Press, 1997.

M Meyer (2017) *What is Rhetoric?*, Oxford, OUP

D McQuail, *McQuail's Mass Communication theory* (4th edn), Sage, 2000.

D Hook, B Franks, MW Bauer, (eds) *The Social Psychology of Communication*, London, Palgrave, 2011.

R Rice & C Atkin, *Public Communication Campaign*, Sage, 2000; E Rogers, *Diffusion of Innovation*, Free Press, 1995.

D Sperber & D Wilson, *Relevance: Communication and Cognition*, Cambridge, 1995.

G Sammut and MW Bauer (2021) *The Psychology of Social Influence – Modes and Modalities of Shifting Common Sense*, Cambridge, CUP

Assessment: Essay (80%, 4000 words) in the WT.

Annotated bibliography (20%) in the AT.

PB405

Foundations in Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Prof Liam Delaney and Dr Christian Krekel

Availability: This course is compulsory on the MSc in Behavioural Science. This course is not available as an outside option.

Course content: This course aims to introduce students to the main concepts and tools of behavioural science, drawing on the most recent evidence from economics, psychology, and neuroscience to explain what motivates action and human behaviour. To achieve this aim, the course will focus on a variety of topics integral to the discipline, such as: 1) what is behavioural science?; 2) choices under risk and uncertainty; 3) intertemporal decisions and social and moral preferences; 4) biases, heuristics, and rules of thumb; 5) the role of emotions in decision-making; 6) norms in decision-making; 7) dual-process models of behaviour; 8) the power of nudges; 9) compensating behaviours; and 10) ethical considerations.

Teaching: Students will be expected to attend two strands of teaching for PB405:

- PB405 core lecture series with accompanying seminar (15 hours of lecture and 15 hours of seminar during AT)
- Seminar series titled 'Behavioural Science, Applied Psychology and the Wider World', which examines the application of behavioural science concepts and methods across all 160 sectors (government, business, and NGOs) 160 (ten 160 hours of seminar in both AT and WT)

Formative coursework: Students will be expected to complete one formative assignment, to be submitted in AT.

Indicative reading: Books

- Kahneman, D. (2012). *Thinking, Fast and Slow*. Penguin.
- Kahneman, D., O. Sibony, & C. R. Sunstein (2021). *Noise: A Flaw in Human Judgement*. William Collins.
- Thaler, R. H., & C. R. Sunstein (2021). *Nudge: The Final Edition*. Allen Lane.
- List, J. A. (2022). *The Voltage Effect*. Penguin.

Journal articles

- Bhargava, S., G., & Loewenstein (2015). Behavioral Economics and Public Policy 102: Beyond Nudging. *American Economic Review*, 105(5), 396-401.
- Cowen, A. S., & D. Keltner (2017). Self-report captures 27 distinct categories of emotion bridged by continuous gradients. *Proceedings of the National Academy of Sciences*, 114(38), E7900-E7909.
- Daly, M., C. P. Harmon, & L. Delaney (2010). Psychological and Biological Foundations of Time Preference. *Journal of the European Economic Association*, 7(2-3), 659-669.
- Delaney, L., & O. Doyle (2012). Socioeconomic differences in early childhood time preferences. *Journal of Economic Psychology*, 33(1), 237-247.
- DellaVigna, S. (2009). Psychology and Economics: Evidence from

the Field. *Journal of Economic Literature*, 47(2), 315-72.

- DellaVigna, S., & E. Linos (2022). RCTs to Scale: Comprehensive Evidence From Two Nudge Units. *Econometrica*, 90(1), 81-116.
- Dolan, P., M. Hallsworth, D. Halpern, D. King, R. Metcalfe, & I. Vlaev (2012). Influencing behaviour: the mindspace way. *Journal of Economic Psychology*, 33(1), 264-277.
- Dolan, P., & M. M. Galizzi (2015). Like ripples on a pond: Behavioral spillovers and their implications for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Falk, A., A. Becker, T. Dohmen, B. Enke, D. Huffman, & U. Sunde (2018). Global Evidence on Economic Preferences. *Quarterly Journal of Economics*, 133(4), 1645-1692.
- Hertwig, R., & T. Grüne-Yanoff (2017). Nudging and Boosting: Steering or Empowering Good Decisions. *Perspectives on Psychological Science*, 12(6), 973-986.
- Hertwig, R., & M. D. Ryall (2020). Nudge Versus Boost: Agency Dynamics Under Libertarian Paternalism. *Economic Journal*, 130(629), 1384-1415.
- Krpan, D., M. M. Galizzi, & P. Dolan (2019). Looking at Spillovers in the Mirror: Making a Case for "Behavioral Spillunders". *Frontiers in Psychology*, 10, 1142.
- Loewenstein, G., E. U. Weber, C. K. Hsee, & Welch, N. (2001). Risk as feelings. *Psychological Bulletin*, 127, 267-286.
- Thaler, R. H., & C. R. Sunstein (2003). Libertarian Paternalism. *American Economic Review*, 93(2), 175-179.
- Tversky A., & D. Kahneman (1974). Judgment under Uncertainty: Heuristics and Biases. *Science*, 185(4157), 1124-1131.
- Weber, E. U., & E. J. Johnson (2009). Mindful Judgment and Decision Making. *Annual Review of Psychology*, 60, 53-85.

Assessment: Exam (70%, duration: 2 hours) in the January exam period.

Essay (30%, 2000 words) in the AT.

PB410

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Frederic Basso

Availability: This course is compulsory on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

Course content: The dissertation is an empirical investigation, carried out by the student, under the supervision of a member of staff. Research topics and methodologies vary considerably, but they must relate to the student's MSc Programme. All dissertation topics will need to be approved by a supervisor who is a faculty member of the Department of Psychological and Behavioural Science. The supervisor will advise the student, help provide information and bibliography, and provide feedback on the research.

Teaching: Students will be supervised primarily in group laboratory meetings/seminars; individual support will also be available as appropriate and necessary.

Students should also attend all lectures and workshops timetabled under PB410.

Formative coursework: Students will receive formative feedback from their supervisor on the following coursework (1,000 max words): A Dissertation Progress Report (optional)

Assessment: Dissertation (100%, 10000 words) in August.

PB411**Methods for Social Psychology Research: Qualitative and Quantitative Methods****This information is for the 2024/25 session.****Teacher responsible:** Dr Alex Goddard**Availability:** This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option. All components of this course are compulsory for students taking

- MSc in Organisational Social Psychology
- MSc in Psychology of Economic Life
- MSc in Social and Cultural Psychology
- MSc in Social and Public Communication

Course content: This course is for MSc students in the Department of Psychological and Behavioural Science. It will: 1) provide an overview of methodological issues for psychological research;

2) cover core skills in research design in Psychology; and

3) provide training in core psychological methods of analysing quantitative and qualitative data.

By the end of the course, as a whole, students will be equipped with methodological skills that will enable them to conduct empirical research for their MSc dissertation and research in a variety of real world contexts.

Teaching: Teaching takes place in the AT. The course has two components:

- MY421 Qualitative Research Methods (AT)
- MY465 Intermediate Quantitative Analysis (AT)

Formative coursework: Students will follow the formative work requirements on the MY course(s) that they take under each stream.**Indicative reading:**

- Bauer, M. and Gaskell, G. (2000) Qualitative researching with text, image and sound - a practical handbook London, Sage
- Breakwell, G. Foot, H. and Gilmour. (1988) Doing Social Psychology: Laboratory and Field Exercises. Cambridge: Cambridge University Press.
- Haslam, S.A., & McGarty, C. (2014). Research Methods and Statistics in Psychology. London: Sage.
- Miell, D. and Wetherwell, M. (1998) Doing Social Psychology. Milton Keynes: Open University Press.

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Report (50%) in the WT.

- PB411: Not assessed
- MY421: 50% 3,000 word report (WT)
- MY465: 50% two-hour exam (January Exam Period).

PB413 Half Unit**Experimental Design and Methods for Behavioural Science****This information is for the 2024/25 session.****Teacher responsible:** Dr Matteo Galizzi, Dr Alina Velias and Dr Benjamin Tappin**Availability:** This course is compulsory on the MSc in Behavioural Science. This course is not available as an outside option.**Course content:** Behavioural science is the scientific study of human behaviour, and it combines research techniques from experimental psychology and economics. The course offers an integrated training in advanced behavioural science methods by introducing students to state-of-the-art experimental techniques that stretch across the spectrum of both disciplines.

The course covers the following topics: randomised controlled experiments in behavioural science, causality, selection bias; online, lab, and field experiments in behavioural science; principles of experimental design; transparency and reproducibility of behavioural science research, pre-registration, pre-analysis plan;

best practices in modern behavioural science experiments; tests of hypotheses and sample size calculations for experiments in theory and practice; determining evidential value of behavioural science research, p-curve analysis; measuring attitudes and preferences; behavioural game theory and experimental games of strategic interaction; designing behavioural priming experiments and measures that tap into implicit cognition; state-of-the-art physiological research techniques; regression analysis of experimental data in theory and practice; understanding the mechanisms behind behavioural effects by employing experimental-causal-chain, measurement-of-mediation, and moderation-of-process designs.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT.**Formative coursework:** Students will be expected to produce 1 presentation in the WT.

For the formative assignment, students will work in small groups (3-4 students) to produce a presentation in which they will need to propose a design and implementation of a behavioural science experiment entailing the use of (at least) two different software packages introduced in the course.

Indicative reading:

- Angrist, J.D., Pischke J-S. (2015). Mastering 'Metrics: the Path from Cause to Effect. Princeton: Princeton University Press.
- Camerer, C.F. (2003). Behavioral Game Theory: Experiments in Strategic Interaction. Princeton: Princeton University Press.
- Darlington, R. B., & Hayes, A. F. (2017). Regression analysis and linear models: Concepts, applications, and implementation. New York, NY: The Guilford Press.
- Dijksterhuis, A., Chartrand, T. L., & Aarts, H. (2007). Effects of Priming and Perception on Social Behavior and Goal Pursuit. In J. A. Bargh, J. A. Bargh (Eds.), Social psychology and the unconscious: The automaticity of higher mental processes (pp. 51-131). New York, NY, US: Psychology Press.)
- Förster, J., & Liberman, N. (2007). Knowledge activation. Social psychology: Handbook of basic principles, 2, 201-231.
- Gawronski, B., & De Houwer, J. (2014). Implicit measures in social and personality psychology. Handbook of research methods in social and personality psychology, 2, 283-310.
- Hayes, A. F. (2022). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach. New York, NY: The Guilford Press.
- Harrison, G.W., List, J.A. (2004). Field experiments. Journal of Economic Literature, XLII, 1009-1055.
- Munafo' M. R., Nosek, B.A., Bishop, D.V.M., Button, K.S., Chambers, C.D., Percie du Sert, N., Simonsohn, U., Wagenmakers, E-J., Ware, J.J. & Ioannidis, J.P.A. (2017). A manifesto for reproducible science. Nature Human Behaviour, 1, 0021.
- Simonsohn, U., Nelson, L. D., & Simmons, J. P. (2014). P-curve: a key to the file-drawer. Journal of Experimental Psychology: General, 143(2), 534-547.
- Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: why experiments are often more effective than mediational analyses in examining psychological processes. Journal of Personality and Social Psychology, 89, 845-851.

Assessment: Report (100%) in the WT.

Students will be expected to write a 3,000 word report. The reports will need to be submitted individually and will require students to elaborate on the group-work undertaken as part of the formative assignment.

PB414**Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods****This information is for the 2024/25 session.****Teacher responsible:** Dr Alex Goddard**Availability:** This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

Students will have to choose between PB411 and PB414.

Course content: This course is for MSc students in the Department of Psychological and Behavioural Science. It will: 1 provide an overview of methodological issues for psychological research;

2 cover core skills in research design in Psychology; and

3 provide training in core psychological methods of analysing quantitative and qualitative data.

By the end of the course as a whole, students will be equipped with methodological skills that will enable them to conduct empirical research for their MSc dissertation and in a variety of real world contexts.

Teaching: Teaching takes place in the AT. The course has two components:

- MY421 Qualitative Research Methods (AT)
- MY452 Applied Regression Analysis (AT)

Formative coursework: Students will follow the formative work requirements on the MY course(s) that they take under each stream.

Indicative reading:

- Bauer, M. and Gaskell, G. (2000) Qualitative researching with text, image and sound - a practical handbook London, Sage
- Breakwell, G. Foot, H. and Gilmour. (1988) Doing Social Psychology: Laboratory and Field Exercises. Cambridge: Cambridge University Press.
- Haslam, S.A., & McGarty, C. (2014). Research Methods and Statistics in Psychology. London: Sage.
- Miell, D. and Wetherwell, M. (1998) Doing Social Psychology. Milton Keynes: Open University Press.
- Agresti, A and Finlay, B, Statistical Methods for the Social Sciences. A course pack will be available for download online.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Report (50%) in the WT.

PB414: Not assessed

MY421: 50% 3,000 word report (WT)

MY452: 50% exam in the Summer exam period.

PB415 Half Unit Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Prof Paul Dolan QUE.3.08

Availability: This course is available on the MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

This course is available as an outside option to students on other programmes where regulations and room sizes permit.

This is a capped course. In teaching Week 1 places will be allocated to students from the Department of Psychological and Behavioural Science on a first come first served basis. At the start of Week 2 any remaining places will be allocated to students from other departments, again on a first come first served basis.

Course content: This course aims to introduce students to the main concepts and tools of behavioural science. To achieve this aim, the course is based around ten lectures covering: 1) what is behavioural science?; 2) choices under risk and uncertainty; 3) intertemporal decisions; 4) social and moral preferences; 5) biases and heuristics and rules of thumb; 6) the role of emotions in decision making; 7) dual-process models of behaviour; 8) the power of nudges; 9) compensating behaviours; 10) ethical considerations.

Teaching: 10 hours of lectures and 10 hours of seminars in the AT. There are ten topics, and the seminars allow for in depth discussion and analysis of the issues raised in the lectures.

Formative coursework: Students will be expected to produce 1 essay (1000 words) in the MT.

Indicative reading: Rabin, M. (1998). Psychology and Economics. Journal of Economic Literature, 36, 11-46.

Weber, E.U., and Johnson, E.J. (2009). Mindful judgment and decision making. Annual Review of Psychology, 60, 53-85.

Loewenstein, G., Weber, E.U., Hsee, C.K., and Welch, N. (2001). Risk as feelings. Psychological Bulletin, 127, 267-286.

Dolan P, Hallsworth M, Halpern D, King D, Metcalfe R, Vlaev I, Influencing behaviour: the mindspace way, Journal of Economic Psychology, 33, 1, 264-277, 2012.

Thaler, R. and Sunstein, C. (2003) Libertarian paternalism, American Economic Review, 93, 2, 175-179.

Assessment: Essay (100%, 2500 words) in the WT.

PB416 Half Unit Cognition and Culture

This information is for the 2024/25 session.

Teacher responsible: Prof Bradley Franks QUE.3.05

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Anthropology (Religion in the Contemporary World), MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course examines recent directions in research relating to the relationships between mind and culture. Specific content will include a variety of theoretical issues, for example: relationships between social facts and psychological facts; naturalistic and non-naturalistic concepts of culture; symbolic culture; cultural relativity and universals; evolutionary and developmental constraints on the relations between mind and culture; communication, cultural transmission and change. These issues will be discussed with reference to specific domains of investigation, such as: emotions, representations of religion, race and natural kinds; pragmatics and communication; and social divisions of labour in meaning and representation, including deference and expertise.

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 3 presentations, 1 quiz and 1 other piece of coursework in the WT. Will consist of:

- a plan for an answer to an essay or case study question
- group presentations of core readings over the term
- a self-administered multiple choice quiz

Indicative reading: Detailed references and a synopsis of lectures and class topics are distributed in the first lecture of the series, and are available in S315 and in Outlook/Public Folders/Departments/Social Psychology. The following are of general use:

- S Atran, Cognitive Foundations of Natural History, Cambridge University Press, 1990;
- P Boyer, The Naturalness of Religious Ideas, University of California Press, 1996;
- D E Brown, Human Universals, McGraw-Hill, 1991;
- D M Buss & D T Kenrick, Evolutionary Social Psychology, 1998, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), The Handbook of Social Psychology, Vol 2, McGraw-Hill, pps. 982-1026;
- M Cole, Cultural Psychology, Harvard University Press, 1996;
- S T Fiske et al, The Cultural Matrix of Social Psychology, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), The Handbook of Social Psychology, Vol 2, McGraw-Hill;
- B Franks, Culture and Cognition: Evolutionary Perspectives, Palgrave MacMillan, 2011;
- L Hirschfeld, Race in the Making: Cognition, Culture and the Child's Construction of Social Kinds, MIT Press, 1996;
- R Nisbett & D Cohen, The Culture of Honor: The Psychology of Violence in the South, Westview Press, 1995;

- P B Smith & M H Bond, *Social Psychology Across Cultures* (2nd edn), Prentice Hall, 1998;
- D Sperber, *Explaining Culture*, Cambridge University Press, 1996.

Assessment: Coursework (100%, 3000 words) in the WT.

Students may choose to write **either**

- a 3000 word essay **or**
- a 3000 word case study.

PB417 Half Unit Consumer Psychology for Sustainability

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The objectives of the course are:

- 1 to provide students with an understanding of the social, psychological and cognitive processes underpinning the consumption of goods and services and their impact;
- 2 to explore alternative ways of relating to users/consumers than those based solely on market and competition and use these understandings to develop/move towards alternative sustainable routes for consumption; and
- 3 to prepare students to build better business models (e.g. social entrepreneurship, more sustainable, and so on) for the provision of goods and services.

The course will address the psychology of consumption at different levels of analysis: individual, group and societal. It will ground this psychology in the relevant literature, and teach students foundational theories, allowing them to develop a mental model of human behaviour as it relates to consumption. This is not a standard marketing or consumer research course. It is not about brand territories and market shares, but about how understanding various psychological processes in conjunction with these forces can provide us with tools to improve the world. How can we leverage consumer psychology to solve our sustainability problem?

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: 1 x essay plan submitted in the WT.

Indicative reading:

- Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E. A., & Nelson, L. D. (2012). Commitment and Behavior Change: Evidence from the Field. *Journal of Consumer Research*, 39(5), 1070-1084.
- Belk, R.W. (1988). Possessions and the Extended Self. *Journal of Consumer Research*, 15(2), 139-168.
- Belk, R. (2010). Sharing. *Journal of Consumer Research*, 36(5), 715-734.
- Bendapudi, N. & Leone, R.P. (2003). Psychological Implications of Customer Participation in Co-Production. *Journal of Marketing*, 67(1), 14-28.
- Cialdini, R.B., & Goldstein, N.J. (2004). Social Influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-622.
- Griskevicius, V. & Kenrick, D.T. (2013). Fundamental motives: How Evolutionary Needs Influence Consumer Behaviour. *Journal of Consumer Psychology*, 23(3), 372-386.
- Jensen schau, H., & Gilly, M. (2003). We Are What We Post? Self-Presentation in Personal Web Space. *Journal of Consumer Research*, 30(3), 385-404.
- Lahlou, S. (2017). *Installation theory: the societal construction and regulation of behaviour*. Cambridge University Press.
- Luchs, M. G., Naylor, R. W., Irwin, J. R., & Raghunathan, R. (2010). The Sustainability Liability: Potential negative Effects of Ethicality on Product Preference. *Journal of Marketing*, 74(5), 18-31.
- Muniz, A. M., & O'Guinn, T. C. (2001). Brand Community. *Journal*

of Consumer Research, 27(4), 412-432.

- Richins, M. L., & Chaplin, L. N. (2015). Material parenting: How the use of goods in parenting fosters materialism in the next generation. *Journal of Consumer Research*, 41(6), 1333- 1357.
- Rysman, M. (2009). The Economics of Two-Sided Markets. *Journal of Economic Perspectives*, 23(3), 125-143.
- Waring, T. M., Goff, S. H., & Smaldino, P. E. (2017). The Coevolution of Economic Institutions and Sustainable Consumption via Cultural Group Selection. *Ecological Economics*, 131, 524-532.

Assessment: Essay (100%, 3000 words) in the period between WT and ST.

The assignment is part of the learning process: analysing a real case and making sound recommendations will help to provide students with the transferable skills necessary to make the world a better place. In the first part, 'memorandum' (1,000 words), you will be asked to prepare a memorandum or open letter to the head of an organisation of your choice, with recommendations to improve the organisation by making it more sustainable. The recommendations must be realistic – they must be achievable and make business sense. In the second part of the essay, 'justification' (2,000 words), you will justify the specific recommendations presented in the memorandum with reference to theoretical and empirical literature and concepts. We encourage the best essays to be published as open letters.

PB418 Half Unit Corporate Communications

This information is for the 2024/25 session.

Teacher responsible: Dr Ben Shenoy

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology, MSc in Social and Public Communication and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Corporate communications offers a framework for coordinating an enterprise's internal and external communication, with the overall purpose of establishing and maintaining a favourable reputation for that enterprise. As such, corporate communications affects each one of us in various guises: as customers, employees, investors, citizens or, more generally, as members of the public. Establishing and maintaining a favourable reputation turns out to be a considerable challenge in the complex times in which we live.

The focus of this course is corporate communications in 'wicked' times. 'Wicked' refers to the chaotic, ambiguous, polarized and confusing situations in which contemporary organizations find themselves. It aims to provide insights into tackling the challenge of 'wickedness' by adopting both a systemic and a behavioural perspective to corporate communications that examines the interactions between an organisation's work and its stakeholders through the dual lenses of complexity science and behavioural science. This approach will shed light on how key concepts (e.g. identity, trust, reputation and power) can explain how modern corporate communications is evolving. The course aims to bridge theory and practice by analysing contemporary cases of organisations handling communications challenges.

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce an outline plan of their summative assessment (see below).

Indicative reading: J Cornelissen, *Corporate Communications: A Guide to Theory and Practice*. Sage, 2020.

J M T Balmer & A Stephen (eds), *Revealing the Corporation: Perspectives on Identity, Image, Reputation and Corporate*

Branding, Routledge, 2002.

Harvard Business Review on Crisis Management, Harvard School Press, 2000.

C B M Van Riel & C J Fombrun, *Essentials of Corporate Communication: Implementing Practices for Effective Reputation Management*, Routledge, 2007.

Ashforth, B.E., & Mael, F. (1989). Social identity theory and the organisation. *Academy of Management Review*, 14, 20-39. Kramer, R.M. (2010).

Collective trust within organisations: conceptual foundation and empirical insights, *Corporate Reputation Review*, 13, 82-97.

Assessment: Essay (100%, 3000 words) in the period between WT and ST.

Case study: memorandum and analysis. The summative assignment is comprised of two parts. The first part (1,000 words) is a memorandum to a senior decision maker of an organization chosen by the student advising her/him about a specific issue relating to the corporate communications of their organization. The second part (2,000 words) is a theoretical justification of the recommendations in the memorandum. The organization chose could be a business corporation, a public sector organization or a third sector enterprise.

PB419 Half Unit Creativity and Innovation

This information is for the 2024/25 session.

Teacher responsible: Prof Alex Gillespie QUE.3.03

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Marketing, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: An undergraduate degree in a social science related discipline or equivalent.

Course content: This course examines creativity and innovation from a social psychological standpoint. The first lectures of the course examine creativity, focusing on the social conditions which lead to new ideas. Then we will examine the way in which new ideas and technologies are instituted and resisted. The role of play and materiality in creative production are discussed next, followed by creative problem solving and the societal transmission of innovation. The course will end with a focus on societal creativity, utopias and imagining the future. Guiding questions will be: How do new ideas and technologies come about? What social contexts are conducive to creativity and innovation? Can the resistance to innovation lead to innovation? What is the human imagination? Why do humans enjoy play, games and fiction? What leads to insightful problem solving? How does perspective-taking help us understand if something new is creative, productive or useful? The course will cover the social conditions (i.e., face-to-face or online, one-to-one or group, autocratic or democratic, specialisation or integration, etc.) conducive to creativity and innovation, including the social conditions for socialisation creative individuals and the social and institutional factors which enable productive novelty to be recognised and instituted. Specific topics will include: theories of creativity, play & imagination, insight and problem solving, identifying good ideas, materiality, cultural evolution, the resistance to innovation, user innovation, utopias and how people imagine the future.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading: Bauer, M. (2014). *Atoms, Bytes and Genes:*

public resistance and techno-scientific responses. New York: Routledge.

Bechtoldt, M.N., De Dreu, C.K., Nijstad, B.A., and Choi, H.S. (2010). Motivated information processing, social tuning, and group creativity. *Journal of Personality and Social Psychology*, 99(4), 622. Fioratou, E., and Crowley, S.J. (2009). Insightful thinking: cognitive dynamics and material artifacts. *Pragmatics and Cognition*, 17, 549-572.

Glaveanu, V. (2014). *Distributed creativity: Thinking outside the box of the creative individual*. Cham: Springer.

Isaksen, S.G., Dorval, K.B., and Treffinger, D.J. (2010). *Creative approaches to problem solving: A framework for innovation and change (3rd Edt.)*. London: Sage Publications, Inc.

Lillard, A. (2001). Pretend play as twin earth: A social-cognitive analysis. *Developmental Review*, 21(4), 495-531.

Montuori, A. (2003). The complexity of improvisation and the improvisation of complexity: Social science, art and creativity. *Human Relations*, 56(2), 237-255.

Maddux, W.W., and Galinsky, A.D. (2009). Cultural borders and mental barriers: The relationship between living abroad and creativity. *Journal of Personality and Social Psychology*, 96(5), 1047-1061.

Mainemelis, C. (2010). Stealing fire: Creative deviance in the evolution of new ideas. *Academy of Management Review*, 35(4), 558-578.

Paulus, P.B. and Yang, H.C. (2000). Idea generation in groups: A basis for creativity in organisations. *Organisational Behaviour and Human Decision Processes*, 82(1), 76-87.

Tosey, P., Visser, M., and Saunders, M.N.K. (2012). The origins and conceptualisation of 'triple-loop' learning: A critical review. *Management Learning*, 43(3), 291-307.

Glaveanu, V., Gillespie, A. and Valsiner, J. (2014). *Rethinking creativity: Contributions from social and cultural psychology*. London: Routledge.

Von Hippel, E. (2005). *Democratizing innovation: the evolving phenomenon of user innovation*. Cambridge MA: The MIT Press.

Wright, E.O. (2010). *Envisioning real utopias*. London: Verso.

Zittoun, T. & Gillespie, A. (2015). *Imagination in human and cultural development*. London: Routledge.

Assessment: Essay (100%, 3000 words) in the WT.

PB420 Half Unit Current Communication Research

This information is for the 2024/25 session.

Teacher responsible: Prof Bradley Franks QUE.3.05

Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on degrees without a psychology or communications component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Pre-requisites: None

Course content: The course content changes every year. It can either be a full thematic course or a collection of current research topics, and will involve contributions of staff members from the Department of Psychological and Behavioural Science and of visiting academics to the Department. The course provides research-led teaching on communication, using a range of theoretical approaches and addressing a wide variety of practical issues.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 3 presentations and 1 other piece of coursework in the WT.

Formative assessment involves:

i. ONE written plan for an answer to an essay question, selected

from a range of topics

ii. THREE group presentations on core readings

Indicative reading: The reading list varies according to the particular contents taught in each year.

Indicative readings will be made available during MT

The reading list varies according to the particular contents taught in each year.

Indicative readings will be made available during MT

Assessment: Essay (100%, 3000 words) in the WT.

Summative assessment for this course comprises a 3000 word essay, submitted at the end of LT

PB421 Half Unit Happiness

This information is for the 2024/25 session.

Teacher responsible: Dr Kate Laffan

Availability: This course is available on the MSc in Behavioural Science, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is compulsory on the Wellbeing Specialism of the MSc in Behavioural Science.

Course content: This course aims to introduce students to the main concepts and tools of the growing science of happiness, with a focus on applicability across all sectors (government, business, and NGOs). To achieve this aim, the course is based on ten lectures covering concepts such as: 1) what is happiness?; 2) evaluations of happiness; 3) experiences of happiness; 4) attention and adaptation; 5) anticipation and mistakes; 6) relative comparisons; 7) happiness across individuals and societies; 8) designing for happiness; 9) a dark side to happiness?; 10) the frontier of happiness research.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce one essay of 1,000 words in LT.

Indicative reading: Books

Dolan, P. (2014). *Happiness by Design: Finding Pleasure and Purpose in Everyday Life*. London: Penguin.

Dolan, P. (2019). *Happy Ever After: Escaping the Myth of the Perfect Life*. London: Allen Lane.

Layard, R. (2005). *Happiness: Lessons from a New Science*. London: Penguin.

Journal articles

Adler, M. D., Dolan, P., & Kavetsos, G. (2017). Would you choose to be happy? Tradeoffs between happiness and the other dimensions of life in a large population survey. *Journal of Economic Behavior & Organization*, 139, 60-73.

Bryson, A., & MacKerron, G. (2015). Are You Happy While You Work? *Economic Journal*, 127(599), 106-125.

Card, D., Mas, A., Moretti, E., & Saez, E. (2012). Inequality at Work: The Effect of Peer Salaries on Job Satisfaction. *American Economic Review*, 102(6), 2981-3003.

Dolan, P., Peasgood, T., & White, M. (2008). Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being. *Journal of Economic Psychology*, 29(1), 94-122.

Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences*, 107(38), 16489-16493.

Kahneman, D., Krueger, A. B., Schkade, D. A., Schwarz, N., & Stone, A. A. (2004). A Survey Method for Characterizing Daily Life Experience: The Day Reconstruction Method. *Science*, 306(5702), 1776-1780.

Killingsworth, M. A. (2021). Experienced well-being rises with

income, even above \$75,000 per year. *Proceedings of the National Academy of Sciences*, 118(4), e2016976118.

White, M. P., & Dolan, P. (2009). Accounting for the Richness of Daily Activities. *Psychological Science*, 20(8), 1000-1008.

Wilson, T. D., & Gilbert, D. T. (2003). Affective forecasting. *Advances in Experimental Social Psychology*, 35, 345-411.

Wilson, T. D., & Gilbert, D. T. (2008). Explaining Away: A Model of Affective Adaptation. *Perspectives on Psychological Science*, 3(5), 370-386.

Assessment: Essay (100%, 3000 words) in the period between WT and ST.

PB422 Half Unit Not available in 2024/25 Health Communication

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Bauer

Availability: This course is available on the MSc in Behavioural Science, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Health and International Development, MSc in Media, Communication and Development, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course centres on the application of societal psychology to the challenges of health communication in a global context. Considering both health and communication in a wide sense, and health as a 'boundary object', we will focus on public debates and controversies involving 'health issues' in modern society, the delivery of e-medicine, predictive medicine and the overlaps between the fields of health and science communication. 'Health' is a boundary object with many stakeholders: a major news value for science communication (health news); a criterion of societal development (increasing life expectancy); the grievance of social mobilisation (patient groups; AIDS campaign); a matter of risk communication in emergencies (epidemics, pandemics, nuclear accidents); to evaluate new technologies on health risks (GM food, AI); an industrial sector (health business) and the NHS (public health systems); an investment proposition (the health sector); health is a life style (wellness); a consumer issue as in food and service quality; the discussion of 'unhealthy behaviour' carries religious connotations (of 'sinning') in secular society; and health creates voices that enjoy high levels of trust and confidence as communicators in modern society (doctors, nurses, epidemiologists, pharmacists).

Throughout, we will discuss empirical studies of controversies in rapidly changing settings (Thalidomide, smoking & cancer, vaccinations, GM food, epidemics and pandemics, quackery, pseudo-science, alternative medicine etc). Through lectures, readings and seminar discussions with invited guests, we will encounter debates about health-related communication and behaviours, and the processes through which communication impacts on health, not least through the mobilisation of art & design. We will consider the implications of these debates for health promotion, learning about real-world examples through guest lectures, and gaining hands-on experience in appreciating, designing and critically assessing health communication in the 21st century.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 outline essay (1000 words) coursework in the LT and make 1 seminar presentation to receive feedback.

Indicative reading: Bauer MW (2015) *Atom, Bytes and Genes – techno-scientific responses to public resistance*, NY, Routledge. Bauer MW, P Pansegrau, and R Shukla (2019) (eds.) *The Cultural Authority of Science – Comparing across Europe, Asia, Africa and the Americas* [Routledge Studies of Science, Technology & Society,

Vol 40], London, Routledge;
 Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality*. New York, NY: Doubleday. [Social institutions, objectification, and socialisation.]
 Bucchi, M., & Trench, B. (2014). *Handbook of Public Communication of Science and Technology*. London: Routledge.
 Crossley M. (2000) *Rethinking health psychology*. Buckingham: Open University Press.
 Dixey, R. (Ed.) (2013). *Health Promotion: Global Principles and Practice*. Wallingford: CABI.
 Gregory, J. & Miller, S. (1998) *Science in public – communication, culture and credibility*, Cambridge MA: Perseus Publishers.
 Hook, D., Franks, B. and Bauer, M. (Eds) (2011). *Social Psychology of Communication*. Basingstoke: Palgrave.
 Illich I (1975) *Medical Nemesis – the expropriation of health*, London, Calder & Boyars.
 Jamieson KH, D Kahan and DA Scheufele (2017) (eds) *Oxford Handbook of Science Communication*; Oxford, OUP.
 Obregon, R., Waisbord, S. (2012). *Handbook of global health communication*. Wiley-Blackwell.
 Roedder S., Franzen, M., & Weingart, P. (Eds) (2012). *The sciences' Media Connection - public communication and its repercussions*, *Sociology of Sciences Yearbook 28*, Dordrecht: Springer.
 G Sammut and MW Bauer (2021) *The Psychology of Social Influence – Modes and Modalities of Shifting Common Sense*, Cambridge, CUP
 Seale, C. *The Media and Health*. Sage, 2002. Tones K. and Green J. (2006). *Health promotion: planning and strategies*. London: Sage.
Assessment: Essay (100%, 3000 words) in the WT.

PB424 Half Unit Not available in 2024/25 Organisational Life

This information is for the 2024/25 session.

Teacher responsible: Dr Barry Rogers, Professor in Practice, PBS.

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The aim of PB424 is to equip students with the knowledge, mindset and skills necessary to bridge the gap between theoretical and practical perspectives. The course seeks to achieve this by critically making sense of on a range of emerging issues facing those that work for, and with organisations.

Our world has been turned upside down in recent years. On the one hand, disruptive technologies challenge taken-for-granted assumptions and long-standing business models. At the same time, existential issues such as climate change, sustainability and Covid highlight the fragility of the system, questioning the usefulness of many traditional approaches.

These dynamics beg a simple but fundamental question - how do we make sense of this fast-moving context and equip ourselves to shape, lead and enable change? PB 424 seeks to provide a tool box to answer this question.

The course will address a range of emerging questions including:

- How do we manage and lead organisations in an increasingly volatile and uncertain world?
- Why do we work...let alone engage five generational cohorts at work?
- What does the post pandemic (hybrid) workplace mean for sustainable working lives?
- How do we navigate multiple distractions and interruptions, equipping ourselves for the diminishing gap between stimulus and response?
- Where now for organisational learning, training and coaching?
- How do organisations meaningfully relate to wider societal stakeholders?
- How do we navigate organisational relationships and mobilize

resources to get things done?

- What constitutes 'showing up' as a leader in challenging times?
- How can we move beyond the 'ivory tower' and bridge organisational theory to practice?

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

There will also be 5 hours of 'Theory/Practice' guest sessions in the LT.

Formative coursework: One formative piece of coursework to be submitted in the LT.

Indicative reading: Berg, J. L. (2015). The role of personal purpose and personal goals in symbiotic visions. *Frontiers in Psychology*, 6. Choi, S. (2019). Breaking Through the Glass Ceiling: Social Capital Matters for Women's Career Success? *International Public Management Journal*, 22(2), 295–320.

Hoffman, A. J. (2016). Reflections: Academia's Emerging Crisis of Relevance and the Consequent Role of the Engaged Scholar. *Journal of Change Management*, 16(2), 77–96.

Leroy, S. (2009). Why is it so hard to do my work? The challenge of attention residue when switching between work tasks. *Organizational Behavior and Human Decision Processes*, 109(2), 168–181.

Moran, C. (2015). Time as a social practice. *Time & Society*, 24(3), 283–303.

Paoli, D. D., Sauer, E., & Ropo, A. (2019). The spatial context of organizations: A critique of 'creative workspaces.' *Journal of Management & Organization*, 25(2), 331–352.

Weick, K.E. (2003). 'Theory and Practice in the Real World' In: Tsoukas, H. & Knudsen, C. (eds.) *The Oxford Handbook of Organizational Theory*. London: OUP, pp 453-476.

Wood, M., & Dibben, M. (2015). Leadership as Relational Process. *Process Studies*, 44(1), 24–47.

Assessment: Essay (100%, 3000 words) in the ST.

The essay is structured in three parts. The first part involves the choice of a practical, emerging area of interest by the student. This is followed by a theoretical exploration of that issue and finally, a 'translation' of the theoretical perspective back to a real-world 'solution' setting. The logic of this approach is to equip students with the skills necessary to bridge theoretical and practical perspectives in ways that are rigorous, relevant and connect with real world needs.

PB425 Half Unit Organisations, Groups and Identity

This information is for the 2024/25 session.

Teacher responsible: Dr Ilka Gleibs

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students who come to this course without any background in social psychology are expected to familiarise themselves with the relevant literature. To this end, we strongly suggest that those students read the following books:

Hogg, MA & Vaughan, G. (eds) (2017). *Social Psychology*. 8th edition. Harlow: Pearson

Brown, R. & Peherson, S. (2019). *Group processes: Dynamics within and between groups*. . . Oxford, UK: Blackwell.

https://librarysearch.lse.ac.uk/primo-explore/fulldisplay?docid=TN_cdi_askewsholts_vlebooks_9781118719428&context=P_C&vid=44LSE_VU1&lang=en_US&search_scope=CSCOP_ALL&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,brown%20and%20Peherson&offset=0

Course content: In any society and any successful organisation understanding group dynamics and identity processes and how they are connected to the individual are an essential element and often provide a competitive advantage in managing organisations

of all sorts. Thus, the dynamics within and between groups directly informs the ability of individuals to think, learn, and innovate together. This course provides students with a critical understanding of the different theories and practices associated with identity and group dynamics in organisational settings and beyond. The objectives of the course are two-fold:

1. To introduce past and present theories of identity and group dynamics by introducing concepts used by social and organisational psychologists to understand and improve social and organisational behaviour
2. To apply and critically evaluate how identity and group dynamics theory help us explain and predict real-life experiences in social and organisational settings.

The course aims at highlighting how a better understanding of key social and organisational psychological concepts can contribute to understanding and managing the effectiveness of groups.

Examples of topics that will be covered include: Why group dynamics?; Influence and power; Identity and inclusion; Collective behaviour; Importance of groups on mental and physical health; Performance and decision-making; Diversity management; Organisational change; Group dynamics and the internet.

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the WT.

Indicative reading: Brown, R. & Peherson, S. (2019). Group processes. Oxford, UK: Blackwell.

Forsyth, D. (2019). Group dynamics. 7th edition Cengage Learning.

Haslam, S.A., (2004). Psychology in Organisations. A Social Identity Approach. London: Sage.

Levi, D. (2013). Group dynamics for teams. Los Angeles: Sage Publications.

Assessment: Policy memo (100%) in the period between WT and ST.

PB426 Half Unit

Knowledge Processes in Organisations

This information is for the 2024/25 session.

Teacher responsible: Dr Lucia Garcia-Lorenzo QUE.3.23

Availability: This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course explores organisations in the 21st century and the challenges they face. We particularly focus on what we can accomplish through the acquisition and creation of new management and organising knowledge; its sharing and transmission as well as how we can improve its use. We will explore the processes of knowing and learning and the varied ways in which they support people working in a number of contexts, from project teams within single organisations to inter-organisational partnerships, networks and alliances. We will work together in lectures, seminars and workshops to understand both theoretically and practically how we create, disseminate and share knowledge in all types of 21st century organisations and work settings.

Concretely, the course addresses the following questions :

1. What is organisational knowledge? Lectures will explore the differences and overlaps between personal, social/organisational and cultural knowledge and between the processes of learning and knowing.
2. How do we create new knowledge in organisations and work settings? To answer this question we will look into processes of creativity, innovation and entrepreneurship.

3. How can we efficiently share/transmit knowledge in organisations? The course will address the challenges generated through the use of new technologies in the work place, the use of stories and narratives as a mode of knowledge transmission, the development of collaborative practices, and power relations in organisations.

4. How do we 'store' and use current organisational and personal knowledge? To answer this question lectures will address the uses of organisational history and memory as well as look into how we practice knowledge in every day organisational work.

The focus of the course is both theoretical and practical. Students' will be expected to engage with both current theoretical debates and emerging practical issues in organisational life through lectures, seminars and practical workshops.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Students will be expected to make extended use of the course intranet - for on-line discussions and group presentations.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading: Reading lists will be provided for each topic, the following are introductory texts of general use: Amabile, T. A., & Khaire, M. (2008). Creativity and the role of the leader. Cambridge, MA: Harvard Business School Publishing; Davenport, T.H. & Prusak, L. (1998). Working knowledge: How organisations manage what they know. Harvard Business Press; Drucker, P. (2014). Innovation and entrepreneurship. Routledge; Gabriel, Y. (Ed.). (2004). Myths, stories, and organizations: Premodern narratives for our times. Oxford University Press on Demand; Huxham, C., & Vangen, S. (2013). Managing to collaborate: The theory and practice of collaborative advantage. Routledge; Weick, K. E. (1995) Sensemaking in organisations. London: Sage.

"I have never let my schooling interfere with my education." Mark Twain. If you like to read/use social media, you might want to look beyond academic materials into these other sources of knowledge that explore topics we will discuss in the course: Bregman, R. (2017). Utopia for realists: And how we can get there. Bloomsbury Publishing; Clay, A., & Phillips, K. M. (2016). The Misfit Economy: Lessons in Creativity from Pirates, Hackers, Gangsters and Other Informal Entrepreneurs. Simon and Schuster; Frayne, D. (2015). The refusal of work: The theory and practice of resistance to work. Zed Books Ltd.; Harari, Y. N. (2018). 21 Lessons for the 21st Century. Random House; How leaders use storytelling to share knowledge and influence followers: e.g. Obama's fire-up-ready-to-go story: <https://www.youtube.com/watch?v=5AhRqg0ADbk>; IDEO CEO Tim Brown talks about the powerful relationship between creative thinking and play: https://www.ted.com/talks/tim_brown_on_creativity_and_play?referrer=playlist-the_creative_spark

Assessment: Essay (100%, 3000 words) in the WT.

PB427 Half Unit Not available in 2024/25

Organisational and Social Decision Making

This information is for the 2024/25 session.

Teacher responsible: Lea Ruesch

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology, MSc in Social and Public Communication and MSc in Strategic Communications and Society. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course teaches theory and engages with research from the field of organisational and social decision-making. It is primarily focused on high-risk organisational settings, and explores contexts where there is uncertainty, high-consequences for failure, and complex social systems. The course provides a historical introduction to decision-

making, and introduces the core concepts used by social psychologists to understand (and improve) decision-making processes in organisations. It draws upon the social, cognitive and organisational psychology literatures, and considers the core concepts and tools used to understand, research, and support decision-making in organisations. These theories and tools are contextualized through empirical and case study examples taken from domains such as finance, healthcare, the energy industry, government, and the military.

Students will be encouraged to take a critical perspective, and to consider how the principles taught on the course can be applied to (and used to improve) a variety of social or organisational scenarios. The course will cover psychology (or 'Human Factors') concepts such as: intuitive and analytical forms of decision-making; individual traits and cognitive factors that influence decision-makers (e.g. biases and emotions); human error and decision-failures; rule breaking; and group decision-making processes (e.g. teamwork, leadership). It will teach methods for analysing decision errors, identifying decision-making competencies, observing decision-making, and supporting group decision processes.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 case study in the WT.

Indicative reading: Brown, R. V. (2005). *Rational choice and judgment: Decision analysis for the decider*. Wiley.

Furnham, A. (2005). *The Psychology of behaviour at Work*. Psychology Press.

Kerr, N., & Tindale, R. S. (2004). Group performance and decision-making. *Annual Review of Psychology*, 55, 623-655.

Klein, K., Ziegert, J. C., Knight, P., & Xiao, Y. (2006). Dynamic delegation: Shared, hierarchical, and deindividualized leadership in extreme action teams. *Administrative Science Quarterly*, 51, 590-621.

Koehler, D., & Harvey, H. (2007). *Handbook of judgment and decision-making*. Blackwell.

Lipshitz, R., Klein, G., Orasanu, G., & Salas, E. (2001). Taking stock of naturalistic decision making. *Journal of Behavioural Decision Making*, 14, 331-352.

Mellers, B., Schwartz, A., & Cooke, A. (1998). Judgement and decision-making. *Annual Review of Psychology*, 49, 447-477.

Reason, J. (1990). *Human error*. New York: Cambridge University Press.

Reason, J. (1997). *Managing the risks of organizational accidents*. Aldershot, Ashgate.

Assessment: Essay (100%, 3000 words) in the WT.

PB428 Half Unit

Political Psychology: Inequality & Intergroup Relations

This information is for the 2024/25 session.

Teacher responsible: Dr Edoardo Zulato

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Political psychology is the study both of the workings of psychological processes in contemporary politics, and the impact of political and economic processes on individual and group behaviour. This course introduces the field in the form of a theoretical and empirical toolkit for examining the social psychological underpinnings of contemporary inequality and conflict between groups. We consider three broad approaches to conducting political psychology research, through focusing on individual attitudes, intergroup dynamics, and ideological discourse. We then evaluate how these lenses shed light on

contemporary and enduring issues concerning intergroup inequality.

The course will explore the psychosocial processes underpinning prejudice and discrimination, and consider how they manifest in debates around migration, diversity, social mobility, and intergroup conflict. It will consider political participation in its conventional and non-conventional forms, asking why people vote the way they do, and when they will turn to the streets to protest. Students will be equipped with the conceptual tools to consider the psychological antecedents and consequences of inequality in its various forms: to understand why intergroup hierarchy is so persistent, and how it might change.

Lectures and seminars aim to achieve a balance between theoretical and applied issues, critically investigating the ways in which psychology can enhance our understanding of intergroup relations and inequality, and also contribute to broader social and political debates. Through integrating evolutionary, cognitive, social, ideological, and societal perspectives, students will be in a position to take stock of the field of political psychology and where it might go.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: 500 word essay or report plan outlining the approach to the summative assessment.

Indicative reading: Augoustinos, M. & Reynolds, K. (2001).

Understanding Prejudice, Racism and Social Conflict. London: Sage.

Bar-Tal, D. (2011). *Intergroup conflicts and their resolution: A Social Psychological Perspective*. Hove: Psychology Press.

Barlow, F. K., & Sibley, C. G. (Eds.). (2018). *The Cambridge Handbook of the Psychology of Prejudice: Concise Student Edition*. Cambridge University Press.

Billig, M. (1995). *Banal Nationalism*. London: Sage

Guinote, A. E., & Vescio, T. K. (2010). *The social psychology of power*. Guilford Press.

Hammack, P. (2018). *The Oxford Handbook of Social Psychology and Social Justice*. Oxford Library of Psychology.

Hogg, M. A., & Abrams, D. (Eds.). (2001). *Intergroup relations: Essential readings*. Psychology Press.

Howarth, C. & Andreouli, E. (2017) *The Social Psychology of Everyday Politics*. Oxon and New York: Routledge.

Huddy, L., Sears, D. O., & Levy, J. S. (Eds.). (2013). *The Oxford handbook of political psychology*. Oxford: Oxford University Press.

Jetten, J., & Peters, K. (Eds.). (2019). *The Social Psychology of Inequality*. Springer International Publishing.

Moghaddam, F. (2008). *Multiculturalism and intergroup relations: psychological implications for democracy in global context*. Washington DC: APA.

Nesbitt-Larking, P. & Kinnvall, K. (2014) *Handbook of Global Political Psychology*. New York. Palgrave.

Reicher, S. & Hopkins, N. (2001). *Self and Nation*. London: Sage.

Üskül, A. K., & Oishi, S. (Eds.). (2018). *Socio-economic environment and human psychology: Social, ecological, and cultural perspectives*. Oxford University Press.

Assessment: Essay (100%, 3000 words) in the period between WT and ST.

PB429 Half Unit Not available in 2024/25

Science, Innovations and the Human Future

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Bauer CON.4.04

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is intended for MSc and PhD students in Psychological

and Behavioural Science. But, conditional to availability of space, it will be open to any interested MSc or Research Student from across the school where regulations permit.

Course content: The human future begins with the debate over new technologies and the society we want to live in. Think of search engines (Chat/GPT), artificial intelligence AI, vaccination, climate change, fracking, nuclear energy, CRISPR gene editing or genetically modified crops and foods. On all these frontiers of innovation, science is a cultural authority and historically an arbiter and a voice of reason; but through the progressive commercialisation of research, increasingly also a protagonist. No surprise therefore that these technologies are controversial. The human future needs this debate now and everywhere. In this course we will raise the question: what is the role of public debate, science communication and public attitude formation for innovations?

Through debate and controversy, modern societies develop their inter-subjective common sense and mobilise imaginaries of their future (Weart, 1988; Jasanoff et al.). For a technocratic attitude these debates are but deviations into a path of irrationality. In this context, the 'viral' diffusion model of innovation (Rogers, 1962) remains influential: scientists discover, engineers innovate, and social scientists provide acceptance in the marketplace. This linear model of 'acceptance research' is however wishful thinking (Godin et al.); valid at most for innovations with little resistance and no public debate. We recognise this reality through actor-network theory [ANT, Latour et al.] of inter-objectivity. More commonly, techno-scientific innovations encounter resistance that refocuses attention, evaluates 'innovations' and urges strategic adaptation (Bauer, 1991, 1995, 2002, 2015, and 2017). In this light, we will critically analyse the recurrent 'technocratic temptations' and the formation and impacts of resistance in socio-technological developments. Our focus will be on controversies, mobilising civic participation and the formation of public attitudes, comparing across ecology, nuclear power, IT, and genetic engineering in recent mobilisations over gene editing, AI, autonomous driving and robotic automation.

Students are expected to appreciate theory driven empirical research.

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Each session will have its own particular readings, divided into essential texts and additional readings. These readings are revised on an annual basis. No one text covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

- Bauer MW, P Pansegrau, and R Shukla (2019) (eds) *The Cultural Authority of Science – comparing across Europe, Asia, Africa and the Americas*, London, Routledge.
- Bauer, M.W. (2015). *Atoms, Bytes & Genes: public resistance and techno-scientific responses*. New York: Routledge. Bauer, M.W. (2013).
- Bauer MW and M Bucchi (2007) (eds) *Journalism, Science and Society – science communication between news and public relations*, NY, Routledge.
- Bauer, M.W. & Gaskell, G. (Eds) (2002). *Biotechnology - the making of a global controversy*. Cambridge, CUP.
- Bucchi M and B Trench (2022) (eds) *Routledge Handbook of Public Communication of Science and Technology*, 3rd edition, London, Routledge.
- Brachman RJ and HJ Levesque (2022) *Machines like us – towards AI with common sense*, Cambridge MA, MIT Press.
- Cobb M (2022) *The Genetic Age – our perilous quest to edit life*, London, Profile books.
- Godin B and D Vinck (2017) (eds) *Critical Studies of Innovation. Alternative approaches to the pro-innovation bias*, Cheltenham, Edward Elgar.
- Jasanoff J (2005) *Designs on Nature – science and democracy in Europe and the United States*, Princeton, Princeton University

Press.

- B Latour, 'On inter-objectivity', *Mind, Culture and Activity*, 3, 228-245, 1996;
- Marteau, T. & Richards, M.P.M. (1996) (Eds), *The troubled helix: Social and psychological implications of the new human genetics*, CUP.
- Norman DA (1998) *The invisible computer – why good products fail* Cambridge MA, MIT Press.
- Rogers, E.M. (1996). *Diffusion of innovation*, 4th edition. New York: Free Press.
- Sammut G and MW Bauer (2021) *The Psychology of Social Influence – Modes and Modalities of Shifting Common Sense*, Cambridge, CUP
- Weart, S.R. (1988). *Nuclear fear: A history of images*, Harvard University Press.

Assessment: Essay (100%, 3000 words) in the ST.

PB430 Half Unit Not available in 2024/25 Social Influence Modes and Modalities

This information is for the 2024/25 session.

Teacher responsible: Dr Gordon Sammut

This course will be offered by Dr Gordon Sammut, Lecturer at University of Malta, and Visiting Fellow to the Department of Psychological and Behavioural Science, and co-author of the key text for this course, Sammut & Bauer (2021).

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Previous exposure to social psychology concepts and research will be an advantage. Otherwise, the course is open to any MSc or Research Student interested in 'soft power' from across the school.

Course content: Starting from the distinction between 'hard' and 'soft' powers, this course covers the options of 'soft power', or the modes and modalities of social influence (Sammut & Bauer, 2021). Over the years, social psychology has developed these options both conceptually and empirically. Modalities of social influence cover processes by which social actors normalise, assimilate and accommodate opinion, attitudes, stereotypes, institute normative expectations and ways of life, and achieve recognition and social change. We will discuss the social psychology of inter-subjectivity and inter-objectivity through rhetoric, crowd behaviour, public opinion, leadership, norm and attitude formation, majority and minority influence, resistance and obedience to and compliance with authority, dual-processes of persuasion, mass media effect models; and the designs of fait-accompli. This discussion will unfold three perspectives: 1) the theoretical and empirical grounding of influence models; 2) the socio-historical context of their formulation (many models came out of WWII and the Cold War efforts); and 3) in current reformulations which often deploy new language without necessarily treading new ground in what is often 'old wine in new bottles'. The course builds up the Periodic Table of Social Influence [PTSI] with the 'cycle of normativity and common sense' and including the normalisation, assimilation and accommodation of social diversity (Sammut & Bauer, 2021). The moral ambiguity of social influence treads a fine line between promoting wellbeing and social recognition, and manipulating beliefs, opinion and attitudes. This raises ethical issues with the exercise of social influence in the modern public spheres.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Teaching arrangement: the course will be taught as a combination of weekly lecture and discussion seminar. Participants are expected to prepare at least one seminar discussion.

Formative coursework: Students will be expected to produce 1 essay and 1 presentation in the WT.

Students will be expected to produce 1 essay outline (max 1000 words) and students are expected to contribute 1 seminar presentation in the LT to receive feedback.

Indicative reading: Some key references:

- Billig M (1987) *Arguing and thinking – a rhetorical approach to social psychology*, Cambridge, CUP;
- Gigerenzer G (2007) *Gut feelings*, New York: Viking;
- Habermas J (1989) *The structural transformation of the public sphere*, Cambridge, Polity Press;
- Kahnemann D (2011) *Thinking, fast and slow*; London: Penguin Books.
- Moscovici, S, G Mugny and E VanAvermaet (1985) *Perspectives on Minority Influence*, Cambridge and Paris, CUP and edition MSH
- Paicheler G (1988) *The psychology of social influence*, Cambridge, CUP;
- Pratkanis AR (2007) *The Science of Social Influence*, NY, Psychology Press;
- Sloane T O (Ed) (2001) *Encyclopedia of Rhetoric*, Oxford, OUP [various entries: logos, pathos, ethos, argumentation, audience, classical rhetoric, persuasion, rhetorical situation];
- Sammut G and MW Bauer (2011) *Social influence: modes and modalities*, in: D W Hook, B Franks & M W Bauer (Eds) *The Social Psychology of Communication*, London, Palgrave, pp87-106.
- G Sammut and MW Bauer (2021) *The Psychology of Social Influence – Modes and Modalities of Shifting Common Sense*, Cambridge, CUP

While the course will take Sammut & Bauer (2021) as a textbook, each session will have its own additional readings. Students' will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Each session will have its own particular readings, separated in essential texts and additional readings. This will be revised on an annual basis. No one book covers the entire syllabus; students' will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: Essay (100%, 3000 words) in the ST.

PB431 Half Unit

Social Psychology of Economic Life: Advanced Topics

This information is for the 2024/25 session.

Teacher responsible: Dr Frederic Basso

Availability: This course is available on the MRes/PhD in Management (Organisational Behaviour), MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The idea of a social psychology of economic life is not obvious. From the point of view of mainstream economics, economic life – usually understood as the production, distribution, and consumption of goods and services – is under the scope of economics. As a mathematical science, economics is, to some extent, a rejection of social and psychological dimensions in the analysis of economic life. As the “queen of social sciences”, mainstream economics was even considered by some authors as the framework (the so-called “economic imperialism”) for studying social and psychological processes out of the economic life. Yet, some of the most important advances over the last five decades in the understanding of human economic behaviour (and its link to some of the most pressing societal issues nowadays) are derived from concepts and methods of psychology and other social sciences. The course presents how social psychology (broadly interpreted to include micro-sociology, cultural anthropology and social neuroscience) is the key to understanding real-world economic life by taking into account cognitive, affective and social processes, and also to contributing to better solutions to societal problems.

Main concepts: cognitive dissonance, analytic/experiential systems in decision-making, metaphors and decision-making, narratives and decision-making, self/extended self in consumption, dramaturgy/staging, social roles, face-to-face interactions, emotional labour/dissonance, gift economy, sharing economy, social group (inclusion/exclusion), stigma, social norms, disenchantment of the economic world, post-modern hyper-realities, experience economy, resistance to persuasion (inertia, scepticism, reactance), resistance to consumption (avoidance, minimisation, boycott/active rebellion).

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading: Reading lists will be provided for each topic, the following references are for general use (though not mandatory readings);

- Akerlof, G. A., & Shiller, R. J. (2010). *Animal spirits: How human psychology drives the economy, and why it matters for global capitalism*. Princeton University Press.
- Nelson, J. A. (2018). *Economics for humans*. University of Chicago Press.
- Stafford, C. (2020). *Economic life in the real world: logic, emotion and ethics*. Cambridge University Press.

Assessment: Essay (100%, 3000 words) in the period between WT and ST.

PB432 Half Unit

Social Representations: Social Knowledge and Contemporary Issues

This information is for the 2024/25 session.

Teacher responsible: Prof Sandra Jovchelovitch and Ms Sandra Obradovic

Availability: This course is available on the MSc in Behavioural Science, MSc in Culture and Society, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course focuses on societal thinking, exploring how knowledge and beliefs develop, circulate, and change in public spheres. The course examines ‘thinking societies’ and how they connect the individual with the world around them. The foundational theoretical concepts introduced in the course are utilized to understand key topics including 1) the role of stories and story-telling in development and sense-making, 2) the politics of knowledge production and cultural thinking, 3) the links between social representations, selfhood, identities and histories, 4) how we make sense of the unfamiliar and the implications of encountering difference, 5) the implications of the digital sphere for ‘thinking societies’, connectedness and cohesion, and 6) how societies establish links between common sense, knowledge and truth. These topics are examined through classical empirical studies and theoretical and applied debates that cover both the Majority world and Western contexts.

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: An essay plan of not more than 500 words is required.

Indicative reading: G Sammut, E Andreouli, G Gaskell, and J Valsiner (Eds). *Resistance, stability and social change: A handbook of social representations*. Cambridge University Press, 2015. S Moscovici, *Social Representations: Explorations in social psychology*. Polity Press, 2000; S Moscovici, *Psychoanalysis: its image and its public*. Polity Press, 2008. C Prado de Sousa and S E Serrano Oswald (eds) *Social Representations for the Anthropocene: Latin American*

Perspectives. Springer, 2021.

S Jovchelovitch, *Knowledge in Context: Representations, community and culture*. Routledge, 2019 (Classicas Edition).

I. Markova, *The Dialogical Mind: Common Sense and Ethics*. Cambridge University Press, 2016.

D Jodelet, *Madness and Social Representations*, Harvester/Wheatsheaf, 1991;

W Wagner and N Hayes, *Everyday Discourse and Common Sense*, Palgrave, 2005.

K Deaux & G Philogène, *Representations of the Social: Bridging Theoretical Perspectives*, Basil Blackwell, 2001.

A detailed bibliography is provided at the beginning of teaching.

Assessment: Coursework (100%, 3000 words) in the period between WT and ST.

PB433 Half Unit

Theory and Practice of Organisational Development

This information is for the 2024/25 session.

Teacher responsible: Dr Ishan Jalan

Availability: This course is available on the MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: What is Organizational Development? Organizational Development (OD) is a field of study and practice that focuses on facilitating planned change efforts and interventions, with a view to improve an organisation's effectiveness, health, and performance. Drawing from a range of theories, OD adopts a systemic approach to improving its internal processes, structures, and culture. To accomplish this, it undertakes a deep analysis of needs and goals to help organisations understand their current state, and work towards their desired future state.

Why is Organizational Development important? Organisations are now operating in an increasingly complex, dynamic, and ever-changing environment, and to confront these changes, organisations need to be nimble, innovative, and effective if they are to survive and thrive. Considering the overall goal of OD is to help create healthier, more adaptive, and resilient organizations capable of thriving in today's dynamic operational landscape, OD can help organizations navigate this difficult terrain, adapt, learn about new ways of leading and managing, and stay competitive. This course explores organisational development from a theoretical and practical perspective. While the course is strongly informed by key theoretical frameworks such as organisational behaviour, critical theory, system psychodynamics, psychological and management theories, to name a few, OD comes into its own in application. Students will be actively encouraged to relate key OD theoretical perspectives to current organisational challenges using interactive case studies and in-class activities. The aim of the course is, therefore, twofold: first to explore theories and concepts that underpin OD and second, to learn how to apply OD through practical hands-on experience. In seminars and workshops students will gain experience on drafting organizational change interventions, thinking about their implementation, and evaluating their potential impact in organised contexts.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Detailed references and class topics are distributed in the first lecture of the series. The following represents key readings covering some of the topics discussed in the course:

- Alvesson, M., & Sveningsson, S. (2015). *Changing organizational culture: Cultural change work in progress*. Routledge.
 - Antonacopoulou, E.P. and Gabriel, Y., (2001). Emotion, learning and organizational change: Towards an integration of psychoanalytic and other perspectives. *Journal of Organizational Change Management*. Vol. 14 No. 5, pp. 435-451.
 - Beckhard, R. (1969). *Organization development: Strategies and models*.
 - Burke, W.W. (1994) *Organization development: a process of learning and changing*. 2nd ed. Reading, Mass, Addison-Wesley Pub. Co.
 - Carr, A., & Gabriel, Y. (2001). The psychodynamics of organizational change management an overview. *Journal of Organizational Change Management*, 14(5), 415-421.
 - Deszca, G., Ingols, C., & Cawsey, T. F. (2019). *Organizational change: An action-oriented toolkit*. Sage Publications.
 - Gabriel, Y. (2011). Psychoanalytic approaches to leadership. In A. Bryman, D. Collinson, K. Grint, B. Jackson, & M. Uhl-Bien (Eds.), *The SAGE Handbook of Leadership*: 393-405. London: Sage.
 - Gallos, J. V. (2006). *Organization development: A Jossey-Bass reader*. Jossey-Bass.
 - McKendall, M. (1993). The tyranny of change: Organizational development revisited. *Journal of Business Ethics*, 12(2), 93-104.
 - Porras, J. I., & Robertson, P. J. (1992). Organizational development: Theory, practice, and research. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (pp. 719–822). Consulting Psychologists Press.
 - Sanzgiri, J., & Gottlieb, J. Z. (1992). Philosophic and pragmatic influences on the practice of organization development, 1950–2000. *Organizational Dynamics*, 21(2), 57-69.
 - Schein, E. H. (2015). Organizational psychology then and now: Some observations. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 2(1), 1-19.
 - Schein, E.H. (1999) *Process consultation revisited: building the helping relationship*. Reading, Mass, Addison-Wesley.
 - Schön, D. A. (2016). *The reflective practitioner: How professionals think in action*. Routledge.
 - Weick, K. E. (1995). *Sensemaking in organizations* (Vol. 3). Sage.
- Assessment:** Essay (100%, 3000 words) in the period between WT and ST.

PB434 Half Unit

Behavioural Science in an Age of AI and New Technology

This information is for the 2024/25 session.

Teacher responsible: Dr Stuart Mills

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

Course content: When Psychology and Economics got "married", the product was Behavioural Science. Although this discipline has elevated theoretical and practical understanding of human behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people's actions that not only supplement traditional tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act. The aim of this course is to a) Introduce major technological advancements that are relevant for predicting, influencing, and understanding human behaviour; b) Outline how they supplement and extend commonly used tools of behavioural change; and c) Examine how they can be used to propel behavioural science into the future. The course will tackle behavioural science in relation to motion tracking, virtual environments, social robotics, social networks, and other relevant developments in information

technology.

Example topics explored on the course:

Understanding minds by reading bodies: Implications of motion tracking for behavioural science; Changing behaviour through gamification; Social robots: Our new friends?; Behavioural science in virtual worlds; Behavioural informatics; Change thyself: Using technology to influence our own behaviour; Digital footprints and human behaviour; Psychological targeting in digital age; The ethics of emerging technologies in the context of behavioural science.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Formative coursework will serve as your preparation for the summative assignment. You will need to create a 5-minute presentation on the topic of the summative assignment: Propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to create behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). In the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

Similar to the summative assignment, the presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). The main aim of the formative assignment is for me to evaluate your approach to tackling points a), b), and c) mentioned above so I can give you relevant feedback that will help you when preparing the summative presentation, and also for you to get comfortable with producing the video presentation.

Indicative reading:

- Krpan, D., & Urbanik, M. (2020). From libertarian paternalism to liberalism: behavioural science and policy in an age of new technology. *Behavioural Public Policy*, 1-27.
- Kersten-van Dijk, E. T., Westerink, J. H., Beute, F., & IJsselstein, W. A. (2017). Personal informatics, self-insight, and behavior change: A critical review of current literature. *Human-Computer Interaction*, 32(5-6), 268-296.
- Zarouali, B., Dobber, T., De Pauw, G., & de Vreese, C. (2022). Using a personality-profiling algorithm to investigate political microtargeting: assessing the persuasion effects of personality-tailored ads on social media. *Communication Research*, 49, 1066-1091.
- Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in Human Behavior*, 69, 371-380.
- Broadbent, E. (2017). Interactions with robots: The truths we reveal about ourselves. *Annual Review of Psychology*, 68, 627-652.

Assessment: Presentation (100%) in the period between WT and ST.

The aim of the summative assessment will be to propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to produce behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). This intervention will be conveyed in the form of a 15 minute presentation that will count as your summative assignment. More precisely, in the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through

the class material and personal literature search.

The presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). Together with the video presentation, you will need to submit an annotated bibliography that contains a) a list of scientific references you used for the presentation; and b) a short text below each reference (1-2 sentences) describing why exactly the reference is important in the context of your presentation. The main purposes of the annotated bibliography will be to demonstrate the academic background upon which your presentation was built.

PB435 Half Unit Not available in 2024/25 Behavioural Science for Planetary Wellbeing

This information is for the 2024/25 session.

Teacher responsible: Dr Ganga Shreedhar

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: We live on a changing planet and need to confront multiple planetary problems like climate change and mass extinction. Debates about understanding and changing human behaviour are at the centre of solutions to these problems. This course seeks to impart knowledge of, and critical thinking about, the interconnections between human behaviour and planetary change. Modules will approach environmental and ecological or "eco-behaviour" change, starting at the individual-level and moving onto to collective and societal levels. The course will discuss behavioural theories and frameworks to understand individual and structural antecedents and consequences of eco-behaviours, and how such factors can be incorporated into the design behavioural interventions and solutions. The course is interdisciplinary and draws on frameworks, concepts and tools from Behavioural Environmental and Ecological Economics, and Environmental and Social Psychology, amongst other fields.

Aims: This course aims to:

- Introduce key complex planetary problems including the idea of coupled human- environmental systems.
- Critically consider how we perceive and understand planetary problems and non-human nature, and how such factors impact behaviour.
- Investigate debates about pro-environmental and ecological behaviours or eco-behaviours including the main models, measures and applications.
- Outline the framework of social and socio-ecological dilemmas and discuss human motivations and behaviour within this framework.
- Examine eco-behaviours in social and societal group contexts and processes.
- Critically compare and contrast range of behavioural interventions targeting eco-behaviours.
- Locate debates about eco-behaviour change within larger debates about planetary health and systems transformations.

Learning outcomes: By the end of the course, students will be able to:

- Interpret and critically appraise planetary problems from a behavioural perspective.
- Interpret and critically appraise the models and concepts used to understand eco-behaviour and motivations
- Understand eco-behaviour dynamics within the individual and across social and societal groups.
- Evaluate the potential of different interventions to change eco-behaviour in the context of the need for systems transformations.
- Work cooperatively with peers to carry out a collaborative group

project.

- Work independently and creatively by proposing and designing a novel behaviour change intervention.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

The course will be delivered through a combination of interactive classes/seminars and lectures and supplementary interactive live activities. There will be structured learning activities throughout the course, especially in the seminars, including student presentations and group work.

There will be no teaching during reading week (Week 6).

Formative coursework: Preparing a research proposal for an intervention to change an eco-behaviour (500 words) based on a real-life case study.

Indicative reading:

- Clayton, S., Devine-Wright, P., Stern, P.C., Whitmarsh, L., Carrico, A., Steg, L., Swim, J. and Bonnes, M., 2015. Psychological research and global climate change. *Nature Climate Change*, 5(7), pp.640-646.
- Weber, E.U., 2020. Heads in the Sand: Why We Fail to Foresee and Contain Catastrophe. *Foreign Aff.*, 99, p.20.
- Yoeli, E., Budescu, D.V., Carrico, A.R., Delmas, M.A., DeShazo, J.R., Ferraro, P.J., Forster, H.A., Kunreuther, H., Larrick, R.P., Lubell, M. and Markowitz, E.M., 2017. Behavioral science tools to strengthen energy & environmental policy. *Behavioral Science & Policy*, 3(1), pp.68-79.
- Carlsson, F., Gravert, C., Johansson-Stenman, O., & Kurz, V. (2021). The use of green nudges as an environmental policy instrument. *Review of Environmental Economics and Policy*, 15(2), 216-237.
- Ostrom, E., 2010. Polycentric systems for coping with collective action and global environmental change. *Global environmental change*, 20(4), pp.550-557.
- Adams, M., 2021. Critical psychologies and climate change. *Current Opinion in Psychology*.
- Horton, R., Beaglehole, R., Bonita, R., Raeburn, J., McKee, M. and Wall, S., 2014. From public to planetary health: a manifesto. *The Lancet*, 383(9920), p.847.
- Steffen, Will, Katherine Richardson, Johan Rockström, Sarah E. Cornell, Ingo Fetzer, Elena M. Bennett, Reinette Biggs et al. "Planetary boundaries: Guiding human development on a changing planet." *Science* 347, no. 6223 (2015): 1259855.

Assessment: Research proposal (50%), reflective learning report (25%) and presentation (25%) in the ST.

The summative assignment is based on four components:

- Symposium and Group presentation [Attendance, Participation & Group presentation] (25%)
- Reflective report on symposium (25%)
- Research proposal (50%)

Please note: Students on MSc Behavioural Science taking this course as a dissertation option (PB4D7) must attend the symposium and group presentation.

PB436 Half Unit Not available in 2024/25 The Science of Time at Work

This information is for the 2024/25 session.

Teacher responsible: Dr. Laura M Gurge

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit. Auditing is not advised due to the participatory nature of lectures - please ask for permission from the course lead if you would like to audit.

Course content: Time is arguably the fabric of our lives, but its value often goes unnoticed. Every day we make decisions (or decisions are made for us) about how and with whom to spend our finite temporal resources. But what is time? How should we think

about the value of an hour, or a decade? What does it mean to optimally allocate our time? How does time affect our motivation, productivity, and well-being? Why is it so difficult to eradicate inequality in time-use at work and at home? What can leaders and employees do to protect desired work-life boundaries? And if time is our most precious resource, why is time theft not a crime?

This course seeks to address such questions by drawing primarily from the management literature and featuring real-life examples across industries and cultures. Students taking this course will gain a multidisciplinary perspective on managing time at work and in life; will learn to think critically about their own experiences and uses of time, and how this shapes their expectations and behaviours in their personal life, at work, and in society; they will be able to recognize the barriers that prevent them from pursuing activities that are beneficial for them and their community; will gain knowledge about how innovations and work has changed the way we think about time; and will learn how to integrate time across all aspects of their lives so they can enact positive change for themselves and their community.

Given that how we spend our time is how we live our life, this course is set up to be highly interactive and experiential. Students taking this course will not only learn about the theoretical insights on time but will also get to apply the science on time by engaging in various evidence-based exercises.

Below is an indicative schedule of the topics you can expect in this course. All changes to the content will be announced in class and/or on Moodle.

- **Time and the Individual:** Sessions 1-4 focus on time at the individual level and cover topics such as, subjective time, clock time, and the psychological and societal biases that perpetuate inequality and time poverty.
- **Time and Work:** Sessions 5-8 focus on time at work and cover topics such as, the various ways organizations (un)intentionally misuse temporal structures and push work-life boundaries, how to successfully lead temporally diverse teams, and the foundational role of time in work motivation.
- **Time and Legacy** – Sessions 9-10 focus on the legacy of time and cover topics such as, the impact of temporal footprints and the hidden potential of legacy.

Course Objectives

- To discover time research and why it matters for productivity and well-being.
- To get insights into one's own perceptions and (mis)uses of time.
- To explore new team dynamics and leadership that centre around time.
- To gain a better understanding of the role of work and motivation in our lives.
- To identify solutions that turn innovations from threats to opportunities

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Both lectures and seminars are highly interactive and involve class discussion.

Formative coursework: 1) Individual review of two anonymous op-ed essays. You will play the role of the "examiner" and review two anonymous essays (submitted by students from a previous year) by implementing the marking criteria used in this course. You will submit your feedback via an online survey. We will discuss your evaluations in class.

2) Individual 250-word pitch for your summative op-ed. For your summative, you will write an op-ed essay on an academic article (you will get to choose one of three articles that will be provided to you). To prepare you for your summative, part of your formative work will be to write a pitch on the article you choose to write an op-ed on. In your pitch, you should describe which article you plan to focus on, why you chose that article, and how you plan to approach your op-ed.

Indicative reading:

- Blagoev, B., & Schreyögg, G. (2019). Why do extreme work hours persist? Temporal uncoupling as a new way of seeing. *Academy of Management Journal*, 62(6), 1818-1847.

- Brodsky, A., & Amabile, T. M. (2018). The downside of downtime: The prevalence and work pacing consequences of idle time at work. *Journal of Applied Psychology*, 103(5), 496–512.
- Feldman, E., Reid, E. M., & Mazmanian, M. (2020). Signs of our time: Time-use as dedication, performance, identity, and power in contemporary workplaces. *Academy of Management Annals*, 14(2), 598–626.
- Giurge, L. M., Whillans, A. V., & West, C. (2020). Why time poverty matters for individuals, organisations and nations. *Nature Human Behaviour*, 4(10), 993–1003.
- Gonsalves, L. (2020). From face time to flex time: The role of physical space in worker temporal flexibility. *Administrative Science Quarterly*, 65(4), 1058–1091.
- Pai, J., DeVoe, S. E., & Pfeffer, J. (2020). How income and the economic evaluation of time affect who we socialize with outside of work. *Organizational Behavior and Human Decision Processes*, 161, 158–175.
- Shipp, A. J. (2021). My fixation on time management almost broke me. *Harvard Business Review*.
- Templeton, E. M., Chang, L. J., Reynolds, E. A., LeBeaumont, M. D. C., & Wheatley, T. (2022). Fast response times signal social connection in conversation. *Proceedings of the National Academy of Sciences*, 119(4).
- Young, C., & Melin, J. L. (2019). Time is a network good. *Current Opinion in Psychology*, 26, 23–27.

Assessment: Essay (80%, 2000 words) in the period between WT and ST.

Research proposal (20%) in the WT.

1) Essay + Annotated bibliography (80%): You will write an essay (max 1,500 words, excluding the bibliography) that follows the structure of an op-ed article (e.g., Harvard Business Review style). You will be provided with three academic articles, and you will have to choose which article you want to write an op-ed on. Like op-ed articles, you will use hyperlinked citations.

Along the op-ed, you will need to submit a 500-word annotated bibliography that contains a) a list of scientific references that you used for the op-ed (you can include references beyond those used in the academic article you chose to write the op-ed on), and b) a short text below your key references (1–2 sentences only) describing why the reference is important in the context of your op-ed. You should format your reference list using the APA reference style. A successful annotated bibliography should show understanding of the sources included and not be a mere description of the sources. The reference text itself does not count towards the word limit.

2) Research Proposal (20%): Along learning to translate academic knowledge to the public, it is also important to know how to identify a meaningful gap in the academic knowledge. To that end, one part of the summative requires you to write a brief (1000-word max) research proposal that identifies a meaningful gap in the academic research on time (specifically within the article you will write an op-ed on) and describes a viable way to address this gap. Unlike the op-ed, the research proposal should be written in academic language.

PB437 Half Unit Not available in 2024/25 Conversation Analysis and the Science of Social Interaction

This information is for the 2024/25 session.

Teacher responsible: Prof Elizabeth Stokoe CON 3.05

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

Course content: We spend much of our days talking, at work and in our private lives, yet we know little about the conversational engine that drives these social interactions. We are pushed and pulled around by language far more than we realize yet are

seduced by stereotypes and myths about human communication. The aim of this course is to develop students' understanding of conversation analysis as an approach to studying social life and conversation itself as a tool for personal and professional practice. The course will consider how such understandings can challenge existing theories of human communication as well as underpin interventions, applications, and policy impacts across the third, public, commercial, and technology sectors.

The course will introduce students to the field of conversation analysis (CA) across ten lectures and seminars. It seeks to develop students' knowledge of, and critical thinking about, how human communication is understood and misunderstood across social science disciplines. It will also develop students' awareness of the importance of CA as an epistemic tool for challenging popular conceptions of conversational practice, and as an ethical tool for identifying and describing the communicative practices that comprise 'isms' (e.g., racism, ageism, classism, cisgenderism) and support or undermine social justice.

Each lecture will cover theoretical and empirical aspects of conversation analysis. Indicative topics include why and how conversation analysts study social interaction; the relationship between CA and other approaches to human communication; the CA transcription system and why it matters; social categories and identities; simulated interactions; high stakes encounters; conversation design and technology; impact and policy. Each seminar will enable students to work directly with audio or video recordings and transcripts of real conversations, choosing from a range of settings (e.g., dating, political interviews, protests, encounters involving 'isms') in which human sociality is laid bare.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

The course will be delivered through a combination of lectures and seminars, the latter involving discussing foundational papers as well as practical 'data sessions' in which students will be introduced to social interactional materials (transcripts and recordings, provided as part of the course). These will be structured learning activities and will include group work and student presentations of their observations and insights. There will be no teaching during reading week.

Indicative reading:

- Antaki, C. (Ed.) (2011). *Applied conversation analysis: Intervention and change in institutional talk*. Palgrave.
- Clayman, S.E., & Heritage, J. (2021). Conversation analysis and the study of sociohistorical change. *Research on Language and Social Interaction*, 54 (2), 225–240. DOI: 10.1080/08351813.2021.1899717
- Sidnell, J., & Stivers, T. (Eds.) (2013). *The handbook of conversation analysis*. Wiley-Blackwell.
- Park, S.H., & Hepburn, A. (2022). The benefits of a Jeffersonian transcript. *Frontiers in Communication*, 7, 779434. DOI: 10.3389/fcomm.2022.779434
- Stokoe, E., Fernandez-Dols, J., Albert, S., Reeves, S., Porcheron, M., Hepburn, A., Mandelbaum, J., Hoey, E., & Hofstetter, E. (2018). How real people communicate. *The Psychologist*, 31, 28–47.

Emily Hofstetter's (EM does CA) YouTube tutorials on conversation analysis:

<https://www.youtube.com/channel/UCIsFYWz5vIm8pFYFfpcrQaA>

The conversation analysis community resource page:

http://emcawiki.net/Main_Page

Ethnomethodology and Conversation Analysis for Racial Justice

<https://emca4rj.conversationanalysis.org/>

Assessment: Assignment (15%) and report (85%) in the WT.

The assignment (15%) will enable students to select from a choice of short (1–2 minutes) videos/audio recordings of real social interaction and produce a transcript using the system developed for conversation analysis. The transcript, and feedback on it, can be used in the report.

A report (3000 words) (85%) will enable students to work independently on one piece of conversation analysis that builds on the transcript produced for the assignment.

PB438 Half Unit**Crossing Borders: The Moral Psychology of Intergroup Cooperation and Conflict**

This information is for the 2024/25 session.

Teacher responsible: Prof Jeremy Ginges (CON 3.04)

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life and MSc in Social and Cultural Psychology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Humans are a parochial species. We frequently engage in deadly intergroup conflict in the name of imaginary communities like nation, religion or ethnicity. We are also a cooperative species, defined by our ability to cooperate across cultural, political and other group divides. Better understanding of this paradox is critical. Most of us live in culturally diverse societies, we travel and do business across borders. As a species we have to work together across cultural and political boundaries to solve collective problems such as climate change. This course will investigate the psychology of cross cultural cooperation and conflict. We will ask what particular difficulties face us when we attempt to cooperate across cultural boundaries, how we overcome those difficulties, as well as why cultural conflicts are often associated with violence. We will approach this problem via the lens of moral psychology. We will explore different aspects of moral reasoning, and the way such reasoning can sometimes promote the worst of humanity (war, genocide), and sometimes promote intergroup tolerance and cooperation. In investigating how to foster individual and collective cooperation across cultural divides we will explore contemporary issues around war, migration and climate change.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

The course will be delivered through a combination of interactive classes/seminars and lectures. There will be structured learning activities throughout the course, especially in the seminars, including student presentations and group work.

There will be no teaching during reading week (Week 6).

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will write a 1,000-word popular press article identifying and evaluating a real world issue involving intergroup relations; they will then propose either research to better understand it, or an intervention to solve it.

Indicative reading:

- Atari, M., Haidt, J., Graham, J., Koleva, S., Stevens, S. T., & Dehghani, M. (2022). Morality beyond the weird: How the nomological network of morality varies across cultures.
- Atran, S. & Ginges, J. (2012). Religious and sacred imperatives in human conflict. *Science*, 336, 855-857.
- Baldassarri, Delia; Abascal, Maria (2020). Diversity and prosocial behavior. *Science*, 369(6508), 1183–1187. doi:10.1126/science.abb2432
- Falk, A., & Szech, N. (2013). Morals and Markets. *Science*, 340, 707-711.
- Fiske, A. P., & Tetlock, P. E. (1997). Taboo trade-offs: Reactions to transactions that transgress the spheres of justice. *Political Psychology*, 18, 255-297.
- Ginges, J., Atran, S., & Medin, D. (2007). Sacred bounds on rational resolution of violent political conflict. *Proceedings of the National Academy of Sciences*, 104, 7357-7360.
- Henrich, J., Ensminger, J., McElreath, R., Barr, A., Barrett, C., Bolyanatz, A., Cardenas, J. C., Gurven, M., Gwako, E., Henrich, N., Lesorogol, C., Marlowe, F., Tracer, D., & J. Ziker (2010) Markets, Religion, Community Size, and the Evolution of Fairness and Punishment. *Science*, 327, 1480-1484
- Isler, O., Yilmaz, O., & John Maule, A. (2021). Religion, parochialism and intuitive cooperation. *Nature Human Behaviour*, 5(4), 512-521.
- Medin, D., Ross, N., Cox, D & Atran, S. (2007). Why folkbiology matters: Resource conflict despite shared goals and knowledge. *Human Ecology*. 35(3), 315-329.

- Mousa, S. (2020). Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. *Science*, 369(6505), 866-870.

Assessment: Essay (75%, 2500 words) in the WT and ST. Group presentation (25%) in the WT.

PB441 Half Unit**Wellbeing for Policy**

This information is for the 2024/25 session.

Teacher responsible: Dr Christian Krekel

Availability: This course is available on the MSc in Behavioural Science, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is compulsory in the Wellbeing Specialism of the MSc in Behavioural Science.

Course content: This course introduces students to the main concepts and tools of wellbeing for policy-making, with a focus on applicability in policies across all sectors (government, business, and NGOs). It will enable students to conduct cutting-edge policy analysis using wellbeing data, to qualify them to take up analytical positions involving wellbeing and other social impacts data. To achieve this aim, the course is based on ten lectures covering: 1) wellbeing in theory; 2) evidence on the causes and consequences of wellbeing (including behavioural scientific phenomena uniquely captured by wellbeing); 3) data, measurement, and survey design; 4) wellbeing policy appraisal i: cost-benefit analysis; 5) wellbeing policy appraisal ii: cost-effectiveness analysis; 6) wellbeing policy evaluation; 7) social welfare; 8) wellbeing interventions; 9) embedding wellbeing into the policy-making process; 10) wellbeing as the ultimate goal?

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will participate in a test run of the presentation that will be Summative Assignment 1, to be held in the WT.

Indicative reading: Books

- Frijters, P., & C. Krekel (2021). *A Handbook for Wellbeing Policy-Making*. Oxford: Oxford University Press.

Journal articles

- Benjamin, D. J., O. Heffetz, M. S. Kimball, & A. Rees-Jones (2014). What Do You Think Would Make You Happier? What Do You Think You Would Choose? *American Economic Review*, 102(5), 2083-2110.
- Clark, A. E., E. Diener, Y. Georgellis, & R. E. Lucas (2008). Lags And Leads in Life Satisfaction: a Test of the Baseline Hypothesis. *Economic Journal*, 118(529), F222-F243.
- Dolan, P., G. Kavetsos, C. Krekel, D. Mavridis, R. Metcalfe, C. Senik, S. Szymanski & N. R. Ziebarth (2019). Quantifying the intangible impact of the Olympics using subjective well-being data. *Journal of Public Economics*, 177, 104043.
- Dwyer, R. J., & E. W. Dunn (2022). Wealth redistribution promotes happiness. *Proceedings of the National Academy of Sciences*, 119(46), e2211123119.
- Kahneman, D., P. P. Wakker, & R. Sarin (1997). Back to Bentham? Explorations of Experienced Utility. *Quarterly Journal of Economics*, 112(2), 375-406.
- Krekel, C., J.-E. De Neve, D. Fancourt, & R. Layard (2021). A local community course that raises wellbeing and pro-sociality: Evidence from a randomised controlled trial. *Journal of Economic Behavior & Organization*, 188, 322-336.
- Lindqvist, E., R. Östling, & D. Cesarini (2020). Long-Run Effects of Lottery Wealth on Psychological Well-Being. *Review of Economic Studies*, 87(6), 2703-2726.
- Odermatt, R., & A. Stutzer (2019). (Mis-)Predicted Subjective Well-

Being Following Life Events. *Journal of the European Economic Association*, 17(1), 245-283.

- Oswald, A. J., E. Proto & D. Sgroi (2015). Happiness and Productivity. *Journal of Labor Economics*, 33(4), 789-822.
- Perez-Truglia, R. (2020). The Effects of Income Transparency on Well-Being: Evidence from a Natural Experiment. *American Economic Review*, 110(4), 1019-1054.
- Tay, L., & E. Diener (2011). Needs and Subjective Well-Being Around the World. *Journal of Personality and Social Psychology*, 101(2), 354-365.
- Ward, G. (2019). Happiness and Voting: Evidence from Four Decades of Elections in Europe. *American Journal of Political Science*, 64(3), 504-518.

Policy papers

- HM Treasury (2021). Green Book Supplementary Guidance: Wellbeing. Wellbeing Guidance for Appraisal.
- HM Treasury (2021). Green Book Supplementary Guidance: Wellbeing. Monetisation of Life Satisfaction Effect Sizes.

We encourage students to read Volume 4, Special Issue 2, "On Happiness Being the Goal of Government" in *Behavioural Public Policy*, July 2020.

Assessment: Presentation (70%) in the WT.

Essay (30%, 1000 words) in the period between WT and ST.

The assessment will be a field simulation. At the start of the WT, students will be randomly allocated to fictitious wellbeing policy consulting companies, and within these companies, randomly to different roles. These fictitious companies will then be given a real policy issue from a UK Government department or agency (previous years: Department for Transport; Department for Levelling Up, Housing and Communities), to work on together as a team during the WT. The assessment itself consists of two elements:

Summative Assignment 1: a presentation on the given policy issue at the client (i.e. the UK Government department or agency that participates in the respective academic year), to be held in the WT (joint evaluation of students, by lecturer with input from client, 70% of grade).

Summative Assignment 2: an individual essay of 1,000 words reflecting on the presentation, to be submitted between WT and ST (individual evaluation, by lecturer, 30% of grade).

PB452 Half Unit Not available in 2024/25 Behavioural Science for Health and Pandemic Responses

This information is for the 2024/25 session.

Teacher responsible: Dr Matteo Galizzi

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: No pre-requisites required.

Course content: Using responses to the recent Covid-19 pandemic as a starting point, the course aims at introducing students to the main state-of-the-art applications of behavioural science to health policy, practice, economics and management. The course is designed to enhance students' abilities to apply behavioural science tools in a critical and rigorous way to concrete public health challenges related to Covid-19 and other pandemics, as well as to many other health- and healthcare-related areas, such as: infectious diseases; vaccinations; patients' and healthcare professionals' decisions and behaviours; doctor-patient interaction and shared decision-making; money, time, blood and organ donations; end-of-life decisions; mental health and wellbeing; diet and nutrition; physical exercise; alcohol abuse; tobacco and drug use; medication adherence; compliance; prevention and screening. The course hosts specialist lectures by PBS faculty members who will apply research-led teaching to address the different

perspectives and challenges in this area.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to work in small groups to produce a presentation in the LT, in which they will discuss a health-related area where principles, measures, and insights of behavioural science have been applied - or where they could be potentially applied in the future.

Indicative reading:

- Charness G, Gneezy U (2009) Incentives to exercise. *Econometrica*, 77(3), 909-931.
- Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Fetzner TR, Witte M, Hensel L, Jachimowicz J, Haushofer J, Ivchenko A, Caria S, Reutskaja E, Roth CP, Fiorin S, Gómez M, Kraft-Todd G, Götz FM, and Yoeli E. (2020). Global Behaviors and Perceptions at the Onset of the COVID-19 Pandemic. NBER Discussion Paper, 27082.
- Galizzi MM (2014). What is really behavioural in behavioural health policy? And, does it work? *Applied Economic Perspectives and Policy*, 36(1), 25-60.
- Galizzi MM, Ghislandi S (2020). Bergamo's response to the coronavirus pandemic. Cambridge. Core blog: <https://www.cambridge.org/core/blog/2020/04/18/bergamos-response-to-the-coronavirus-pandemic/>
- Galizzi MM, Guenther B, Quinlan M, Sanders J (2020). Risk in the time of Covid-19: what do we know and not know? *Economics Observatory*: <https://www.coronavirusandtheeconomy.com/question/risk-time-covid-19-what-do-we-know-and-not-know>
- Galizzi MM, Lau KW, Miraldo M & Hauck K (2022). Bandwagoning, free-riding and heterogeneity in influenza vaccine decisions: an online experiment. *Health Economics*, 31(4), 614-646.
- Galizzi MM, Wiesen D (2018). Behavioural Experiments in Health Economics. *Oxford Research Encyclopedia of Economics and Finance*. Oxford University Press: <https://oxfordre.com/economics/economics/view/10.1093/acrefore/9780190625979.001.0001/acrefore-9780190625979-e-244>
- Hanoch Y, Barnes AJ, Rice T (2017). *Behavioral Economics and Healthy Behaviors*. Routledge.
- Jarke H, Ruggeri K, Graeber J, Tunte MR, Ojinaga-Alfageme O, Verra S, Petrova D, Benzerger A, Zupan Z, & Galizzi MM (2022). Health behavior and decision-making in healthcare. In *Psychology and Behavioral Economics: Applications for Public Policy* (Kai Ruggeri, Ed.), Routledge, Oxon, UK.
- Lades LK, & Delaney L. (2019). Nudge FORGOOD. *Behavioural Public Policy*, 1-20.
- Lades L, Laffan K, Daly M., and Delaney L. (2020). Daily emotional well-being during the COVID-19 pandemic. *British Journal of Health Psychology*.
- Lunn PD, Belton CA, Lavin C, McGowan FP, Timmons S, & Robertson DA (2020). Using Behavioral Science to help fight the Coronavirus. *Journal of Behavioral Public Administration*, 3(1).
- Milkman, K.L., Beshears, J., Choi, J.J., Laibson, D., Madrian, B.C. (2011). Using implementation intentions prompts to enhance influenza vaccination rates. *Proceedings of the National Academy of Sciences*, 108, 10415-10420.
- Milkman, K.L., et al. (2021). A megastudy of text-based nudges encouraging patients to get vaccinated at an upcoming doctor's appointment. *Proceedings of the National Academy of Sciences*, 118(20) e2101165118.
- Roberto CA, Kawachi I (2016). *Behavioral Economics and Public Health*. Oxford University Press.
- Schwartz JA, Chapman GB (1999). Are more options always better? The attraction effect in physicians' decisions about medications. *Medical Decision Making*, 19, 315-323.
- Steinert JI, Sternberg H, Prince H, Fasolo B, Galizzi MM, Buthe T & Veltri GA (2022). COVID-19 vaccine hesitancy in eight European countries: prevalence, determinants and heterogeneity. *Science Advances*.
- Van Bavel JJ, Baicker K, Boggio PS, Capraro V, Cichocka A,

Cikara M, Crockett MJ, Crum AJ, Douglas KM, Druckman JN, Drury J, Dube O, Ellemers N, Finkel EJ, Fowler JH, Gelfand M, Han S, Halsam SA, Jetten J, ... & Willer R (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature Human Behaviour*, 1-12.

- Volpp K, Loewenstein G et al. (2008). Financial incentive-based approaches to weight loss. *Journal of the American Medical Association*, 300, 2631-2637.

Assessment: Coursework (100%, 3000 words) in the ST.

PB453 Half Unit Not available in 2024/25 Corporate Behaviour and Decision Making

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the MSc in Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course provides the opportunity for students to learn how the tools of behavioural science can help to improve the outcomes of the firm. Specifically, behavioural science lessons for search and hiring, diversity and inclusion, firm culture, conduct, and high stakes decision making are covered.

Each topic starts with equipping students with the predictions from traditional economic models. We then proceed to consider the individual biases which distort the decision making process, and how this distorts outcomes. We consider interventions and solutions to these problems with a specific emphasis on : 1. is there a problem, 2. menu of solutions for the problem 3. quantifying if the solutions worked.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 case study in the WT.

Case study with short questions that matches the style of the summative assessment

Indicative reading: Bertrand Marianne and Duflo Ester. Field Experiments on Discrimination. in *Handbook of Economics Field Experiments*. Volume 1, pages 309 - 393 2017.

MLA: Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender differences in competition: Evidence from a matrilineal and a patriarchal society." *Econometrica* 77.5 (2009): 1637-1664.

Johnston, David W. and Lordan, Grace (2016) Racial prejudice and labour market penalties during economic downturns *European Economic Review*, 84. 57-75

Lordan, Grace and Pischke, Jorn-Steffen (2016) Does Rosie like riveting? Male and female occupational choices NBER working paper, 22495. National Bureau of Economic Research, Cambridge, USA.

Kandasamy, Narayanan, et al. "Cortisol shifts financial risk preferences." *Proceedings of the National Academy of Sciences* 111.9 (2014): 3608-3613.

Shiller, Robert J. *Finance and the Good Society*, Princeton: Princeton University Press, 2012.

Fama, Eugene, "Market Efficiency, Long-Term Returns, and Behavioral Finance," *Journal of Financial Economics*.

Assessment: Coursework (100%, 4000 words) in the ST. Two case studies with short questions

PB457 Half Unit Organisational Culture

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Reader

Availability: This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public

Communication. This course is available as an outside option to students on other programmes where regulations permit.

It is also, subject to availability, available to students on the MSc in Human Resources and Organisations (Organisational Behaviour). Students from the MSc in Organisational and Social Psychology will be prioritised for the course, because the half-unit is associated with this MSc.

Course content: The course teaches students on the concept of Organisational Culture, its relationship with success and failure in institutional settings, the factors that shape organisational culture, and methodologies for studying and changing it. The course has a particular focus on risk and resilience, and examines culture at the level of teams and institutions. A key objective of PB457 is that, once completed, students have developed knowledge and expertise on organisational culture that they can use in academic (e.g., research) or practical work (e.g., running a culture assessment programme in a company). Course content will include the following:

Part 1: Organisational culture: what is it, and why does it matter?

In this first phase of the course, the concept of organisational culture will be introduced. We will explore and familiarise key models on organisational culture and methodologies for culture assessment. We will explore how a strong organisational culture is often a decisive factor in determining whether an organisation has capacity to succeed and adapt.

Part 2: What creates an organisational culture, and how is it experienced? Here, the course will examine more precisely how organisational culture influences behaviour and performance.

In particular, we will examine how 'cultures' of decision-making, risk-taking, ethical practices, teamwork, and citizenship activities emerge within organisations. We will consider how these cultural properties shape outcomes at the group and institutional level.

Part 3: Changing organisational culture. Here, we consider how culture change emerges. Specifically, we will focus on the role of leadership, regulation and policy, and collaborative activity as a catalyst to culture change. We will consider how to design a culture measurement and change strategy for an organisation.

The course primarily draws on research on organisational risk and resilience (e.g., in aviation, heavy industries, finance, healthcare), but also considers broader topics (e.g., innovation, well-being). It combines classic and state-of-the-art academic material, case study analysis, and research and practice by the course leader at LSE.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will prepare for the summative assignment through a formative essay, which is a plan of the larger essay. This involves: i) considering the relevance of organisational culture to their own (or a relevant) intuition, ii) designing a culture measurement battery, and iii) outlining a culture change strategy. Students will also engage in seminar tasks (e.g. producing culture change strategies), that will contribute to their formative learning.

Indicative reading:

- Boyce, A. S., Nieminen, L. R., Gillespie, M. A., Ryan, A. M., & Denison, D. R. (2015). Which comes first, organizational culture or performance? A longitudinal study of causal priority with automobile dealerships. *Journal of Organizational Behavior*, 36(3), 339-359.
- Chatman, J. A., & O'Reilly, C. A. (2016). Paradigm lost: Reinvigorating the study of organizational culture. *Research in Organizational Behavior*, 36, 199-224.
- Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organisational culture and organisational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677.
- Hald, E. J., Gillespie, A., & Reader, T. W. (2021). Causal and corrective organisational culture: a systematic review of case studies of institutional failure. *Journal of Business Ethics*, 174(2), 457-483.
- Hofstede, G. (1983). The cultural relativity of organisational

- practices and theories. *Journal of international business studies*, 14(2), 75-89.
- Guldenmund, F. W. (2000). The nature of safety culture: a review of theory and research. *Safety science*, 34(1-3), 215-257.
 - Hofstede, G., Neuijen, B., Ohayv, D. D., & Sanders, G. (1990). Measuring organisational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 286-316.
 - Jung, T., Scott, T., Davies, H. T., Bower, P., Whalley, D., McNally, R., & Mannion, R. (2009). Instruments for exploring organizational culture: A review of the literature. *Public administration review*, 69(6), 1087-1096.
 - O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organisational culture: A profile comparison approach to assessing person-organisation fit. *Academy of management journal*, 34, 487-516.
 - Reader, T. W., & Gillespie, A. (2021). Stakeholders in safety: Patient reports on unsafe clinical behaviors distinguish hospital mortality rates. *Journal of Applied Psychology*, 106(3), 439.
 - Reader, T. W., Gillespie, A., Hald, J., & Patterson, M. (2020). Unobtrusive indicators of culture for organizations: A systematic review. *European Journal of Work and Organizational Psychology*, 29(5), 633-649.
 - Reader, T., Mearns, K., Lopes, C. & Kuha, J (2017). Organisational support for workforce health and employee safety citizenship behaviours: a reciprocal relationship. *Human Relations*
 - Schein, E. H. (2010). *Organisational culture and leadership* (Vol. 2). John Wiley & Sons.
 - Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organisational climate and culture. *Annual Review of Psychology*, 64, 361-388.

Assessment: Essay (100%, 3000 words) in the period between WT and ST.

The course will be assessed through a 3000 word case study essay. Submission of the summative assessment will be in break between Winter and Spring Term. Students will be asked to i) identify a real-life institution where organisational culture is the 'ingredient' for success or failure, ii) to explain - using the concepts taught on the course - why this is the case (with a particular focus on behaviour), and iii) to identify a strategy for measuring (and improving) culture within that organisation.

PB458 Half Unit Dialogue: Conflict & Negotiation

This information is for the 2024/25 session.

Teacher responsible: Prof Alex Gillespie CON.4.16

Availability: This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Dialogue is central to interpersonal conflicts, societal debates, and corporate negotiations. While dialogue is popularly construed in terms of reaching consensus, the reality entails rhetoric, manipulation, and deception. This course takes the view that conflict is necessary, and it examines how dialogue can make a clash of difference productive and creative. Topics covered will include: theory and science of dialogue; misunderstandings (when you see it, it is gone); reading verbal and non-verbal cues (listening beyond the words); negotiation and bargaining (creating wins, and win-wins); conflict mediation (when negotiation didn't work); the dark arts and their detection (persuasion, framing, deception); crisis dialogue & speaking up (power and dissent); the defences and their detection (denial, dismissing, rationalizing); creativity & dialogue (the emergence of something new); artificial and authentic dialogue (the role of AI in dialogue); and digital dialogues (silos and improving the 'quality' of online dialogue).

The course includes practical hands-on experience. In workshops students will gain experience intervening in dialogue, analysing dialogue (transcripts, videos), and trying out cutting edge methods for the automated analysis of dialogue.

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: A 500-word plan outlining the approach to the summative assessment.

Indicative reading: Bail, C. A., et al. (2018). Exposure to opposing views on social media can increase political polarization. *Proceedings of the National Academy of Sciences*, 115(37), 9216-9221.

Burris, E. R. (2012). The risks and rewards of speaking up: managerial responses to employee voice. *Academy of Management Journal*, 55(4), 851-875.

Deutsch, M., Coleman, P. T., & Marcus, E. C. (2011). *The handbook of conflict resolution: theory and practice*. San Francisco, CA: John Wiley & Sons.

Gillespie, A. (2020). Disruption, self-presentation, and defensive tactics at the threshold of learning. *Review of General Psychology*, 24(4), 382-396.

Harmon, D. J. (2019). When the fed speaks: arguments, emotions, and the microfoundations of institutions. *Administrative Science Quarterly*, in press.

Hawlina, H., Gillespie, A., & Zittoun, T. (2019). Difficult differences: a socio-cultural analysis of how diversity can enable and inhibit creativity. *The Journal of Creative Behavior*, <https://doi.org/10.1002/jocb.182>

Ireland, M. E., et al. (2011). Language style matching predicts relationship initiation and stability. *Psychological Science*, 22(1), 39-44.

Marková, I. (2016). *The dialogical mind: common sense and ethics*. Cambridge, UK: Cambridge University Press.

Pentina, I., Hancock, T., & Xie, T. (2023). Exploring relationship development with social chatbots: A mixed-method study of replika. *Computers in Human Behavior*, 140, 107600.

Taylor, M., & Kent, M. L. (2014). Dialogic engagement: Clarifying foundational concepts. *Journal of Public Relations Research*, 26(5), 384-398.

Templeton, E. M. et al. (2022). Fast response times signal social connection in conversation. *Proceedings of the National Academy of Sciences*, 119(4), e2116915119.

Rubin, J. Z., & Brown, B. R. (2013). *The social psychology of bargaining and negotiation*. London, UK: Academic Press.

Vrij, A., Hartwig, M., & Granhag, P. A. (2019). Reading lies: nonverbal communication and deception. *Annual Review of Psychology*, 70(1), 295-317.

Assessment: Essay (100%, 3000 words) in the period between WT and ST.

PB4A7 Half Unit Quantitative Applications for Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Dr Georgios Melios

Availability: This course is compulsory on the MSc in Behavioural Science. This course is not available as an outside option.

Course content: The main aim is to familiarize students with the main statistical tools required to understand the myriad contextual and individual-level causes of human behaviour and to put students in a position to do their own research. The course will cover leading methods used by psychologists and economists to test behavioural science hypotheses about cause-effect questions. It will first introduce students to null hypothesis testing and regression analysis. It will then delve into quasi-experimental methods like differences-in-differences, regression discontinuity design and instrumental variables regression. Students will learn how to identify, interpret, and critically evaluate different research designs, to eventually conducting their own data

analysis and writing a report of the same. They will keep abreast of contemporary methodological debates and best practices in data analysis in psychology and economics, apart from learning to critically appraise and navigate behavioural science studies from a methodological perspective. To this end, there will also be an emphasis on teaching students how the same analyses are presented in psychology and economics so students can understand how to integrate research from these two fields that constitute behavioural science. This course complements 'Experimental Design and Methods for Behavioural Science' (PB413), which covers experimental design and research for MSc Behavioural Science students.

Teaching:

- Ten weekly lectures of 1 hour during the AT.
- Ten weekly seminars of 1 hour during the AT.
- Weekly help sessions.

Formative coursework: Students will complete weekly multiple choice problem sets.

Indicative reading: Textbooks:

- Huntington-Klein, N., 2021. *The Effect: An Introduction to Research Design and Causality*. CRC Press.
- Cunningham, S., 2021. *Causal Inference: The Mixtape*. Yale University Press.
- Angrist, Joshua D., and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton University Press.
- Firebaugh, G., 2018. *Seven Rules for Social Research*. Princeton University Press.

Indicative reading:

- Marinescu, I.E., Lawlor, P.N. and Kording, K.P., 2018. Quasi-experimental causality in neuroscience and behavioural research. *Nature Human Behaviour*, p.1.
- Varian, H.R., 2016. Causal inference in economics and marketing. *Proceedings of the National Academy of Sciences*, 113(27), pp.7310-7315.
- Angrist, J.D. and Pischke, J.S., 2010. The credibility revolution in empirical economics: How better research design is taking the con out of econometrics. *Journal of Economic Perspectives*, 24(2), pp.3-30.
- Deaton, A., 2020. Randomization in the tropics revisited: a theme and eleven variations (No. w27600). National Bureau of Economic Research.

Assessment: Report (70%) and poster (30%) in the WT.

PH400 Philosophy of Science

This information is for the 2024/25 session.

Teacher responsible: Professor Miklos Redei

Availability: This course is compulsory on the MSc in Philosophy of Science. This course is available on the MSc in Philosophy and Public Policy and MSc in Philosophy of Economics and the Social Sciences. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Science is chock full of miraculous predictions, shocking revolutions, and unexpected results that few science fiction writers could have ever dreamed of. What makes science so special? This course is a tour of the philosophical underpinnings of modern science. No background in any science is needed for this course; everything you need to know will be covered.

Indicative topics include: The logical positivist demarcation of science from non-science, Popper's falsificationism, Lakatos' Methodology of Scientific Research Programmes, Kuhn's concept of science. Explanation: the deductive nomological explanation, statistical explanation. The positive instance account of confirmation. Foundations of probability and Bayesian confirmation. Laws of Nature: the regularity view of laws, the best systems account. Intertheory relations: reductionism and pluralism. Realism versus Antirealism: Scientific realism

and antirealism, the no miracles argument, inference to the best explanation, the pessimistic meta-induction, constructive empiricism, entity realism, structural realism. Models: scientific modelling and scientific representation. Recent trends in operating modes of science.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. 10 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will be expected to write two essays (one in AT and one in WT), and participate in seminar discussion.

Indicative reading: T S Kuhn, *The Structure of Scientific Revolutions*; K R Popper, *Conjectures and Refutations*; B van Fraassen, *The Scientific Image*; N Cartwright, *How the Laws of Physics Lie*.

Assessment: Essay (50%, 2000 words) in the AT.

Essay (50%, 2000 words) in the WT.

Students are expected to produce 1 summative essay in AT and 1 summative essay in WT.

PH415 Philosophy and Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Kieran Oberman

Availability: This course is compulsory on the MSc in Philosophy and Public Policy. This course is available on the MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and political philosophy. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as the following.

- What is a correct public measure of well-being?
- Should people be left to bear the consequences of their free choices?
- May the government force you to buy health insurance?
- Is torture ever justified?
- Do prosperous countries have a right to close their borders to immigrants from poor countries?
- Should hate speech be protected by freedom of speech?
- Should the development of new drugs be left to private companies rewarded by patent protection?
- What is the optimal population size and what policies may the state pursue in order to achieve it?
- Should higher education be financed by student loans or general taxation?
- Should we be free to act as we choose so long as we do not harm others?
- How should we distribute the burdens of military service?
- Should children be given the vote?

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. 10 hours of lectures and 15 hours of seminars in the WT.

This course has a reading week in Week 6 of both AT and WT.

Formative coursework: Students will be expected to produce 1 essay in the WT and 2 essays in the ST.

Indicative reading: A detailed list of readings will be available on moodle. The following is an indicative sample of readings that may be discussed in the course.

- Greg Bogner and Iwao Hirose (2014). *The Ethics of Health Care Rationing*.
- A. Voorhoeve (2018) 'May a Government Mandate More Comprehensive Insurance than People Want for Themselves?' *Oxford Studies in Political Philosophy*.
- Michael Rustin (2016), 'The neoliberal university and its alternatives', *Soundings*
- Ronald Dworkin et al (1997) 'Assisted Suicide: The Philosophers'

Brief

- Carol Kates (2004). 'Reproductive Liberty and Overpopulation' 160 *Environmental Ethic*
- Jonathan Wolff (2011), *Ethics and Public Policy: A Philosophical Inquiry*
- Joseph Carens (1987), 'Aliens and Citizens: The Case for Open Borders', *The Review of Politics*
- Jeff McMahan (2008), 'Torture in Theory and Practice', *Public Affairs Quarterly*
- Michael J. Robillard and Bradley J. Strawser (2016), 'The Moral Exploitation of Soldiers', *Public Affairs Quarterly*
- Annabelle Lever (2014), 'When the Philosopher Enters the Room', *Philosophy and Public Issues*

Additional readings will be available on Moodle.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 2000 words) in the WT.

PH416

Philosophy, Morals and Politics

This information is for the 2024/25 session.

Teacher responsible: Dr Daniel Guillery

Availability: This course is available on the MA in Modern History, MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences, MSc in Philosophy of Science and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course will cover key topics in moral and political philosophy.

The course addresses questions such as the following (indicative examples only; precise content varies from year to year): What sacrifices are we required to make for the sake of others? Does it make a moral difference that a person is less well off than she could have been? Is it permissible to cause harm to others in order to prevent greater harm? Can it benefit or harm people to bring them into existence? Do individual actions make a difference to large-scale problems such as climate change and global inequality? What moral obligations do we have to obey the law? When, and how, can we be justified in resisting injustice? When we tax the rich to give to the poor are we restricting freedom, enhancing it or redistributing it? Can the cultural circumstances in which we grow up absolve us of blame for bad beliefs? Is private property in land justified? Do moral questions have objectively correct answers? Can the members of one culture legitimately criticise the moral norms of another culture? Do states act morally permissibly in excluding would-be immigrants from their territory? What kind of rights, if any, are grounded in the value of culture? How should we rectify historical wrongs?

Topics in other areas of moral and political philosophy may also be covered.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. 10 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 2 essays in the AT and WT.

Indicative reading: Thomson, J.J. 'Self-Defense', *Philosophy and Public Affairs* 20 (1991)

Otsuka, M. 'Killing the Innocent in Self-Defense', *Philosophy and Public Affairs* 23 (1994)

Quinn, W. 'Actions, Intentions and Consequences: The Doctrine of Doing and Allowing', *The Philosophical Review* 98 (1989)

Øverland, G. 'Moral Obstacles: An Alternative to the Doctrine of Double Effect', *Ethics* 124 (2014)

Parry, J. 'Defensive Harm, Consent, and Intervention', *Philosophy and Public Affairs* 43 (2017)

Geoff Sayre-McCord, 'Metaethics', *The Stanford Encyclopedia of Philosophy* <<http://plato.stanford.edu/archives/sum2014/entries/metaethics/>>

Matthew Chrisman, What is this thing called Metaethics?

Michael Smith, The Moral Problem;

J.L. Mackie, *Ethics: Inventing Right and Wrong*

Nozick, R. *Anarchy, State and Utopia*

Locke, J. *Second Treatise of Government*

Cohen, G. A., 'Nozick on Appropriation', *New Left Review*, no. 150 (1985)

Jefferson, T., Letter to James Madison (1789)

Boxill, B., 'Black Reparations', *Stanford Encyclopedia of Philosophy* (2015)

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 2000 words) in the WT.

PH421

Dissertation Seminar - Philosophy and Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Kieran Oberman

Availability: This course is compulsory on the MSc in Philosophy and Public Policy. This course is not available as an outside option.

Course content: Aim: This course helps students on the MSc in Philosophy and Public Policy develop their philosophical research and writing skills. It clarifies expectations surrounding the MSc dissertation, which is an extended piece of writing that students are expected to complete over the summer. One of the course's main aims is to help student settle for a relevant dissertation topic that they feel comfortable with.

Teaching: 10 hours of seminars in the AT. 14 hours of seminars in the ST.

Seminars will cover key research and writing skills, as well as provide opportunities to discuss potential research topics. Students are required to present their MSc dissertations as work in progress (the precise format of these sessions will be organised in-year).

Formative coursework: Presentation of own dissertation as work in progress.

Some very short homework tasks may also be assigned throughout the year.

Indicative reading: None.

Assessment: This course is not assessed.

PH422

Dissertation Seminar - Philosophy of Economics and the Social Sciences

This information is for the 2024/25 session.

Teacher responsible: Dr Jingyi Wu

Availability: This course is compulsory on the MSc in Philosophy of Economics and the Social Sciences. This course is not available as an outside option.

Course content: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation. In Autumn term, we will cover philosophical and argumentative writing, with a number of in-class exercises, and we will discuss the structure and content of an MSc dissertation in Philosophy. In Spring Term, students will present their dissertation as a work in progress.

Teaching: 10 hours of seminars in the AT. 14 hours of seminars in the ST.

In Autumn Term, seminars will cover key research and writing skills, as well as provide students the opportunity to discuss potential research topics. In Spring Term, students are required to present their dissertations as work in progress (the precise format of these seminars will be organized in year). The number of taught hours in ST will depend on student numbers and required presentation time. Generally, it will be carried out over two days.

Formative coursework: A number of short assignments and

reading whose completion will aid the writing of the dissertation may be set over the course of the year.

Assessment: This course is not assessed.

PH425 Half Unit Business and Organisational Ethics

This information is for the 2024/25 session.

Teacher responsible: Dr Charles Sherwood

Availability: This course is available on the CEMS Exchange, MBA Exchange, MSc in Management of Information Systems and Digital Innovation, MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course is about the ethical issues arising in the conduct of business and public administration. The first few weeks of the course will introduce you to some fundamental ideas in moral and political philosophy. Then, we will apply these ideas to a variety of problems that you may face during a career in business or government.

What responsibility do businesses have to society? Is it okay to lie, bribe, or exploit others if it's good for your business? How should civil servants weigh the interests of different citizens? Is there anything that should never be sold?

This course will not present you with a code of conduct, ready-made solutions or dogmatic answers. Instead, you will practice logical reasoning, careful analysis and critical thinking to enable you to develop your own understanding of ethical problems, with the help of philosophy. Through discussions and essays you will also develop skills in argument and writing that will help you express your thoughts in a rigorous and convincing way.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT. This course has a reading week in Week 6.

Formative coursework: Students will be expected to produce one formative essay (word limit 1500 words), which will then be revised, following feedback, into a summative essay (2000 words).

Indicative reading: Milton Friedman (1970) "The Social Responsibility of Business is to Increase its Profits", *The New York Times Magazine*.

Joseph Heath (2014) *Morality, Competition, and the Firm: The Market Failures Approach to Business Ethics*, Oxford: Oxford University Press.

Sissela Bok (1999) *Lying: Moral Choice in Public and Private Life*. New York: Vintage Books.

Janet Radcliffe Richards (1996) "Nephrological Goings On: Kidney Sales and Moral Arguments", *Journal of Medicine and Philosophy*, 21:375-416.

Joseph Heath (2020) *The Machinery of Government: Public Administration and the Liberal State*, Oxford: Oxford University Press.

Julia Driver (2009) "Normative Ethics", in *The Oxford Handbook of Contemporary Philosophy*, Oxford: Oxford University Press.

Christopher McMahon (1981) "Morality and the Invisible Hand", *Philosophy & Public Affairs*, 10(3):247-277.

Benjamin Powell & Matt Zwolinski (2012) "The Ethical and Economic Case Against Sweatshop Labor: A Critical Assessment", *Journal of Business Ethics*, 107(4):449-472.

Fared Zakaria & Lee Kuan Yew (1994) "Culture Is Destiny: A Conversation with Lee Kuan Yew", *Foreign Affairs*, 73(2):109-126.

Charles Sherwood (2022) "A Lie Is a Lie: The Ethics of Lying in Business Negotiations", *Business Ethics Quarterly*, 32(4):604-634.

Nikhil Venkatesh (2021) "Surveillance Capitalism: a Marx-inspired Account", *Philosophy* 96(3):359-385.

Required readings amount to about two papers per week.

Assessment: Essay (80%, 2000 words) in the WT.

Class participation (20%) in the AT.

The summative essay will be a revised version of the formative essay, submitted with a commentary on how it has been changed in the light of feedback.

The class participation grade will be based on teacher assessment of student contributions to class each week. Where students have missed classes with good reason, this will not adversely affect their grade.

PH426 Half Unit Philosophy of Society

This information is for the 2024/25 session.

Teacher responsible: Prof. J. McKenzie Alexander

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines how a number of traditional philosophical questions take on an interesting new character when we consider our existence as socially embedded entities. The course will investigate the nature of personal identity, the possibility of understanding others, social structures, the philosophical theory of action, the situationist critique of virtue ethics, the nature of social norms, and other topics. The kinds of questions considered will span epistemology, moral and political philosophy, scientific modelling, and metaphysics. The primary aim will not be to reach an agreed view on any of the issues discussed, but to develop an understanding of the concepts and theoretical frameworks which can be used to construct arguments for a particular position.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Students will be expected to write one formative essay in the Autumn Term which they will develop into a summative essay based on the feedback received. Other formative activities will depend on the approach of the seminar leader, e.g., presentations.

Indicative reading: A detailed reading list will be provided at the beginning of the course. Indicative readings include:

- Nancy Cartwright and Eleanor Montuschi (eds.), *Philosophy of the Social Sciences: a new introduction*;
- Harold Kincard, John Dupré, and Alison Wylie (eds.), *Value-Free Science: Ideals and Illusions*;
- Jon Elster, *Explaining Social Behaviour*;
- John H. Miller and Scott Page, *Complex Adaptive Systems*;
- Dawn Langan Teele, *Field Experiments and Their Critics: Essays on the Uses and Abuses of Experimentation in the Social Sciences*;
- Alex Rosenberg, *Philosophy of Social Science* (Fifth edition);
- Harold Kincaid, *Philosophical Foundations of the Social Sciences*;
- J. McKenzie Alexander, *The Open Society as an Enemy*
- Daniel Steel and Francesco Guala (eds.), *The Philosophy of Social Science Reader*;
- Michael Martin and Lee McIntyre (eds.), *Readings in the Philosophy of Social Science*.

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Essay (50%, 2000 words) in the WT.

The summative assessment for this course will consist of one essay and one exam. The summative essay can be a revised and expanded version of the formative essay, taking into account the feedback received. If this is done, an additional 500-word supplementary response needs to be submitted, explaining how the essay was revised in light of the feedback received, detailing the changes made along with the reasons why.

PH430 Half Unit

Einstein for Everyone: From time travel to the edge of the universe

This information is for the 2024/25 session.

Teacher responsible: Dr Nadia Blackshaw

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.

Course content: Does the universe have an edge? Is time travel possible? What is a black hole, and in what sense are space, time and gravity a matter of "geometry"? The modern theory of spacetime introduced by Einstein provides a precise framework in which to ask these questions. This course makes their analysis accessible to everyone.

Students will have the opportunity to engage with Einstein's theories of relativity, to use them to analyse philosophical problems, and to examine their philosophical and practical implications. Students will learn to apply these conceptual tools to the analysis of space, time and gravity, as well as to formulate and argue for their own perspectives on the philosophical implications of relativity theory.

One is often faced with unsubstantiated declarations about the implications of Einstein's theories, by both scientists and non-scientists. This course will equip non-scientists with the conceptual tools needed to critically analyse these claims for themselves. It will also provide students with the tools needed to discuss the philosophy of space and time from a modern perspective.

Einstein for Everyone requires absolutely no background in physics or maths.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Students will be expected to produce 1 problem sets and 1 other piece of coursework in the AT.

Indicative reading: All weekly readings will all be made available to students on Moodle. As an indicative reading, see Norton, John D. (2017) *Einstein for Everyone*, Free Online, and Nick Huggett (2010) *Everywhere and Everywhen*, OUP.

Assessment: Exam (45%, duration: 1 hour and 30 minutes, reading time: 5 minutes) in the spring exam period.

Essay (45%, 2000 words) in the AT.

Class participation (10%).

The exam for this course is an e-Exam, an invigilated in-person exam on the LSE campus in which, instead of completing your answers on a paper script, you use your own personal laptop to type your answers and submit electronically.

discovery of quantum mechanics, our best theory of matter and energy. These techniques even spilled outside of physics, into places like the social and financial world, where similar techniques were applied.

This course is about some of the philosophical issues underlying the physics of uncertainty, and the kinds of issues they raise for the natural and social sciences.

Students in this course will explore some of the important conceptual and philosophical questions underlying physics and finance, like: How are assumptions about randomness compatible with observed forms of determinism? How is it possible to seek truth using statistical theories? What does it mean to be an atom? How does the quantum world differ from the everyday world? What explains why physical models have unexpected applications in finance? To what extent do such applications help to underpin how the prices of financial instruments are set?

This course will proceed at a conceptual level that is suitable for students of all backgrounds: no background in physics is needed, and there is no advantage to having one.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 problem sets and 1 other piece of coursework in the WT.

Indicative reading: Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles. Some indicative readings include:

- Malkin, Burton G. A random walk down Wallstreet, excerpts.
- Norton, John D. *Einstein for Everyone*, Chapters 34-37 on Brownian motion and the origins of quantum theory.
- Weatherall, James O. *The Physics of Wallstreet*.
- Derman, E. *My Life as a Quant*. Excerpts.

Assessment: Exam (45%, duration: 1 hour and 30 minutes, reading time: 5 minutes) in the spring exam period.

Essay (45%, 2000 words) in the WT.

Class participation (10%).

The exam for this course is an e-Exam, an invigilated in-person exam on the LSE campus in which, instead of completing your answers on a paper script, you use your own personal laptop to type your answers and submit electronically.

PH433 Half Unit

Philosophy of Gender and Race

This information is for the 2024/25 session.

Teacher responsible: Dr Jingyi Wu

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Course content: Gender, race, class, sexualities, etc. are messy and difficult concepts. They are part of the fabric against which we come to form beliefs, attitudes, dispositions, and feelings about the world. They matter in our lives, even when we do not want or expect them to be. In this half-unit, we will utilize philosophical tools to analyze how gender, race, and other social categories have shaped our lives, and how they can shape our future. We will also think about how gender and race have shaped philosophy as a discipline, and how they can shape the future of philosophy. Topics covered may include:

Gender and Biology: How does "gender" relate to "sex"? Is our concept of biological "sex" objective, and free from gender stereotypes and norms? Is our sex fixed or changeable?

Gender and Society: Is gender a matter of internal identity, or is it an externally-imposed social class? How does sexism intersect with other oppressions, like racism and transphobia?

Race and Society: How does the social meaning of "race" vary around the world? Should we try to reconcile "ordinary" conceptions of "race" with technical conceptions of "race"?

How should we understand the directionality and limits of racial

PH431 Half Unit

Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes

This information is for the 2024/25 session.

Teacher responsible: Dr Nadia Blackshaw

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: There are no prerequisites for this course; it is accessible to students of all backgrounds.

Course content: One of the most surprising discoveries of 20th century physics is that enormous progress can be made by embracing our uncertainty, and modelling it using probabilistic techniques. This powerful thinking led to discoveries like the first evidence of the atomic hypothesis, that the matter is made of tiny atoms moving randomly about. It also paved the way for the

classification?

The Future of Gender and Race: Will race and gender still exist in the future? Should we try to work for a race-free and gender-free world, or should these ways of classifying people be preserved? We will focus on approaches to these questions from "analytic" philosophy, including feminist and race-critical approaches and approaches from the philosophy of science. The aim is to confront the big questions of gender and race by analysing and constructing careful and precise philosophical arguments.

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Students on this course will have a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 2 pieces of coursework in the WT.

Students will be expected to present and/or lead at least one seminar discussion in the Winter Term.

Students will have the opportunity to receive feedback on their summative essay plan.

Other formative activities may be introduced.

Indicative reading: Suggested introductory reading:

- Fausto-Sterling, 2000 [2020 New Edition]. Sexing the Body: Gender Politics and the Construction of Sexuality.
- Crenshaw, K., 1989. Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.
- Haslanger [2000] "Gender and Race, (What) Are They? (What) Do We Want Them To Be."
- Appiah, Kwame Anthony, 2005. The Ethics of Identity.
- Mills, Charles, 2007. "White ignorance"
- Glasgow, J., Haslanger, S., Jeffers, C. and Spencer, Q., 2019. What is Race?
- Zack, Naomi, 1993. Race and Mixed-Race. Morality of Race.

Assessment: Project (85%, 2000 words) in the ST.

Class participation (10%) and other (5%) in the WT.

Details of Summative Assessment:

Essay (2000 words), or instructor-approved final project of comparable length and effort (85%) in the Spring Term.

Self-evaluated participation (10%) in the Winter Term.

Weekly discussion forum postings (5%) in the Winter Term.

There is no exam for this half-unit.

PH434 Half Unit

Philosophy of Economics: Methodology and Foundations of Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Remco Heesen

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed a university-level introductory course in economics, such as EC1A3 and EC1B3.

Course content: The course will provide philosophical discussion of economic methodology and the foundations of utility theory, with an eye to important current debates in economics. We will discuss questions such as the following. What is utility, and how do economists measure it? Does evidence of widespread "irrationality" from behavioural economics undermine standard microeconomic theory? Can idealised models teach us anything about real-world phenomena, and if so, how? How should we measure important economic variables, such as inflation? How do we best find out what interventions work in development? Does macroeconomics need microfoundations? Is the economics profession to blame for its failure to predict the financial crisis?

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce a formative essay of 1500 words, which is due in the Autumn term.

Indicative reading:

- Diane Coyle (2010), The Soulful Science: What Economists Really Do and Why It Matters.
- Dan Hausman (2008), The Philosophy of Economics: An Anthology, 3rd edition.
- José Bermudez (2009), Decision Theory and Rationality.
- Andrew Caplin and Andrew Schotter (2010), The Foundations of Positive and Normative Economics.
- Kevin Hoover (2001), The Methodology of Empirical Macroeconomics.

Assessment: Essay (70%, 2000 words) in the WT.

Multiple choice quiz (30%) in the AT.

Weekly multiple-choice quizzes testing reading comprehension count for 30% of the course grade.

PH435 Half Unit

Philosophy of Economics: Ethics and Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Lukas Beck

Availability: This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed a university-level introductory course in economics, such as EC1A3 and EC1B3.

Course content: This course will investigate various normative issues lying in the intersection of philosophy and economics. It will critically examine methods used by economists for policy evaluation, such as social welfare functions and cost-benefit analysis. And it will consider ethical questions related to economic institutions, such as taxation, property, and use of markets. Questions to be addressed may include the following. What is "well-being" and to what extent can it be measured and compared between individuals? Are inequalities in the distribution of well-being necessarily undesirable or unjust? Can it ever be preferable to prevent a very large number of headaches rather than saving a single life? Should the interests of future generations be given equal weight with those of the current generation? What sorts of goods and services are appropriately exchanged in markets.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Winter Term. This course includes a reading week in Week 6 of Winter term.

Formative coursework: Students will be expected to produce a formative essay of 1500 words, which is due in the Winter term.

Indicative reading:

- Dan Hausman, Michael MacPherson, and Debra Satz (2016), Economic Analysis, Moral Philosophy, Public Policy, 3rd edition.
- Matthew Adler (2019), Measuring Social Welfare: An Introduction.
- John Broome (2009), Ethics out of Economics.
- Amartya Sen (1999), Development as Freedom.
- Elizabeth Anderson (1995), Value in Ethics and Economics.

Assessment: Essay (70%, 2000 words) in the ST.

Multiple choice quiz (30%) in the WT.

PH436 Half Unit Not available in 2024/25 Set Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Miklos Redei and Dr Wesley Wrigley

Availability: This course is available on the MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: MSc students taking this course should already have taken a year-long introductory course in logic in a philosophy department, or a mathematical course that covers the basics of set theory or logic.

Course content: The aim of the course is to make students of philosophy familiar with the elements of naive set theory. Two types of concepts and theorems are covered: (i) the ones needed to understand the basic notions, constructions and mode of thinking in modern mathematical logic (ii) those that have philosophical-conceptual significance in themselves (elementary theory of ordinals and cardinals, transfinite induction, Axiom of Choice, its equivalents and their non-constructive character, Continuum Hypothesis, set theoretical paradoxes such as Russell paradox). The emphasis is on the conceptual-structural elements rather than on technical-computational details. Not all theorems that are stated and discussed are proven and not all proofs are complete. Students taking this course should tolerate abstract mathematics well but it is not assumed that they know higher mathematics (such as linear algebra or calculus).

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. 10 x 1.5 hours of lectures and 10 x 1.5 hours of seminars in the Autumn Term.

Formative coursework: Students are required to submit solutions to two problem-sets, and write one essay (word limit 1500 words) on a topic selected from a list or proposed by the student and approved by the instructor in the AT.

Indicative reading:

- Cameron, Peter J. 1999. Sets, Logic and Categories. Springer undergraduate mathematics series. London, Berlin, Heidelberg: Springer. 160
- Halmos, Paul: Naive Set Theory (Springer reprint 2011)

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

The exam questions are chosen from a list of questions that are made available at the beginning of the academic year ("seen exam").

PH437 Half Unit Advanced Logic

This information is for the 2024/25 session.

Teacher responsible: Dr. Wesley Wrigley

Availability: This course is available on the MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students taking this course should already have taken a year-long introductory course in logic in a Philosophy Department, or a mathematical course that covers the basics of logic. If in doubt whether you satisfy this prerequisite, consult the Teacher Responsible.

Course content: The course begins with taking a look at the big picture: the main problems and milestones of modern logic. Then, after a quick review of classical propositional and first-order predicate logic, the course delves into the central meta-theorems about classical logic (such as the soundness and completeness theorems). This will lead the way to an outline of the famous limitative results that have philosophical ramifications: Gödel's incompleteness theorems and Tarski's undefinability theorem. The course also covers extensions of and alternatives to classical logic, namely modal logic, provability logic, and intuitionistic logic.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

10 x 1.5 hours of lectures and 10 x 1.5 hours of seminars in the Winter Term.

Formative coursework: Students are required to submit solutions to two problem-sets, and write one essay on a topic selected from a list or proposed by the student and approved by the instructor in the Winter Term.

Indicative reading:

- Sider, Theodore (2010): Logic for Philosophy (Oxford University Press).
- Cameron, Peter J. (1999): Sets, Logic and Categories (Springer).
- Curry, H.B. (1963): Foundations of Mathematical Logic (McGraw-Hill).
- Smith, P. (2016). Gödel without (too many) tears. 2016. Available online.

Assessment: Exam (100%, duration: 2 hours).

The exam questions are chosen from a list of questions that are made available at the beginning of the academic year ("seen exam").

PH439 Half Unit Anarchy, Authority and Evidence: Topics in Philosophy of Law

This information is for the 2024/25 session.

Teacher responsible: Dr Lewis Ross LAK 401

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This half-unit course tackles philosophical issues raised by the law and criminal justice. No prior legal knowledge is required. The first half of the course discusses big picture questions about the purpose and defensibility of law—for example, scrutinising the obligation to obey the law, the justification of punishment, and the circumstances in which we can engage in civil disobedience. The second half of the course will examine a variety of philosophically interesting legal questions. An indicative list includes: When should a court consider something proven? How should the law use algorithms? Should we defer to juries or professional judges? Does it make sense to treat a corporation as morally responsible? Throughout the course, we explore the connection between legal philosophy and other areas of philosophy—especially moral philosophy, political philosophy, and epistemology.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: There will be a student-led group debate for which feedback will be provided.

Formative feedback will be given on a paper that will then be 'expanded and resubmitted' for the summative assessment.

Indicative reading: The following are readings that discuss representative issues covered in this course:

- Delmas, Candice (2018). A Duty to Resist: When Disobedience Should Be Uncivil. New York, USA: Oxford University Press.
- Kropotkin, Petr (2015). The Conquest of Bread. Penguin.
- Huemer, Michael (2012). The Problem of Political Authority: An Examination of the Right to
- Coerce and the Duty to Obey. Basingstoke: Palgrave Macmillan.
- Nagel, Thomas (1976) Moral Luck. Proceedings of the Aristotelian Society, Supplementary Volumes. Vol. 50
- Jorgensen, Renée (2020). The rational impermissibility of accepting (some) racial generalizations. Synthese 197 (6):2415–2431.
- Hoskins, Zachary (2017). Punishment. Analysis 77 (3): 619–632.
- King, 'Letter from Birmingham Jail'

Assessment: Essay (100%, 3500 words) in the WT.

The summative essay will be constructed using the shorter (compulsory) formative essay as the basis. This shorter paper will

be 'expanded and resubmitted' for summative assessment, making use of the feedback provided by the lecturers.

PH440 Half Unit The Ethics of Data and AI

This information is for the 2024/25 session.

Teacher responsible: Dr Alessandra Basso

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course introduces you to the core philosophy of science, philosophy of mind, and ethics concepts needed to build better technology and reason about its impact on the economy, civil society, and government.

Some questions that the course might consider include:

- What is intelligence, and how does it vary between types of agents (human, animal, artificial)? What are the normative assumptions behind research in intelligence?
- What is data, and how can we design more ethical data governance regimes?
- Can technology be racist? If so, what are promising strategies for promoting fairness mitigating algorithmic bias?
- Can we understand black box AI and explain its outputs? Why is it morally important that we do so?
- How can we embed human values into AI systems?

Teaching: 10 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will write a 1,000 word essay outline. Students will also engage in a variety of formative activities in seminars to build skills for summatives.

Indicative reading:

- Gabriel, "Towards a Theory of Justice for Artificial Intelligence", Daedalus
- Friedman, Kahn, and Borning, "Value Sensitive Design and Information Systems"
- Serpico "What kind of kind is intelligence?"
- Henry Shevlin, Karina Vold, Matthew Crosby & Marta Halina, "The limits of machine intelligence"
- Halina, "Insightful artificial intelligence"
- Alexandrova and Fabian, "Democratizing Measurement: Or Why Thick Concepts Call for Coproduction"
- Northcott, "Big Data and Prediction: Four Case Studies"
- Simons and Alvarado, "Can we trust Big Data? Applying philosophy of science to software"
- Viljoen, "A Relational Theory of Data Governance"
- Johnson, "Are Algorithms Value Free?"
- Munton, "Beyond accuracy: Epistemic flaws with statistical generalizations."
- Barocas, Hardt, and Narayanan, Fairness and Machine Learning: Limitations and Opportunities
- [selections]

Assessment: Project (50%, 1500 words) in the WT.

Essay (50%, 2000 words) in the ST.

For the group project, students will be assessed individually on their presentation (20%) and on an individual write-up of the group activity (30%). For students who are not able to do a class presentation on Disability and Wellbeing grounds, their entire group project mark will be determined by the individual write-up (50%). The essay is a re-write of a shorter formative outline on the basis of feedback from the class or seminar teacher and peers.

PH441 Half Unit Animal Minds and Animal Ethics

This information is for the 2024/25 session.

Teacher responsible: Jonathan Birch and Ali Boyle

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course examines, from a philosophical perspective, what we know about the minds of other animals - and what this means for the ethics of how we treat them.

Topics covered are likely to include:

- **Understanding other animals:** We will explore theoretical and methodological challenges affecting the science of animal minds, including how biases affect our interpretation of animal behaviour, and which methods can tell us most about animals' minds.
- **Thought and reasoning:** Humans are sometimes described as the only 'rational animal'; some philosophers have even argued that animals don't think. We will examine arguments and evidence for and against ascribing thought and rationality to animals.
- **Sentience and consciousness:** Different theories of consciousness yield different verdicts about which other animals are sentient. How should we evaluate the case for animal sentience in the face of this uncertainty? Will we ever know which animals are sentient?
- **Memory, planning and time:** Some psychologists argue that animals are 'cognitively stuck in time', with no awareness of the past or future. We will critically examine the case for this claim, and the ethical questions it raises.
- **Thought in a social world:** Many animals must navigate complex social dynamics. We will consider how animals understand their social worlds. Do they recognise others as agents with minds? Do they have normative concepts, like fairness or harm? Do they understand death?
- **Excluding other animals:** Western philosophy has a long tradition of ethical theories that give either zero or very little moral consideration to other animals. We will examine (with a critical eye) how people ended up with such views, zooming in on key figures such as Aristotle, Aquinas, Descartes and Kant.
- **Including other animals:** We will compare different ways of bringing other animals within the scope of our ethical thinking, including utilitarianism, the animal rights tradition, and the idea of ahimsa in Indian animal ethics.
- **Animals as food:** We will consider specific ethical issues raised by the use of animals as food. What are our obligations as consumers? Do we have an ethical obligation to be vegan or vegetarian?
- **Animals in science:** Animals, especially mice and rats, are routinely used for research purposes around the world. What are the ethical limits on animal experimentation? What does it mean to "replace, reduce and refine"?

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Lectures: Weeks 1-5 and 7-11

Seminars: Weeks 1-5 and 7-11

Formative coursework: Students will be expected to produce 1 draft of the essay or essay plan (up to 1000 words) in the AT.

Indicative reading:

- Andrews, Kristin (2020) *The Animal Mind: An Introduction to the Philosophy of Animal Minds*. Routledge.
- Andrews, Kristin (2020) *How to Study Animal Minds*. Cambridge University Press.
- Beauchamp, Tom and Frey, R. G. (eds.) (2011) *The Oxford Handbook of Animal Ethics*. Oxford University Press.
- Birch, Jonathan (2024) *The Edge of Sentience: Risk and Precaution in Humans, Other Animals, and AI*. Oxford University Press.
- Boyle, Alexandria (2023) *Disagreement & classification in comparative cognitive science*. Nous.

Assessment: Essay (50%, 1500 words) in the WT.

Group project (50%) in the AT.

Summative assessment will be by a collaborative project (50%), and by a 1500 word essay (50%). The precise collaborative project is likely to vary from one year to the next. Most likely, students will be invited (in small groups) to produce a report for a non-specialist audience (e.g. a policy/legal brief or encyclopedia entry) about a practice involving humans' use or treatment of animals.

In the essay, students will be expected to engage in an in-depth reflection on their personal contributions to the collaborative project and on the project's successes and failures more broadly.

PH445

Dissertation Seminar - Philosophy of Science

This information is for the 2024/25 session.

Teacher responsible: Prof Miklos Redei LAK.4.03

Availability: This course is compulsory on the MSc in Philosophy of Science. This course is not available as an outside option.

Pre-requisites: None

Course content: The course teaches students to develop the ability to construct sharp analytic arguments and to write structured philosophical essays. It will help students to choose the topic of their dissertation and with how to go about researching the topic and how to write the dissertation. The course starts with reviewing the structure and content of an MSc dissertation in Philosophy, and the grading scheme used for marking dissertations. Students will then first analyse several published papers to understand their structure, and then critically engage with dissertations from past years focussing on the merits and weaknesses of the selected works and trying to understand why the chosen dissertations received the marks they did. In the final part of the seminar in ST students will give presentations on the progress of their research.

Teaching: 10 hours of seminars in the AT. 14 hours of seminars in the ST.

Formative coursework: A number of assignments whose completion will aid the research into and writing of the dissertation will be set.

Assessment:

The course is not assessed.

PH456

Rationality and Choice

This information is for the 2024/25 session.

Teacher responsible: Prof Jason Alexander

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students taking this course should have familiarity with basic propositional logic and some previous exposure to rational choice theory.

Course content: The course examines the theory of rationality and rational decision making. It is in two parts (i) Probability and Decision: Probabilistic thinking, different interpretations of probability, decision making under risk, ignorance and uncertainty, the measurement of belief and desire, paradoxes of expected utility theory. (ii) Game Theory and Social Choice: Non-cooperative game theory; Solution concepts; evolutionary game theory; May's theorem and arguments for majority rule; Arrow's Theorem; the Gibbard-Satterthwaite theorem; interpersonal comparability and Utilitarianism; the theory of judgement aggregation.

Teaching: 15 hours of lectures and 10 hours of seminars in the AT. 15 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will submit coursework each term, consisting of both short essays and exercises.

Indicative reading: Richard Jeffrey, *The Logic of Decision*, Michael Resnik, *Choices: an introduction to decision theory*, Martin Peterson *An Introduction to Decision Theory*, Amartya Sen *Collective Choice and Social Welfare*, Duncan Luce and Howard Raiffa *Games and Decisions*, Wulf Gaertner *A Primer in Social Choice Theory*, K. Binmore, *Game Theory: A Very Short Introduction*

Assessment: Exam (40%, duration: 2 hours) in the spring exam period.

Essay (30%) in the AT.

Essay (30%) in the WT.

The final 2 hour exam will consist of short questions, mainly of a technical nature but including short 'define and explain' ones.

PH458 Half Unit

Evidence and Policy

This information is for the 2024/25 session.

Teacher responsible: Dr. Liam Kofi Bright

Availability: This course is available on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course will explore how scientific reasoning does and should inform policy making in a democracy. In the first part of the course we will examine how it is that ethical or political preferences come to influence scientific reasoning in light of its democratic role. In the second part of the course we will explore the sort of evidence policy makers might be especially interested in acquiring and the difficulties involved in producing such.

Teaching: 10 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: Christensen, D. (2014). "Disagreement and Public Controversy" in Lackey, J. (ed.) *Essays in Collective Epistemology*. Oxford University Press.

Douglas, H. (2009). *Science, Policy, and the Value Free Ideal*. University of Pittsburgh Press.

Hardwig, J. (1985). *Epistemic Dependence*. *The Journal of Philosophy*.

Schenwar, M. & Law, V. (2021). *Prison by Any Other Name: The Harmful Consequences of Popular Reforms*. New Press.

Thoma, J. (2022). *Weighing the Costs and Benefits of Public Policy: On the Dangers of Single Metric Accounting*. LSE Public Policy Review.

Assessment: Essay (100%, 2000 words) in January.

Part of the assessment of the final essay will be discussing how they have responded to feedback on the formative.

PH499

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Jingyi Wu, Dr Kieran Oberman and Prof Miklos Redei

Availability: This course is compulsory on the MSc in Philosophy and Public Policy, MSc in Philosophy of Economics and the Social Sciences and MSc in Philosophy of Science. This course is not available as an outside option.

Course content: Students are required to write a 10,000-word dissertation on a topic within the field covered by their course of study and approved by the Department of Philosophy, Logic and Scientific Method.

Assessment: Dissertation (100%, 10000 words) in the post-spring term.

The course is assessed 100% by Dissertation. Dissertations must be submitted on a specified date in August in the academic year registered. (Part-time students are required to submit their dissertations in the August of their second year of part-time registration). All details are given in the Departmental Programme Handbook.

PP401 Half Unit

Political Science for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Alexandra Cirone

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Course content: The course will introduce students to how to understand the political context of policymaking, using the latest theoretical and empirical knowledge in modern political science. The course will cover, among other things, political behaviour (such as voting behaviour, elections and lobbying), political institutions (such as electoral systems, parliamentary and presidential government, and central banks) and political outcomes (such as economic policies and public services). The course will combine a review of the main empirical regularities across time and across country in each of these areas, with an introduction to key theoretical arguments about how actors interact and how institutions shape strategic behaviour, and an introduction to the latest empirical (and causal) estimation techniques for testing theoretical propositions.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 35 hours across Autumn Term.

Formative coursework: Students will be expected to produce one formative assignment in the AT.

Indicative reading: W. R. Clark, M. Golder, & S. N. Golder (2018). *Principles of Comparative Politics*. Third Edition. CQ Press. E. Bueno de Mesquita (2016), *Political Economy for Public Policy*, Princeton University Press.

These books provide excellent starting points and can be used as references for many topics. A full reading list will be distributed at the beginning of the course.

Assessment: Exam (70%, duration: 2 hours, reading time: 15 minutes) in the January exam period. Presentation (30%) in the AT.

PP402 Half Unit

Quantitative Methods for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Mark Schankerman

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Course content: The course introduces several econometric approaches that are widely used for quantitative and empirical evaluation which can be applied to policy-making. We will develop the basic methodology and assumptions underlying each approach, which is essential to understand when each tool can be applied, and when not. The emphasis is on the practical application of these skills and tools to real-life situations and policy-making interventions. Topics covered include regression analysis, hypothesis testing, randomised control experiments, difference-in-differences regressions, instrumental variables, and regression discontinuity design.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 37 hours across Autumn Term.

Formative coursework: Each week students will complete problem sets that will give the opportunity to develop fluency with the tools

covered in the course. These will be reviewed in class seminars.

Indicative reading: Joshua D. Angrist and Jom-Steffen Pischke, "Mastering Metrics";

James Stock & Mark Watson, "Introduction to Econometrics"

Scott Cunningham, "Casual inference: the Mixtape"

Jeffrey Wooldridge, "Introductory Econometrics".

The given texts are preparatory reading only. A full reading list will be provided at the start of the course.

Assessment: Exam (65%, duration: 3 hours and 15 minutes) in the January exam period.

Problem sets (10%), policy memo (15%) and group assignment (10%) in the AT.

The exam will take place in January and will be in-person and invigilated.

PP403 Half Unit

Public Management

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Lodge and Prof Geoffrey Myers

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Course content: This course will offer an intensive introduction into key literatures and themes in the study of public management. The emphasis will be on the trans-disciplinary literature dealing with public management in the context of developed and lesser developed world contexts. The course will cover, among other things, questions such as public sector reform, coordination and collaboration, control over bureaucracy, professionalism and public service motivation, performance management, crisis management, leadership, institutional capacity building, and organizational learning. The course will emphasise the key theoretical contributions and relate these to empirical contexts.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 40 hours across Autumn Term.

Formative coursework: Students will be expected to produce one short essay (1200 words) around the middle of term, based on a choice of questions, providing an opportunity to practise for the assessed essay and the exam. Essay feedback will be provided in sufficient time for students to take it into account for their assessed essay.

Indicative reading:

- Barber, M (2015) *How to Run a Government*, London, Penguin.
- Emerson, K and Nabatchi, T (2015) *Collaborative Governance Regimes*, Georgetown University Press.
- Hood, C (1998) *Art of the State*, Oxford, Oxford University Press.
- Ingrams, A, Piotrowski, S and Berliner, D (2020) 'Learning from Our Mistakes: Public Management Reform and the Hope of Open Government' *Perspectives on Public Management and Governance*, 3(4): 257–272, <https://eprints.lse.ac.uk/115178/>
- Myers, G (2023) *Spectrum Auctions: Designing markets to benefit the public, industry and the economy*, London: LSE Press, pp. 53–67, <https://doi.org/10.31389/lsepress.spa>
- Perrow, C (1984) *Normal Accidents: Living with High Risk Technology*, (New York, Basic Books)
- Simon, H (1947/2013) *Administrative Behavior*, Simon & Schuster.

The given texts are preparatory reading only. A full reading list will be provided at the start of the course.

Assessment: Exam (50%, duration: 2 hours) in the January exam period.

Essay (50%, 2500 words) in the AT.

PP404 Half Unit Economics for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Richard Davies

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Course content: This is graduate level course for mid-career policy-makers to develop their knowledge and understanding of key principles of economics as applicable to policy-making. The emphasis is on developing an understanding of analytical frameworks and models that can be applied to a wide variety of contexts. Both micro- and macro-economics will be covered.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 35.5 hours across Winter Term.

Formative coursework: Students will be expected to produce 4 problem sets in the WT. Students will be expected to submit a policy memo in WT on which they will receive formative feedback.

There will be weekly formative course work to give students the opportunity to develop fluency with the tools covered in the course.

Indicative reading: The Economy 2.0 – microeconomics. Open-Access available here: <https://www.core-econ.org/> Moss, David A. A Concise Guide to Macroeconomics. Reinventing the Bazaar: A Natural History of Markets - McMillan, John 2002

Davies, Richard (2020), Extreme Economies, Penguin.

A full reading list will be provided at the start of the course.

Assessment: Exam (40%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.

Memo (50%) and continuous assessment (10%) in the WT.

PP405 Half Unit Public Policy Applications

This information is for the 2024/25 session.

Teacher responsible: Dr Simon Bastow and Prof Nicholas Barr

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Course content: This course will introduce students to the application of social science literatures to concrete policy issues with significance for developed and developing countries. The course is structured around two complementary Parts:

a) Eleven weeks of 'taught curriculum' through the Winter Term (Part A)

b) Supervised small-group policy projects through the Winter and Spring Terms (Part B)

The taught curriculum (Part A) will be organised around 'big topics' which are both actively discussed and 'current' in the policy world and researched in the academic world. The emphasis will be on applying different theoretical and disciplinary approaches to analyse a particular policy topic and problem. The precise topics will be decided each year, depending on academic and practitioner availability. We aim to attract speakers who are working at the highest levels of research and practice. The course explores these big topics specifically as 'craft of government' challenges, with emphasis on the integration of economics, political science, public management, philosophy and the practicalities of implementation. It offers MPP students an opportunity to enrich and integrate their learning from the core disciplines of the programme.

The course also includes supervised small-group projects (Part B) that challenge students to work collaboratively on a current policy problem. Each project has a supervisor and is curated in advance with the support of an external sponsor organisation, and students are able to select a project of interest and relevance to them. These topics are varied and complement some of the key policy issues and problems covered in the taught curriculum part of the course.

Teaching: Part A is delivered through a combination of pre-recorded lectures, flipped lectures, and interactive seminars

, - totalling a minimum of 35 hours in Winter Term -. There are 11 weeks of teaching in the Winter Term and no Reading Week. Part B is delivered through regular project tutorials with faculty, and ongoing support and supervision through the Winter and Spring Terms. Office hours will be available for students who would like to discuss the content of the course or their group projects in more detail.

Formative coursework: Formative coursework will include:

- For Part A: feedback on student presentations in class, in preparation for the written policy memo.
- For Part B: ongoing support and tutorials for group policy projects, from setting them up at the beginning of the Winter Term through until the submission of final project deliverables in the Spring Term. Students will work in project groups of no more than 5 people and will meet with course faculty to develop (a) the proposed focus of the project, (b) the proposed research method and approach, (c) identification of relevant existing research and literature, and (d) an outline of the structure of the project. Groups will submit a 2 -page outline and received detailed comments on the outline in the Winter Term.

Indicative reading: This will depend on the topics covered week by week. A full reading list for each week will be provided at the start of the course.

Assessment: Report (40%), group presentation (20%) and policy memo (40%) in the ST.

- 40% final report
- 20% group project presentation
- 40% written memo based on individual presentations, due in Spring Term

PP406 Half Unit Philosophy for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Lewis Ross

Availability: This course is compulsory on the Master of Public Policy. This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority for this course is given to students on the Master of Public Policy. Second priority is given to other SPP students. Any remaining places may be taken by students outside of the School of Public Policy.

Course content: The course reflects on the design and evaluation of public policies from a philosophical perspective. To this end, we study a range of theories and concepts that are used by philosophers in policy evaluation. Each week focuses on specific policy issues of wide social importance. The course addresses questions such as the following.

- What is a good public measure of well-being and how should we assess the distribution of well-being across individuals in society?
- Why do inequalities in wealth and income matter (if they do), and which policies, if any, should states adopt to reduce inequalities in wealth and income?
- What, if anything, justifies the use of force by the state in policing and war, and how should institutions governing the use of force be designed?
- Should the state be neutral in relation to citizens' differing conceptions of the good life, and if so, what does such neutrality entail in different areas, including, for example, its regulation of personal relationships such as marriage?
- Should the state engage in paternalistic regulation of self-harming activities, such a drug use?
- What role, if any, should the state take in regulating the provision

of and subsidizing access to higher education?

Teaching: 20 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will have the chance to submit 2 formative essays in the WT.

Indicative reading:

- W. Kymlicka (2001). *Contemporary Political Philosophy: An Introduction*. Oxford University Press.
- D. Hausman, M. McPherson and D. Satz (2017), *Economic Analysis, Moral Philosophy, and Public Policy* 3rd Edition. Cambridge: Cambridge University Press.
- G. Bognar and I. Hirose (2014). *The Ethics of Health Care Rationing*. London Routledge
- Voorhoeve (2019) 'Why Health-Related Inequalities Matter and Which Ones Do'. In *Global Health Priority-Setting: Beyond Cost-Effectiveness*. Norheim, Emanuel, and Millum (eds.) Oxford University Press (2019): 145-161.
- A. Sen (2009), *Development as Freedom*. Oxford University Press.
- S. Alkire (2016) "The Capability Approach and Well-Being Measurement for Public Policy." In *Oxford Handbook on Well-being and Public Policy*, Adler and Fleurbaey (eds.), chap. 21.
- E. Anderson (1999) "What is the Point of Equality?" *Ethics* 109 (1999): 287-337.

Assessment: Exam (80%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.

Class participation (10%) and group presentation (10%) in the WT. Participation Grade (10%). This will be based on contribution to the class forum and class discussion.

Team presentation (10%) in the WT.

Exam (80%) in the Spring term.

PP407

Pre-Sessional Coding and Mathematics Bootcamp

This information is for the 2024/25 session.

Teacher responsible: Dr Casey Kearney

Availability: This course is compulsory on the MPA in Data Science for Public Policy. This course is not available as an outside option.

Course content: The bootcamp introduces students to coding and Data Science in Python and reviews key Math and Statistics topics for policy. It first introduces the building blocks of programming (variables, objects, conditions, loops, functions, etc) and some foundational libraries in Python (NumPy, Pandas, Matplotlib, plotnine). It then covers basic data sourcing, data manipulation and (very) basic regression analysis in the contexts of simple applied policy exercises. It then refreshes key concepts in probability, maths and statistics. The final week focuses on moving from coding notebooks to packaged code and works on debugging.

Teaching: Approximately 30 hours of lectures.

Exact hours of teaching will be confirmed when the programme Welcome schedules are prepared.

Students will attend lectures in the morning and then complete coding challenges and problem sets throughout the day.

Formative coursework: Students will be expected to produce coursework in August.

Students will complete daily coding challenges to apply new tools and concepts taught in the bootcamp. Most of these challenges will be on Jupyter notebooks.

Indicative reading: Prior to the start of the programming and mathematics bootcamp, students will receive a list of online resources to start learning basic computer programming on Python. These materials will emphasize basic syntax and programming logic.

Some particularly useful texts include:

1 McKinney, Wes. *Python for data analysis*. " O'Reilly Media, Inc.", 2022.

2 Downey, Allen. *Think python*. " O'Reilly Media, Inc.", 2012.

3 Sweigart, Al. *Automate the boring stuff with Python: practical programming for total beginners*. no starch press, 2019.

4 Müller, Andreas C., and Sarah Guido. *Introduction to machine learning with Python: a guide for data scientists*. " O'Reilly Media, Inc.", 2016.

PP408

MPA Introductory Course

This information is for the 2024/25 session.

Teacher responsible: The teacher will be announced at the start of the course.

Availability: This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto) and Master of Public Administration. This course is not available as an outside option.

Course content: This course provides an introduction to a range of essential skills and basic concepts required for the MPA programmes. The course incorporates a number of sessions delivered during Welcome to give students of all abilities a general introduction to key areas of the programme.

This includes an introduction to basic mathematical and statistical concepts for use in core courses in economics and quantitative approaches.

The course also includes sessions on academic writing and presentation skills.

Teaching: The course runs during the two weeks prior to the start of the Autumn Term.

Indicative reading: Students will be advised of readings and other course materials at the beginning of the course.

Assessment: There is no formal assessment for this course.

PP409

Introductory Teaching for the Master of Public Policy (MPP)

This information is for the 2024/25 session.

Teacher responsible: The teacher will be announced at the start of the course.

Availability: This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

Course content: An introduction to basic concepts for use and awareness on MPP core courses. The course incorporates a number of sessions delivered prior to the programme, and during Welcome, to give students of all abilities a general introduction key areas of the programme. This includes the principles and reasoning underlying quantitative methods for public policy analysis as well as an introduction to the topic of public policy.

Teaching: Exact hours of teaching will be confirmed when the programme Welcome schedules are prepared.

Formative coursework: There will be some informal opportunity to assess progress during this introductory (pre-sessional) course but the nature of this course means that there is no formal formative work.

Indicative reading: Notes covering the course material will be made available at the beginning of the course.

For a basic and accessible introduction to quantitative methods for public policy, students are encouraged to read Charles Whelan's 'Naked Statistics' prior to the start of the course.

Students may refer to other introductory books for further background reading. For the statistics part, please see Newbold, Carlson and Thorne 'Statistics for Business and Economics' (6th edition), or Wonnacott and Wonnacott 'Introductory Statistics for Business and Economics' (4th edition). For the maths part, please see Ian Jacques' 'Mathematics for Economics and Business' (5th edition), or Wisniewski's 'Introductory Mathematical Methods in Economics' (2nd edition). It is not necessary to purchase these books however for this course.

Assessment: There is no formal assessment attached to this course.

PP410 Half Unit Public Economics for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Johannes Spinnewijn

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Preference will be given to students in the School of Public Policy. Students from other LSE departments and schools can seek permission to be accepted on the course.

Pre-requisites: Students must have taken PP440 Macro and Microeconomics (for Public Policy) or an equivalent course.

MPA Dual Degree students spending Year 2 at LSE will require permission from the course lecturer to attend the course.

Course content: This is a course in theoretical and applied public economics using intermediate economic theory. Topics include: issues of equity and efficiency; models of public goods and externalities, including environmental policy; income inequality, poverty alleviation and the role of welfare programmes in theory and in practice; social insurance and social security; health and education policy; the effects of taxes and transfers on labour supply and government budgets; optimal taxation, tax evasion, and taxation in developing countries; and current topics in public finance. The main institutional references will be to the UK and the US, but some attention will also be given to broader international experience.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 29 hours in the Autumn Term.

Formative coursework: Students will complete and be given feedback on two sets of practice questions, which are similar in style and format to the final examination. Students will also be given feedback on a draft introduction and outline of their policy essay.

Indicative reading:

- J Gruber (2011) *Public Finance and Public Policy*, 3rd edition, Worth Publishers. [CC HJ141 G88] [or Gruber (2007), 2nd edition].
- N Barr (2012), *The Economics of the Welfare State*, 5th ed., OUP [CC HB99.3 B26]. 160 Institute for Fiscal Studies (2010-2011), *Mirrlees Review: Reforming the Tax System for the 21st Century*, Volume 1 (2010): *Dimensions of Tax Design*, Volume 2 (2011): *Tax by Design*. Oxford University Press, Oxford. Available online at: <http://www.ifs.org.uk/mirrleesReview>
- On developments in public spending in the UK, see H Glennerster (2003), *Understanding the finance of welfare* (Policy Press); or H Glennerster and J Hills (eds) (1998), *The State of Welfare: The economics of social spending* (Oxford) [CC HV245 S79].
- Students wishing to review their microeconomic theory should consult a textbook on intermediate microeconomic theory, such as Morgan, Katz and Rosen (2006) *Microeconomics*, McGraw Hill (CC HB172 M84) or J Perloff (2008) *Microeconomics: Theory & applications with calculus*, Pearson (CC HB172 P45).
- On the structure of taxation in the UK, see IFS (2011) *A Survey of the UK Tax System*, Briefing Note no. 9 (<http://www.ifs.org.uk/bns/bn09.pdf>) and the HM Revenue and Customs website, (<http://www.hmrc.gov.uk>). 160 The Institute for Fiscal Studies is an independent policy research institute and its website (<http://www.ifs.org.uk>) has a wide range of useful publications. The HMRC website includes information on the tax structure and statistics on tax payments (by income group, by type of tax, etc.)

and overall revenues raised.

- The UK Treasury website (<http://www.hm-treasury.gov.uk/>) provides a range of documents on economic policies and the public finances, including the annual publication, *Financial Statement and Budget Report* (the 'Red Book'), published each year on Budget Day.
- For comparative international fiscal data, information and analysis, useful sources include the International Monetary Fund, IMF (<http://www.imf.org/>), the World Bank (<http://www.worldbank.org/>) and the Organisation for Economic Cooperation and Development, OECD160 (<http://www.oecd.org>).

Assessment: Exam (60%, duration: 3 hours, reading time: 15 minutes) in the January exam period.

Essay (40%, 2000 words) in the WT.

The essay, of up to 2,000 words, will be on a policy question related to the course material.

PP411A Half Unit Not available in 2024/25 Political Entrepreneurship

This information is for the 2024/25 session.

Teacher responsible: Valerio Riavez

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Course content: This course will offer a unique opportunity to students who have a passion for politics and don't know where to direct it. In the last decade electoral start-ups, new forms of activism, and disruptive political technologies have completely reshaped the international political landscape. Having an impact through politics today requires an understanding of entrepreneurship and of digital technologies, and the mastery of the basic unit of politics: electoral campaigning.

Throughout the course, students will be introduced to frameworks drawn from multiple disciplines ranging from management to political science, from communication to grassroots organizing, from data analytics to leadership, enabling them to understand how modern politics works and what it takes to enter the political arena. The students will draw from first-hand examples of the most disruptive political endeavours of the decade, and will readily apply their learnings to a campaign of their choosing, for which they will be asked to craft a strategy memo and an action plan, dedicating a special focus on the use of data and new technologies.

Teaching: This course is delivered through a combined lecture-seminar format totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Students will be expected to produce a short, 2-page business memo to present the campaign they chose, and to flag any potential barriers to the delivery of their final campaign strategy memo.

Indicative reading:

- McNamara, M - The political campaign desk reference.
- Haidt, J - The righteous mind
- Westen, D - The political brain
- Cialdini, R.B. - Influence: the psychology of persuasion
- Issenberg, S - The victory lab
- Ignatieff, M - Fire and ashes
- Mayer-Schöneberger, V. and Cukier, K. - Big Data
- Lindstrom, M - Small Data
- Ganz, M - Leading change
- McAlevey, J - No shortcuts

Assessment: Project (30%) and memo (60%) in the AT. Class participation (10%).

Project (30%): a short memo highlighting early elements of

campaign strategy, including targeting, staffing and tasks timeline. Memo (60%): a strategy memo of approximately 5,000 words, where students outline the main features of their campaign strategy, expanding on the first memo and including messaging, field, and digital

These two assessments and the formative assessment will revolve around a political campaign of the student's choosing.

PP411W Half Unit

Political Economy Applications for Public Policy

This information is for the 2024/25 session.

Teacher responsible:

- Professor Andrés Velasco160
- Professor Vanessa Rubio-Márquez
- TBC

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students are expected to have done basic courses in economics.

Course content: This course is designed to build an understanding of the nature and drivers of change in public policy and prepare students to develop persuasive policy recommendations. It will use political economy analysis and illustrate the use of the range of concepts and techniques from other courses in economics and political science in the diagnosis of policy change.

During this course, students will deepen understanding of the concepts and techniques presented in other courses and introduce additional concepts from political economy to augment the tools being taught in the core economics courses. In other words, this course will integrate powerful instruments from economics with the drivers of political decision-making to understand and interpret real policy cases and to explore avenues for policy change. A detailed reading guide will be provided before the first class. The structure of the course revolves around comprehensive discussions on two major themes. These themes will be picked from topics including economic growth and development; poverty and inequality; the theory and practice of public policy. The faculty will discuss the theme from different perspectives in four weeks, and the fifth week will involve a panel discussion among the faculty with active student participation. Students will then write an essay on the theme for a particular context.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 35 hours across Winter Term.

Formative coursework: Students will be expected to produce a one-page proposal for summative essay 1 in the WT.

Indicative reading:

- Acemoglu, Daron and James A. Robinson. 2013. "Economics versus Politics: Pitfalls of Policy Advice". *Journal of Economic Perspectives*. Vol. 27, No. 2, pp. 173-92.
- Besley, Timothy and Torsten Persson. 2014. "The Causes and Consequences of Development Clusters: State Capacity, Peace and Income". *Annual Review of Economics*. Volume 6:927-949.
- Andrews, M., L. Pritchett & M Woolcock. (2017). *Building State Capability: Evidence, Analysis, Action*. Oxford University Press.
- Cristina Corduneanu-Huc, Alexander Hamilton and Issel Masses Ferrer. 2012. "Understanding Policy Change: How to Apply Political Economy Concepts in Practice." Washington D.C.: World Bank Publications.
- Andrews Matt, Lant Pritchett, Michael Woolcock. 2010. "Capability Traps? The Mechanisms of Persistent Implementation Failure"

- Hausmann, R., Rodrik, D, and Velasco, A. (2008). *Growth diagnostics*, in Stiglitz, J. and Serra, N. *The Washington Consensus Reconsidered: Towards a new global governance*. Oxford University Press.
- Timothy Besley, Robin Burgess, Adnan Khan and Guo Xu. (2021). *Bureaucracy and Development*. *Annual Review of Economics*. Forthcoming.
- Parkhurst, Justin. 2017. "The politics of evidence: from evidence-based policy to the good governance of evidence". *Routledge Studies in Governance and Public Policy*.

Assessment: Essay (40%, 2500 words) in the period between WT and ST.

Problem sets (60%) in the WT.

Problem sets (60%) consist of two problem set assignments due in the WT.

PP412 Half Unit Not available in 2024/25

Cold War II? Public Policy Implications of US-China Relations in the 2020s

This information is for the 2024/25 session.

Teacher responsible: Professor Niall Ferguson

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Course content: Relations between the United States of America and the People's Republic of China have been deteriorating since at least 2017. This course will consider how far this deterioration should be characterized as a new cold war ("Cold War II"), and what it means for policymaking in the U.S., China and the rest of the world. It will take as its starting point a comparison of the current character of the Sino-American relationship with the superpower rivalry between the United States and the Soviet Union from the late 1940s until the Soviet collapse. Key areas covered include: ideological differences, trade policy and tariffs, technological competition, export controls, limits on technology transfer, overseas aid and capital flows, infrastructure and energy investment, arms races, and diplomacy.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Winter Term. There will be no lectures or seminars in Reading Week.

Formative coursework: Two graded essays (2000 words), one to be submitted halfway through Winter Term and one at the end.

Indicative reading: There is no single textbook that includes all the material covered in this course. Lectures and readings will primarily draw from journal articles. Six books that will be used during the course are:

- Graham Allison, *Destined for War: Can America and China Escape Thucydides's Trap?* (New York: HarperCollins, 2017)
- Rush Doshi, *The Long Game: China's Grand Strategy to Displace American Order* (Oxford: OUP, 2021)
- Eyck Freymann, *One Belt, One Road: Chinese Power Meets the World* (Cambridge, Harvard University Press, 2020)
- Keyu Jin, *The New China Playbook: Beyond Socialism and Capitalism* (New York: Viking, 2023)
- Henry Kissinger, *On China* (New York: Penguin, 2011)
- Michael Pillsbury, *The Hundred-Year Marathon: China's Secret Strategy to Replace America as the Global Superpower* (New

York: St Martin's Griffin, 2015)

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

In-class assessment (30%) in the WT.

- A timed 1 hour essay (30%), which students complete in class.
- A 2 hour in-person exam (70%).

PP413 Half Unit

Growth Diagnostics in Development: Theory and Practice

This information is for the 2024/25 session.

Teacher responsible: Frank Muci Lander

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Pre-requisites: Introductory Microeconomics

Introduction to Econometrics (experience in STATA, R or Python)

Course content: The course enables students to deploy a variety of analytical tools to process and interpret the data and formulate a coherent diagnostic narrative that can make sense of simultaneous observations about growth and social outcomes within a particular context. It covers the theory and practice of the Economic Complexity and Growth Diagnostics frameworks, drawing on empirical research, case studies, and real world-data to a) map place-specific opportunities for productive diversification, b) identify the most binding constraints preventing them from materializing, and c) formulating data-driven policy strategies to overcome them.

The course covers a range of topics in development economics. It begins with an overview of Malthusian dynamics, the Great Acceleration and modern growth models, emphasizing the role of productivity and technology. The course then explores Hidalgo and Hausmann's (2009) Economic Complexity framework, which takes stock of place-specific productive capabilities and defines a roadmap to potential diversification opportunities that can be tapped by redeploying them, thereby reducing coordination problems that surround the process of self-discovery and structural transformation. The course also reviews Hausmann, Rodrik and Velasco's (2008) Growth Diagnostic framework, a methodology for identifying the most binding constraints to an objective function (i.e. growth, diversification, private investment). Taken together, Economic Complexity and Growth Diagnostics form an innovative conceptual framework that allows policymakers and policy practitioners to focus limited resources on the most impactful issues.

Students will learn to use data-driven tools such as the Atlas of Economic Complexity to map potential avenues for productive diversification and deploy the four diagnostic principles of Growth Diagnostics to identify the most significant constraints preventing them from materializing. The principles of differential diagnostics are illustrated with practical examples that showcase their deployment to test for binding constraints across relevant production factors, such as finance, human capital, infrastructure, market failures (coordination and information externalities), government failures (taxation, regulations, property rights, and corruption) and macroeconomic risks.

The course concludes with several lectures on policy formulation and implementation. There will be a session on building the state capability needed to mobilise and implement reforms using

Andres, Pritchett and Woolcock's (2012) Problem-Driven Iterative Adaptation approach. Students are expected to implement class concepts, methodologies and frameworks on a country of their choosing through a series of hands-on problem sets that develop incremental research outputs that are then used for the final Growth Diagnostics country report and presentation.

Teaching: 30 hours of lectures and 10 hours of seminars in the WT.

The course will have two x 90 minute 'Harvard' style lectures plus a one-hour seminar per week.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Short pre-class assignments

Indicative reading:

- Galor, Oded, and David N. Weil (1999). From Malthusian Stagnation to Modern Growth. *American Economic Review* 89, no. 2.
- Pritchett, L. (1997) Divergence, Big Time. *The Journal of Economics Perspectives* 11, No. 3.
- Hidalgo, C., and Hausmann, R. (2009). The building blocks of economic complexity. *Proceedings of the National Academy of Sciences*, 106(26), 10570-10575.
- Hausmann, R., Rodrik, D, and Velasco, A. (2008). Growth diagnostics, in Stiglitz, J. and Serra, N. *The Washington Consensus Reconsidered: Towards a new global governance*. Oxford University Press.
- Hausmann, R., Pietrobelli, C., and Santos, M.A. Place-specific Determinants of Income Gaps: New Sub-National Evidence from Mexico (forthcoming in the *Journal of Business Research*).
- Hani, F., and Santos, M.A. (2021). Testing for Human Capital as a Binding Constraint (forthcoming in Cambridge University Press)
- Besley, T., and Persson, T. (2011). *Pillars of Prosperity: The Political Economics of Development Clusters*, The Yrjö Jahnsson Lectures, Princeton University Press 2011.
- Andrews, M., Pritchett, L., Woolcock, M. (2012). Escaping Capability Traps through Problem-Driven Iterative Adaptation (PDIA). Center for Global Development, Working Paper 299.
- Crespi, G., Fernández-Arias, E., Stein, E. (2014). *Rethinking Productive Development*. Inter-American Development Bank, Washington DC.
- Collier, P. (2018). *The future of capitalism: Facing the new anxieties*. Harper Collins Publishers, New York. Chapter 7: The geographic divide: Booming metropolis, broken cities.

Assessment: Group project (50%) in the WT and ST.

Problem sets (25%) and problem sets (25%) in the WT.

There will be one individual problem set and one group problem set assigned during Winter Term.

PP414 Half Unit

Policy-Making: Process, Challenges and Outcomes

This information is for the 2024/25 session.

Teacher responsible: Professor Vanessa Rubio Márquez

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high.

Course content: This course shall help students construct an analytical mindset to policymaking, through the application of a bespoke policy-making toolbox developed by the professor. The course offers an end-to-end guide of key elements that affect decision-making and decision-maker through the policy process, to offer a geography- and sector-agnostic toolbox that students can

apply during their future professional journeys. It shall encompass aspects such as developing a multi-disciplinary and nuanced approach to analysing and defining a policy problem, consideration of policy options, stakeholder engagement, and monitoring and evaluation. It offers a practitioner's perspective on decision-making within the policy process, to complement the theoretical perspective offered by other courses.

In developing a practical intuition to policymaking, it will also emphasise the unique challenges faced by policy-makers in addressing and managing information, communication, negotiation, implementation and dealing with the politics of policies.

The course has three components to maximise student engagement and participation - lectures, seminars, and a policy laboratory. During the lectures, the professor will present an array of concepts and practical policy-making cases at the local, national, and international levels. The aim of the course is not to study specific decision-making cases, but rather to use the case-studies as examples and models of generalisable insights to understand the way decision-making processes operate in the policy world. A discussion of the lecture content and Q&As will take place in a distinct seminar at the end of each lecture.

During the policy lab, students will be organised into groups that are tasked with presenting and enacting specific decision-making cases (simulations) previously provided to them. They will receive questions and comments from the rest of the class and permanent feedback from the professor and the teaching assistant. The simulation exercises used in the lab will enable students to experience all the major steps in the decision-making process.

They will equip students with the ability to: define a problem, craft a solution, propose a public policy in concept, draft a public policy proposal in detail while thinking through the different aspects and challenges in the implementation of the policy. Students will be required to consider and map constraints and challenges such as timing, imperfect information, stakeholders' interests, sequencing and prioritisation. They will learn the importance of emotions, interests and institutional factors in policy-making and the ways they can be used to understand contexts and improve outcomes.

The course has also been designed to help the students understand the relevance of developing a stakeholder map that can be used when designing and implementing policies, while analysing and factoring in various legal and practical implications for the different stakeholders who are involved in the decision-making process. Students will also learn about the communication of policy choices, the relevance of the media in creating a positive (or negative) environment for policy implementation, and the way policies are determined or constrained by factors such as economic, financial, cultural and environmental considerations.

Teaching: 31 hours and 30 minutes of seminars in the AT.

Weekly teaching structure:

Harvard-style lecture one – 90 minutes lecture and seminar
Live 40-minute lectures will take place on a weekly basis, followed by a 40-minute seminar for Q&As and interactive discussions on the themes covered in the lecture. At the end, 10 minutes will be dedicated to the preparation of that week's presentation and simulation exercise by the relevant student group.

Harvard-style lecture two - 90 minutes: Public Policy Laboratory
Student groups will present and simulate a decision-making case (parameters given by the Professor). Presentations will take 30 minutes and will be followed by feedback/discussion with the Professor and the rest of the group that will take an hour.

Formative coursework: Students are required to attend lectures, seminars and policy labs. An attendance record will be kept by the professor.

For the policy laboratory exercise, students will make three formative presentations/simulations on their assigned case to prepare for the final summative presentation. The professor will provide advice and feedback to students on a group and individual basis.

Indicative reading:

• Acemoglu, D. (08 June, 2022). Understanding the New Nationalism. <https://www.project-syndicate.org/commentary/new-nationalism-three-factors-reaction-to-globalization-by-daron->

[acemoglu-2022-06](https://www.project-syndicate.org/commentary/new-nationalism-three-factors-reaction-to-globalization-by-daron-).

- Ariely, Dan; Predictably Irrational: The Hidden Forces that Shape our Decisions; Harper Collins; 2008.
- Al-Rodhan, Nayef; Andrews, John, et.al.; The Age of Perplexity; Penguin Random House; 2018. <https://www.bbvaopenmind.com/en/books/>
- Brooks, D. (08 April, 2022). Globalization is Over. The Global Culture Wars Have Begun. <https://www.nytimes.com/2022/04/08/opinion/globalization-global-culture-war.html>
- Day, David V.; and John Antonakis; The Nature of Leadership; Sage, 2012.
- Fukuyama, F. (May/June, 2022). A Country of Their Own. <https://www.foreignaffairs.com/articles/ukraine/2022-04-01/francis-fukuyama-liberalism-country>.
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- Acemoglu, Daron; and Robinson, James A.; Why Nations Fail: The Origins of Power, prosperity and Poverty; Profile Books, 2012.
- Applebaum, Anne, Twilight of Democracy, Penguin, 2021.
- Arendt, Hannah; The Origins of Totalitarianism; Schocken Books, 1951.
- Banerjee, Abhijit V.; and Duflo, Esther; Poor Economics: The Surprising Truth about Life on Less Than \$1 a Day; Public Affairs, 2011.
- Christian, Brian and Griffiths, Tom; Algorithms to Live By; Harper Collins; 2016.
- Criado-Perez Caroline; Invisible Women; Vintage Publishing, 2019.
- Davies, Richard; Extreme Economies: When Life at the World's Margins Can Teach Us About Our Own Future; Penguin Random House, 2020.
- Druker, Peter F.; "The Effective Decision", Harvard Business Review; January, 1967.
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- Haidt, Jonathan; The Righteous Mind: Why Good People are Divided by Politics and Religion; Penguin Books; 2012.
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- Levitin, Daniel; The Organized Mind: Thinking Straight in the Age of Information Overload; Dutton, 2014.
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- Mettler, Suzanne; The Submerged State: How invisible government policies are undermining American democracy; University of Chicago Press; 2011.
- Mintz, Alex and DeRouen, Karl Jr.; Understanding Foreign Policy Decision Making; Cambridge University Press; 2010.
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- Scruton, Roger; Conservatism: An Invitation to the Great Tradition; All Points Books, 2017.
- Stanovich, K. E. and West, R. F., "On the relative independence of thinking biases and cognitive ability", Journal of Personality and Social Psychology, 2008.
- Sturge, Georgina; Bad Data: how governments, politicians and the rest of us get misled by numbers; The Bridge Street Press, 2022.
- Taleb, Nassim Nicholas; Antifragile: things that gain from disorder, Random House, 2012.
- Temelkuran, Ece; How to lose a country; the seven steps from democracy to dictatorship; Fourth Estate, 2019.
- Thaler, Richard H.; Nudge: improving decisions about health, wealth and happiness; Yale University Press; 2008.
- Vertzberger, Yaacov Y. I.; The World In Their Minds: Information Processing, Cognition and Perception in Foreign Policy Decisionmaking; Stanford University Press; 1990.
- Westen, Drew; The Political Brain: The Role of Emotion in Deciding the Fate of the Nation; Perseus Books; 2017.
- Woods, Ngaire, "The Political Economy of Globalisation"; St. Martin's Press, NY, 2000, pp 1-19.
- World Bank, Reversals of Fortune, World Bank Group, 2020. (openknowledge.worldbank.org)

Assessment: Coursework (60%, 1000 words) in the AT. Presentation (40%).

- Coursework - Policy Memo (60%): An individual policy project based on the specific policy-making case assigned to each working group is due in Week 9.160 An outline of the policy memo may be presented by the end of Week 6 in order to receive feedback by the end of Week 7 (1,000 words, worth 60%).
- War room presentations (40%): The final presentations and simulation exercises delivered by the working groups in the policy lab will be assessed individually during Weeks 10 and 11 of Autumn Term.

Feedback will be provided on all elements of the formative and summative coursework, both in class and during office hours with the professor and TA, on a group and individual basis. Further details on the formative and summative assessments will be provided during the course.

The professor will dedicate additional time with each of the groups to guide them in the preparation of their lab project (presentation-simulation).

PP414W Half Unit Not available in 2024/25 Policy-Making: Process, Challenges and Outcomes

This information is for the 2024/25 session.

Teacher responsible: Professor Vanessa Rubio Marquez

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high.

Course content: This course shall help students construct an analytical mindset to policymaking, through the application of a bespoke policy-making toolbox developed by the professor. The course offers an end-to-end guide of key elements that affect decision-making and decision-maker through the policy process, to offer a geography- and sector-agnostic toolbox that students can apply during their future professional journeys. It shall encompass aspects such as developing a multi-disciplinary and nuanced approach to analysing and defining a policy problem, consideration of policy options, stakeholder engagement, and monitoring and evaluation. It offers a practitioner's perspective on decision-making within the policy process, to complement the theoretical perspective offered by other courses.

In developing a practical intuition to policymaking, it will also emphasise the unique challenges faced by policy-makers in addressing and managing information, communication, negotiation, implementation and dealing with the politics of policies.

The course has three components to maximise student engagement and participation - lectures, seminars, and a policy laboratory. During the lectures, the professor will present an array of concepts and practical policy-making cases at the local, national, and international levels. The aim of the course is not to study specific decision-making cases, but rather to use the case-studies as examples and models of generalisable insights to understand the way decision-making processes operate in the policy world. A discussion of the lecture content and Q&As will take place in a distinct seminar at the end of each lecture.

During the policy lab, students will be organised into groups that are tasked with presenting and enacting specific decision-making cases (simulations) previously provided to them. They will receive questions and comments from the rest of the class and permanent feedback from the professor and the teaching assistant. The simulation exercises used in the lab will enable students to experience all the major steps in the decision-making process.

They will equip students with the ability to: define a problem, craft a solution, propose a public policy in concept, draft a public policy proposal in detail while thinking through the different aspects and challenges in the implementation of the policy. Students will be required to consider and map constraints and challenges such as timing, imperfect information, stakeholders' interests, sequencing and prioritisation. They will learn the importance of emotions, interests and institutional factors in policy-making and the ways they can be used to understand contexts and improve outcomes. The course has also been designed to help the students understand the relevance of developing a stakeholder map that can be used when designing and implementing policies, while analysing and factoring in various legal and practical implications for the different stakeholders who are involved in the decision-making process. Students will also learn about the communication of policy choices, the relevance of the media in creating a positive (or negative) environment for policy implementation, and the way policies are determined or constrained by factors such as economic, financial, cultural and environmental considerations.

Teaching: 30 hours of seminars in the WT.

Weekly teaching structure:

Harvard-style lecture one – 90 minutes lecture and seminar
Live 40-minute lectures will take place on a weekly basis, followed by a 40-minute seminar for Q&As and interactive discussions on the themes covered in the lecture. At the end, 10 minutes will be dedicated to the preparation of that week's presentation and simulation exercise by the relevant student group.

Harvard-style lecture two - 90 minutes: Public Policy Laboratory
Student groups will present and simulate a decision-making case (previously prepared by the Professor). Presentations will take 30 minutes and will be followed by feedback/discussion with the Professor and the rest of the group that will take an hour.

Formative coursework: Students are required to attend lectures, seminars and policy labs. An attendance record will be kept by the professor.

For the policy laboratory exercise, students will make three formative presentations/simulations on their assigned case to prepare for the final summative presentation. The professor will provide advice and feedback to students on a group and individual basis.

Indicative reading:

- Ariely, Dan; Predictably Irrational: The Hidden Forces that Shape our Decisions; Harper Collins; 2008.
- Al-Rodhan, Nayef; Andrews, John, et.al.; The Age of Perplexity; Penguin Random House; 2018.
- Gladwell, Malcolm; Blink: the power of thinking without thinking; Little Brown and Company, 2005.
- Juliusson, Asgeir; Karlsson Niklas and Gärling, Tommy, "Weighing the past and the future in decision making", European Journal of Cognitive Psychology, volume 17, 2005.
- Kahneman, Daniel; Thinking Fast and Slow; Farrar, Straus and Giroux; 2011.
- Lindblom, Charles, The Policy-Making Process, Prentice-Hall, 1980.
- Raiffa, Howard; The Art and Science of Negotiation; Belknap Press; 1982.
- Stone, Deborah; Policy Paradox: The Art of Political Decision Making (Revised Edition); W W Norton and Co.; 2001.
- Christian, Brian and Griffiths, Tom; Algorithms to Live By; Harper Collins; 2016.
- Giest, Sarah and Howlett, Michael; "Understanding the preconditions of commons governance: the role of network management", Elsevier Environmental Science and Policy XXX, 2013.
- Gilbert, Daniel; Stumbling on Happiness; Knopf, 2006.
- Haidt, Jonathan; The Righteous Mind: Why Good People are Divided by Politics and Religion; Penguin Books; 2012.
- Langer, Ellen J.; "The Illusion of Control"; Journal of Personality and Social Psychology; 1975.
- Mettler, Suzanne; The Submerged State; University of Chicago Press; 2011.
- Mintz, Alex and DeRouen, Karl Jr.; Understanding Foreign Policy Decision Making; Cambridge University Press; 2010.
- Nussbaum, Martha; Political Emotions: Why Love Matters for Justice; Cambridge: Harvard University Press; 2013.
- Piketty, Thomas; "Self-Fulfilling Beliefs About Social Status", Journal of Public Economics, LXX, 1998.
- Stanovich, K. E. and West, R. F., "On the relative independence of thinking biases and cognitive ability", Journal of Personality and Social Psychology, 2008.
- Taleb, Nassim Nicholas, Antifragile: things that gain from disorder, Random House, 2012.
- Thaler, Richard H.; Nudge: improving decisions about health, wealth and happiness; Yale University Press; 2008.
- Vertzberger, Yaacov Y. I.; The World In Their Minds: Information Processing, Cognition and Perception in Foreign Policy Decisionmaking; Stanford University Press; 1990.
- Westen, Drew; The Political Brain: The Role of Emotion in Deciding the Fate of the Nation; Perseus Books; 2017.
- World Bank, Reversals of Fortune, World Bank Group, 2020. (openknowledge.worldbank.org)

Assessment: Presentation (40%) and coursework (60%, 1000

words) in the WT.

Coursework - Policy Memo (60%): An individual policy project based on the specific policy-making case assigned to each working group is due in Week 9. An outline of the policy memo may be presented by the end of Week 6 in order to receive feedback by the end of Week 7 (1,000 words, worth 60%).

Submission deadline: Tuesday of Week 9 by 12.00noon

War room presentations (40%): The final presentations and simulation exercises delivered by the working groups in the policy lab will be assessed individually during Weeks 10 and 11 of Winter Term.

Feedback will be provided on all elements of the formative and summative coursework, both in class and during office hours with the professor and TA, on a group and individual basis. Further details on the formative and summative assessments will be provided during the course.

The professor will dedicate additional time with each of the groups to guide them in the preparation of their lab project (presentation-simulation).

PP415 Half Unit Technology, Data Science and Policy

This information is for the 2024/25 session.

Teacher responsible: Professor Alexander Evans (School of Public Policy)

Availability: This course is compulsory on the MPA in Data Science for Public Policy. This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Basic familiarity with technology issues, machine learning and artificial intelligence is helpful. The course does not require any computer programming.

Course content: Technology and Data Science are now a major driver of many areas of public policy. This course will present a globally comparative, integrated and historically informed perspective on key policy issues in technology, data science, and emerging technologies such as AI. The course will have an inter-disciplinary approach that will consider policy issues from the point of view of governance, security, ethics, and the law. The course will present a brief history of technology and technology policy, consider the role of technology in government, cover main areas of 21st century technology policy, with a focus on competition and regulatory diplomacy and national strategies. The course will then cover key concepts in data science ethics broadly and discuss emerging issues with artificial intelligence. Students will emerge with a holistic view of the role of technology and data science in society and government.

Teaching: 22 hours of lectures and 16 hours and 30 minutes of seminars in the WT.

Formative coursework: Students will submit the outlines of their essays and policy memos (in bullet point format) for formative feedback prior to submitting the final written versions for summative assessment. There will also be a formative presentation, with feedback, to develop policy presentation skills.

Indicative reading:

- David Edgerton, The shock of the old (2019)
- Chris Miller, Chip War: the fight for the world's most critical technology (2022)
- Nigel Inkster, The Great Uncoupling (2020)
- Nicole Perluth, This is how they tell me the world ends (2021)
- Caroline Perez, Invisible Women (2019)
- Henry Farrell, Abraham Newman and Jeremy Wallace, 'Spirals of Delusion: How AI Distorts Decision-Making and Makes Dictators

More Dangerous' Foreign Affairs (Sep/Oct 2022)

Assessment: Essay (60%, 3000 words) and policy memo (40%) in the WT.

PP416 Half Unit Not available in 2024/25

Beyond the policy cycle: how theory explains practice

This information is for the 2024/25 session.

Teacher responsible: Mr Nicholas Rowley

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Preference will be given to students in the School of Public Policy. Students from other LSE departments and schools can seek permission to be accepted on the course.

Course content: This course will introduce students to the core public policy theories which help reveal how and why challenges and problems become amenable to policy. By first presenting Harold Lasswell's seminal work on the 'policy cycle', the course explores those theories that have countered and gone beyond it. The course will present theories including social construction; 'multiple streams'; behavioural theory; the idea of the 'policy entrepreneur', advocacy coalitions as well as different notions of power to help explain various examples and case studies presented each week. The course will also examine how (individual, general and institutional) trust is critical to effective policy deliberation, decision and implementation. And how understanding executive decision making: who can take which decisions based on what evidence and to what effect, is critical to any public policy professional seeking to make a difference. The course will be structured around topics which are both relevant to political and policy deliberation and being researched in the academy. The emphasis will be on revealing how a deep and broad understanding of public policy theory can help illuminate an understanding of:

- why certain problems are not deemed amenable to policy;
- how and why certain problems are, and
- how policy might be considered, developed, and effectively implemented.

The course will be of use to students considering a career in government, a not-for-profit, an international organisation, the private sector or in advocacy. Forming half of their assessed work, students will be encouraged to concentrate on and master a policy problem or challenge which they find particularly interesting or important.

Teaching: 20 hours of lectures and 10 hours of workshops in the AT.

Teaching will involve ten two hour 'Harvard style' combined lectures / seminars, together with an additional one hour intensive policy workshop.

Formative coursework:

- Group presentation plan
- Short (2,000 word) essay
- One page (500 word) policy memo

Indicative reading:

- In Defence of Politics by Bernard Crick
- The Decision Process - Seven Categories of Functional Analysis by Harold Lasswell
- Power – a radical view by Steven Lukes
- Causal Stories and the Formation of Policy Agendas," Political Science Quarterly, vol. 104, no. 2, 1989 by Deborah Stone
- Agendas, Alternatives, and Public Policies by John Kingdon
- The Politics of Attention by Bryan Jones and Frank Baumgartner

- Administrative Behaviour – a Study of Decision-Making Processes in Administrative Organisations by Herbert Simon
- The Art of Public Strategy by Geoff Mulgan
- A Practical Guide for Policy Analysis – the Eightfold Path to More Effective Problem Solving by Eugene Bardach
- The Tools of Government in the Information Age by Christopher Hood in The Oxford Handbook of Public Policy

Assessment: Presentation (40%) in the AT.

Essay (60%, 3000 words) in December.

40% Class presentations (in classes 2-8 through the term)

PP417A Half Unit

The Practice of Effective Climate Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Marion Dumas

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Preference will be given to students in the School of Public Policy. Students from other LSE departments and schools can seek permission to be accepted on the course. Please note it is not possible to take both PP417A and PP417W.

Course content: This course will introduce students to the climate problem and the ways in which policy might be effectively used to address it with a particular emphasis on the economics of climate change mitigation and adaptation. It will provide:

- the basic science of climate change
- an overview of the mechanisms linking economic activity and anthropogenic greenhouse gas emissions, how to assess the cost of climate change to society
- the political economy and governance of climate change mitigation
- how policymakers can use economic instruments to help decarbonize our economies and prepare for the adaptation to climate change impacts.

The course will be grounded in cutting-edge academic research and structured around topics which are relevant to current climate policy debates. The emphasis will be on giving students the necessary knowledge and skills to achieve a deep and broad understanding of climate policy and the ability to mobilise the recent academic research - whether working in government, the private sector or advocacy. The course content will be complemented by up to three seminars dedicated to guest lectures by practitioners active in the climate policymaking space.

The assessments will build on the foundational information disseminated through the 10 lectures. Students will deliver a policy essay on a climate-related policy question of their choice, designed under the supervision of the course convener. This main summative will be completed by a quantitative exercise designed to familiarize students with the basics of quantitative climate policy design and analysis. Finally students will also deliver 10-min individual presentations during lectures and seminars on an article provided by the course convener.

Teaching: 20 hours of lectures and 10 hours of workshops in the AT.

Formative coursework:

- One page outline of the summative policy essay.

Indicative reading:

- IPCC (2022) Sixth Assessment Report (AR6) Synthesis Report (SYR)
- Baede, A. P. M. (2001) "The climate system: an overview." Climate change 2001: the scientific basis: 38-47.
- Nordhaus, W. D. (2017). Revisiting the social cost of carbon.

Proceedings of the National Academy of Sciences, 114(7), 1518-1523.

- Merchants of Doubt by Naomi Oreskes
- Governing the Commons by Elinor Ostrom

Assessment: Essay (60%, 3000 words) and presentation (20%) in the AT.

Exercise (20%).

Presentation (20%) consists of a 10-minute individual presentation

Exercise (20%) consists of a quantitative exercise

PP417W Half Unit

The Practice of Effective Climate Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Aurelien Saussay

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Preference will be given to students in the School of Public Policy. Students from other LSE departments and schools can seek permission to be accepted on the course. Please note it is not possible to take both PP417A and PP417W.

Course content: This course will introduce students to the climate problem and the ways in which policy might be effectively used to address it, with a particular emphasis on the economics of climate change mitigation and adaptation. It will provide:

- the basic science of climate change
- an overview of the mechanisms linking economic activity and anthropogenic greenhouse gas emissions, how to assess the cost of climate change to society
- the political economy and governance of climate change mitigation
- how policymakers can use economic instruments to help decarbonize our economies and prepare for the adaptation to climate change impacts.

The course will be grounded in cutting-edge academic research and structured around topics which are relevant to current climate policy debates. The emphasis will be on giving students the necessary knowledge and skills to achieve a deep and broad understanding of climate policy and the ability to mobilize the most recent academic research to make a difference on the climate front – whether working in government, the private sector or advocacy. The course content will be complemented by up to three seminars dedicated to guest lectures by practitioners active in the climate policymaking space.

The assessments will build on the foundational information disseminated through the 10 lectures. Students will deliver a policy essay on a climate-related policy question of their choice, designed under the supervision of the course convener. This main summative will be completed by a quantitative exercise designed to familiarize students with the basics of quantitative climate policy design and analysis. Finally students will also deliver 10-min individual presentations during lectures and seminars on an article provided by the course convener.

Teaching: 20 hours of lectures and 10 hours of workshops in the WT.

Formative coursework:

- One page outline of the summative policy essay

Indicative reading:

- IPCC (2022) Sixth Assessment Report (AR6) Synthesis Report (SYR)
- Baede, A. P. M. (2001) "The climate system: an overview." Climate change 2001: the scientific basis: 38-47
- Nordhaus, W. D. (2017). Revisiting the social cost of carbon.

Proceedings of the National Academy of Sciences, 114(7), 1518-1523.

- Merchants of Doubt by Naomi Oreskes
- Governing the Commons by Elinor Ostrom

Assessment: Presentation (20%), essay (60%, 3000 words) and exercise (20%) in the WT.

Presentation (20%) will consist of a 10-minute individual presentation.

The exercise (20%) will consist of a quantitative exercise.

PP418 Half Unit

Globalisation and Economic Policy

This information is for the 2024/25 session.

Teacher responsible: Professor Andrés Velasco

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy. Students from other programmes will be considered if places remain.

Pre-requisites: The expectation is that students will have previously taken PP440 and PP455 or equivalent courses. Students who have not taken PP440 and PP455 (including MPA Dual and Double Degree students spending Year 2 at LSE) will require permission from the course lecturer to attend the course.

Course content: Over the past two centuries, the global economy has become increasingly interconnected. This course studies the policy implications of this globalization. It considers the causes and consequences of increasing international economic integration, focusing particularly on the challenges and opportunities that globalization creates for policy makers. Key areas covered include: international trade, innovation and growth, migration and wages, international capital flows, borrowing and adjustment in the world economy, monetary and exchange rate policy, and financial crises. The course builds on the knowledge developed in PP440 and PP455.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Winter Term.

Formative coursework: The formative coursework will comprise two graded problem sets. The formative coursework will take place throughout the term.

Indicative reading: There is no single textbook that includes all the material covered in this course. Lectures and readings will primarily draw from journal articles. Five books that will be used during the course are:

- Krugman, P.R., Obstfeld, M and Melitz, M.J. International economics: theory and policy 11th edition (Boston: Pearson, 2018)
- Rodrik, D., The globalization paradox: why global markets, states and democracy can't coexist (Oxford: Oxford University Press, 2011)
- Irwin, D., Free Trade Under Fire (Princeton: Princeton University Press, 2015)
- Catao, Luis and M.Obstfeld (eds.) Meeting Globalization's Challenges: Policies to Make Trade Work for All. (Princeton: Princeton University Press, 2019)
- Markus K. Brunnermeier and Ricardo Reis, A Crash Course on Crises: Macroeconomic Concepts for Run-Ups, Collapses and Recoveries (Princeton: Princeton University Press, 2023)

Assessment: In-class assessment (50%) in the ST.

Problem sets (25%) and problem sets (25%) in the WT.

The in-class assessment will take place in week 1 of Spring Term.

PP419 Half Unit Advanced Empirical Methods for Policy Analysis

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Sturm

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain

Pre-requisites: The expectation is that MPA students taking PP419 will have previously passed PP455 and will have also taken PP440 or more advanced economics courses. Students who have not taken and passed PP455 (including MPA Dual and Double Degree students spending Year 2 at LSE) will have to demonstrate a background in empirical methods that is similar to PP455 and will require permission from the course lecturer to attend the course.

Course content: This course provides an advanced treatment of the empirical methods that are used to evaluate the effectiveness of public policies. The course builds closely on the course Quantitative Approaches and Policy Analysis (PP455) and also Micro and Macroeconomics for Public Policy (PP440). Topics covered include the problem of causality, the theory and practice of randomised experiments, difference-in-differences, synthetic controls, regression discontinuity, robust and clustered standard errors, and calibration.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 29 hours across Autumn Term.

Formative coursework: The formative coursework will comprise a graded problem set.

Indicative reading: There is no single textbook for the course and many of the key readings are journal articles. James Stock and Mark Watson "Introduction to Econometrics" remains a useful reference particularly for the material at the beginning of the course. A very good source for background reading is Joshua Angrist and Jörn-Steffen Pischke "Mastering 'Metrics: The Path from Cause to Effect". A full reading list will be available at the beginning of the course.

Assessment: Exam (75%, duration: 2 hours, reading time: 10 minutes) in the January exam period.
Project (25%, 2000 words) in the AT.

The project will be due shortly after the end of Autumn Term.

PP422 Data Science for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Casey Kearney

Availability: This course is compulsory on the MPA in Data Science for Public Policy. This course is not available as an outside option.

Pre-requisites: Students must have completed Pre-Sessional Coding and Mathematics Bootcamp (PP407).

This will ensure that students have basic fluency in Maths and Statistics along with Python and its main Data Science libraries.

Course content: This course covers the theory and practice of the Data Science project lifecycle in Python for Public Policy, from problem definition and data sourcing/cleaning to exploration, visualization, and modelling. Emphasis will be placed on identifying problems that are suitable for different Data Science techniques and on good practices for managing data. Linear and logistic models and regularization techniques will be covered in the AT and Machine Learning, Clustering and introductory text analysis models will be left for the WT. Key concepts and ideas underlying modelling (bias vs. variance, types of error, training vs. test data) and data ethics and data science ethics will be illustrated and implemented with examples from healthcare, education, urban policy, international development, and other policy areas. By the end of the course, students will have a strong coding workflow and will be able to source and experiment with data for analysis and research, both individually and in a collaborative environment.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. 15 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: Students will be expected to produce weekly problem sets throughout the AT and WT.

Indicative reading: These books provide an excellent starting point and can be used as the main reference for many topics. A full reading list will be provided at the beginning of the course.

1 James, Gareth, et al. An introduction to statistical learning: With applications in python. Springer Nature, 2023.

2 Chen, Jeffrey C., Edward A. Rubin, and Gary J. Cornwall. Data science for public policy. Springer, 2021.

3 Géron, Aurélien. Hands-on machine learning with Scikit-Learn, Keras, and TensorFlow. " O'Reilly Media, Inc.", 2022.

4 Müller, Andreas C., and Sarah Guido. Introduction to machine learning with Python: a guide for data scientists. " O'Reilly Media, Inc.", 2016.

5 Wilke, Claus O. Fundamentals of data visualization: a primer on making informative and compelling figures. O'Reilly Media, 2019.

Assessment: Exam (40%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

Coursework (30%) in the AT and WT.

Group presentation (30%) in the WT.

Coursework is comprised of weekly coding notebooks to be completed by the student and in-class participation. Students will also prepare a group presentation and take a final exam for the course.

PP423 Half Unit Anticipatory Policymaking

This information is for the 2024/25 session.

Teacher responsible: Prof Alexander Evans

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Policymaking in time (historical knowledge and long-range strategy in the public sector); behavioural bias, group dynamics and decision-making; seven case-study sessions on long-range policymaking challenges (including pensions, climate policy, counter-terrorism, gender equality and rights, health insurance, defence planning, resilience and crisis preparedness); a comparative assessment of the 'official mind' (what is the cultural and professional identity of public servants - and how might that shape the advice and policies they develop); an assessment of different comparative international public service systems, and how these may influence long-range policymaking; and finally different methods of mitigating short-termism and error in policymaking (including policy planning, red-teaming, internal and

external inquiries, training, drawing on or commissioning external challenge etc.).

Teaching: 22 hours of lectures and 16 hours and 30 minutes of seminars in the AT.

Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the AT. Students will submit the outlines of their essays and policy memos (in bullet point format) for formative feedback prior to submitting the final written versions for summative assessment. There will also be a formative presentation during the AT, with feedback, to develop policy presentation skills.

Indicative reading:

- Richard Neustadt, 160 Thinking in Time: The Uses of History for Decision-making (1988)
- Ivor Crewe and Antony King, The Blunders of our Governments (2013)
- Suzanne Heywood, 160 What does Jeremy think? (2022)
- Richard Haas, 160 The Bureaucratic Entrepreneur 160 (1999)
- George Orwell, 160 Politics and the English Language 160 (1946)

Assessment: Essay (60%, 3000 words) and policy memo (40%) in the AT.

PP424 Half Unit Happiness and Public Policy

This information is for the 2024/25 session.

Teacher responsible: Lectures will be delivered by Prof Richard Layard. Advice on teaching and content from Dr Christian Krekel. Seminars will be led by Dr Ekaterina Oparina.

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: Worldwide, more and more policy-makers believe that the goal of public policy should be the wellbeing of the people. This course will show how, with the new science of wellbeing, it is increasingly possible to make this an operational objective. Targeted at future policy-makers, this course will show how making wellbeing an operational objective of policy making is in the political interest of policy-makers and how government policies would be likely to change if they were chosen according to their cost-effectiveness in generating wellbeing.

The lectures for this course will run as follows:

- 1 The concept and measurement of wellbeing
- 2 The philosophy of wellbeing (and objections to it)
- 3 The role of the state in the presence of irrational behaviour and human interdependence.
- 4 The worldwide inequality of wellbeing and its causes (including genes)
- 5 Developing policies to improve wellbeing using cost-effectiveness analysis (with wellbeing as the measure of benefit.
- 6 Mental health and the role of parents, schools, and social media
- 7 Income and wellbeing: the Easterlin paradox
- 8 Work, unemployment, and wellbeing
- 9 Community life, the environment, the planet and wellbeing
- 10 Government, voting and wellbeing.

The lectures will be by Professor Richard Layard. Advice on teaching arrangements will come from Dr Christian Krekel. Classes will be taught by an experienced post-doc. The course will be based on Wellbeing: Science and Policy by Richard Layard and Jan-Emmanuel De Neve (Cambridge University Press, 2022).

Teaching: 15 hours of lectures and 15 hours of seminars in the WT.

Formative coursework: In-class presentations that students will deliver in small groups throughout the course as preparation for

the written assignments.

Indicative reading:

- Layard, R. and De Neve, J-E. (2022) Wellbeing: Science and Policy. Cambridge University Press.
- de Lazari-Radek, K., & Singer, P. (2017). Utilitarianism: A Very Short Introduction: Oxford University Press
- Clark, A.E., Flèche, S., Layard, R., Powdthavee, N., and Ward, G. (2018). The Origins of Happiness: The Science of Well-Being over the Life Course. Princeton, MA: Princeton University Press.
- Helliwell, J. F., Layard, R., & Sachs, J. De Neve, J.E. (Eds.). World Happiness Report. New York: Sustainable Development Solutions Network. Latest version.
- Helliwell, J.F. (2021) Measuring and Using Happiness to Support Public Policies. In Lee et al (2021). Measuring Well-Being: Interdisciplinary Perspectives From the Social Sciences and the Humanities. Oxford University Press.
- Rilling, J. K., Gutman, D. A., Zeh, T. R., Pagnoni, G., Berns, G. S., & Kilts, C. D. (2002). A neural basis for social cooperation. *Neuron*, 35(2), 395-405..
- Bellet, C., De Neve, J. E., & Ward, G. (2020). Does Employee Happiness have an Impact on Productivity?. *Said Business School WP*, 13.
- Flavin, P., Pacek, A. C., & Radcliff, B. (2011). State intervention and subjective well-being in advanced industrial democracies. *Politics & Policy*, 39(2), 251-269.
- Ward, G. (2020). Happiness and voting: evidence from four decades of elections in Europe. *American Journal of Political Science*, 64(3), 504-518.

Additional reading

- Lyubomirsky, S. The how of Happiness: A Scientific Approach to Getting the Life You Want. Penguin Press. (2008).
- Coghill, R. C., McHaffie, J. G., & Yen, Y. F. (2003). Neural correlates of interindividual differences in the subjective experience of pain. *Proceedings of the National Academy of Sciences*, 100(14)
- Kiecolt-Glaser JK, Marucha PT, Malarkey WB, Mercado AM, Glaser R. (1995). Slowing of wound healing by psychological stress. *Lancet*. 346 (8984): 1194-6.
- Meier, S., & Stutzer, A. (2008). Is volunteering rewarding in itself?. *Economica*, 75(297), 39-59. Winkelmann, L., & Winkelmann, R. (1998). Why are the unemployed so unhappy? Evidence from panel data. *Economica*, 65(257), 1-15.
- Luechinger, S. (2009). Valuing Air Quality Using the Life Satisfaction Approach. *Economic Journal*, 119, 482-515.

Assessment: Coursework (35%, 1000 words) in the WT Week 9. Report (65%) in the ST Week 1.

The coursework worth 35% will take the form of a cost effectiveness exercise.

The 3000 word report worth 65% will be assigned in week 10 and submitted at the start of Spring Term.

PP425 Half Unit Not available in 2024/25 Strategic Policymaking: Economic Analysis, Narrative Development, Political Feasibility, and Implementation

This information is for the 2024/25 session.

Teacher responsible: Professor Luis Garicano

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Pre-requisites: Students should submit evidence of having taken a Microeconomics course before.

Course content: This course examines, using primarily an economics lens, the challenges and opportunities for designing

and implementing effective policies in developed and developing countries. It explores the obstacles to the implementation of good policy and how to overcome them, relying on theory and evidence mostly from the economics and political economy literatures, relating to evidence-based policy design, to communication, political economy, media, parties, state capacity, and public opinion. The course aims to equip students with the skills and knowledge to critically evaluate policy proposals and outcomes, and to propose solutions for overcoming the obstacles to good policy making.

It proceeds in five sections:

1 Policy: Figuring out the solution. The role of economic theory and evidence in policy design and evaluation. (Tools from Microeconomics.)

2 Political Economy: Identifying a winning coalition. Impact of political institutions, media, parties, and interest groups on policy choices and implementation. (Tools from Political Economy.)

3 Communication: Building a winning coalition. Identify and overcome the cognitive biases and heuristics that limit communication. (Tools from behavioural economics and political science.)

4 Implementation: Making it work. Often, the main barrier to success is the lack of capacity to put it in place. (Tools from organizational economics and development.)

5 Solutions: Making reform work. Student presentations taking all the above into account.

Teaching: 22 hours of lectures and 16 hours and 30 minutes of seminars in the AT.

The course will teach as usual in week 6

Formative coursework: Students will be expected to produce four intermediate deliverables on the project at the end of each phase.

Indicative reading: There is no set text book for this course but many readings that offer insight into the politics of policy-making, including

- Growth Diagnostic Framework (Hausman, Rodrik and Velasco)
- Rodrik, D. (2008). Second-best institutions. *American Economic Review*, 98(2), 100-104.
- Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail: The origins of power, prosperity and poverty* (Vol. 4). London: Profile books.
- Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Penguin.
- Jonathan Haidt. *The Righteous Mind: Why Good People Are Divided by Politics and Religion*, Penguin. 2012.
- Ezra Klein. "Why we are polarized". Simon and Shuster 2022
- Narrative Economics: How Stories Go Viral and Drive Major Economic Events by Robert J. Shiller, Princeton University Press. (2019).
- Garicano, Luis, and Luis Rayo. "Why organizations fail: models and cases." *Journal of Economic Literature* 54.1 (2016): Read careful section 5.1

Assessment: Paper (50%) and group presentation (50%).

The course will be assessed through a policy project, developed over the entire duration of the course, that will require working together in a team. This will test the skills required of policy makers in the real world environment of policy formulation. In particular, the focus is on analysis, communication, argumentation, group/team working and policy design. This will involve two deliverables:

- 1 An individual paper written separately by each student, including the literature references motivating the key choices (50% of grade).
- 2 A group presentation in week 11 of the class in front of all the rest of the class involving also a Q&A (50% of the grade).

Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is designed for graduate students at the School of Public Policy but is open to students outside the school, subject to availability and instructor permission.

Pre-requisites: The course has no formal prerequisites, though previous coursework or experience in economics, finance, business, computer science, law or other related fields will be beneficial.

Course content: Public permissionless blockchains and "crypto" assets have attracted massive attention, investment and talent, peaking at US\$ 3 trillion of apparent market value in late 2021 and nearing those levels in 2024. But what do distributed ledger technologies and the socioeconomic systems that are built on them amount to? What economic or social purpose, if any, do they serve? What are the costs, risks and opportunities associated with this technology, financial infrastructure and purported asset class? Most importantly, how should it be understood and addressed by policymakers?

This course is designed to (1) equip students with a technical, economic, social, legal and historical understanding of the "crypto" phenomenon and (2) develop student understanding of the theoretical frameworks, analytical tools and perspectives necessary to have informed views about how various aspects of this sector can and should be regulated. The course will draw on a variety of sources including academic research, case studies, whitepapers, news reporting, opinion pieces, and online media. The course is interdisciplinary but emphasizes economic concepts and ideas. It will also have a comparative and international focus. The course will also cover permissioned DLTs and other emerging financial technologies, but the emphasis will be on the permissionless blockchains, the technological underpinning of "crypto." Students may be interested in the course for a variety of reasons, including general education, as preparation for roles in regulatory bodies, government, finance, or advocacy organizations.

Teaching: 33 hours of lectures in the AT.

The course will have two 90 minute 'Harvard style' lecture/seminars per week. These are interactive sessions where student participation is expected.

Formative coursework: Students will be expected to produce formative outlines for their essay and policy memo in the Autumn Term.

Indicative reading: The course will feature materials from a wide variety of sources, including journal articles, newsletters, blogs, and other online media. Below is a list of key reference materials for the course:

- Arvind Narayanan, Joseph Bonneau, Edward Felten, Andrew Miller, and Steven Goldfeder. 2016. *Bitcoin and Cryptocurrency Technologies: A Comprehensive Introduction*. Princeton University Press, USA.
- Robert J. Shiller, 2015. "Irrational Exuberance," Economics Books, Princeton University Press, edition 3, number 10421.
- Levine, Mathew. "The Crypto Story: Where it came from, what it all means, and why it still matters." *Bloomberg Businessweek*. October 31st 2022.
- Nakamoto, Satoshi: A Peer-to-Peer Electronic Cash System (August 21, 2008)
- Buterin, Vitalik: "Ethereum: A Next-Generation Smart Contract and Decentralized Application Platform." (January 2014).

Assessment: Essay (40%, 1500 words) in the AT.

Policy memo (60%) in the period between AT and WT.

The length of the policy memo will be 2,500 words.

PP426 Half Unit

Public Policy for Blockchains and Digital Assets

This information is for the 2024/25 session.

Teacher responsible: Frank Muci

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public

PP431 Half Unit Reimagining Capitalism

This information is for the 2024/25 session.

Teacher responsible: Prof Luis Garicano will be the Course Leader and Dr. Bryan Cheang is the Teaching Fellow who will run the seminars.

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Course content: "Reimagining Capitalism" is a pioneering 10-week course that offers a reflection on the future of capitalism, envisioned as a more cohesive, sustainable, and equitable system. This course engages students in a critical examination of capitalism through various lenses-economic, social, and ethical-challenging them to envision a system that balances innovation and growth with inclusivity, sustainability, and social responsibility.

Each week, participants will hear from a different lecturer, be exposed to readings from different perspectives and discuss them in seminars. The course will first explore the nature and historical evolution of capitalism as a mode of socio-economic organisation, as compared with rival systems. After which, specific problems in capitalist economies will be explored, together with potential policy reforms.

The curriculum is designed to encourage rigorous analysis, dialogue, and the exploration of innovative solutions that address the challenges of our time. Key topics include an analysis of stakeholder capitalism, exploring how businesses can be oriented to serve broader societal interests beyond shareholder profits; the role of the state in contemporary capitalism, examining government's capacity to regulate, support, and sometimes even distort market mechanisms; and critical debates on the penetration of market values into civic life, probing the deeper question of what it means to live a good life in the 21st century. This course is not just for economists but for anyone aspiring to navigate and shape the intersection of business, policy, and society in an ethical and effective manner. "Reimagining Capitalism" invites students to critically engage with and contribute to the reimagining of capitalism as a force for good in the 21st century, offering insights into how it can be transformed to meet the needs of a rapidly changing world.

The course will be structured as follows. Each week will be taught by the same teaching fellow but a different lecturer with expertise in that specific area. The theme of each week covers a major area of debate concerning the nature of capitalism, its problems and how it might be potentially reformed.

- What is Capitalism?
- Workers and Labor in Capitalism
- Social Justice and Inequality
- Varieties of Capitalism
- Capitalism and Populism
- Cohesive Criminal Justice
- Corporations and their dominance
- ESG and Stakeholder Capitalism
- Social enterprises
- State regulation and innovation

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. Lectures are open to all students of LSE but seminars are only for students enrolled on the course.

Formative coursework: Two book reviews written without help from LLMs of 1200 words will be submitted as part of formative coursework. There will be no authorised use of generative AI for this course. Expectations and guidelines on plagiarism will be clearly communicated to students before the class to align expectations. We expect that any instances of breach of such rules will be detected through Turnitin.

Indicative reading:

- The Wealth of Nations, Adam Smith (1776)
- The Communist Manifesto, Engels & Marx (1848)
- Free: A Child and a Country at the End of History, Lea Ypi (2022)
- Why not socialism?, G.A. Cohen
- Why not capitalism?, Jason Brennan
- Deaths of Despair and the Future of Capitalism, Case & Deaton (2017)
- A Capitalism for the People: Recapturing the Lost Genius of American Prosperity, Zingales (2012)
- Reimagining Capitalism in a World on Fire, Henderson (2020)
- Private Government: How Employers Rule Our Lives (and Why We Don't Talk about It), Elizabeth Anderson (2017)
- Stakeholder capitalism: A global economy that works for progress, people and planet, Schwab, 2021
- The Case for Shareholder Capitalism, McLean (2023)
- "Climate change has made ESG a force in investing" (<https://www.economist.com/finance-and-economics/2019/12/07/climate-change-has-made-esg-a-force-in-investing>) The Economist (2019)
- "Inside the Revolution at Etsy," (<https://www.nytimes.com/2017/11/25/business/etsy-josh-silverman.html?searchResultPosition=3>) Gelles, The New York Times (2017)
- Fighting power with power: The administrative state as a weapon against concentrated private power, Bagg (2021)
- Efficiency, Legitimacy, and the Administrative State, DeCanio (2021)
- "Development as Capability Expansion", Sen (1989)
- Creating Capabilities, Nussbaum (2011)

Assessment: Essay (45%, 3000 words) in the period between AT and WT.

Class participation (15%).

Group presentation (40%) in the AT Week 10.

1 A country study elaborated by a group of 3 students and presented orally in class in week 10 of the class session in front of all the rest of the class involving also a Q&A (40% of the grade).

To prevent free-riding, each of the 3 students are to speak in the presentation. Their responses to the Q&A may also further influence their individual scores.

2 3000-word essay of 45% of the overall grade.

3 Class participation and discussion comprising 15% of the overall grade. Attendance will be marked and will comprise half of class participation. The remaining will be judged according to how regularly the student speaks during discussion and the support of those interventions in class readings.

A group of students will study a specific (not generic) aspect of the approach of one country (or the EU as relevant) to capitalism-health care in Singapore, Industrial Policy in Brasil, Pensions in Chile, merger policy in the EU, and aim to connect it to the problems and solutions discussed in the course.

PP432 Half Unit International Organisations, Policymaking and Diplomacy in a contested world

This information is for the 2024/25 session.

Teacher responsible: Professor Alexander Evans (CBG.5.29)

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The evolution of international policymaking within governments; the role of diplomatic services and Foreign Ministries; national security and intelligence services; the role of Presidential/Prime Minister's offices; the evolution of international organisations; regional and functional organisations; decision-making and governance in international organisations; the

interface between international and domestic policymaking; crisis management and response; international security architecture; delivering effect in international policy. The course will include guest speakers from practice (from the United Nations and national diplomats) and include worked case-studies of how international policymaking is applied in practice in different national and international contexts.

The course would be deliberately international and comparative in nature, drawing on different perspectives, traditions and cultural practices around international policy.

Teaching: 15 hours of lectures, 16 hours and 30 minutes of seminars and 3 hours of workshops in the WT.

Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the WT.

Students will submit very short outlines (bullet-points, limited to one page) for both the policy memo and essay for formative feedback prior to submitting the final written versions for summative assessment.

Indicative reading:

- Nicole Pelruth, *This Is How They Tell Me the World Ends* (2021)
- Kishen Rana, *160 Asian Diplomacy: The Foreign Ministries of China, India, Japan, Singapore, and Thailand* (2009)
- Paul Kennedy, *160 The Parliament of Man: The Past, Present, and Future of the United Nations* (2007)
- Sylvia Bashevkin, *Women as Foreign Policy Leaders* (2018)
- Ivor Roberts, *Satow's Diplomatic Practice* (2017)
- William Burns, *The Back Channel: 160 American Diplomacy in a Disordered World* (2017)

A detailed reading list will be developed for the course.

Assessment: Essay (60%, 3000 words) in the WT Week 10.

Policy memo (40%) in the WT Week 7.

PP433 Half Unit

Topics in Model Based Quantitative Analysis for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Casey Kearney

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Pre-requisites: Students must have completed Quantitative Approaches and Policy Analysis (PP455).

Requires successful completion or exemption from PP455 or an equivalent course.

Basic knowledge in R or an equivalent programming language is required. Students who do not have prior knowledge of R will be required to take an R module with the Digital Skills Lab.

Course content: This course provides a hands-on introduction to model-based inference strategies including prediction, forecasting models and applications of simulation analysis and Bayesian models. The course begins by distinguishing forecasting and prediction accuracy as distinct goals in statistical learning and the core ideas of training / testing splits, the bias-variance trade-off and measuring model accuracy. Initial weeks of the course will then focus on time series applications and survival models and censored data. Later lectures will then introduce simulation analysis as a tool and its applications in Bayesian data analysis and hierarchical models. Final weeks will cover MCMC techniques and their application to both time series switching models and Bayesian analysis. Basic models in text analysis will also be discussed if time permits. Lessons will include analysis of data sets from healthcare, education, and international finance applications.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: Students will be expected to produce 1 problem sets in the WT.

The formative coursework will comprise a graded problem set.

Indicative reading:

- Gelman, Andrew, Jennifer Hill, and Aki Vehtari. *Regression and other stories*. Cambridge University Press, 2021.
- Gelman, Andrew, et al. *Bayesian data analysis*. Chapman and Hall/CRC, 1995.
- Kruschke, John. "Doing Bayesian data analysis: A tutorial with R, JAGS, and Stan." (2014).
- Cryer, Jonathan D., Kung-Sik Chan, and Kung-Sik. Chan. *Time series analysis: with applications in R*. Vol. 2. New York: Springer, 2008.
- James, Gareth, et al. *An introduction to statistical learning*. Vol. 112. New York: springer, 2013.
- Hyndman, Rob J., and George Athanasopoulos. *Forecasting: principles and practice*. OTexts, 2018.

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Project (30%, 2000 words) in the WT.

PP434 Half Unit

Automated Data Visualisation for Policymaking

This information is for the 2024/25 session.

Teacher responsible: Professor Richard Davies

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course explores ways of accessing large data sets to better understand the societies in which we live and ultimately to help guide policy decisions. The data we will encounter ranges from real-time measures of economic activity to micro data on local prices, to voting patterns and measures of pollution. We will use methods from programming and economics to work on real-world problems. Students will learn the theory and policy history that lies behind data types, visualisation methods, data mapping and machine learning. With these tools in place, we will use APIs to access data programmatically, build scrapers and batch downloaders using Python. Cleaned and verified data are stored on GitHub, with students' work visualised using live and interactive web pages.

Topics include empirical strategy design, fetching and scraping data, data cleaning and storage, visualisation and interactivity.

There is a focus on clear, replicable code that allows the automation of all these tasks in a policy setting. Students apply concepts of descriptive data analysis and may also use econometric techniques learned in parallel compulsory econometrics courses.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Each week students have an opportunity to present workbooks and visualisations from their portfolio to their peers. This provides the opportunity both to present to peers and gain their feedback, and for each student to present their skills for formative assessment and feedback from the course instructors" as well as an opportunity to iron out bugs and learn coding best practices. This work is not graded.

Indicative reading:

- Friendly, M., Wainer, H., 2021; *A History of Data Visualization and Graphic Communication*, Chapter 5, pp. 95-120, Harvard University Press
- Tufte, E., 2007; *The Visual Display of Quantitative Information*, 2nd ed., Chapter 1 Graphical Excellence and Chapter 5: Chartjunk, Graphics Press LLC

- Mattmann, C.; A vision for data science. *Nature* 493, 473–475 (2013). <https://doi.org/10.1038/493473a>
- Heer, Jeffrey, Michael Bostock, and Vadim Ogievetsky. "A tour through the visualization zoo." *Communications of the ACM* 53.6 (2010): 59-67.
- Ferguson, A.; A History of Computer Programming Languages, Brown University, 2000, https://cs.brown.edu/~adf/programming_languages.html

Assessment: Project (80%) and portfolio (20%) in the AT Week 10. The course is graded via the production of a professional-grade Data Science website. The website may consist of as many pages as students choose. The grades are given based on two pages: a portfolio, and a project. All graded work must be embedded in the website, hosted by GitHub pages. Students are given detailed lessons on how to do this.

- Portfolio (20%). This page demonstrates the tools that students learn in a practical setting, by using them to embed charts and diagrams of various types. There are 10 challenges, each of them demonstrating 1-2 skills and resulting in embedding 1-2 charts. The total score for this work is 20%, split evenly across each of these challenges.

Portfolio skills include: Building a web site, Embedding a live visualisation in a web site, Hosting data in the cloud, Editing and cleaning data, API-driven charts, Loops and APIs, Scrapers, Critical commentary on data, Advanced analytics, Interactivity.

- Project (80%). This page sets out the student's data science project. There are weekly on-line sessions in which students can discuss ideas with the teaching team. The project consists of between 5 and 8 charts, tables or visualisations. Students briefly discuss four topics: the aims, the data, analytical challenges, conclusions. Key marking criteria include: accessibility, empirical design, data approach, automation, interactivity, clarity of writing. The group sizes for seminars will be a maximum of 30 students. The course portfolio and project are handed in together, at the end of week 10.

PP435 Half Unit Trade Policy and Development

This information is for the 2024/25 session.

Teacher responsible: Dr David Luke (Firoz Lalji Institute for Africa, 8th Floor Pethick-Lawrence House)

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

Priority will be given to SPP students.

Pre-requisites: This is a course in trade policy from a development perspective rather than a course in international economics or trade economics. The course offers insights into trade theory but use of or familiarity with mathematical models related to trade theory is not required.

Course content: This course examines the role of trade policy in shaping development outcomes. Trade policy is understood to be the set of practices, strategies, laws, regulations, agreements and institutions that govern international trade or imports and exports of goods and services between countries. The course applies a political economy approach to trade policymaking and analysis at the country level. This takes into consideration the interests, ideologies and values underlying agenda-setting, implementation and the results of trade policy. These are key factors against which trade policy can be assessed in relation to sustainable and inclusive development.

The course begins with an overview of the theoretical foundations of comparative advantage, specialization, and new trade theory.

The gains (and losses) that can be derived from trade form part of this overview to explain why trade matters for development, the thematic emphasis of the course. This is followed by an assessment of the structure of global trade flows over the last eight decades to uncover changing and enduring patterns of specialization in international trade and their relationship to development outcomes. Case studies drawn from the Global South are utilized to illustrate this relationship. An aspect of specialization that is brought into focus for its broad development implications is the so-called 'natural resource curse'. Data sources and their limitations and how to use the main databases on trade flows is explained. The role of bilateral, regional, and global trade agreements in changing and shaping specialization is assessed. Emerging trends including embedding normative concerns such as labour standards, gender equality, climate and environmental sustainability in trade agreements are explored. Key principles for negotiating trade agreements are reviewed and a trade negotiation simulation exercise is carried out for which marks are awarded. In concluding the term, the material covered during the lectures and seminars will be synthesized with emphasis on agency and the interactive dynamic of actors such as governments, business, and civil society and the coalitions and factions within and between them, in shaping and reshaping comparative advantage and specialization.

Teaching: 15 hours of lectures and 18 hours of seminars in the AT. 2 hours of seminars in the ST.

- The workshop will be devoted to a trade negotiation simulation exercise.
- A reading week will be observed during the sixth week.
- One seminar will be devoted to revision of course material and held towards the end of the spring term in preparation for the spring exam.

Formative coursework: 1000 words formative essay on the political economy of trade policymaking at country level and taking insights from new trade theory into account. No marks are awarded for this essay but detailed feedback will be provided.

Indicative reading: Trade Theory

- Krugman, Paul, Maurice Obstfeld, and Marc Melitz. *International Economics: Theory and Policy*. Global edition 2022.

Natural Resource Curse

- Venables, A. "Using Natural Resources for Development: Why Has It Proven So Difficult?" *Journal of Economic Perspectives* 30 (1): 161–84. 2016.

Trade Policy, Structural Transformation, Inclusion

- Rodrik, D. and Stiglitz JE, *A New Growth Strategy for Developing Nations*, 2024. (Copy at <http://tinyurl.com/ymrg8qom>).
- Inter-American Development Bank, *The Political Economy of Trade Policy in Latin America*, 2022. <https://publications.iadb.org/en/political-economy-trade-policy-latin-america>
- Economic Commission for Africa 2017. *Transforming African Economies Through Smart Trade and Industrial Policy*. 2017.
- Lin, Justin & Chang, Ha-Joon. "Should Industrial Policy in Developing Countries Conform to Comparative Advantage or Defy It? A Debate Between Justin Lin and Ha-Joon Chang". *Development Policy Review*. 27. 483-502.2009.

Trade Negotiations and Agreements

C. Van der Ven and D. Luke, *Africa in the WTO*, in D. Luke (ed.), *How Africa Trades*. LSE Press. 2023.

- Jones, E. *Negotiating against the Odds: A Guide for Trade Negotiators from Developing Countries*. Palgrave Macmillan. 2013.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Report (35%) and group exercise (15%) in the AT.

- 2-hour exam during the spring exam period exam requiring two essay-type questions to be answered from a choice of five questions. This is worth 50%.
- 3,000 words report outlining the trade policy of a developing country drawn from research on the political economy and related information about the country and explaining the strategy for implementation and monitoring the expected outcomes. 160 This is worth 35%.
- Group work on a practical trade negotiation simulation exercise

and an individual report on lessons learned from the exercise.160
The individual report is worth 15%.160

PP440

Micro and Macro Economics (for Public Policy)

This information is for the 2024/25 session.

Teacher responsible: Professor Luis Garicano and Dr Ethan Ilzetzki

Availability: This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto), MPA in Data Science for Public Policy and Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo) and MSc in Political Science (Political Science and Political Economy). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places after students for whom it is compulsory have been accommodated (it is controlled access). Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Course content: This course is an introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models and methods suitable for appraising policy-making issues in a wide variety of contexts. The first term covers microeconomics and the second term covers macroeconomics.

Autumn Term (Microeconomics): competitive markets and economic efficiency; consumer optimisation and the demand for goods; firm optimisation and the supply of goods; market power; externalities in consumption and production; optimal provision of public goods; and asymmetric information

Winter Term (Macroeconomics): understanding macroeconomic data; long-run economic growth; business cycles; aggregate demand; money, inflation and monetary policy; stabilization policy; fiscal policy and government debt; the labour market and unemployment; exchange rates and international economic policy; the financial system and the macroeconomy.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Autumn Term and Winter Term and week 1 of Spring Term.

Formative coursework: Students will complete weekly problem sets. Some of these will be marked to provide indicative assessment.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Exam (70%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

Policy memo (10%) in the AT.

Policy memo (10%) in the WT.

Continuous assessment (10%) in the AT and WT.

PP448 Half Unit

International Political Economy and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Lloyd Gruber

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is

available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Course content: Whenever experts get together to debate development policy, the questions that get them most excited – the questions we are used to hearing them argue about – are ‘should’ questions. What policies should a country’s government be adopting (or discarding) to stimulate growth and reduce poverty? Which new trading arrangements or foreign aid strategies should policymakers in the industrialised world be pursuing to help poorer countries succeed? What new policy measures should world leaders be implementing today to address climate change in the future? Yet even when the answers offered by the experts align and it’s clear to everyone, not just the experts, what new policies are urgently required, the relevant political players – the people who hold positions of power – just keep doing what they have always done, which is the very thing the experts tell them they should not be doing. The problems get worse. The crises deepen. And still, year after year, election cycle after election cycle, the ‘necessary’ evidence-based reforms being urged on politicians get nowhere. All these experts may be well intentioned. The experts may also be right. The policy proposals they’re advocating may be every bit as urgent and necessary as the experts say they are. If implemented effectively, these measures really would improve the living standards of poor families. Or they would reduce greenhouse gas emissions. Or they would incentivise underperforming schools and universities to lift their games. Or they would spare civilians caught up in a bloody war of attrition. All of this may be true, but that doesn’t mean any of these proposals will get adopted in time to make a difference. Most will never make it onto the political agenda, let alone into legislation that endures for long enough to improve people’s lives.

Rather than let this reality be a source of frustration, students who take this course will come away with a deeper understanding of the political incentives that drive the process of development forward, or sometimes backwards, in the real world. Although evidence-based policy reforms may not get adopted as often as we might like, positive changes do happen occasionally. We need to understand the political roadblocks and minefields that keep those reforms from getting through the system most of the time, but also why, every now and then, good development policies do burst through – and we are all the better for it.

PP448 students will be exposed to a wide variety of political economy concepts along the way, a theoretical toolkit we’ll use to understand several concrete cases of development management and mis-management. If you are ever in a position to improve the way developing countries deliver public services, these theories can tell you how to go about it, or (to back up a step) they can tell you what you’d need to do to put yourself in that position, to make yourself an important development policymaker. Do good development outcomes require democratic institutions, or can autocratic regimes deliver similar results? And what about international regimes? Do supranational entities like the World Bank, the United Nations and the World Trade Organization really benefit all nations, or just rich ones? Some would argue that geopolitics is the real driver of development. If so, what does that mean for the world’s poor? Are they trapped in a global balance of power that favours wealthier nations, or is China’s rise a global game-changer?

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Autumn Term.

Formative coursework: Every student will deliver one practice presentation during the first several weeks of the course. Students will receive feedback on the substance of these presentations as well as their delivery (presentations will be videoed where possible). Each student will also be invited to submit an individually-authored ‘practice’ policy memo.

Indicative reading: 1. Martha Finnemore and Judith Goldstein,

eds., *Back to Basics: State Power in a Contemporary World* (Oxford, 2013)

2. Daron Acemoglu and James A. Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* (Crown, 2012)

3. Lloyd Gruber, *Ruling the World: Power Politics and the Rise of Supranational Institutions* (Princeton, 2000)

4. Anne Applebaum, *Autocracy, Inc.: The Dictators Who Want to Run the World* (Random House, 2024)

5. Robert Wade, *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization* (Princeton, 2003)

6. Barbara F. Walter, *How Civil Wars Start: And How to Stop Them* (Crown, 2022)

7. Elize Massard da Fonseca, Kenneth C. Shadlen, and Helena de Moraes Achcar, 'Vaccine Technology Transfer in a Global Health Crisis: Actors, Capabilities, and Institutions', *Research Policy*, vol. 52, no. 4 (2023).

Assessment: Presentation (20%) and policy memo (20%) in the AT. Take-home assessment (60%) in the WT.

PP449 Half Unit Comparative Political Economy and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Tasha Fairfield

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Economic Policy for International Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Course content: This course examines key issues in comparative political economy, with an emphasis on developing countries and the politics of policymaking. Who get the policies they want, when, and how? Throughout, we will pay close attention to actors, interests, institutions, and power. Understanding the politics of policymaking is critical for development specialists and policy practitioners. Policies recommended by technical experts are not always politically feasible, and progress may require implementing second-best solutions. Moreover, approaches that work in one case may not work in another. Drawing on real-world examples from a range of policy domains including taxation and social spending, we will discuss strategies for enacting pro-development reforms that might otherwise be politically infeasible. The course will also introduce students to key issues in conceptualization and measurement by examining indices and indicators of governance and democracy that are widely used by development practitioners. Note: the subject matter complements material covered in PP448 and can be taken either in conjunction with, or separately from that course.

Upon completing the course, students can expect to (1) be able to critically engage with the key debates in comparative politics and development, (2) be able to identify political constraints that may impede implementation of pro-development policies, (3) apply political economy theories to explain 'real world' cases of development policy successes and failures, and (4) design strategies that can help make pro-development policies more

politically feasible in a given country context.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 38 hours across Winter Term.

Formative coursework: Students will receive feedback on formative assignments in seminars that will prepare them for the assessed DPA at the end of the term.

The revision session in Winter Term will prepare students for the take-home assessment.

Indicative reading: 1 Jeffrey Winters, 2013, 'Oligarchy and Democracy in Indonesia', *Indonesia* 96, pp.11-33

2 Thachil, Tariq, 2011, 'Embedded Mobilization: Non-State Service Provision as Electoral Strategy in India', *World Politics* 62 (3): 434-469

3 Andrei Shleifer and Daniel Treisman, 2000, 'Without a Map: Political Tactics and Economic Reform in Russia', Cambridge: MIT Press

4 Tasha Fairfield, 2013, 'Going Where the Money Is: Strategies for Taxing Economic Elites in Unequal Democracies', *World Development* 47 (July), pp.42-57

Assessment: Project (40%) in the WT.

Take-home assessment (60%) in the ST.

All students will be required to take part in a Development Policy Application (DPA) project stretching over several weeks of the course. An issue of major importance to developing countries will be introduced early in the term. Students will be assigned into small groups, and each group will pick a country of its choice for the project. The DPA will count for 40% of the course mark. A take-home assessment will be given in the Spring Term. This will count for 60% of the course mark.

PP450 Half Unit Not available in 2024/25 Public Organisations: Theory and Practice

This information is for the 2024/25 session.

Teacher responsible: Prof Adnan Khan and Prof Timothy Besley

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, MSc in Economic Policy for International Development, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Pre-requisites: Some understanding of economics and quantitative methods is desirable.

Course content: The course will offer students the analytical frameworks and practitioners' knowhow for understanding public organisations and the challenges in design and implementation of public policies. Public organisations are key determinants of state capacity and this course will draw primarily on social science, primarily economics and political economy to understand these.

The lectures will take different views of public organisations: a micro, personnel-economics view; an organizational level perspective; and a heterodox approach drawing on the recent literature from several disciplines on identity, values and norms.

The seminars will have an applied focus and will deal with intractable public policy problems and unpack reasons why it is so difficult to design and implement effective public policies. The group work during seminars will use a systematic and structured framework to identify pressing policy problems, diagnose the underlying causes of these problems using evidence, and design, test, implement and refine policy innovations. There will be a lot of emphasis on learning-centric approaches to transforming public

organisations and to diagnosing and dealing with the challenges of policy implementation and political authorisation and the skill sets needed to address these challenges.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 35 hours across Winter Term.

Formative coursework: Students will be provided regular and weekly feedback on their group work during WT.

Indicative reading: Key readings:

- Timothy Besley, Robin Burgess, Adnan Khan and Guo Xu. (2021). *Bureaucracy and Development*. Annual Review of Economics. Forthcoming.
- Besley, Timothy and Torsten Persson. 2014. "The Causes and Consequences of Development Clusters: State Capacity, Peace and Income". Annual Review of Economics. Volume 6:927-949.
- Finan, Frederico, Benjamin Olken, and Rohini Pande. 2015. "The Personnel Economics of the State", *The Handbook of Field Experiments*.
- IGC Evidence Paper. 2019. "State Effectiveness"
- Cristina Corduneanu-Huc, Alexander Hamilton and Issel Masses Ferrer. 2012. "Understanding Policy Change: How to Apply Political Economy Concepts in Practice." Washington D.C.: World Bank Publications.
- Andrews, M., L. Pritchett & M Woolcock. (2017). *Building State Capability: Evidence, Analysis, Action*. Oxford University Press.
- Parkhurst, Justin. 2017. "The politics of evidence: from evidence-based policy to the good governance of evidence". Routledge Studies in Governance and Public Policy.

Assessment: Essay (60%) in the period between WT and ST.

Group assignment (40%) in the WT.

The group assignment (40%) will consist of a presentation and policy brief.

PP452 Half Unit

Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Nava Ashraf

Availability: This course is available on the Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy and Master of Public Administration. This course is not available as an outside option.

This course is only available to students in the second year of the MPA programme. This course has a limited number of places (it is controlled access) and demand is typically very high.

Pre-requisites: A rigorous understanding of statistics, economics and econometrics is important for this course, in order to be able to absorb the economics journal articles and methods covered. Students will be required to have achieved marks of 55 or higher in PP440 and PP455 to be eligible for the course. Students with marks of 50-54 in PP440 and PP455 will be considered on a case by case basis.

Course content: This course delivers insights from cutting edge research in psychology and economics, and asks students to use these insights to design solutions to significant social challenges. Students learn how to diagnose, design, deliver, and rigorously test products and services using the principles of behavioural economics and the methods of field experimentation.

The course begins by describing the principle of coproduction: outcomes in health, education and similar fields are not simply given to end-users, but are produced by end-users themselves, interacting with supply-side factors. Drawing on the insights from behavioural economics and using qualitative methods, students learn how to diagnose end-user needs, preferences and behaviour. The course then explores how the psychological aspects of behaviour can be combined with the tools and structure of economics to induce behaviour change and improve

outcomes, including the challenge of setting prices and designing incentives. Throughout the course there is emphasis upon the critical importance of effective measurement in the context of the social sector, where traditional market feedback mechanisms are typically absent and where mission-driven leaders' evaluation of organisational impact can itself be subject to cognitive bias and distortion. Appropriate measurement in turn informs improvements in diagnosis and design. The course concludes by exploring policy impact and how research can be translated into policy action. Real world case studies are used at every stage of the course.

This course is relevant to all those who wish to improve the effectiveness of social interventions and programmes across a range of diverse fields, whether such interventions are administered through the state or, increasingly, through private philanthropy and social entrepreneurship.

Teaching: This course is delivered through a combined lecture-seminar format totalling a minimum of 30 hours in Autumn Term. There will also be a drop-in weekly technical support session.

Formative coursework: Additional exercises which will include preparation of an essay of the discussion questions for HBS-style case discussion.

Indicative reading: There is no single textbook for the course. For an introduction to the field of behavioural economics, students should consult *Nudge: Improving Decisions About Health, Wealth, and Happiness*, by Richard Thaler and Cass Sunstein (2009, Penguin) and *Thinking, Fast and Slow*, by Daniel Kahneman (2012, Penguin). We will also be reading several scientific articles from top-tier economics journals. A full reading list with the readings for each topic will be made available at the beginning of the course.

Assessment: Project (70%), presentation (10%) and class participation (20%) in the AT.

The project (worth 70%) will consist of a group exercise developed over the duration of the term addressing a real world problem using tools from the course.

20% will be based on in-class participation and 10% for a presentation.

PP454

Development Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Gharad Bryan SAL.3.10

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Students may not take both this course and EC428 Development and Growth. This course has a limited number of places (it is controlled access) and demand is typically very high.

Pre-requisites: The expectation is that students will have previously taken PP440 and PP455 or other equivalent courses. Students who have not taken PP440 and PP455 (including MPA Dual and Double Degree students spending Year 2 at LSE) will require permission from the course lecturer to attend the course.

Course content: In this course, students will apply their understanding of economics and econometrics to the task of policy making in developing countries. The focus is on acquiring the necessary theoretical and empirical skills to engage in the rigorous analysis of public policies in developing countries. Topics at the forefront of development economics will be covered. These include political economy, trade liberalization, growth, access to finance, technology adoption, education, health, infrastructure, property rights, land reform, gender, environment, mass media and political accountability. The emphasis will be on combining theory and data to evaluate the effectiveness of policies in these different areas.

Teaching: This course is delivered through a combination of lectures and classes totalling 40 hours of lectures and 20 hours of classes in the Autumn Term, Winter Term and week 1 of Spring Term.

Formative coursework: Students to complete weekly exercises based on course readings with one of these exercises being marked in a given term.

Indicative reading: A reading list will be distributed at the start of the course.

Assessment: Exam (60%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

Essay (40%, 2000 words).

PP455

Quantitative Approaches and Policy Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Mark Schankerman and Dr Jeremiah Dittmar

Availability: This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto), MPA in Data Science for Public Policy and Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS) and MPA Dual Degree (LSE and Tokyo). This course is not available as an outside option.

Course content: The course introduces students to regression-based methods used for the quantitative evaluation of public policies. The course introduces students to basic multiple regression analysis including hypothesis testing, modelling of non-linear relationships, and dummy variables. From there, the course covers a number of regression based evaluation methods to assess the causal effectiveness of policy interventions. These include the use of randomized experiments, natural or quasi-experiments, panel data, difference-in-differences estimation, instrumental variables, matching and regression discontinuity design.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 60 hours across Autumn Term and Winter Term.

Formative coursework: Formative coursework will include weekly problem sets

Indicative reading: Particularly useful textbooks are Joshua D. Angrist and Jom-Steffen Pischke, "Mastering Metrics"; James Stock & Mark Watson, "Introduction to Econometrics"; and Jeffrey Wooldridge, "Introductory Econometrics". The material in the textbooks will be complemented with recent research papers and chapters from other books. A complementary text, which is also available in an online version, is Scott Cunningham's "Casual Inference: The Mixtape" which is a good reference to gain intuition about some of the core causal methods we will study. A full reading list will be distributed at the beginning of the course.

Assessment: Exam (70%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

Presentation (10%), policy memo (10%) and continuous assessment (10%) in the WT.

PP456 Half Unit

Quantitative Approaches and Policy Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Mark Schankerman

Availability: This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto), MPA in Data Science for Public Policy and Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS) and MPA Dual Degree (LSE and Tokyo). This

course is not available as an outside option.

This course is only compulsory for students who demonstrate sufficient prior knowledge of Econometrics to be exempt from the first half of PP455 in Autumn Term.

Course content: The course introduces students to a number of regression-based, quantitative evaluation methods to assess the causal effectiveness of policy interventions. These include randomized control trials, both natural or quasi-experiments, panel data, matching methods, difference-in-differences estimation, instrumental variables, and regression discontinuity design.

Teaching: This course is delivered through a combination of lectures and classes totalling a minimum of 30 hours across the Winter Term.

Formative coursework: Formative coursework will include weekly problem sets

Indicative reading: Particularly useful textbooks are Joshua D. Angrist and Jom-Steffen Pischke, "Mastering Metrics"; James Stock & Mark Watson, "Introduction to Econometrics"; and Jeffrey Wooldridge, "Introductory Econometrics". The material in the textbooks will be complemented with some recent published articles. A complementary text, also available in an online version, is Scott Cunningham's "Casual Inference: The Mixtape." This is a good reference to gain intuition about some of the core causal methods we will study. A full reading list will be distributed at the beginning of the course.

Assessment: Exam (70%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.

Presentation (10%), policy memo (10%) and continuous assessment (10%) in the WT.

PP465 Half Unit

City-Making: the Politics of Urban Form

This information is for the 2024/25 session.

Teacher responsible: Dr Philipp Rode FAW.8.01i and Dr Savvas Verdis PEL.8.02B

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MSc in City Design and Social Science, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority will be given to students on the MSc in City Design and Social Science for whom the course is an 'optional core course' and School of Public Policy students. Places will be allocated based on a written statement. This may mean that not all students who apply will be able to get a place on this course.

Course content: This case study-led course provides a critical understanding of major urban development initiatives and programmes in international city contexts. It is designed for students with a particular interest in urban development practices and how these connect with broader political debates. It will introduce students to the following knowledge and skills

- general understanding of political theories underlying urban development models
- ability to situate major urban development initiatives within different development cultures and socio-economic policy agendas
- understanding the role of public, private and third party actors and formal and informal urban development processes
- perspectives on decision making at the strategic, pre-design stage for urban development initiatives and ability to relate urban policy to spatial outcomes, operating at different scales
- knowledge of key evaluation approaches and analytic frameworks used in the analysis of proposed and existing urban

developments

- understanding of how urban development objectives, phases and processes can be integrated and how policy making, economic development, urban planning, city design, architecture, and engineering are related.

The course content is based on contemporary projects and urban trends examined in the context of cities throughout the world. These range from policies such as congestion charging (London) and Progressive City Development (Medellin) to urban development trends such as extreme urbanism in Mumbai and privatist planning (Canary Wharf, London and Santa Fe, Mexico City). Such projects will be examined through critical frameworks that include utilitarianism, cost benefit analysis, social and environmental justice, citizenship theory and the capabilities approach. The course will focus on negotiation, politics, financing, appraisals and decision-making for cities. Seminars and assessed project work for the course will be based on the analysis of Development Strategies and City Design briefs.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in WT.

Formative coursework: 1 x contribution to student debate OR 1 x critical statement following a guest lecture AND submission of a 1,000 word position statement.

Indicative reading:

- Fainstein, Susan S. (1999). Can we make Cities we want? In *The Urban Moment*, ed. Sophie Body-Gendrot and Robert Beauregard. Thousand Oaks: Sage.
- Kymlicka, Will. (2002). *Contemporary Political Philosophy: An Introduction*. 2nd ed. OUP Oxford. (Introduction).
- Burdett, Ricky and Rode, Philipp (2011) *Living in the Urban Age*. in Ricky Burdett and Deyan Sudjic (eds.). *Living in the Endless City*. The Urban Age Project by the London School of Economics and Deutsche Bank's Alfred Herrhausen Society. London. Phaidon Press.
- Kelman, Steven (1981). Cost-Benefit Analysis: An Ethical Critique. *AEI Journal on Government and Society Regulation* (January/February 1981). Reprinted with permission of the American Enterprise Institute for Public Policy Research, Washington, D.C. (33–40).
- Sen, Amartya (1979). Equality of What? The Tanner Lecture on Human Values. Stanford University. 22 May 1979. Lecture.
- M. Watts (2009). Developmentalism, In: Rob Kitchin and Nigel Thrift, Editor(s)-in-Chief, *International Encyclopedia of Human Geography*, Elsevier, Oxford. (123-130).
- Porter M.E. (1995). The Competitive Advantage of the Inner City. *Long Range Planning* 28 (August): 132.
- Gwyther, G (2000) Social Capital and Communitarianism. *Sociological Sites/Sights*, TASA Lecture 2000, Adelaide: Flinders University, December 6-8.
- Mouffe, C (2000). *Deliberative Democracy or Agonistic Pluralism*. Political Science Series. Institute for Advance Studies, Vienna.
- Robeyns, Ingrid. (2005). The Capability Approach: a theoretical survey. *Journal of Human Development* 6 (1).
- Giddens, Anthony (2009) *The politics of climate change*. Cambridge; Malden, MA. Polity. (Chapter 6: A return to planning?)
- Whitehead, Mark. Neoliberal Urban Environmentalism and the Adaptive City: Towards a Critical Urban Theory and Climate Change. *Urban Studies* 50, no. 7 (2013): 1348-67.
- Harvey, D. (1992). Social Justice, Postmodernism and the City. *International Journal of Urban and Regional Research*, 16: 588–601.

Assessment: Project (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Spring Term.

Attendance at all classes and submission of all set coursework is required.

PP478

Political Science for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Lloyd Gruber

Dr Alexandra Cirone

Availability: This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto), MPA in Data Science for Public Policy and Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS) and MPA Dual Degree (LSE and Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places after students for whom it is compulsory have been accommodated (it is controlled access). Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Course content: This course develops tools to help students understand, negotiate, and (where possible) improve the political context of policymaking. Harnessing the power of modern political science, the course examines a wide range of political phenomena, everything from voting behaviour and political mobilisation in democratic elections to authoritarian politics, ethnic conflict, decentralised governance, and the politics of climate change. The course combines a review of the main empirical regularities in each of these areas with an introduction to key theoretical arguments about the political institutions 'in play' and how they shape strategic behaviour. The course also surveys a selection of current policy challenges and considers how our new theoretical and empirical tools can help students analyse and address them.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 60 hours across Autumn Term and Winter Term.

Formative coursework: Every student will deliver one practice presentation during Autumn Term.

Indicative reading:

- W.R.Clark, M. Golder and S.N.Golder (2018), *Principles of Comparative Politics*, 3rd Edition, CQ Press.
 - E. Bueno de Mesquita (2016), *Political Economy for Public Policy*, Princeton University Press
- These books provide excellent starting points and can be used as references for many topics. A full reading list will be provided at the beginning of the course
- Assessment:** Exam (60%, duration: 3 hours, reading time: 15 minutes) in the spring exam period.
Essay (20%) in the AT.
Presentation (20%) in the WT.

PP4B3

MPA Capstone Project

This information is for the 2024/25 session.

Teacher responsible: Professor Richard Davies

Availability: This course is compulsory on the Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo) and Master of Public Administration. This course is not available as an outside option.

Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation. Typical clients include public sector bodies, private sector companies, international organisations, think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem. The Capstone will enable students to develop and strengthen organisational, analytical report writing, and group working skills.

Teaching: This course is delivered through help sessions totalling a minimum of 5 hours during the year.

These sessions provide guidance and advice on planning and managing the Capstone process and maintaining effective and fair group work. Each Capstone group will be allocated a supervisor, who will provide guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.

Formative coursework: Feedback will be provided on work-in-progress during Capstone group meetings in Autumn and Winter Terms.

Indicative reading:

- Policy analysis: William N. Dunn, *Public Policy Analysis: An Integrated Approach* (Routledge, 2018); Eugene Bardach and Eric M. Patashnik, *A Practical Guide for Policy Analysis* (Sage Publications, 2016); David L. Weimer and Aidan R. Vining, *Policy Analysis: Concepts and Practice* (Routledge, 6th edition, 2017); Sue C. Funnell and Patricia J. Rogers, *Purposeful Program Theory* (Jossey-Bass, 2011); Philip H. Pollock, *The Essentials of Political Analysis* (CQ Press, 2016)
- Report writing: John Bowden, *Writing a Report* 9th edition (How to Books, 2011); Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014).
- Group working: Laura Lipton, *Groups at Work: Strategies and Structures for Professional Learning* (Miravia, 2011); Brian A. Griffith and Ethan B. Dunham, *Working in Teams: Moving from High Potential to High Performance* (Sage, 1st edition, 2015).

Assessment: Project (100%, 15000 words) in the WT.

The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

The group mark has three components:

- 1) 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
 - 2) 50% of the overall mark is given by two academic readers upon submission of the project report; and
 - 3) the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item).
- Additionally, each group member must complete the Capstone evaluation and feedback exercise. This will be submitted individually and separately from the report.

PP4B4 Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Alexandra Cirone and Dr Simon Bastow

Availability: This course is compulsory on the MPA Dual Degree (LSE and Hertie). This course is available on the Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Students may not take this course and PP4V8 Policy Paper.

This course is only available to MPA students in Year 2 of their programme.

Course content: The aim of this course is to enable students to plan, design and conduct independent substantial research in an area of public policy. Students will write a dissertation of no more than 10,000 words on a topic of their choice to be agreed with their supervisor. The dissertation involves an evidence-based assessment of a concrete policy issue or problem in a specific setting. It must be concerned with the goal of policy improvement and, at the same time, it must contribute to a broader objective of knowledge-building. The main body of the dissertation should include literature review, methodology, results of the

analysis, discussion of findings, conclusions and implications for knowledge. Dissertations can utilise quantitative and/or qualitative data and information and draw on primary and/or secondary sources.

Teaching: This course is delivered through help sessions totalling a minimum of 3 hours in Autumn Term and 2 hours in Winter Term. These sessions provide academic and practical guidance on planning and writing the dissertation and offer an opportunity to ask questions. The student's supervisor will provide advice and guidance on this piece of work.

Indicative reading: Writing guidance:

- Inger Furseth, Euris Everett and Larry Everett, *Doing Your Master's Dissertation: From Start to Finish* (Sage Study Skills Series, 2013);
- Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014);
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students* (SAGE Study Skills Series, 2008);
- Christopher Hart, *Doing a Literature Review* (SAGE Study Skills Series, 2018);
- Sharon M. Ravitch and J. Matthew Riggan, *Reason and Rigor: How Conceptual Frameworks Guide Research* (2nd edition, Sage Publications, 2016).

Research methods:

- Catherine Hakim, *Research Design: Successful Designs for Social Economics Research*, 2nd ed. (Routledge, 2000);
- Joseph A. Maxwell, *Qualitative Research Design* (3rd edition, Sage, 2013);
- Alan Bryman, *Social Research Methods*, 5th ed. (Oxford University Press, 2015);
- David Partington, *Essential Skills for Management Research* (Sage Publications, 2002).

Assessment: Dissertation (90%, 10000 words) in the ST.

Dissertation proposal (10%) in the AT.

- A 1,500 word dissertation proposal consisting of the title, abstract, research question, research justification, feasibility of the dissertation topic, choice of literature and an explanation of sources, proposed research design and methods, and provisional structure will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor. Students will be given feedback on their proposal.
- The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

PP4B5 Capstone Project: MPA - Data Science for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Professor Alexander Evans

Availability: This course is compulsory on the MPA in Data Science for Public Policy. This course is not available as an outside option.

Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation that can be meaningfully tackled with quantitative and data science tools. Typical clients include public sector bodies, private sector companies, international organisations, think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem. The Capstone will enable students to develop and strengthen organisational, analytical report writing, and group working skills.

Teaching: This course is delivered through help sessions totalling a minimum of 5 hours across Autumn Term.

These sessions provide guidance and advice on planning and managing the Capstone process and maintaining effective and fair group work.

Each Capstone group will be allocated a supervisor, who will provide guidance on the project's development and assistance with

client liaison. Other members of staff may also advise as required.

Formative coursework: Feedback will be provided on work-in-progress during Capstone group meetings in Autumn and Winter Terms.

Indicative reading: A detailed list of learning resources will be provided by the instructor prior to the start of the AT. Helpful readings include:

- Policy analysis: William N. Dunn, *Public Policy Analysis: An Integrated Approach* (Routledge, 2018); Eugene Bardach and Eric M. Patashnik, *A Practical Guide for Policy Analysis* (Sage Publications, 2016); David L. Weimer and Aidan R. Vining, *Policy Analysis: Concepts and Practice* (Routledge, 6th edition, 2017); Sue C. Funnell and Patricia J. Rogers, *Purposeful Program Theory* (Jossey-Bass, 2011); Philip H. Pollock, *The Essentials of Political Analysis* (CQ Press, 2016)
- Report writing: John Bowden, *Writing a Report* 9th edition (How to Books, 2011); Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014).
- Group working: Laura Lipton, *Groups at Work: Strategies and Structures for Professional Learning* (Miravia, 2011); Brian A. Griffith and Ethan B. Dunham, *Working in Teams: Moving from High Potential to High Performance* (Sage, 1st edition, 2015).

Assessment: Project (100%, 15000 words) in the WT.

The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances. The group mark has three components:

- 1 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
- 2 50% of the overall mark is given by two academic readers upon submission of the project report; and
- 3 the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item). Additionally, each group member must complete the Capstone evaluation and feedback exercise. This will be submitted individually and separately from the report.

PP4E4 Half Unit Not available in 2024/25

Analytic frameworks for policy evaluation

This information is for the 2024/25 session.

Teacher responsible: Dr Christine Cote and Prof Richard Bevan

Availability: This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students from the Department of Management's MSc programmes for any outside option spaces.

Pre-requisites: Students must have previously studied microeconomics.

Course content: The course will focus on concepts and cases relevant to understanding how to assess costs and benefits of policy options to enable governments to make hard choices. This entails accounting for: costs and benefits across different criteria and at different times, risk and uncertainty, and distributional effects; and designing evaluation to relate to the political process of making decisions.

The course examines three methods of evaluation: cost benefit analysis (CBA), cost effectiveness analysis (CEA), multicriteria decision analysis (MCDA). It explains the principles of each

method and examines case studies to show their strengths and weaknesses. The aim is for students to learn that, for policy analysis, that the concepts of micro-economics are necessary but not sufficient by relating the issues that emerge from the case studies to major intellectual arguments of the 20th Century. These are arguments over the nature of science, positivism, power, efficiency, equity, and justice. The objective is for students to learn what characterises policy analysis that is likely to succeed or fail in enabling governments to make hard choices.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT.

Formative coursework: Students will be expected to produce 2 pieces of coursework in the AT.

A presentation as a member of a seminar group in the second week of term.

A detailed essay plan on two pages with introduction, one key paragraph and conclusion written in full on the principle of using markets to assess costs and benefits and problems with this approach.

Indicative reading: The course text is D M Hausman and M S McPherson, *Economic Analysis, Moral Philosophy and Public Policy*, Cambridge University Press, 2006.

Extracts from standard texts on methods of economic appraisal:

- HM Treasury, *The Green Book. Appraisal and Evaluation in Central Government*, TSO, 2011
 - A Boardman, D Greenberg, A Vining, D Weimer, *Cost-Benefit Analysis: concepts and practice*, (4th Edition) Harlow: Pearson Education, 2014
 - P Goodwin, G Wright, *Decision Analysis for Management Judgment* (5th edition) Chichester: John Wiley and Sons, 2014
- Material on cases studies including:
- N Stern, *Why are we waiting?: The logic, urgency, and promise of tackling climate change*, MIT Press, 2015.
- Extracts from classic works of leading scholars including:
- J Rawls, *A Theory of Justice*, Oxford University Press, 1971
 - T S Kuhn, *The Structure of Scientific Revolutions* (2nd edn), University of Chicago Press, 1972
 - IMD Little, *A Critique of Welfare Economics*, Oxford University Press, 1973
 - T C Schelling, *The Strategy of Conflict*, Oxford University Press, 1973
 - KR Popper, *Conjectures and Refutations*, Routledge and Kegan Paul (fourth edition), 1973
 - R Nozick, *Anarchy, State and Utopia*, Blackwell, 1974
 - N Daniels, *Just health care*. Cambridge: Cambridge University Press, 1990
 - D W Hands, *Reflection without Rules*, Cambridge: Cambridge University Press, 2001
 - S Lukes, *Power: A Radical View*, 2nd edn, Palgrave, 2005.

Extracts from official reports and published papers.

Assessment: Essay (50%, 3000 words) in the WT.

Group presentation (20%) and policy brief (30%) in the AT.

The essay will be a critique of the methods used in a case study relevant to an issue in the student's country.

There will be four group presentations as a member of a seminar group in the weekly seminars.

There will be a policy brief for a minister on a hard choice.

PP4E5 Half Unit

Innovations in the governance of public services delivery

This information is for the 2024/25 session.

Teacher responsible: Dr Simon Bastow and Professor Gwyn Bevan

Availability: This course is available on the CEMS Exchange, Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual

Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, MSc in Management (1 Year Programme), MSc in Social Innovation and Entrepreneurship, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines innovations in different models of governance (defined broadly as the overarching mechanisms) that organise the delivery of public services. We look at variations across three key governance models in particular, 'hierarchy, markets and networks' in recent decades, and assess their strengths and limitations. We examine their application in both developed and developing countries, to a wide range of core public services, including healthcare, education, criminal justice, transport, public utilities, urban regeneration, reducing carbon emissions to 'net-zero', and others.

Many public services have seen a broad global shift from traditional hierarchical bureaucracies towards markets and networks. Many countries have experienced, and will continue to experience, extensive marketisation of public services and we cover key innovations and their impacts. Markets, in particular privatisation, create high-powered incentives to challenge inertia that can beset the public sector, however marketisation is no panacea: indeed the characteristics of some public services mean that this brings new risks and problems and governments have often struggled in recent decades with managing the consequent market failure. We look at the use of 'quasi-markets', voucher systems, full-scale privatisations, Private Finance Initiatives (PFIs) and Public-Private Partnerships (PPPs), Payment by Results (PBR) and Social Impact Bonds (SIBs), 'blended' models, and assess their impact on public services. We also look at innovations in networked, polycentric or collaborative forms of governance. A central theme of the course is the relationship between institutions and innovative mechanisms for change. Markets and networks offer a wide range of innovative mechanisms, but their success or failure is often determined by the institutional context in which they are implemented. History matters and outcomes are path dependent with radical changes possible in 'windows of opportunity'. Looking across different models of governance, the course will consider issues around optimisation of design and integration of models, and the impact of institutional path dependence on success and failure. We explore how to align new mechanisms for change with existing institutions in complementary ways.

The course draws on a range of disciplines and analytical approaches, including transaction cost economics, political science, institutional economics, and developments in behavioural economics. These include the economics of identity, 'reciprocal altruism' and the power of reputational mechanisms of 'naming and shaming' and 'naming and faming'. The lectures and seminars are organised to enable you to understand key theory/concepts through illustrative cases and discussion. The seminars are organised around group-based presentations.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 35 hours across Winter Term.

Formative coursework: Students will be expected to produce 1 piece of formative coursework in Winter Term - a 750-word essay plan.

Indicative reading: Students will be directed to key texts throughout the term. Course literature draws from public policy and governance, the economics of transaction costs and behavioural economics among other disciplines. Some indicative readings throughout the course include:

- Hirschman, AO. (1970) Exit, voice, and loyalty: Responses to decline in firms, organizations, and states. London: Harvard University press.
- M Barber. (2015) How to run a government so that citizens benefit and taxpayers don't go crazy, Allen Lane.
- Le Grand, J. (2007) The Other Invisible Hand: Delivering Public Services Through Choice and Competition, Princeton University Press.
- Williamson, OE (1975) Markets and Hierarchies, The Free Press.

- Williamson, OE (1985) The Economic Institutions of Capitalism: Firms, Markets and Relational Contracting, New York, The Free Press.
- North, D. (1990) Institutions, Institutional Change, and Economic Performance. Cambridge, Cambridge University Press.
- G A Akerlof, RE Kranton, (2010) Identity Economics: How Identities Shape Our Work, Wages, and Well Being. Woodstock: Princeton University Press.
- Oliver, A (ed.) (2013) Behavioural Public Policy, Cambridge: Cambridge University Press.
- Katz, B. & J. Bradley (2013), The Metropolitan Revolution: How Cities and Metros are Fixing our Broken Politics and Fragile Economy (Brookings Institution Press).
- Bowles, S. (2016) The Moral Economy: Why Good Incentives Are No Substitute for Good Citizens. Yale University Press.
- Bevan, G. (2023) How did Britain come to this? A century of systemic failures of governance. LSE Press.

Assessment: Essay (50%, 3000 words) in the ST. Presentation (20%) and policy brief (30%) in the WT. Presentations as a member of a seminar group in the weekly seminars (20%).

A policy brief about a proposed innovation in government, directed at the head of an organisation able to implement or influence government policy. (30%).

A research essay of 3,000 words critically examining governance and innovation in delivery of public services (50%).

PP4G3 Half Unit

Designing and Managing Change in the Public Sector

This information is for the 2024/25 session.

Teacher responsible: Dr Simon Bastow

Availability: This course is available on the CEMS Exchange, Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, MSc in Social Innovation and Entrepreneurship, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course examines important challenges for governments and public sector organisations in being able to design and manage transformative change in public services. Two key aspects of change are fundamental:

- the **instrumental** capacity of government to design and implement policy and programme change in coherent, sustainable and successful ways, and
 - the **adaptive** capacity of government to respond effectively to change in the external environment - e.g. global crisis, demographic shifts, digitisation, or changes in public opinion - and avoid problems of obsolescence or 'out-of-touch' policies.
- We look at this dual challenge across developed and developing country contexts, and across core areas of government policy and public services. The course is primarily about government and public sector, however an important element is looking at the capacity of governments to coordinate with private and third sectors in designing and managing transformative change. From the outset we discuss how governments can develop coherent responses to so-called 'wicked' public policy and management problems. These are often complex, multi-faceted and intractable problems that require well-designed and complementary measures. We look at the interplay of different governance factors such as the impact of politics, bureaucracy, culture, incentives and motivations, administrative capacity, amongst others, and explore the potential for and limitations on

transformative change. The course works through key aspects of holistic design: including strategy, culture, motivation and coordination, leadership, social-technical systems, resilience, and policy and organizational learning. There is strong emphasis on transformation through digital change.

The course aims to provide students with practical theory and concepts for designing coherent action in public services and the public sector. We look at these challenges primarily from the perspective of the senior government or public sector official, working at the interface of high politics, policy making, and operational delivery. The course will be useful for students who are interested in working **in** government, or for those who work in other 'social impact' roles that involve working closely **with** government and public authorities.

The syllabus draws on concepts from public policy, political science, institutional economics, and organizational and system design, and organizational behaviour. We cover a wide range of sectors and policy areas, particularly core areas of public sector services such as criminal justice, health, welfare, education and defence. The course emphasises dialogue between concepts and cases, and offers strong applied and practical relevance with experienced public sector practitioners involved in lecture slots.

Teaching: This course is delivered through a combination of pre-recorded video material, interactive lectures and seminars, totalling a minimum of 35 hours across Autumn Term.

Formative coursework: Students will receive feedback on group presentations in seminars in the AT.

Students will have the option to submit formative plans for both elements of the written summative assignments during the AT.

Indicative reading: There is no one set text for this course.

Students will be directed to key readings throughout the term. Some indicative readings include:

- Bason, Christian (2017), *Leading Public Design: Discovering Human-centred Governance*, (Policy Press: Bristol) Forthcoming in LSE Library
- H. Simon (1996), *Sciences of the Artificial*, 3rd ed. (Cambridge, MA: MIT Press)
- J. Roberts (2004), *The Modern Firm* (Oxford, Oxford University Press)
- P. Dunleavy, H. Margetts, S. Bastow and J. Tinkler (2006) *New Public Management is Dead: Long live digital-era governance*, *Journal of Public Administration Research and Theory*, 16, pp 467-494
- H. Mintzberg (1994), *The Fall and Rise of Strategic Planning*, *Harvard Business Review*, 72(1), Jan-Feb 1994 pp107-114
- Hood, Christopher (1998), *The Art of the State: Culture, Rhetoric and Public Management* (Oxford, Oxford University Press)
- Schein, Edgar H. (2010), *Organizational culture and leadership* (San Francisco, John Wiley & Sons Inc.)
- Brehm, J. and S. Gates (1999), *Working, Shirking and Sabotage: Bureaucratic Response to a Democratic Public* (Michigan, The University of Michigan Press)
- Heath, C. and N. Staudenmayer (2000), *Coordination Neglect: How Lay Theories of Organizing Complicate Coordination in Organizations*, *Research in Organizational Behaviour* 22: 155-193
- Hood, C. and Margetts, H. (2007), *The Tools of Government in the Digital Age* (Basingstoke, Palgrave MacMillan)
- G. Morgan (2006), *Images of Organization* (Sage)
- Weick, Karl. E. (1995) *Sensemaking in Organizations* (London, Sage)

Assessment: Project (40%) in the WT.

Presentation (20%) and case analysis (40%) in the AT.

Case analysis of 2,500 words by week 11 in the AT (40%).

Transformation design project (TDP) of 2,500 words by Week 3 in the Winter Term (40%).

Group presentation in seminars throughout the AT (20%).

PP4J2 Half Unit

New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise

This information is for the 2024/25 session.

Teacher responsible: Professor Jonathan Roberts, Marshall Institute, 9th Floor, Marshall Building (MAR.9.05)

Other teachers: Professor Sir Julian Le Grand and Professor Stephan Chambers, Marshall Institute

Availability: This course is available on the Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

This course is only available to MPA students in Year 2 of their programme. This course has a limited number of places (it is controlled access) and demand is typically very high.

The course is a collaboration between the Marshall Institute and the School of Public Policy.

Course content: Private actions for public benefit - whether called philanthropy, charity, associationalism, social entrepreneurship or social business - have long been significant within societies. This arena of private action is currently experiencing both resurgence and disruption. This course takes a policy-oriented approach towards these new dynamics of private social action. It explores innovative mechanisms of financing, organisation and delivery, including impact investing, new coalitions for social impact (for instance, social impact bonds), venture philanthropy, social enterprise and the purpose-driven corporation. A central focus is the opportunity created by bringing together market and business mechanisms and the social – but also the consequent challenge and complexity of achieving social impact through hybrid organisations, hybrid funding streams and hybrid mechanisms of coordination. Cross-cutting themes are how to design incentive structures which respond to the complex web of motivations of actors in this field, and the organisational tension inherent in responding to double or triple bottom lines.

Using analytical frameworks drawn from economics, sociology and political economy, the course will critically evaluate the challenges and advantages of these emerging institutions and mechanisms. Examples of the types of question that we will investigate include: what is social enterprise? How can social enterprises support social innovation and impact? Can we combine financial return, social impact and environmental sustainability? Why should an organisation be a non-profit, for-profit or other ownership form? How can the state, market and private altruistic action combine to achieve social impact? How can we design organisations and structures which nurture and capitalise on values and altruism? What are the differences between the culture, practice and motivations of state, commercial and charitable organisations, and what are the consequent challenges of implementation and management in hybrid organisations? The answers to these questions are contested and the course seeks to give participants the critical skills to make their own determination.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 34 hours across the Winter Term. Some asynchronous activities including short online videos and recorded interviews with expert practitioners may also be used.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Formative assessment will consist of a draft composition of 1,500 words to prepare for the summative coursework.

Indicative reading:

- Battilana, J., Lee, M., Walker, J. & Dorsey, C. (2012). "In Search of the Hybrid Ideal." *Stanford Social Innovation Review* 10(3): 51-55
- Brest, P. (2020). 'The Outcomes Movement in Philanthropy and the Nonprofit Sector' in Powell, W. and Bromley, P. (eds). *The Nonprofit Sector: a Research Handbook* (third edition). Redwood

City: Stanford University Press

- Dees, G. (2012). "A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship." *Journal of Business Ethics* 111(3): 321-334
- Eikenberry, A. (2009). "Refusing the Market: A Democratic Discourse for Voluntary and Nonprofit Organizations". *Nonprofit and Voluntary Sector Quarterly* 38(4): 582-596
- Le Grand, J. (2006). *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Oxford: Oxford University Press.
- Le Grand, J. and Roberts, J. (2021) 'Hands, hearts and hybrids: economic organisation, individual motivation and public benefit'. *LSE Public Policy Review*. 1(3): p.1
- Porter, M and Kramer, M (2011), 'Creating shared value', *Harvard Business Review* 89 (Feb); 62-77. Also TedTalk - <https://www.youtube.com/watch?v=0ilh5YYDR2o>
- Le Grand, J. and J. Roberts (2017). "The public service mutual: theories of motivational advantage". *Public Administration Review* 78(1): 82-91
- Reich, C. Cordelli and L. Bernholz (eds) (2016). *Philanthropy in democratic societies : history, institutions, values*. Chicago: University of Chicago Press
- Salamon, L. (2014). *Leverage for Good: An Introduction to the New Frontiers of Philanthropy and Social Investment*. Oxford: Oxford University Press
- Tirole, J. (2017). *Economics for the Common Good*. Princeton: Princeton University Press.
- Yunus, M. (2010). *Building Social Business*. New York: Public Affairs.

Assessment: Coursework (50%, 2500 words) in May.

Other (50%) in April.

The 'other' assessment is a social enterprise proposal of 2,000 words.

PP4J4 Half Unit Not available in 2024/25 Designing and Implementing Evidence-Informed Policies and Programmes

This information is for the 2024/25 session.

Teacher responsible: Dr Babken Babajanian

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Students from outside the School of Public Policy will need to have some previous policy experience.

Course content: The aim of this half-unit course is to help students develop knowledge, critical analysis and skills necessary for evidence-informed policy making. It will enable students to assess, analyse, interpret and use evidence to design relevant and effective interventions. The course particularly emphasises design and implementation arrangements that recognise the complexity of economic, social, institutional and political contexts and allow the promotion of social inclusion, diversity and gender equality in public policies. The course will equip students with the knowledge and skills to critically appraise how government agencies, international organisations and other actors generate and utilise evidence to design and implement policies and programmes. The course covers evidence generation and use during three main

stages of the policy cycle: policy design, implementation, and monitoring and evaluation. It introduces theory-based approaches and examines the use of social, gender, governance and political-economy analysis to inform policy design and implementation. It discusses the role of monitoring and evaluation in producing nuanced policy-relevant evidence.

The course draws on policies and programmes in the field of social policy and social development in a global context. In seminars, students will review and critically assess policy reports and research studies of actual policies and programmes. They will scrutinise different assessment tools developed and used by government agencies and international organisations (e.g. World Bank, ADB, Inter-American Development Bank) for gathering policy relevant evidence.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 27 hours across Michaelmas Term.

Formative coursework: 1. Seminar presentations on assigned topics and contribution to seminar discussions. Each student is expected to do at least one presentation.

2. An essay answering a pre-assigned question (800 words)

3. A short individually-authored policy report (1,000 words)

Indicative reading: Parkhurst, J. (2017) *The Politics of Evidence, From Evidence-based Policy to the Good Governance of Evidence*, Routledge: London and New York

Cartwright, N and J. Hardie (2012) *Evidence-Based Policy: A Practical Guide to Doing It Better*, Oxford University Press

Chaplin, D., Twigg, J. and E. Lovell (2019), *Intersectional approaches to vulnerability reduction and resilience-building*, ODI, London

Holmes, R. and N. Jones (2013) *Gender and Social Protection in the Developing World: Beyond Mothers and Safety Nets*, Zed Books: London and New York.

Fritz, V., Levy, B. and R. Ort (2014) *Problem-driven Political Economy Analysis: The World Bank's Experience*, *Directions in Development - Public Sector Governance*, World Bank: Washington, DC.

Assessment: Essay (30%) in the AT.

Policy report (70%) in the WT.

Students will be required to complete two assignments designed to support the main learning outcomes of the course:

1 An essay (30%), in which students answer a pre-assigned question, drawing on literature and course material (max 1,000 words). This assessment will support student learning of the main debates, issues and critiques and will help consolidate their disciplinary and methodological knowledge.

2 An individually-authored policy report (70%) drawing on relevant literature and course material (max 3,000 words).

This assessment will support students' ability to appraise policies and programmes; evaluate, analyse, interpret and use evidence; design analytical frameworks; prepare and present written critiques; and write policy reports.

PP4J5 Half Unit Not available in 2024/25 Fiscal Governance and Budgeting

This information is for the 2024/25 session.

Teacher responsible: Dr Joachim Weher

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, MSc in Political Science (Political Science and Political Economy), MSc in Public Policy and Administration, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course examines contemporary issues in

fiscal governance and public budgeting in OECD countries and elsewhere. The focus is on executive and legislative actors and the institutional structures within which they make budgetary choices. Following an introduction to theoretical approaches to the study of budgeting, topics include medium-term frameworks, top-down budgeting, fiscal rules and fiscal councils, performance budgeting, legislative budgeting, fiscal decentralisation, budget transparency, audit and accountability.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Autumn Term. This year teaching will be delivered in person where possible and where conditions allow.

Formative coursework: Students are expected to produce one formative essay in Autumn Term as practice for the exam.

Indicative reading:

- Alesina, A, C Favero and F Giavazzi (2019). *Austerity: When It Works and When It Does Not* (Princeton, NJ, Princeton University Press).
- Blyth, M (2013). *Austerity: The History of a Dangerous Idea* (Oxford, Oxford University Press).
- Hallerberg, M, R Strauch, and J von Hagen, (2009). *Fiscal Governance in Europe* (Cambridge, Cambridge University Press)
- Allen, R, R Hemming, and B Potter, eds (2013). *The International Handbook of Public Financial Management* (New York, NY, Palgrave Macmillan)
- Cangiano, M, T Curristine, and M Lazare, eds (2013). *Public Financial Management and Its Emerging Architecture* (Washington DC, International Monetary Fund).

Assessment: Exam (75%, duration: 3 hours) in the January exam period.

Coursework (25%) in the AT.

The coursework (worth 25%) will consist of a Policy Exercise where students will prepare and deliver a presentation which will be carried out in groups.

The e-exam (75%) will be held in the January exam period.

PP4V8 Half Unit Policy Paper

This information is for the 2024/25 session.

Teacher responsible: Dr Simon Bastow and Dr Alexandra Cirone

Availability: This course is available on the Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

MPA students may not take both this course and an MPA Dissertation. This course is only available to MPA students during the second year of their programme.

Course content: The aim of the course is to enable students to plan, design and conduct independent research in an area of public policy. Students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with their supervisor. The policy paper will carry out an evidence-based assessment of a concrete policy issue or problem in a specific setting and provide a practical contribution to policy and practice. The main body of the policy paper should include methodology, results of the analysis, discussion of findings, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and information and draw on secondary and/or primary sources.

Teaching: This course is delivered through help sessions totalling a minimum of 3 hours in Autumn Term and 2 hours in Winter Term. These sessions provide academic and practical guidance on planning and writing the policy paper and offer an opportunity to ask questions. The student's supervisor will provide advice and guidance on this piece of work.

Formative coursework: A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research

question, research justification, feasibility of the topic, an explanation of sources, proposed research design and methods, and provisional structure must be submitted in the Autumn Term. Students may only change their topic thereafter with the agreement of their supervisor. Students will be given feedback on their proposal.

Indicative reading: Writing guidance:

- Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014);
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students* (SAGE Study Skills Series, 2008);
- Christopher Hart, *Doing a Literature Review* (SAGE Study Skills Series, 2018);
- Sharon M. Ravitch and J. Matthew Riggan, *Reason and Rigor: How Conceptual Frameworks Guide Research*, 2nd edition (Sage Publications, 2016)

Research methods:

- Catherine Hakim, *Research Design: Successful Designs for Social Economics Research*, 2nd ed. (Routledge, 2000);
- Joseph A. Maxwell, *Qualitative Research Design* (3rd edition, Sage, 2013);
- Alan Bryman, *Social Research Methods*, 5th ed. (Oxford University Press, 2015);
- David Partington, *Essential Skills for Management Research* (Sage Publications, 2002).

Assessment: Policy paper (100%) in the ST.

- 6,000 word policy paper.

PP4X6 Not available in 2024/25 Welfare Analysis and Measurement

This information is for the 2024/25 session.

Teacher responsible: Dr Berkay Ozcan (OLD.2.32) and Prof Stephen Jenkins (OLD.2.29)

Availability: This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), MPA in Data Science for Public Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), Master of Public Administration and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit. This course has no formal pre-requisites. The course focuses on quantitative approaches to assessment of social progress. A strong background in maths and stats is not required but you need to be willing to engage with tables and graphs and basic formulae. The course is challenging but not intrinsically difficult; most important is a willingness to engage with the issues in depth.

Course content: This course provides an introduction to the analysis and measurement of the welfare of individuals and societies, examining concepts, measurement and data, as well as providing illustrations. The aims are to provide an understanding of the main tools used to measure and monitor individuals' and social welfare, and to develop skills for assessing academic research and official statistics (as produced by national or international agencies) and for undertaking one's own analysis. The first half of the course focuses on univariate monetary measures of economic wellbeing notably 'income', and on the experience of OECD countries (especially the UK, EU, and USA), but the aim is also to place these in the context of developments based on other approaches and in other countries including middle- and low-income nations. The topics covered include measurement of inequality, poverty, and mobility; setting poverty thresholds

and equivalence scales; data sources and their quality; empirical illustrations considering assessments of trends within countries, cross-national differences, and global poverty and inequality. The second half of the course broadens the perspective to consider a range of non-monetary, multidimensional, and subjective measures of welfare for individuals and societies. Examples include occupational and socio-economic status (SES), anthropometric measures, the Human Development Index and related indices of development, and measures of happiness and life satisfaction. The second half of the course draws on the measurement approaches and data issues covered in the first half of the course, developing them as appropriate to the new settings.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 60 hours across Autumn Term and Winter Term.

Indicative reading: Most of the course reading is in journal articles. Books providing overviews include:

- Foster, J, Seth, S, Lokshin M and Saiara, Z, A Unified Approach to Measuring Poverty and Inequality (2013; free e-book available); and
- Atkinson A and Bourguignon F (eds) Handbook of Income Distribution Volume 2 (2015) and their earlier Volume 1 (2000) (available online via LSE Library).

A full reading list is distributed at the beginning of the course.

Assessment: Coursework (25%, 2000 words) in the WT.

Take-home assessment (75%) in the ST.

SO407

Politics and Society

This information is for the 2024/25 session.

Teacher responsible: Dr Kristin Surak

Availability: This course is compulsory on the MSc in Political Sociology. This course is available on the MA in Modern History, MSc in Social Research Methods and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement, with priority given to students on the MSc in Sociology, MSc in Social Research Methods and MA in Modern History. This may mean that not all students who apply will be able to get a place on this course.

Course content: This course aims to explore some of the great debates about the relationship between politics and society. It will examine the interaction between political institutions, economic interests and cultural ideas, especially in societies that are both democratic and capitalist. The course will explore some of the classic empirical and historical controversies that have animated political sociologists. Each week, we will discuss questions like: What gave rise to states and nations? Why are some social movements more successful than others? How does social change shape parties and elections? Do repressive states give rise to radicalism? Why are welfare states more developed in some countries than others? Why is there no Labor Party in the United States? Under what conditions does democracy develop? What are the legacies of imperialism? What explains the growth of populism? And has neo-liberalism become hegemonic? The course will also look at the canonical writings of authors like Marx and Weber, as well as critically explore the use of some political concepts. In addition, it will enable you to build up your knowledge of a number of countries and to assess the strengths and weaknesses of some of the main theories and approaches that have dominated the study of political sociology. These include functionalist, rational choice, and institutionalist theories, as well as historical and comparative approaches.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 40 hours across AT

and WT, with 4 hours of seminars in the ST.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Seminars: Papers will be presented by participants and, on occasion, by guest speakers.

Formative coursework: Members of the seminar will be required to present a number of papers during the course of the seminar.

There will also be a written assignment in AT and WT.

Indicative reading:

- B. Anderson. Imagined Communities;
- R. Archer, Why is There No Labor Party in the United States?;
- K. Surak, The Golden Passport: Global Mobility for Millionaires;
- P Evans et al, Bringing the State Back In;
- S M Lipset, 'The Social Requisites of Democracy Revisited', American Sociological Review, vol 59;
- S Lukes, Power: A Radical View;
- D McAdam, Comparative Perspectives on Social Movements;
- M Mann, The Sources of Social Power;
- M Olson, The Logic of Collective Action;
- T Skocpol, Protecting Soldiers and Mothers;
- C. Tilly, Coercion, Capital and European States;
- L. Weiss, The Myth of the Powerless State.

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Essay (30%, 3000 words) in the ST.

Attendance at all seminars and submission of all set coursework is required.

SO424

Approaches to Human Rights

This information is for the 2024/25 session.

Teacher responsible: Dr Mai Taha

Availability: This course is compulsory on the MSc in Human Rights. This course is available on the MSc in Gender, Peace and Security, MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

Course content: This is a multi-disciplinary course that provides students with a rigorous and focused engagement with different disciplinary perspectives on the subject of human rights including philosophy, sociology and international law. It provides students with contending interpretations of human rights as an idea and practice from the different standpoints that the disciplines present and investigates the particular knowledge claims and modes of reasoning that the respective disciplines engage. The course applies the insights of international law, philosophy and sociology to understand key human rights issues such as universality, international institutions, genocide, non-discrimination, economic and social rights and citizenship.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across AT and WT, with 1 hour in ST.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: Active participation in the workshops is expected and students will be asked to make a presentation to their group.

Students will have an opportunity to submit a formative essay in the AT.

Indicative reading: No one book covers the entire syllabus and students are expected to read widely from more general texts on human rights, to more specific texts outlining the debates on

human rights from a particular disciplinary perspective.

Philosophy:

- Locke, J., 2018. Two Treatises of Government-Locke. Lebooks Editora.
- Douzinas, C. and Gearty, C. eds., 2014. The meanings of rights: the philosophy and social theory of human rights. Cambridge University Press.
- Esmeir, S., 2012. Juridical humanity: A colonial history. Stanford University Press.
- Pashukanis, E., 2017. The general theory of law and Marxism. Routledge.
- Crenshaw, K.W., 2013. Mapping the margins: Intersectionality, identity politics, and violence against women of color. In The public nature of private violence (pp. 93-118). Routledge.

Law:

- Alston, P. and Mégret, F., 2020. Introduction: appraising the United Nations human rights regime. The United Nations and Human Rights—A Critical Appraisal, 2nd ed.; Alston, P., Mégret, F., Eds, pp.2-7.
- Charlesworth, H., 2012. Law-making and sources. In The Cambridge companion to international law. Cambridge University Press.
- Knox, R., 2019. A Marxist approach to RMT v the United Kingdom. In Research Methods for International Human Rights Law (pp. 13-41). Routledge.
- Krever, T., 2013. International criminal law: An ideology critique. Leiden Journal of International Law, 26(3), pp.701-723.

Sociology:

- L. Morris, Rights: Sociological Perspectives (2006);
- B. Turner, Vulnerability and Human Rights (2006);
- A. Woodiwiss, Human Rights (2005).

Assessment: Exam (70%, duration: 3 hours) in the spring exam period.

Essay (30%, 3000 words) in the ST.

Attendance at all classes and submission of all set coursework is required.

S0426 Half Unit Classical Social Thought

This information is for the 2024/25 session.

Teacher responsible: Prof Monika Krause

Availability: This course is available on the MA in Modern History, MSc in Culture and Society, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

Course content: The course provides a critical review of classical social theory. We explore the origins and development of classical social theory through a close reading of primary texts by authors such as Marx, Weber, DuBois, Simmel, Toqueville, Martineau and Durkheim. This course will consider texts in their historical contexts and discuss subsequent developments within the theoretical traditions associated with the authors studied. We will also consider implications for sociological research. It is not assumed that students have a basic grounding in classical social theory, although it is expected that students who register for this course will be prepared to develop their understanding through primary readings, and not rely on textbooks.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the AT.

Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: A 5 min class presentation and a formative essay.

Indicative reading: The reading list for each seminar will be divided up into essential and additional reading. Students will be asked to read between 50 and 100 pages of primary text per week.

The following is a sample list of readings:

- Marx, K: The Communist Manifesto & Grundrisse & Capital (sections of vols 1 & 3);
 - Weber, M: The Protestant Ethic and the Spirit of Capitalism & 'Science as a Vocation';
 - Simmel, G: The Philosophy of Money (various sections)
- And various essays such as:
- Simmel, G: 'The Metropolis and Mental Life', 'The Stranger', etc.;
 - Du Bois: Souls of Black Folk

Assessment: Essay (100%, 5000 words) in the WT.

Attendance at all seminars and submission of all set coursework is required.

S0427 Half Unit Modern Social Thought

This information is for the 2024/25 session.

Teacher responsible: Prof Monika Krause

Availability: This course is available on the MA in Modern History, MSc in Culture and Society, MSc in Political Sociology, MSc in Political Theory and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

Course content: The course examines a range of key traditions and issues in contemporary social theory. Based on the study of texts and debates, students have an opportunity to consider and discover the stakes and choices involved in adopting different theoretical perspectives and their application in social research.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: A 5 min class presentation and a formative essay.

Indicative reading: Bourdieu, P. (1996) The Rules of Art. The Genesis and Structure of the Literary Field. Stanford University Press.

Haraway, D. (2016) Staying with the Trouble: Making Kin in the Chthulucene. Duke University Press.

Latour, B. (1993) We have never been modern. Harvard University Press.

Negt, O. and Kluge, A. (1988) Public Sphere and Experience. Verso.

Said, E. (1978) Orientalism. Pantheon Books.

Benzecry, C., Krause, M. and Reed, I. (2019) Social Theory Now. Chicago University Press.

Assessment: Essay (100%, 5000 words) in the WT.

Attendance at all classes and submission of all set coursework is required.

S0434 Cultural Theory and Cultural Forms

This information is for the 2024/25 session.

Teacher responsible: Dr Jana Melkumova-Reynolds

Availability: This course is compulsory on the MSc in Culture and Society. This course is available on the MA in Modern History.

This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled

access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement. This may mean that not all students who apply will be able to get a place on this course.

Course content: Cultural Theory and Cultural Forms is the core course for the MSc Culture and Society. The aim is to introduce you to a wide range of approaches, debates and issues that loom large in the study of cultural processes. By the end of this course you should have a reasonable map of different aspects and approaches to researching cultural processes; and you should feel able to formulate your own research questions and strategies within the diverse traditions of culture theory and cultural research. In Term 1 we introduce the diverse approaches to cultural theory and the central debates that have structured the field, with particular attention to the ways in which these link to central sociological themes. The second term brings in recent developments in cultural analysis beyond sociology and considers cultural processes through queer, crip and more-than-human lenses.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across AT and WT.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: All students are expected to submit one piece of non-assessed written work per term and prepare seminar presentations.

Indicative reading: Ahmed, S. 2004. "Affective economies", *Social text*, 22: 117-139.

Ahmed, S. (2006) *Queer Phenomenology: Orientations, Objects, Others*. Durham: Duke University Press.

Appadurai, A. (1990) Disjuncture and Difference in the Global Cultural Economy. *Theory, Culture and Society*, Vol 7, 295-310

Barad, K (2014) Diffracting Diffraction: Cutting Together-Apart, *Parallax*, 20:3, 168-187, DOI: 10.1080/13534645.2014.927623

Bourdieu, P. 1984. *Distinction: A Social Critique of the Judgment of Taste*. London: Routledge.

Braidotti, R. (2013) *The Posthuman*. Cambridge: Polity Press

Butler, J (1998) *Merely Cultural*. In *New Left Review*. NLR 1/227, or <http://www.brynmawr.edu/Acads/GSSW/schram/butlmerelycultural.pdf>

Freeman, E. (2010) 'Introduction: Queer and Not Now', in *Time Binds: Queer Temporalities, Queer Histories*. Durham and London: Duke University Press.

Ferreira da Silva, D (2016) 'On Difference Without Separability'. 32nd Bienal de Sao Paulo – Incerteza Viva. Catalogue. Edited by Jochen Volz and Júlia Rebouças. Sao Paulo: Fundação Bienal de Sao Paulo, pp. 57-65.

Erevelles, N. (2011) *Disability and Difference in Global Contexts: Enabling a Transformative Body Politic*. New York: Palgrave Macmillan.

Halberstam, J. (2005). In *a Queer Time and Place: Transgender Bodies, Subcultural Lives*. New York: NYU Press.

Hall, S. (1992) 'New Ethnicities' in Donald, J and Rattansi, A (eds.) (1992) *"Race", Culture, Difference*. London: Routledge.

Haraway, D. (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. Durham: Duke University Press.

Kafer, A. (2013) *Feminist, Queer, Crip*. Bloomington: Indiana UP

Latour, B. (2004) Why Has Critique Run out of Steam?: From Matters of Fact to Matters of Concern. *Critical Inquiry* 30 (Winter 2004), 225–248.

Lugones, M. (2007) Heterosexualism and the Colonial / Modern Gender System. *Hypatia*, Vol. 22, No. 1, Writing Against Heterosexism, pp. 186-209

Mignolo, W. D. (2014) 'Chapter 4. Sylvia Wynter: What Does It Mean to Be Human?' in *On Being Human as Praxis*, edited by Katherine McKittrick, Durham, NC: Duke University Press, pp.106-123

Muñoz, J. E. (2019) *Cruising Utopia*, 10th Anniversary Edition: The Then and There of Queer Futurity. New York: NYU Press

Oswell, D. (2006) *Culture and Society*. London: Sage.

Tsing, A. L. (2015) *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton and Oxford:

Princeton University Press

Williams, Raymond (1976) 'Culture' in *Keywords: A Vocabulary of Culture and Society*.

Assessment: Essay (50%, 5000 words) in the WT.

Essay (50%, 5000 words) in the ST.

Attendance at all seminars and submission of all set coursework is required.

S0448

City Design: Research Studio

This information is for the 2024/25 session.

Teacher responsible: Dr David Madden and Dr Dena Qaddumi

Availability: This course is compulsory on the MSc in City Design and Social Science. This course is not available as an outside option.

Course content: The City Design: Research Studio is the central unit of the MSc programme, linking the critical issues raised in the core and optional lecture courses, including questions of power and social justice, with the practical analysis of issues of city design and proposals for urban intervention. This course examines the interconnections between the social and the spatial dimensions of city life. Through a mixed-methods engagement with site-based issues, the research studio explores the different ways city design relates to policy formation, planning processes, legal frameworks, local forms of organisation, political projects, and the emerging needs of complex urban societies in everyday life. It will provide students with an appreciation of the complexities of urban design and development processes, and with interdisciplinary tools for addressing specific urban challenges. The course approaches design as a practice for shaping urban environments and responding to urban problems as well as an imaginative form of research that can shed light on the social, political and material dimensions of the city. It aims to integrate the physical, economic, social and political aspects of urban contexts, and develop ways to analyse these visually, textually and verbally. The studio-based approach to learning is an immersion in site-based research and experimental, strategic and pragmatic forms of design intervention. The course comprises an analysis of key examples of transformational urban design in London and beyond, and group-based fieldwork in a London site.

Teaching: In most weeks the Studio course runs for one full day each teaching week in AT and WT through lectures, workshops, small-group tutorials and independent groupwork. Studio groups are expected to work together during the scheduled Studio hours and prepare collectively for regular workshops and tutorials.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: One group presentation on site analysis and research. (AT)

Assessment: Group exercise (50%), group exercise (25%) and assignment (25%) in the WT.

The assessment consists of:

- One group submission (6,000 words, 50%)
- Individual tutor assessment based on contribution to 160group work (25%)
- Individual 160assignment (3,000 words, 25%)

An electronic copy of the individual assignment, to be uploaded to Moodle, is due in WT.

An electronic copy of the group submission, to be uploaded to Moodle, is due in WT.

Attendance at all classes and submission of all set coursework is required.

S0449

Independent Project

This information is for the 2024/25 session.

Teacher responsible: Dr David Madden and Dr Dena Qaddumi

Availability: This course is compulsory on the MSc in City Design and Social Science. This course is not available as an outside option.

Course content: The independent project enables students to develop an original and extended piece of work on any approved topic within the field of the MSc programme. Students may develop work on themes or sites introduced in their Studio or core courses, or on other relevant topics. The project may focus on an analysis of an urban issue or on a practical proposal for urban intervention. Projects may be oriented towards urban design, urban policy, urban social science, or some combination thereof. Approval for the topic must be obtained from your academic advisor.

Teaching: In WT students attend project workshops and submit a provisional project abstract; academic advisors for the independent project are assigned on the basis of the abstract. In ST, each student has regular supervisory meetings with their academic mentor, and final reviews with members of faculty. Students are also encouraged to consult with other members of faculty during regular office hours.

There will be two sessions during AT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Formative coursework: Students are required to submit a project outline in Winter Term.

Assessment: Project (100%, 10000 words) in August.

An electronic copy of the dissertation, to be uploaded to Moodle, no later than 4.00pm on Thursday 14th of August 2025.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

theory and practices of design, drawing on examples of different cities and varied ways of knowing the urban from across the world. We analyse processes of inequality, marginalisation and resistance alongside design methods of observation, visualisation and evidencing. Our weekly seminars incorporate both the analysis of case studies and readings.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Written feedback is given within two weeks of the essay submission, and in addition a writing seminar is incorporated in the course in preparation for the summative assessed essay.

Indicative reading:

- Awan, Nishat, Tatjana Schneider and Jeremy Till. 2013. *Spatial Agency: Other Ways of Doing Architecture* (Abingdon: Routledge)
- Bayat, Asef. 2013. *Life as Politics: How Ordinary People Change the Middle East*, 3rd edn (Stanford: Stanford University Press)
- Boano, Camillo, and Cristina Bianchetti (eds.) 2022. *Lifelines: Politics, Ethics, and the Affective Economy of Inhabiting* (Berlin: Jovis)
- Gabauer, Angelika et al. (eds.). 2021. *Care and the City: Encounters with Urban Studies* (New York: Routledge)
- Goh, Kian, Anastasia Loukaitou-Sideris and Vinit Mukhija (eds.). 2022. *Just Urban Design: The Struggle for a Public City* (Cambridge: The MIT Press)
- Hall, Suzanne, and Ricky Burdett (eds.). 2018. *The SAGE Handbook of the 21st Century City* (London: SAGE)
- Jacobs, Jane M. 1996. *Edge of Empire: Postcolonialism and the City* (London and New York: Routledge)
- Puwar, Nirmal. 2004. *Space Invaders: Race, Gender and Bodies Out of Place* (Oxford and New York: Berg)
- Valladares, Licia do Prado. 2019. *The Invention of the Favela*, trans. by Robert N. Anderson (Chapel Hill: The University of North Carolina Press)

Assessment: Essay (75%, 5000 words) in the WT.

Group presentation (25%) in the AT.

Attendance at seminars and submission of all set coursework is required.

S0451 Half Unit

Cities by Design

This information is for the 2024/25 session.

Teacher responsible: Dr Dena Qaddumi

Availability: This course is available on the MSc in City Design and Social Science and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). For students who are not registered on the MSc City Design and Social Design programme, places will be allocated based on a written statement. Priority will be given to students on the MSc in City Design and Social Science and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: Cities by Design examines the relationship between built form and practices of city design, through situating it in its political, cultural, economic and social contexts. By introducing students to key concepts, sites and practices in spatial analysis and city-making, the course investigates the production of urban space and how the design of our complex urban environments affects the different people who live in them. We engage in the spatial shaping of intersectional social identities - including gender, 'race' and class - and position modernisation, capitalisation and colonisation as ongoing spatial processes to understand the material, symbolic and experienced conditions of power. Drawing on architecture and the designed world as key reference points, we explore interconnections between urban

S0454 Half Unit Not available in 2024/25

Families and Inequalities

This information is for the 2024/25 session.

Teacher responsible: Dr Ursula Henz STC S100B

Availability: This course is available on the MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Inequalities and Social Science, the MSc in International Migration and Public Policy and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: The course provides an introduction into selected issues of family sociology, focusing on families in contemporary Western societies. It addresses inequalities within and between families and the role of families in reproducing social inequality. Major themes include: childhood; transition to adulthood; partner selection; marriage, divorce and post-divorce families; parenting; gender roles and the division of paid and unpaid work; intergenerational ties.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: Essay (1,500 words) in the AT.

Indicative reading: A detailed reading list will be provided at the beginning of the course. General reading: J Treas, J Scott, M Richards (eds.) (2014) *The Wiley Blackwell Companion to The Sociology of Families*, Chichester, West Sussex: Wiley Blackwell. Selected recommended books: S Arber & C Attias-Donfut (2000) *The Myth of Generational Conflict. The Family and State in Ageing Societies*. London and New York: Routledge; A Hochschild, Arlie (2012) *The Second Shift. Working Parents and the Revolution at Home*. New York: Penguin; A Lareau (2011) *Unequal Childhoods. Class, Race and Family Life*. University of California Press: Berkeley, Los Angeles, London.

Assessment: Online assessment (90%) in January.

Class participation (10%) in the AT.

The online assessment will be a take home exam (2 questions, 90%) to be taken in an 8-hour window in the January exam period. Attendance at all seminars and submission of all set coursework is required.

SO457 Half Unit Political Reconciliation

This information is for the 2024/25 session.

Teacher responsible: Dr Claire Moon

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

Course content: The course introduces students to current issues in the field of transitional justice and historical injustice, and draws upon a range of examples from Africa, Latin America, post-communist Europe, Australia and the US. Topics include transitional justice as a field of practice and a field of knowledge; the perpetrators of atrocity; denial; retributive and restorative justice; forensic engagements with mass graves and the dead body; theology and therapy in reconciliation; historic injustices in settler states (Australia, Canada and the US) and the politics of apology and reparation; memory and atrocity. The course explores the politics of reconciliation by identifying and examining its key themes, the practices and institutions in which it is embedded and its key political subjects. SO457 is an interdisciplinary course that draws upon literature from sociology, law, political theory, anthropology and philosophy amongst others, in order to understand and interpret the wide social and political reach of reconciliation, as well as its limitations.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: 1 x formative essay of 1500 words.

Indicative reading: Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (Penguin Books, 1977); Glen Coulthard, *Red Skin White Masks: Rejecting the Colonial Politics of Recognition* (University of Minnesota Press, 2014); Priscilla Hayner, *Unspeakable Truths: Confronting State Terror and Atrocity* (Routledge, 2001); Michael Humphrey, *The Politics of Atrocity and Reconciliation: From Terror to Trauma* (Routledge, 2002); Karl Jaspers, *The Question of German Guilt* (Capricorn Books, 1961); Keenan, Thomas and Eyal Weizman (2012) *Mengele's*

Skull: The Advent of Forensic Aesthetics (Frankfurt: Sternberg Press); Neil Kritz, *Transitional Justice: How Emerging Democracies Reckon with Former Regimes* (US Institute of Peace, 1995); Claire Moon, *Narrating Political Reconciliation: South Africa's Truth and Reconciliation Commission* (Lexington, 2009); Nicholas Tavuchis & Mea Culpia, *A Sociology of Apology and Reconciliation* (Stanford University Press, 1991); Richard Wilson, *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State* (Cambridge University Press, 2001).

Assessment: Essay (100%, 4000 words) in the ST.

Attendance at all seminars, completion of set readings and submission of set coursework is required.

SO458 Half Unit Gendering, Identities, Difference

This information is for the 2024/25 session.

Teacher responsible: Prof Suki Ali

Availability: This course is available on the MSc in Culture and Society, MSc in Inequalities and Social Science, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

Course content: The course introduces theoretical debates and contemporary issues in the study of identity, identification and subjectivity. Using a range of analytical approaches which draw on, but are not limited to, decolonial, psychoanalytic, feminist, queer and queer of colour theoretical interventions, the course will explore how social differences are produced, maintained and challenged within and through formations of identity. The course will consider the ways in which allegiances to particular identities can be a site for dismantling or entrenching social and political divisions, violences and inequalities within contemporary societies. The course is transdisciplinary and will use a range of materials such as academic, fictional and visual texts. Indicative topics include femininities/masculinities; sexualities; post and anticoloniality, racialisation, performativity, affect, memory, melancholia, trauma, autobiography/autoethnography, alterity, positionality, politics, representation. NB while core themes will remain the same, topics may change slightly from year to year.

Teaching: 30 hours of teaching/seminars in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy

Formative coursework: Students will be expected to produce 1 in class presentation with submission of slides in the AT.

Indicative reading: Fanon, Frantz, 1967 *Black Skin/White Masks*, New York: Grove Press, Treacher, A 2007 'Postcolonial Subjectivity: Egyptian Men, Shame, Memory and Forgetting' Special Issue of *Ethnic and Racial Studies* Feminism/Postcolonialism: Knowledge Politics 30/2, Tummala-Narra, P (2022) 'Can We Decolonize Psychoanalytic Theory and Practice?', *Psychoanalytic Dialogues*, 32:3, 217-234, Ahmed, S. 2014 (2nd Edition) *The Cultural Politics of Emotion*, University of Edinburgh Press, 'Queering Memory' 2023 Special Issue: *Memory Studies* 16 (1) Narayan, U and Harding, S 2000 *Decentering the centre: philosophy for a multicultural, postcolonial and feminist world* Bloomington: Indiana University Press 2000; Hall, S and du Gay, P (eds.) (1996) *Questions of Cultural Identity*. London and New York: Sage, Verges, Francoise, and Ashley J Bohrer. 2021. *A Decolonial Feminism*. Pluto Press, Lugones, M 2007 'Heterosexuality and the Colonial / Modern Gender System' in *Hypatia* 22 (1), Writing Against Heterosexism, pp. 186-209, Muñoz, J. E. (2020). *The Sense of Brown* Durham, NC: Duke University Press, Butler, J 1993. *Bodies that Matter* London and New York: Routledge Kaplan, C, Haley, S, and Mitra, D (eds.) 2021 *The Rage* Special Issue *Signs: Journal of Women in Culture*

and Society 46:4, Haraway, D.J., & Goodeve, T. (2018) *Modest_Witness@Second_Millennium. FemaleMan_Meets_OncoMouse: Feminism and Technoscience* (2nd ed.). Routledge. Tamale, S (2022) *Decolonization and Afro-Feminism* Daraja Press, Anderson, D. Jenson, & R. C. Keller (Eds.), 2011 *Unconscious Dominions: Psychoanalysis, Colonial Trauma, and Global Sovereignties* Duke University Press. Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (2008). *Handbook of critical and indigenous methodologies*. SAGE Publications, Inc.

Assessment: Essay (90%, 4000 words) in the WT.

Essay plan (10%) in the AT.

Attendance at all seminars and submission of all set coursework is required.

S0468 Half Unit

International Migration and Migrant Integration

This information is for the 2024/25 session.

Teacher responsible: Dr Patrick McGovern

Availability: This course is available on the MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority will be given to students on the MSc in International Migration and Public Policy for whom the course is an 'optional core course'.

Places are allocated based on a written statement. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

Course content: Coverage of contemporary sociological perspectives on migrant integration including labour market incorporation; the 'straight line' model of assimilation; national models of integration; multiculturalism; social conflict; racism, religion and migration; segmented assimilation.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in WT, with a revision session in ST.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: All students are expected to write two non-assessed pieces of work during the term.

Indicative reading: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: D. Bartram et al. (2014) *Key Concepts in Migration*; H. de Haas, et al. (2019); *The Age of Migration* (6th edn); P. Kvisto and T. Faist (2010) *Beyond A Border*. A more comprehensive bibliography will be available to students taking this course.

Assessment: Exam (90%, duration: 2 hours) in the spring exam period.

Class participation (10%) in the WT.

The summative assessment will take the form of an e-exam in the Spring Term. E-exams are assessments run under invigilated exam conditions on campus. Students will complete the assessment using software downloaded to their personal laptops.

S0470 Half Unit Not available in 2024/25

The Sociology of Markets

This information is for the 2024/25 session.

Teacher responsible: Dr David Pinzur STC S217A

Availability: This course is available on the MSc in Economy and Society, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places will be allocated based on a written statement. Priority will be given to students on the MSc in Economy and Society, MSc in Political Sociology and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: This course will investigate some of the key concepts and methods by which sociologists study markets, as well as the unique ways of understanding that this perspective makes possible. We will explore this topic through empirical studies that span a wide range of markets for goods ranging from art to financial derivatives to data and beyond. Over the course of the term, we will see how different approaches work (or don't) when applied to markets that differ (in some ways) quite widely. The course aims to give students the tools to make critical analyses of how markets operate, who exerts power in these processes, and what consequences follow both inside and outside the market.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling 25 hours in MT. Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

Formative coursework: A 1500 word essay is required.

Indicative reading: Recommended texts:

- Callon, Michel. 1998. *The laws of the markets*. Blackwell Publishers: Oxford;
- Fligstein, Neil. 2001. *The Architecture of Markets. An Economic Sociology of Twenty-First-Century Capitalist Societies*. Princeton, NJ a.o.: Princeton University Press;
- Granovetter, Mark. 1995[1974]. *Getting a Job: a Study of Contacts and Careers*. Chicago; London: Chicago University Press;
- Krippner, Greta R. 2002. "The elusive market: Embeddedness and the paradigm of economic sociology." *Theory and Society* 30:775-810;
- Swedberg, Richard. 2003. *Principles of Economic Sociology*. Princeton, N.J.: Princeton University Press.

Assessment: Essay (100%, 4000 words) in the WT.

The course is assessed by a 4000 word essay due in LT week 2.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Wednesday of Lent Term.

Attendance at all workshop sessions and submission of all set coursework is required.

S0471 Half Unit Not available in 2024/25

Technology, Power and Culture

This information is for the 2024/25 session.

Teacher responsible: Dr Carrie Friesen STC S213

Availability: This course is available on the MSc in Culture and Society, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Culture and Society, MSc in Political Sociology and MSc in Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

Course content: This course aims to give students a detailed understanding of sociologically informed approaches to social studies of science, technology and medicine (STMS). It will consider how and why STMS shifted and critiqued macro-level theories of technology in post-industrial society to explore the constitutive role of objects and artefacts in social relations. In other words, we will start the course by reflecting upon sociology's traditional neglect of the social life of things or materiality. We will then explore varying conceptual developments within the fields through varying substantive case studies. These may include: power relations and social inequalities embedded in

and reproduced by digital technologies; technology as a culture that shapes gendered and racialised discourses and economies, such as in robotics; practices that reproduce the status quo but also become sites of resistance and social changes, such as in medicine; the ways in which politics become embodied, as with surveillance technologies. In the process we will explore the ways in which technologies instantiate power relations and hegemonic cultures, as seen with visualizing technologies and colonisation for example, all the while also being sites where politics can be reworked, resisted and changed.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: 7 minute presentation given during seminar in the AT.

Indicative reading: Benjamin, Ruha. (2019) *Race After Technology*. London: Polity Press

Wajcman, Judy (2004) *Technofeminism*. London: Polity.

Turkle, Sherry. ([2011]2017) *Alone together: Why we expect more from technology and less from one another*.

Haraway DJ (1991) *A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century*. In Simians, Cyborgs, and Women: *The Reinvention of Nature*. New York: Routledge.

Crawford, Kate. (2022) *Atlas of AI. Power, Politics and the Planetary Costs of Artificial Intelligence*. Yale University Press. Introduction and Chapter 3.

Franklin, Sarah. (2013) *Biological Relatives: IVF, Stem Cells, and the Future of Kinship*. Durham: Duke University Press.

Lupton, Debora. (2019) *Data Selves*. London: Wiley.

Vora, Kalindi. (2015) *Life Support: Biocapital and the New History of Outsourcing Labor*. Durham: Duke University Press.

Kelty, Chris. (2019) *The Participant: A Century of Participation in Four Stories*. Chicago: Chicago University Press.

Radin, Joanna & Emma Kowal. (2017) (Eds.) *Cryopolitics: Frozen Life in a Melting World*. Cambridge: MIT Press.

Latour, Bruno. *Aramis, or The Love of Technology*. Trans. Catherine Porter. Cambridge, MA: Harvard University Press.

Vora, K and Atanasoski, N. (2019) *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures*. Durham: Duke University Press.

Assessment: Essay (60%, 4000 words) in January. Portfolio (40%) in the AT.

Attendance at all classes and submission of all set coursework is required.

SO473 Half Unit Not available in 2024/25 Crime, Control and the City

This information is for the 2024/25 session.

Teacher responsible: Dr Janet Foster

Availability: This course is available on the MSc in City Design and Social Science, MSc in Criminal Justice Policy, MSc in Regional And Urban Planning Studies and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in City Design and Social Science, MSc in Criminal Justice Policy, MSc in Regional And Urban Planning Studies and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: This half unit course examines crime and disorder in city landscapes, the relationship between crime, space and place, and the complex mix of informal and formal social controls that influence different types and levels of crime. Drawing on a range of comparative literature from different cities, and using a mixture of classic and contemporary texts, we examine the

importance of informal social control in maintaining social order in cities, the role of policing, and what happens when formal and informal social controls fail. We also explore the principles of crime prevention – both physical and social, critically examining the relationship between crime and design.

Teaching: This course is delivered through workshops totalling 30 hours in the WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Indicative reading: Body-Gendrot (2012) *Globalization, Fear and Insecurity* (Palgrave Macmillan); Bottoms, A (2012) 'Developing socio-spatial criminology' in Maguire M et al (eds.) *The Oxford Handbook of Criminology* (5th edn.); Cochrane, A and Talbot, D (eds.) (2008) *Security: Welfare, Crime and Society* (Open University Press); Evans, K (2011) *Crime Prevention: a critical introduction* (Sage); Felson, M and Eckert, M (2016) *Crime and Everyday Life* (Sage); Graham, P. & Clarke, J. (2001) 'Dangerous Places: Crime and the City' in Muncie, J. & McLaughlin, E. (eds.) *The Problem of Crime* 2nd ed. (Sage); Le Gates R & Stout F (2015) *The City Reader* (Routledge); Monti et al (2014) *Urban People and Urban Places*; Mooney, G and Neal, S (eds.) (2009) *Community: Welfare, Crime and Society* (Open University Press); Pile, S. et al. (eds.) (1999) *Unruly Cities* (Routledge); Pitts, J (2008) *Reluctant Gangsters: the changing face of youth crime* (Willan); Wacquant, L (2008) *Urban Outcasts: A Comparative Sociology of Advanced Marginality* (Polity Press); Zukin, S (2010) *Naked City: The Death and Life of Authentic Urban Places* (Oxford University Press)

Assessment: Essay (100%, 4000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Spring Term.

Attendance at all classes and submission of all set coursework is required.

SO475 Half Unit Not available in 2024/25 Material Culture and Design

This information is for the 2024/25 session.

Teacher responsible: Dr Don Slater STC S310

Availability: This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: This course focuses on designed entities in everyday life, looking at the ways in which materials are configured into things, practices, spaces and forms, and at the assemblage of objects across production, design, consumption and use. Though aiming to produce expertise in specifically social science research, the course will bring together literatures and debates that cross the social sciences, humanities and science/technology, drawing particularly on actor-network theory, material culture studies, sociology of consumption, practice theory, urban and architectural studies, cultural theory and design studies. There will also be a strong emphasis on methodology: what tools are available to social scientists to investigate the emergent properties and impacts of designed objects. Case studies will be central to the teaching, developing theoretical and methodological strategies through a (changing) set of empirical cases that are likely to include: digital objects (software, games); media objects; lights and lighting; fashion; domestic interiors.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: One 2,500 essay applying a theoretical approach to a specific case study.

Indicative reading: Bijker, W. E. and J. Law (eds.) (1992) *Shaping technology/building society: Studies in Sociotechnical change*. Cambridge, MA: MIT Press.

Frayling, C., E. King and H. Atkinson (2009) *Design and popular entertainment*. Manchester ; New York

Lash, S. and C. Lury (2007) *Global Culture Industry: the mediation of things*. Cambridge: Polity Press.

Latour, B. (2005) *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press.

Manovich, L. (2002) *The language of new media*. Cambridge, Mass. London: MIT.

Miller, D. (2008) *The Comfort of Things*. Cambridge: Polity.

Molotch, H. (2003) *Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be as They Are*. New York and London: Routledge.

Shove, E., M. Hand, J. Ingram and M. Watson (eds.) (2007) *The Design of Everyday Life*. Oxford: Berg.

Yaneva, A. (2009) *The Making of a Building: A Pragmatist Approach to Architecture*. Bern: Peter Lang.

Assessment: Essay (100%, 5000 words) in the WT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Winter Term.

Attendance at all classes and submission of all set coursework is required.

S0476 Not available in 2024/25

Researching Migration: research questions and research methods

This information is for the 2024/25 session.

Teacher responsible: Dr Patrick McGovern STC.S110

Availability: This course is compulsory on the MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is not available as an outside option.

Course content: Having introduced the students to a range of possible research strategies, the students will identify appropriate research methods training for their proposed thesis and undertake a number of practical exercises to help develop their ideas. They will also prepare informal seminar presentations on their proposed topic during AT and WT. Early in the ST, they will present their proposal in a 'Three-Minute-Thesis' workshop. A final proposal will be submitted after this workshop having completed a 2000 word prospectus on some aspect of the proposed dissertation. At each stage, participants will be encouraged to use feedback from the course convenors and fellow students to help develop their research.

Teaching: Lectures 3 x 2 hours (6); Seminars 2 x 2 hours (4); Workshop 5 hours (5). Total 15 hours

Teaching arrangements may be adjusted if online teaching is required at any point.

Formative coursework: Students will be expected to produce 3 presentations across the AT, WT and ST.

Indicative reading: Bryman, A. (2008) *Social Research Methods*, H62 B91; Gilbert, N. (ed.) (2008) *Researching Social Life* H62 R 43; Hancke, R. (2009) *Intelligent Research Design: A Guide for Beginning Students in the Social Sciences*, H62 H23; Landman, T. (2007) *Issues and Methods in Comparative Politics*, JF51 L25; Silverman, D. (2002) *Doing Qualitative Research: A Practical Handbook* H62 S58.

Assessment:

This course is not assessed.

S0477 Half Unit Urban Social Theory

This information is for the 2024/25 session.

Teacher responsible: Dr David Madden

Availability: This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority will be given to students on the MSc in City Design and Social Science, for whom the course is an 'optional core course'. Places will be allocated based on a written statement. This may mean that not all students who apply will be able to get a place on this course.

Course content: This course is an introduction to urban social theory. The class will focus on major concepts, paradigms, texts and thinkers in order to critically assess different ways of theorising the urban. It will analyse various forms of urban theory including political economy, human ecology, feminism and postcolonialism, which are used as lenses through which to understand a variety of topics, such as socio-spatial restructuring, neoliberalisation, the politics of public space, globalisation, cosmopolitanism, the urbanisation of patriarchy, the racialisation of urban space, the right to the city and planetary urbanisation.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Engels, Friedrich. 1887 [1872]. *The Housing Question*. London: Cooperative Publishing Society of Foreign Workers.

Du Bois, W.E.B. 1899. *The Philadelphia Negro: A social study*. Publications of the University of Pennsylvania.

Park, Robert E., Ernest W. Burgess and Roderick D. McKenzie. 1967 (1925). *The City*. Chicago: University of Chicago Press.

Castells, Manuel. 1977. *The Urban Question*. Cambridge, MA: MIT Press.

Lefebvre, Henri. 1991 [1974]. *The Production of Space*. Donald Nicholson-Smith, trans. Oxford: Blackwell.

Butler, Judith. 2015. "Bodies in Alliance and the Politics of the Street." Pp 66-98 in *Notes Towards a Performative Theory of Assembly*. Cambridge, MA: Harvard University Press.

Young, Iris Marion. 2011 [1990]. "City Life and Difference." Pp 226-256 in *Justice and the Politics of Difference*. Princeton: Princeton University Press.

Kohn, Margaret. 2004. *Brave New Neighborhoods: The privatization of public space*. London: Routledge.

Danewid, Ida. 2020. "The Fire This Time: Grenfell, racial capitalism and the urbanisation of empire." *European Journal of International Relations* 26 (1): 289-313.

Simone, AbdouMaliq. 2016. "Urbanity and Generic Blackness." *Theory, Culture & Society* 33 (7-8): 183-203.

Wacquant, Loic. 2007. "Territorial Stigmatization in the Age of Advanced Marginality." *Thesis Eleven* 91: 66-77.

Nancy, Jean-Luc. 2007. *The Creation of the World or Globalization*. François Raffoul and David Pettigrew, trans. SUNY Press.

Brenner, Neil. 2013. "Theses on Urbanization." *Public Culture* 25 (1): 85-114.

Assessment: Essay (90%, 5000 words) in the ST.

Memo (10%) in the WT.

There will be weekly memos submitted via Moodle the evening before each class session during the WT.

Attendance at all classes and submission of all set coursework is required.

SO478 Not available in 2024/25 Social Scientific Analysis of Inequalities

This information is for the 2024/25 session.

Teacher responsible: Prof Sam Friedman STC S102

Availability: This course is compulsory on the MSc in Inequalities and Social Science. This course is not available as an outside option.

Course content: The course will consider interdisciplinary approaches to inequality, focusing on (a) how inequality can be conceptualised and explained, (b) how it can be measured and (c) ethical and political issues. Topics to be covered include patterns and trends in economic inequalities; gender, ethnicity, class and age; cultural aspects of inequality; social and intergenerational mobility; global and comparative perspectives; media representation of inequalities; ethical and philosophical approaches; the impact of government, law and social policy.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across AT and WT.

It is divided into blocks of related lectures and linked seminars.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the AT and 1 presentation in the WT.

Indicative reading: Branko Milanovic, *Global Inequality: A New Approach for the Age of Globalization* (Harvard University Press, 2016)

Piketty, T. *A Short History of Equality* (Harvard University Press, 2022)

Hartley Dean and Lucinda Platt, *Social Advantage and Disadvantage* (Oxford, 2016)

O'Neil, C. 2016 *Weapons of Math Destruction*. London: Allen Lane
Hickel, J. (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. William Heinemann. London.

Federici, S. (2004) *Caliban and the Witch: Women: The Body and Primitive Accumulation*. New York. Autonomedia.

Savage, M., (2021) *The Return of Inequality: Social Change and the Weight of the Past* (Harvard UP).

Assessment: Essay (50%, 3000 words) in the WT.

Policy brief (50%) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day. The essay is due by the first day of Winter Term.

An electronic copy of the assessed policy brief, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Spring Term.

Attendance at all classes and submission of all set coursework is required.

SO479 Half Unit Human Rights and Postcolonial Theory

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics, MSc Culture and Society, MSc in International Migration and Public Policy, MSc in Political Sociology, MSc in Culture and Conflict in a Global Europe, and MSc

in Culture and Conflict in a Global Europe (LSE & Sciences Po). As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

Course content: This course critically addresses the allure of human rights and international law as political projects. While drawing primarily on postcolonial theory, it will also employ socio-legal studies, intellectual history, political philosophy and social theory to address the colonial context in which human rights and international law came to be universalized and institutionalized, as well as the way they tend to monopolize the political language through which many social movements throughout the world articulate their particular desires for justice. Exploring the history, philosophy, and politics of human rights and international law in conjunction with imperial practices, the course will also examine how facts of socio-cultural difference and political resistance have been managed—if necessary by violence—by a liberalism that is dedicated to the idea of peace.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading: Antony Anghie, *Imperialism, Sovereignty, and the Making of International Law* (Cambridge: Cambridge University Press, 2005).

Talal Asad, *On Suicide Bombing* (New York: Columbia University Press, 2007).

Partha Chatterjee, *The Black Hole Of Empire: History of a Global Practice of Power* (Princeton UP, 2012).

David Kennedy, *The Dark Sides of Virtue: Reassessing International Humanitarianism* (Princeton: Princeton University Press, 2005).

Sven Lindqvist, "Exterminate All the Brutes": *One Man's Odyssey into the Heart of Darkness and the Origins of European Genocide* (New York: The New Press, 1996).

Karuna Mantena, *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism* (Princeton: Princeton University Press, 2010).

Joseph Massad, *Desiring Arabs* (Chicago: University of Chicago Press, 2007).

Mark Mazower, *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations* (Princeton: Princeton University Press, 2009).

Assessment: Essay (90%, 5000 words) in the ST.

Class participation (10%) in the WT.

Attendance at all classes and submission of all set coursework is required.

SO480 Half Unit Not available in 2024/25 Urban Inequalities

This information is for the 2024/25 session.

Teacher responsible: Prof Fran Tonkiss STC.S205

Availability: This course is available on the MSc in City Design and Social Science, MSc in Inequalities and Social Science, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority will be given to students on the MSc in City Design and Social Science, for whom the course is an 'optional core course'. Places are allocated based on a written statement. This may mean that not all students who apply will be able to get a place on this course.

Course content: This course offers a critical introduction to key issues and processes in the study of contemporary urban inequalities. This course puts contemporary processes of urban growth in the context of another major urban trend: deepening patterns of inequality in many cities across the world. It examines the continuing role of 'older' bases of urban inequality - access to

land and property, gender inequity, ethnic and racial discrimination, legal exclusion and informality – as well as significant emerging patterns, including extreme concentrations of wealth at the top, middle-class stagnation, privatisation and spatial secession, forced migration and insecurity. It also examines the complex of ways in which urban inequality is experienced, not only in terms of income or property wealth, but also in consumption inequalities, inequities in access to housing, transport, urban services and legal protections, spatial disparities and environmental risks and injustices. The course considers the range of social, economic, environmental and political factors that shape, and also might help to address, urban inequality in these different contexts.

The course will:

- provide a critical introduction to current and emerging patterns of urban inequality
- consider the production of urban inequalities through social, economic, political and spatial processes
- explore common themes and critical differences across cities in developed and developing economies
- address key debates in a range of urban disciplines, and situate these in specific urban contexts and examples

Key themes

- Urban growth and the growth of inequality
- Wealth, income and inequality
- Spatial injustice: segregation and access
- Environment and inequities
- Informality and insecurity
- Social inequality in the city: gender, race and legal exclusions
- Governing inequality

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the AT.

1 x 2000-word essay

Indicative reading:

- Beall, J. and Fox, S. (2009) *Cities and Development*. London: Routledge.
- Brenner, N., Marcuse, P. and Mayer, M. (eds) (2012) *Cities for People, Not for Profit: critical urban theory and the right to the city*. London: Routledge.
- Davis, M. (2006) *Planet of Slums*. London: Verso.
- Goldsmith, W.J. and Blakeley, E. J. (2010) *Separate Societies: Poverty and Inequality in U.S. Cities*. Philadelphia, PA: Temple University Press, 2010.
- Graham, S. and Marvin, S. (2001) *Splintering Urbanism: networked infrastructures, technological mobilities and the urban condition*. London: Routledge.
- Nightingale, G. (2012) *Segregation: A Global History of Divided Cities*. Chicago: University of Chicago Press.
- Roy, A. and AlSayyad, N. (eds) (2004) *Urban Informality: transnational perspectives from the Middle East, Latin America, and South Asia*. Lanham, MD.: Lexington Books.
- Soja, E. W. (2010) *Seeking Spatial Justice*. Minneapolis: University of Minnesota Press.
- Tannerfeldt, G. and Ljung, P. (2006) *More Urban Less Poor: An Introduction to Urban Development and Management*. London: Earthscan
- Wacquant, L. (2007) *Urban Outcasts: a comparative sociology of advanced marginality*. Cambridge: Polity.

Assessment: Essay (100%, 5000 words) in the WT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Winter Term.

Attendance at all classes and submission of all set coursework is required.

S0481 Half Unit Class, Politics and Culture

This information is for the 2024/25 session.

Teacher responsible: Prof Sam Friedman

Availability: This course is available on the MSc in Culture and Society, MSc in Inequalities and Social Science, MSc in Political Sociology and MSc in Sociology. This course is not available as an outside option.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

Course content: The course will begin by introducing traditional theories of social class and stratification before going on to examine the history and political significance of class in Britain, and how this compares with other countries throughout the world. It will then look at the place of class in a contemporary political context, critically examining the claim made by some 'postmodern' writers, and prominent politicians, that class boundaries have been irrevocably eroded. The course will then move on to look at the seminal work of French sociologist Pierre Bourdieu and his supposition that class boundaries are most clearly discernible from examining people's cultural taste, with the privileged using their preferences for 'highbrow' culture as a means of expressing their superiority over the working classes, who tend to prefer more 'lowbrow' culture. We interrogate how these arguments relate today, where the lines between high and low culture are increasingly blurred, where strong cross-cultural differences persist between Europe and the U.S, and where new taste distinctions exist even in traditionally lowbrow art forms, such as comedy and pop music. We then take a more detailed look at class-based boundaries in taste and lifestyle. In particular, we focus on the way in which the middle classes demonise sections of the working class based on what they consider to be 'pathological' consumption choices – focusing in particular on the 'Chav' phenomenon in Britain. We go on to explore both the meaning and consequences of such overt class prejudice, both in Britain but also using research from the U.S, the Netherlands and other international contexts. Finally, the module will ask to what extent class boundaries are malleable? How easy is it for people to escape their backgrounds and move upward or downward in social space? This final section of the course thus looks at contemporary patterns of social mobility, examining the social benefits and challenges that mobility implies, increasing closure within global elites, and the rise of the middle classes in developing countries like China, Brazil and South Africa.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Alexander, P. (2013) *Class in Soweto*. Johannesburg: KZE Press.

Bourdieu, P. (1984) *Distinction: A Social Critique of the Judgment of Taste*, Routledge: London.

Crompton, R. (2008) *Class and Stratification (Third Issue)* Polity Press: Cambridge.

Bennett, T., Savage, M., Silva, E., Warde, A., Gayo-Cal, M., Wright, D. (2009). *Class, Culture, Distinction*. London, Routledge.

Skeggs, B. (2004) *Class, Self, Culture*, London and New York: Routledge.

Bennett, T., Frow, J. and Emmison, M. (1999) *Accounting for Tastes: Australian Everyday Cultures*, Cambridge: Cambridge University Press.

Atkinson W (2009) *Class, Individualisation and Late Modernity: In Search of the Reflexive Worker*. London: Palgrave.

Lamont, M. (1992) *Money, Morals, Manners: The Culture of the French and American Upper-Middle Class*. Chicago: Chicago

University Press.

Sayer, A. (2005) *The Moral Significance of Class*, Cambridge: Cambridge University Press.

Friedman, S. (2014) *Comedy and Distinction: The Cultural Currency of a 'Good' Sense of Humour*. Routledge. London.

David Grusky (ed), *Social Stratification: Class, Race and Gender in Sociological Perspective*. Boulder, CO. Westview Press.

Assessment: Essay (100%, 5000 words) in the ST.

Attendance at all classes and submission of all set coursework is required.

SO488 Half Unit

Social Scientific Analysis of Inequalities

This information is for the 2024/25 session.

Teacher responsible: Prof Sam Friedman

Availability: This course is compulsory on the MSc in Inequalities and Social Science. This course is not available as an outside option.

Course content: The course will consider interdisciplinary approaches to inequality, focusing on (a) how inequality can be conceptualised and explained, (b) how it can be measured and (c) ethical and political issues. Topics to be covered include patterns and trends in economic inequalities; gender, ethnicity, class and age; cultural aspects of inequality; social and intergenerational mobility; global and comparative perspectives; media representation of inequalities; ethical and philosophical approaches; the impact of government, law and social policy.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 30 hours across AT.

It is divided into blocks of related lectures and linked seminars.

Reading Week: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Branko Milanovic, *Global Inequality: A New Approach for the Age of Globalization* (Harvard University Press, 2016)
- Piketty, T. 2016 *A Short History of Equality* (Harvard University Press, 2022)
- Hartley Dean and Lucinda Platt, *Social Advantage and Disadvantage* (Oxford, 2016)
- O'Neil, C. 2016 *Weapons of Math Destruction*. London: Allen Lane
- Hickel, J. (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. William Heinemann. London.
- Federici, S. (2004) *Caliban and the Witch: Women: The Body and Primitive Accumulation*. New York. Autonomedia.
- Savage, M., (2021) *The Return of Inequality: Social Change and the Weight of the Past* (Harvard UP).

Assessment: Essay (100%, 3000 words) in the WT.

Attendance at all classes and submission of all set coursework is required.

SO489 Half Unit Not available in 2024/25

Family and International Migration

This information is for the 2024/25 session.

Teacher responsible: Dr Ursula Henz STC.S100B

Availability: This course is available on the MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in International Migration and

Public Policy and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: The course examines the family life and family relationships of families with experience of international migration in Great Britain and other societies. It applies three perspectives to migrant families: diversity, integration and transnationality. It examines variations in family life and relationships in migrant families; particular challenges that are associated with the migration of a family to a new country as well as transformations of family roles and intimacy in transnational families. After introducing the main concepts in the first half of the course, we explore selected substantive topics. Indicative topics are: migrant children and children staying behind; marriage migration, transnational marriages, and intermarriage; the roles of mother and father in immigrant and transnational families; ageing migrant families.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: Kraler, Kofman, Kohli & Schmoll (eds.) (2011) *Gender, Generations and the Family in International Migration*; Baldassar & Baldock (2007) *Families Caring Across Borders: Migration, Ageing and Transnational Caregiving*; Beck & Beck-Gernsheim (2014): *Distant Love*; Ehrenreich & Hochschild (2004): *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*; Dreby (2010): *Divided by Borders. Mexican Migrants and Their Children*; Foner (2009) *Across Generations: Immigrant Families in America*; Madianou & Miller (2011): *Migration and New Media: Transnational Families and Polymedia*; Parreñas (2005): *Children of Global Migration*; Portes & Rumbaut (2001) *Legacies: The Story of the Immigrant Second Generation*.

Assessment: Online assessment (90%) in the ST.

Class participation (10%) in the WT.

The online assessment will be a take home exam (2 questions, 90%), to be taken in an 8-hour window in the spring exam period. Class participation (10%) in the WT.

Attendance at all seminars and submission of all set coursework is required.

SO490 Half Unit

Contemporary Social Thought

This information is for the 2024/25 session.

Teacher responsible: Prof Chetan Bhatt

Availability: This course is available on the MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is not an introductory course in social theory. It is ideally suited to students familiar and comfortable with advanced modern social and political thought, philosophy, and political philosophy, including complex, advanced, and challenging readings in these areas.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: Contemporary Social Thought covers several areas in contemporary social theory and links these areas to several traditions of Enlightenment and post-Enlightenment thinking. This includes critical assessment of Enlightenment

philosophers such as Kant and Hegel, and also more recent thinkers, including Michel Foucault, Gayatri Spivak, Jacques Derrida, Achille Mbembe, Donna Haraway, Jean-Francois Lyotard, Stuart Hall, and Walter Dignolo. The course also aims to link theoretical areas with new and emerging social and political issues – for example, how theoretical approaches can be used to analyse a contemporary phenomenon. The substantive topics covered in the course vary by year, but may include: technology and transhumanism, politics and violence, the new identity politics, transformations in the far-right, authoritarian populism, decoloniality, global or world sociology, wars and technology; and violent religious movements.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: An essay outline of 1,000 words to be submitted in Autumn Term.

Indicative reading: A. Loomba (2015), *Colonialism/Postcolonialism* [Third Edition], Routledge.

A. Elliott (2014), *Contemporary Social Theory: an introduction* [Second Edition], Routledge.

J. Wolff (2015), *An Introduction to Political Philosophy* [Third Edition], Oxford University Press.

Assessment: Essay (100%, 4000 words) in the WT.

Attendance at all classes and submission of all set coursework is required.

S0491 Half Unit Quantitative Social Research Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Qilyu Hong

Availability: This course is available on the MPhil/PhD in Sociology, MSc in Economy and Society, MSc in Inequalities and Social Science, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Economy and Society, MSc in Political Sociology, MSc in Sociology and MPhil/PhD in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: The main aim, and in line with a later part of the outline of this course, is to become comfortable with quantitative research design whilst identifying the main quantitative methods used in sociological research. It is an introductory course to quantitative methods. The course will allow you to acquire skills in quantitative research design and data analysis, which is a requirement for sociologists and the field's labour market. The course also explores important debates and approaches in quantitative sociology using a case study approach. For every method we cover, we will read a selection of articles taken from major journals in the discipline. By analysing and criticising the operationalisation of quantitative methods in these articles, we will cover issues of research design and get a sense of what each method does (and does not do), and of the type of research questions to which it can be applied.

Aims of the course include:

- Introducing quantitative data collection techniques
- Expose key conceptualisations in quantitative research and correctly employing statistical concepts.
- Present the overviews of common quantitative methods and techniques in contemporary sociological research (ranging from quantitative data collection, linear regression, logistic regression, experimental design, multilevel models and structural equation models).
- Evaluating challenges and benefits of employing quantitative

research methods.

- Have a basic knowledge of STATA to be able to carry out basic statistical analyses.

By the end of the course, students will be able to:

- Recognise quantitative sociological data collection techniques and employ quantitative sociological concepts correctly.
- Critically evaluate quantitative methodologies and differentiate between them whilst considering the ethical implications of quantitative research.
- Design sociological quantitative research while formulating quantitative research questions, generating quantitative measurable concepts and identifying between a descriptive argument and a casual inference.
- Develop a degree of familiarisation with the STATA interface.

NOTE: Detailed quantitative methods are provided in courses: such as MY451 (Introduction to Quantitative Analysis), MY465 (Intermediate Quantitative Analysis) and MY452 (Applied Regression Analysis), and other specialist courses of the LSE Department of Methodology. Also, MY451 and MY452 are recommended to MSc Sociology students interested in using quantitative analysis to develop the dissertation.

Teaching: This course is delivered through a combination of lectures, online materials and workshops (seminars) totalling a minimum of 20 hours in the AT.

Seminars will allow students to reflect on quantitative methodologies, critically evaluate them, and design quantitative sociological research (formulating research questions and generating quantitative, measurable concepts).

The seminars are organised around small group discussions to facilitate active peer learning in which students are intended to communicate, collaborate and discuss quantitative research with each other.

Reading Week: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: Students will write one formative memo based on course readings and class activities.

Indicative reading:

- Rowntree, D. (2018). *Statistics without tears : an introduction for non-mathematicians* (Updated edition.). Penguin Books.
- Eikemo, T. A., Bambra, C., Huijts, T., & Fitzgerald, R. (2016). The First Pan-European Sociological Health Inequalities Survey of the General Population: The European Social Survey Rotating Module on the Social Determinants of Health. *European Sociological Review*, jcw019. <https://doi.org/10.1093/esr/jcw019>
- Gidron, N., & Hall, P. A. (2017). The politics of social status: Economic and cultural roots of the populist right. *British Journal of Sociology*, 28.
- Jackson, M., & Cox, D. R. (2013). The Principles of Experimental Design and Their Application in Sociology. *Annual Review of Sociology*, 39(1), 27–49. <https://doi.org/10.1146/annurev-soc-071811-145443>
- Miller, Holly Ventura, and J. C Barnes. "The Association Between Parental Incarceration and Health, Education, and Economic Outcomes in Young Adulthood." *American Journal of Criminal Justice* 40.4 (2015): 765-84. Web.
- Scherpenzeel, A., Axt, K., Bergmann, M., Douhou, S., Oepen, A., Sand, G., Schuller, K., Stuck, S., Wagner, M., & Börsch-Supan, A. (2020). Collecting survey data among the 50+ population during the COVID-19 outbreak: The Survey of Health, Ageing and Retirement in Europe (SHARE). *Survey Research Methods*, 217–221 Pages.

Assessment: Memo (25%) in the AT.

Research proposal (75%) in the WT.

The first assessment is a 1500-word memo (25%). The second assessment is a 3500-word research proposal (75%). The proposal should outline your own research question utilising one data collection technique and one of the quantitative methods seen in class.

Attendance at all classes and submission of all set coursework is required.

SO492 Half Unit Qualitative Social Research Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Jana Melkumova-Reynolds

Availability: This course is compulsory on the MSc in Culture and Society. This course is available on the MPhil/PhD in Sociology, MSc in City Design and Social Science, MSc in Economy and Society, MSc in Inequalities and Social Science, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement, with priority given to students on the MSc in City Design and Social Science, MSc in Economy and Society, MSc in Political Sociology, MSc in Sociology MPhil/PhD in Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

Course content: The course introduces students to the theory and practice of qualitative research methods in sociology. The seminars address issues of research design, data collection and analysis in relation to qualitative research methods, including ethnography, in-depth interviewing, and textual analysis. Taking these methods together, we will build toward an understanding of best practice in qualitative inquiry. Based on the principle that doing is one of the best means of learning, this course is highly interactive and requires 'hands-on' participation in a series of practical exercises and project work throughout the term. A syllabus detailing course objectives, course style, readings, teaching arrangements and student assessment will be distributed at the beginning of the term.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the AT.

Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: Students must write a 1,000 word book review of a qualitative research study.

Indicative reading:

- Mason, J., & Dale, A. (Eds.) (2011). *Understanding social research: Thinking creatively about method*. SAGE Publications
- Luker, Kristin. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*, Harvard University Press, 2008.
- Law, J. (2007). *Making a mess with method*. SAGE Publications
- Tuhiwai Smith, L. (1999) *Decolonizing Methodologies: Research and Indigenous Peoples*. London/New York: Zed Books.
- Lamont, M. and A. Swidler. 2014. 'Methodological Pluralism and the Possibilities and Limits of Interviewing.' *Qualitative Sociology* 37(2): 153-171.
- Jerolmack, C. and S. Khan. 2014. 'Talk is Cheap: Ethnography and the Attitudinal Fallacy.' *Sociological Methods & Research* 43(2): 178-209.
- Hall, Stuart. *Writings on Media: History of the Present*. Edited by Charlotte Brunsdon. Duke University Press, 2021.
- Emerson, R.M., R.I. Fretz, and L.L. Shaw. 2011. *Writing Ethnographic Fieldnotes* (2nd edition). Chicago: University of Chicago Press.
- Seale, C. 1999. *The Quality of Qualitative Research*. Chapter 11, 'Reflexivity and Writing', pp. 159-177.
- Keller, R. (2013). *Doing discourse research*. SAGE Publications
- Rose, Gillian, Dr. *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*, SAGE Publications, 2001.
- Pink, S. (2015). *Situating sensory ethnography*. SAGE Publications
- Woodward, S. (2019) *Material Methods*. London: Sage

Assessment: Research report (100%) in the WT.

The assessment consists of an individual qualitative research report in the WT.

Attendance at all classes and submission of all set coursework is required.

SO493 MSc in Culture and Society Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Jana Melkumova-Reynolds

Availability: This course is compulsory on the MSc in Culture and Society. This course is not available as an outside option.

Course content: This workshop will guide students through the process of conducting an independent dissertation project in the MSc Culture & Society.

Teaching: A minimum of 6 hours of seminars in the WT.

There will be two sessions during AT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students are required to submit a research outline and a research proposal in WT.

Indicative reading: This is a workshop and has no specific reading list.

Assessment: Dissertation (100%, 10000 words) in August.

An electronic copy of the dissertation, to be uploaded to Moodle, no later than 4.00pm on Thursday 14th of August 2025.

Dissertations may be up to and no more than 10,000 words, must be Word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

SO494 MSc in Political Sociology Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Kristin Surak

Availability: This course is compulsory on the MSc in Political Sociology. This course is not available as an outside option.

Course content: These seminars aim to help you to begin the process of writing your dissertation. At the end of AT we will have a few seminars that aim to get students thinking at a meta-level about research in political sociology. The seminars can, of course, only address a small selection of approaches. Examples might include rational choice and institutionalist theories, or comparative and case study methods. But please note that the MSc in Political Sociology takes a pluralist approach and does not seek to prescribe these or any other particular theories or methods. In WT we will hold dissertation workshop seminars that aim to give individually tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics or using similar methods. Every student is required to make a formal presentation once during the term.

Teaching: In AT there will be 2 x 1.5 hour seminars for all students. In WT students will be expected to attend at least one of the 6 x 1.5 hour workshops.

There will be two sessions during AT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: Students are expected to participate in seminars beginning in AT and produce a research statement and presentation in the WT.

Students will: (1) assess the strengths and weakness of selected theories and methods; (2) formulate a clearly specified research question and set out the rationale for researching this question and a proposed approach; and (3) give a presentation which develops one or two of the main arguments they anticipate will be important

to their project.

Indicative reading: Donatella Della Porta and Michael Keating (2008), *Approaches and Methods in the Social Sciences: a Pluralist Approach*, Thomas Janoski et al, (2005), *The Handbook of Political Sociology*, James Mahoney and Dietrich Rueschemeyer (2003), *Comparative Historical Analysis in the Social Sciences*.

Assessment: Dissertation (100%, 10000 words) in August.

An electronic copy of the dissertation, to be uploaded to Moodle, no later than 4.00pm on Thursday 14th of August 2025.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S0495

MSc in Economy and Society Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr David Pinzur and Dr Rebecca Elliott

Availability: This course is compulsory on the MSc in Economy and Society. This course is not available as an outside option.

Pre-requisites: Students must have completed Economic Sociology (S04D1).

Course content: The dissertation is an extended piece of written work that is your own independent research investigation of a social issue or problem, undertaken with the guidance of your dissertation supervisor. These workshops are meant to prepare you to produce an original piece of research. We will cover the expectations for the dissertation, as well as provide general guidance for deriving a research question that is appropriately situated in the themes of the programme; for developing an empirical strategy to study topics relevant to the programme; and for writing up conclusions that can speak to enduring questions in our area. In addition to consultation with faculty, in these sessions students will work in smaller groups to peer review their work-in-progress.

Teaching: 2 hours of seminars in the AT. 2 hours of seminars in the WT. 2 hours of seminars in the ST.

There will be two sessions during AT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: Students are required to submit a project outline in WT.

Indicative reading:

- Alan Bryman, *Social Research Methods* (Oxford: Oxford University Press, 2004)
- Clive Seale, *The Quality of Qualitative Research* (London: Sage, 1999)
- Clive Seale (ed), *Researching Society and Culture* (London: Sage, 2012)
- Howard Becker, *Writing for Social Scientists* (Chicago: University of Chicago, 1986)

Assessment: Dissertation (100%, 10000 words) in August.

An electronic copy of the dissertation, to be uploaded to Moodle, no later than 4.00pm on Thursday 14th of August 2025.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S0496

MSc in Human Rights Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Mai Taha and Dr Ayça Çubukçu

The Programme Convenor is responsible for overseeing the Dissertation.

Availability: This course is compulsory on the MSc in Human Rights. This course is not available as an outside option.

Course content: The dissertation is an extended piece of written work that is your own independent research investigation of a human rights issue or problem, undertaken with the guidance of your dissertation supervisor. In the dissertation, you will critically appraise evidence, arguments and debates to reach a conclusion your research question. The key requirement is that the dissertation should demonstrate a high level of independent critical ability. You must show your ability to organise your material clearly and logically and to sustain a reasoned and cogent argument from beginning to end. Where appropriate you should explain clearly the research method(s) that you have applied and the reasons for your choice of approach. You should show awareness of any shortcomings of your study in relation to methods employed and where relevant, quality or quantity of the data, and disciplinary approach.

Teaching: 2 hours of lectures in the AT. 3 hours of seminars in the WT. 2 hour of seminars in the ST.

There will be one Introductory lecture in AT for all MSc Human Rights students, on the challenges and requirements of doing independent research for dissertation purposes, and different methodologies available for an inter-disciplinary programme. The Introductory session will also cover fieldwork and research ethics. This will be followed by 5 seminars/workshops in smaller groups, in which students present and discuss possible research questions and strategies, along with preparing dissertation proposal and timeline. There will be two sessions during AT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: Students are required to submit an annotated bibliography in WT.

Indicative reading: Alan Bryman, *Social Research Methods* (Oxford: Oxford University Press, 2004)

Clive Seale, *The Quality of Qualitative Research* (London: Sage, 1999)

Clive Seale (ed), *Researching Society and Culture* (London: Sage, 2012)

Howard Becker, *Writing for Social Scientists* (Chicago: University of Chicago, 1986)

Assessment: Dissertation (100%, 10000 words) in August.

An electronic copy of the dissertation, to be uploaded to Moodle, no later than 4.00pm on Thursday 14th of August 2025.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

S0497

MSc in Inequalities and Social Science Dissertation

This information is for the 2024/25 session.

Teacher responsible: Prof Sam Friedman

Availability: This course is compulsory on the MSc in Inequalities and Social Science. This course is not available as an outside option.

Course content: These seminars aim to help you to begin the

process of writing your dissertation. At the end of AT we will have seminars that aim to get students thinking at a meta-level about research on inequalities and how to identify a good topic, including issues of theory, measurement and methods. Please note that the MSc in Inequalities and Social Science takes a pluralist approach and does not seek to prescribe these or any other particular theories or methods. In WT we will hold dissertation workshop seminars that aim to give individually tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics or using similar methods.

Teaching: 2 hours of seminars in the AT. 4 hours of seminars in the WT. 2 hours of seminars in the ST.

There will be two sessions during AT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: A title, research proposal and annotated bibliography by the end of AT plus a presentation during the ST.

Indicative reading: Anand, S. (Ed) (2010) *Debates on the Measurement of Global Poverty*, Oxford: Oxford University Press
 Atkinson, A. (2015), *Inequality: what can be done?*, Harvard UP.
 Back, Les and Solomos, John (2000), *Theories of Race and Racism: A Reader*, Routledge
 Bourguignon, F. (2017) *The Globalization of Inequality*, Second Edition Pinxton: Princeton University Press
 Butler, Judith. [1990]2006. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.
 Collins, Patricia Hill. 2000. *Black Feminist Thought*. 2nd Edition. Boston: Unwin Hyman
 Grusky, David and Szelenyi S ed. 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Westview Press
 McKenzie, L. (2015) *Getting By*, Bristol: Policy Press
 Piketty, Thomas (2014), *Capital in the 21st century*, Harvard UP
 Wright, Erik O. (2005) *Approaches to Class Analysis*, Cambridge UP
Assessment: Dissertation (100%, 10000 words) in August.
 An electronic copy of the dissertation, to be uploaded to Moodle, no later than 4.00pm on Thursday 14th of August 2025.
 Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.
 Attendance at all classes and submission of all set coursework is required.

SO499

MSc in Sociology Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Ursula Henz

Availability: This course is compulsory on the MSc in Sociology. This course is not available as an outside option.

Course content: These workshops will guide students through the process of conducting an independent dissertation project on the MSc Sociology.

Dissertation Particulars

The dissertation is a report on an independent research project, based on primary empirical material, secondary empirical material or theoretical work on a body of social thought: i.e. there must be an identifiable and clear research question governing the research project; there must be critical reflection on the methods used (including their limits and the reasons why they warrant the kinds of claims made); and substantive analysis of empirical or analytical material. Even where the topic is substantively a documentary or policy-review exercise, candidates are expected to offer original reasoned argument and interpretation and to show evidence of a competence in research methods. Guidance on topic selection and methods will be provided by the candidate's Academic Mentor

and students are also encouraged to use the office hour system to consult more broadly with academic experts in their research area within the Department or across the LSE.

Teaching: There will be 4 hours of seminars in the WT, 2 hours of seminars in the ST.

There will be two sessions during AT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Formative coursework: Students are required to submit one project abstract, and one piece of formative coursework; students are also required to submit a Research Ethics Review before undertaking empirical research.

1 x abstract

1 x project outline

Assessment: Dissertation (100%, 10000 words) in August.

An electronic copy of the dissertation, to be uploaded to Moodle, no later than 4.00pm on Thursday 14th of August 2025.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

SO4A8 Half Unit

Leadership and Social Change

This information is for the 2024/25 session.

Teacher responsible: Dr Sara Camacho Felix CBG 12.04

Availability: This course is available on the MSc in Inequalities and Social Science. This course is not available as an outside option. This course is available only to Atlantic Fellows for Social and Economic Equity MSc students. This is a compulsory course for these students and non-AFSEE Fellows will not be permitted to take this course.

Course content: The course responds to the needs of the AFSEE Fellows to develop critical skills and understandings of leadership within various contexts and themes indexed to transforming global inequality. This approach marries a structural analysis of global inequality and its manifestations with critical analysis, reflexive thinking, as well as practical skills that will provide students with the tools to bring systemic change into being. Crucially, the course is heavily rooted in theories of practice, in which Fellows are introduced to and demonstrate a sound knowledge and critical appreciation of their field and its associated practice and research techniques, and show that these techniques can be successfully applied in revealing or challenging injustice and inequality. The course will consist of lectures, presentations, seminars and workshops. Lectures will introduce Fellows to key concepts, approaches and techniques for understanding and challenging inequality. Workshops and seminars will help Fellows clarify and deepen their understanding of points and issues raised in the lectures, through practical work carried out individually and in groups.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across WT and ST.

Week 1 – Reading Week of Winter Term - Leadership and Social Change

Week 2 – First Week after Spring Term - Leadership and Social Change

Teaching arrangements may be adjusted if online teaching is required at any point.

Formative coursework: There will be one piece of formative coursework, a 750 word essay outline for their policy report in response to a set question. The formative outline will be due in week 10 of Winter Term. Fellows will receive written feedback on the essay outline and will have the opportunity to discuss the written feedback with the Course Convenor. This formative

coursework is directly related to the summative essay which will be due in Spring Term.

Indicative reading: Della Porta, D. (2015). *Social Movements in Times of Austerity*. Wiley.

Fricker, M. (2013). Epistemic justice as a condition of political freedom? *Synthese*, 190(7), 1317-1332.

Gaventa, J. (2006) Finding the Spaces for Change: A Power Analysis. *IDS Bulletin* 37 (6). November 2006.

Green, D. (2016) *How Change Happens*. Oxford University Press. Also accessible as a free download at < <http://how-change-happens.com/download/>>

Goss, S. (2015) *Systems Leadership: A View from the Bridge*. OPM.

Glasius, M. and Ishkanian, A. (2015) Surreptitious symbiosis: engagement between activists and NGOs. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 26 (6). pp. 2620-2644.

Ishkanian, A. and Peña Saavedra, A. (2019) The politics and practices of intersectional prefiguration in social movements: the case of Sisters Uncut. *Sociological Review*, 67 (5). 985 - 1001.

Phillips, B. (2020) *How to Fight Inequality and Why That Fight Needs You*. Polity.

Raworth, K (2018) *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. London. Random House Business.

Seckinelgin, H. (2017) The politics of global AIDS: institutionalization of solidarity, exclusion of context. Springer International Publishing, Switzerland.

Weldon, L. S. (2011). *When protest makes policy: how social movements represent disadvantaged groups*. Ann Arbor: University of Michigan Press.

Assessment: Presentation (30%) in the post-spring term.

Policy report (70%) in the ST.

70% Policy Report 2500 words.

S04B1

Contemporary Politics of Human Rights

This information is for the 2024/25 session.

Teacher responsible: Dr Mahvish Ahmad

Availability: This course is compulsory on the MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement, with priority given to taught postgraduate students in the Sociology Department. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

Course content: During a period of unprecedented changes in social, political, technological, ecological, and cultural spheres key human rights ideas and institutions are being revisited, criticised, or attacked. The story of human rights as the product of a western enlightenment solidified via an international consensus that emerged after the Second World War is being rewritten, bringing attention to competing ideas of rights and justice proposed for instance by anti-colonial figures and movements. Meanwhile, human rights as a powerful exemplar of political liberalism has come under sustained criticism for their institutionalised, procedural, and legalistic nature. Critics say this formalistic approach has obscured relations of power, including racial, classed, gendered, and human-nature inequalities allowing the defence of human rights to be used as a justification for domination and hierarchy, for instance via the deployment of imperial war to protect women and minorities. Finally, liberal human rights face an unprecedented attack by authoritarian, populist, and fascist states and movements. We are today witnessing a roll-back of legal protections for migrants and refugees; indigenous communities; women, trans and non-binary

peoples; racial, ethnic, and religious minorities; the environment; the poor and working classes, and others. All this is happening at a time of major social upheaval that bring attention to the limits of the human rights framework including migrant crises, the rapid development of artificial intelligence, a global pandemic, and climate disaster. The multiple and contradictory crises facing human rights raises difficult questions for those committed to social, political, economic, and ecological justice: Do we retain and protect human rights in its current, liberal form—or does it need to be fundamentally revised, perhaps even rejected and replaced with another kind of political project? Those asking such questions find themselves turning to ideas and movements not captured by the languages of human rights and their institutional and legal framing, including the politics of antifascism, abolition, antiracism, feminism, anticolonialism, reparations, and more.

This interdisciplinary course examines many of the sharp tensions and contradictions in the contemporary politics of human rights—bringing particular attention to alternative ideas that seek to expand, reconfigure, or replace human rights as a politics for justice. The course provides students with conceptual tools through which to tackle unsettled issues, rather than clear and definitive answers to difficult questions around the future of human rights. It considers the entanglements between human rights, empire, and anti-imperialism; its universalist claims; its relation to capitalist and neoliberal economic orders; and its understanding of what constitutes the human. And, it critically examines the external and internal pressures on the human rights project; mainstream human rights practices like the documentation of “wrongs” and the mobilization of feelings; and the alternative shapes that struggles for social, economic, political, and ecological justice can take at a time of global crisis.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across AT and WT.

There will be a Reading Week in Week 6 of both Autumn Term and Winter Term.

Formative coursework: Students should submit two formative essays, 1,000 words each, one in Week 6 of Autumn Term and one in Week 6 of Winter Term.

Indicative reading: Gordon, N. and N. Perugini. 2015. *The Human Right to Dominate*. Oxford University Press.

Singh, J., 2017. *Unthinking mastery: Dehumanism and decolonial entanglements*. Duke University Press.

Madhok, S., 2022. *On Vernacular Rights Cultures: The Politics of Origins, Human Rights, and Gendered Struggles for Justice*. Cambridge University Press.

Moses, D, Duranti, M and Burke, R eds. (2020), *Decolonization, Self-Determination, and the Rise of Global Human Rights Politics*, Cambridge University Press.

Rodney, W., 2018. *How Europe underdeveloped Africa*. Verso Books.

Gago, V., 2020. *Feminist international: How to change everything*. Verso Books.

Getachew, A., 2019. *Worldmaking after empire: The rise and fall of self-determination*. Princeton University Press.

Brown, W. 2009. *Regulating Aversion: Tolerance in the Age of Identity and Empire*. Princeton University Press.

Gilmore, R. W. 2007. *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. University of California Press.

Mamdani, M. 2009. *Saviours and Survivors: Darfur, Politics and the War on Terror*. HSRC Press.

Fassin, D. 2012. *Humanitarian Reason: A Moral History of the Present*. University of California Press.

Bookchin, M. 1982. *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. AK Press.

Douzinas, C. 2007. *Human Rights and Empire: The Political Philosophy of Cosmopolitanism*. Routledge.

Krabbe, J.S-K. 2015. *Race, Rights and Rebels: Alternatives to Human Rights and Development From the Global South*. Rowman & Littlefield International.

Gilroy, P. 2009. *Race and the Right to be Human*. Universiteit Utrecht.

Bhandar, B., 2018. Colonial lives of property: Law, land, and racial regimes of ownership. Duke University Press.

Sankara, T., 1988. 'Dare to invent the future. Interview with Jean-Philippe Rapp 1985'. pp.189-232 In: Thomas Sankara Speaks. The Burkina Faso Revolution 1983-1987. Pathfinders.

Assessment: Essay (50%, 3500 words) in the WT.
Essay (50%, 3500 words) in the ST.

Attendance at all classes and submission of all set coursework is required.

SO4B2

MSc in Human Rights and Politics Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Mahvish Ahmad

Availability: This course is compulsory on the MSc in Human Rights and Politics. This course is not available as an outside option.

Course content: The dissertation provides you with an opportunity to develop an independent research question tackling a conceptual or empirical predicament that you are grappling with within the broad field of human rights and politics. Dissertation workshops aim to support your development as a thinker and researcher who produces an independent piece of writing. Workshops will help you to begin the process of writing your dissertation, develop your ideas further, and learn about a range of research methods and techniques. They will run alongside individual meetings with your dissertation supervisor.

During Autumn Term, a set of extended lectures aim to get students thinking about research on human rights and politics, starting with how to identify a strong research problem. In Winter Term and Spring Term, dissertation workshops will cover a range of topics, including the structure of a dissertation, ethical and practical challenges in research, refining your research problem, deciding on research methods, analysing data, and writing the dissertation. The workshops aim to give tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics. The MSc in Human Rights and Politics takes a pluralist approach towards topics, concepts and research methods and does not seek to prescribe any particular areas of research, theories or methods.

Teaching: 2 hours of lectures in the AT. 3 hours of seminars in the WT. 2 hours of seminars in the ST.

These seminars are for students on the MSc Human Rights and Politics only.

In addition to the above teaching, there will be two sessions during AT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research, and reviewing the existing literature.

Formative coursework: Students will be required to submit a provisional dissertation title in AT, plus an extended dissertation statement in WT.

Indicative reading: Seale, C. (2018), *Researching Society and Culture* (Fourth Edition), Sage.

Cerwonka, Allaine & Liisa H. Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago University Press.

Small, Mario Luis & Jessica McCrory Calarco. 2022. *Qualitative Literacy: A Guide to Evaluating Ethnographic and Interview Research*. University of California Press.

Smith, Linda Tuhiwai. 1999. *Decolonizing Methodologies*. Zed Books.

Assessment: Dissertation (100%, 10000 words) in August. An electronic copy of the dissertation, to be uploaded to Moodle, no later than 4.00pm on Thursday 14th of August 2025. Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all workshops and submission of all set coursework is required.

SO4B3 Half Unit Not available in 2024/25

Seeing like an NGO: Human Rights in Practice

This information is for the 2024/25 session.

Teacher responsible: Prof Monika Krause STC.S207

Availability: This course is available on the MSc in Human Rights and MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights and MSc in Human Rights and Politics. This may mean that not all students who apply will be able to get a place on this course.

Course content: This module invites students to examine practices in human rights NGOs as a case for the sociology of knowledge and expertise. The course will familiarise students with theoretical and analytical tools, which sociologists use to understand expert practices and practices in organizations, as well as with current sociological research on international NGOs. Students will be asked to participate in two simulation activities as part of this module: In one session, students will work in teams to develop advocacy projects. In a separate, day-long activity, we will study professional standards in human rights and related fields and then meet to review evidence on a specific setting – the ongoing crisis in the fictional context of Ruritania. Working in different teams, students will develop proposals for concrete interventions that might further human rights in Ruritania. We will reflect on the simulation in terms of the assumptions and knowledge-claims we have made and encountered and their implications for broader sociological questions. We will discuss conclusions in three areas: First, we can discuss conclusions in terms of questions in the sociology of expert practice; second, we will discuss conclusions in terms of skills students have used, and might need to develop; thirdly, we will discuss what our observations mean for how we can best pursue practical goals relating to social change and human rights.

Teaching: This course is delivered through a combination of lectures, online materials, seminars and simulations totalling a minimum of 20 hours in the LT.

This course includes a day-long session on the Saturday of week 7 or week 8. Please make sure to check your calendar before enrolling on this course.

These teaching arrangements may change if online teaching is required at any point during the Lent Term.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: Students have the option of handing in a formative essay of 1,500 words addressing knowledge practice in a field other than human rights in week 6. If completed by the deadline, students will receive feedback within two weeks.

Indicative reading:

- Becker, Howard. 1984. *Art Worlds*. Berkeley: University of California Press.
- Krause, Monika. *The Good Project. Humanitarian Relief and the Fragmentation of Reason*. Chicago: Chicago University Press
- Latour, Bruno and Steven Woolgar. 1985. *Laboratory Life. The Construction of Scientific Facts*. Princeton: Princeton University Press.
- O'Flaherty, Michael (2007) *The Human Rights Field Operation. Law Theory and Practice*. London: Ashgate.
- Barnett, Michael. 2002. *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca, NY: Cornell University Press, 2002.
- Bob, Clifford. 2005. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. Cambridge: Cambridge University Press.
- Cooley, Alexander and James Ron, "The NGO Scramble: Organizational Insecurity and the Political Economy of

- Transnational Action," *International Security* 27, no. 1 (2002): 5-39.
- De Waal, Alex. 2003. "Human Rights, Institutional Wrongs." In *Rethinking International Organizations: Pathology and Promise*, edited by Dennis Dijkzeul and Yves Beigbeder. New York: 234-260.
 - DfId. 2001. *Guidance on Using the Revised Logical Framework*. London: 2011.
 - Kanter, Rosabeth M. 1977. "Managers" and "Secretaries." Ch. 3-4 in *Men and Women of the Corporation*. New York: Basic Books.
 - Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response. Geneva: The Sphere Project, 2011.
 - Stevens, Alex. 2006. "Telling Policy Stories: An Ethnographic Study of the Use of Evidence in Policy-making in the UK." *Journal of Social Policy* 1:1-19
 - Taplin, Dana H. and Helene Clark: *Theory of Change Basics. A Primer on Theory of Change*. ActKnowledge: New York 2012.
 - Weber, Max. 1996. *Bureaucracy*, in: *Essays in Sociology*. London: Routledge, pp. 196-216.
 - Wong, Wendy. 2012. *Internal Affairs: How the Structure of NGOs Transforms Human Rights*. Ithaca Cornell University Press.

Assessment: Essay (100%, 5000 words) in the ST.

For their assessment students will complete an essay that does not exceed 5000 words in length. The essay will respond to an analytical provocation by drawing on observations from the simulation activities.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

SO4B5 Half Unit The Anticolonial Archive

This information is for the 2024/25 session.

Teacher responsible: Dr Sara Salem

Availability: This course is available on the MSc in Gender (Rights and Human Rights), MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

Course content: This course focuses on anti-colonial movements to explore the postcolonial moment that emerged after the end of European empire. It addresses debates within postcolonial studies and political sociology, looking at the legacies and afterlives of empire and what these mean for our current moment. We trace conversations anti-colonial movements had around nationalism; capitalism and geopolitics; resistance, subjectivity and modernity; and global patterns of inequality. The course investigates these topics through various "anticolonial archives," including theoretical texts by major anticolonial and postcolonial theorists, literature, archival data, posters, images, speeches, films, memoirs and private correspondence.

The course addresses the following themes: we explore how we might think of anticolonial archives as sources of anticolonial history, and how this changes the way we look back at historical events; we explore anticolonial movements through some of the major theoretical texts that emerged during this moment by thinkers such as Frantz Fanon, B.R. Ambedkar, Kwame Nkrumah, Claudia Jones, Aimé Césaire, Chandra Mohanty, and Edward Said, among others, in order to sketch out the theoretical stakes of decolonisation and in particular the multiple alternative postcolonial projects that were proposed; we focus on two particular features of anticolonial movements and the postcolonial states they produced: their internationalism on the one hand and their focus on nationalism on the other; and we look

at internationalist and third worldist movements such as pan-Africanism, pan-Arabism, transnational feminism and Third World Marxism—particularly through the lens of international spaces such as the Marxist 'internationals,' the Afro-Asian Conference at Bandung and the Pan-African Congresses—before delving more deeply into particular national contexts (cases include South Africa, Algeria, Egypt, India and Cuba). The course ends by addressing the afterlives of empire, assessing the emergence of postcolonial states; global migration and the end of empire; the effects of the global neoliberal project on the postcolonial world; and contemporary debates around postcolonial/decolonial theory.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy

Formative coursework: Students will be expected to produce 1 essay in the AT.

A 1,500 word reflective essay to be handed in during Week 7 of AT that takes a particular object or material from an "anticolonial archive" and discusses it in relation to the course themes, readings, and questions. This may be used to build an online "anticolonial archive" based on the course as a whole, on the LSE Sociology website. This should lay the basis for a topic or set of questions which you will explore in your summative essay. The formative is intended as an opportunity to begin to explore the various anticolonial archives and how to approach materials within them in relation to theoretical questions.

Indicative reading: Indicative readings:

Chatterjee, P., 2012. *The black hole of empire: History of a global practice of power*. Princeton University Press.

Fanon, F., 1963. *The wretched of the earth*. New York: Grove Press.

Gordon, A.F., 2008. *Ghostly matters: Haunting and the sociological imagination*. University of Minnesota Press.

Kelley, R.D., 2002. *Freedom dreams: The black radical imagination*. Beacon Press.

Krug, Jessica. 2019. *Fugitive Modernities: Kisama and the Politics of Freedom*. Duke University Press.

Mahler, A.G., 2018. *From the Tricontinental to the global South: race, radicalism, and transnational solidarity*. Duke University Press.

Said, E.W., 1983. *The world, the text, and the critic*. Harvard University Press.

Scott, D., 2004. *Conscripts of modernity*. Duke University Press.

Singh, J., 2017. *Unthinking mastery: Dehumanism and decolonial entanglements*. Duke University Press.

Steinmetz, G. ed., 2013. *Sociology and empire: the imperial entanglements of a discipline*. Duke University Press.

Assessment: Essay (85%, 4000 words) in the WT.

In-class assessment (15%) in the AT.

15% of the final mark will be given for a presentation during one seminar and participation throughout.

The in-class presentation is a way to ensure participation and a deeper engagement with the material. It also allows students to respond to material in creative ways. This presentation will be collaborative and will explore a particular knowledge object.

We will complete a reading round at the start of each class, during which students will spend a few minutes reflecting on the readings and pointing to any questions they may have raised. Students are expected to participate in this every week, and this is what counts towards participation throughout, which together with an in-class presentation adds to the 15%.

SO4B6 Half Unit Not available in 2024/25 Nature and Technology: More than Human Sociology

This information is for the 2024/25 session.

Teacher responsible: Dr Carrie Friese STC.S213

Availability: This course is available on the MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Culture and Society, MSc in Economy and Society and MSc Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: The premise of this course is that, to understand social life, we need to go beyond human subjects to also consider our relations with other living species and inanimate things. In this course we will explore how the more than human social world can be theorised, thus providing an alternative to the twin modernist notions of nature as the grounds for society as well as technology as the human construction of the material world. The theorists we will read in this course are largely located within Science and Technology Studies, and may include: Karen Barad, Vinciane Despret, Donna Haraway, Bruno Latour, Maria Puig de la Bellacasa and/or Isabelle Stengers. Drawing on these theorists, we will ask how entities like cells and microbes or plants and animals or digital and mechanical technologies shape human social life. Examples may be in the fields of: (re) production, infectious diseases, weather and climate, health care provision and/or commodity supply chains. We will explore how more than human perspectives on these processes reshapes sociological understandings of capitalism/post-capitalism, power and biopolitics, humanitarianism and rights, and/or inequalities. Through these theories and empirical case studies, across the course we will ask what it means to be human today, and we will probe the ethics involved in living together in power laden, affective relations with other species and things in remaking the planet.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

Formative coursework: Essay plan of 1,500 words.

Indicative reading:

- Barad, Karen. (2007) *Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning*. Durham: Duke University Press.
- Chakrabarti, Pratik. (2012) *Bacteriology in British India: Laboratory Medicine and the Tropics*. Rochester: University of Rochester Press.
- Elias, Ann. (2019) *Coral Empire: Underwater Oceans, Colonial Tropics, Visual Modernity*. Durham: Duke University Press.
- Haraway, Donna J. (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. Minneapolis: University of Minneapolis Press.
- Kohn, Eduardo. (2013) *How Forests Think: Toward an Anthropology Beyond the Human*. Berkeley: UC Press.
- Latour, Bruno. (2018) *Down to Earth: Politics in the New Climatic Regime*. Cambridge: Polity.
- Snaza, Nathan. (2019) *Animate Literacies: Literature, Affect, and the Politics of Humanism*. Durham: Duke University Press.
- Puig de la Bellacasa, Maria. (2017) *Matters of Care: Speculative Ethics in the More than Human Worlds*. Minneapolis: University of Minneapolis Press.
- Tsing, Anna. (2017) *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton: Princeton University Press.
- Vora, Kalindi and Neda Atanasoski. (2019) *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures*. Durham: Duke University Press.

Assessment: Essay (90%, 4000 words) in the ST. Class participation (10%) in the WT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the third Wednesday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

SO4B7 Half Unit Lawful Violence

This information is for the 2024/25 session.

Teacher responsible: Dr Mahvish Ahmad

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

Course content: This course investigates lawful violence sanctioned and deployed by modern nation states. We pay particular attention to philosophical legitimations, institutional formations, and circulating techniques of state-sanctioned violence. Through an expansive corpus of intellectual work – including journal articles and books, abolitionist manifestoes, prison writings, anti-militarist films, testimonials from sites of war, and political poetry – we analyse police, prisons, armies, border regimes, surveillance technologies, legalised weaponry, paramilitary outfits, private security, militarised occupation, detention centres and more. The relationship between state violence and racial, colonial, imperial hierarchies; gendered and patriarchal orders; and the management of class, capitalism, and late neoliberalism will structure our conversations throughout the term.

The course begins by conceptualising the relationship between state, law, and violence, paying particular attention to a classic definition of the state as an entity that holds the legitimate monopoly over violence within a defined territory. In this first part of the course, we revisit the philosophical and historical underpinnings that led to the emergence and solidification of the violence-making institutions of the state. This includes a critical interrogation of the figure of the 'terrorist', 'criminal', 'traitor', and others considered legitimate targets of state violence. We also focus on technologies of violence, including prisons, immigrant detention, counterterror confinement, drone warfare, privatised security and surveillance. Finally, we look at grassroots movements including abolitionist, anti-war, anti-racist, and anti-colonial movements in places like Kashmir, the US, Iran, Egypt, Balochistan, South Africa, Hong Kong, Brazil, and elsewhere. Throughout this course, students will gain a solid understanding of state violence—and alternative imaginations of political community and justice that fundamentally refigure the place of violence and its relationship to collective life.

Teaching: This course is delivered through a combination of short lectures, student interventions on select research projects, and discussion-based seminars totalling a minimum of 20 hours in WT. The student interventions are an especially key pedagogical tool within this course. All students will present an independent research project via short oral interventions in class on which they will receive detailed feedback from the instructor. This will form the basis of formative and summative assignments (see below). Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

The formative assessment will consist of one 800-word abstract which will form the basis for a summative essay.

Indicative reading:

- Stuart Hall, *Policing the Crisis: Mugging, the State and Law & Order*, (Red Globe Press, 2013).
- Walter Benjamin, 'A Critique of Violence' in Marcus Bullock and Michael W. Jennings, *Walter Benjamin: Selected Writings, Vol. I (1913-1926)* (Harvard University Press, 2002).
- Laleh Khalili. 2012. *Time in the Shadows: Confinement in Counterinsurgencies*. Stanford University Press.
- Ruth Wilson Gilmore. 2022. *Abolition Geography: Essays Towards Liberation*. Verso Books.
- Brenna Bhandar, *Colonial Lives of Property: Law, Land, and Racial Regimes of Ownership* (Durham and London: Duke University Press, 2018).
- Wendy Brown, *Walled States, Waning Sovereignty* (MIT Press, 2010).
- Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. University of California Press, 2007.
- Adam Elliot-Cooper, *Black Resistance to British Policing* (Manchester University Press, 2021).
- Behrouz Boochani. 2018. *No Friend But The Mountain*. Picador Australia.
- Alaa Abd el-Fatah. 2021. *You Have Not Yet Been Defeated*. Fitzcarraldo Editions.
- Bushra al-Maqtari. 2022, *What Have You Left Behind?* Fitzcarraldo Editions.
- Mona Bhan, Haley Duschinski, Deepti Misri. 2022. *Routledge Handbook of Critical Kashmir Studies*. Routledge.
- Mirza Waheed. *The Collaborator*. Penguin Books.
- Darren Byler. 2022. *Terror Capitalism: Uyghur Dispossession and Masculinity in a Chinese City*. Duke University Press.
- Neocleous, Mark. 2014. *War Power, Police Power*. Edinburgh University Press.
- INCITE! *Women of Color Against Violence*. 2016. *Color of Violence: The INCITE! Anthology*, Duke University Press
- Schrader, Stuart. 2019. *Badges Without Borders: How Global Counterinsurgency Transformed American Policing*. University of California Press
- Bruce-Jones, Eddie. 2016. *Race in the Shadow of Law: State Violence in Contemporary Europe*. 1st edition. Milton Park, Abingdon, Oxon; New York, NY: Routledge.
- McCoy, Alfred. 2009. *The United States, the Philippines, and the Rise of the Surveillance State*. Ateneo de Manila University Press.
- Wang, Jackie. 2017. *Carceral Capitalism*. South Pasadena, CA: Semiotext(e)/Intervention Series, The MIT Press.
- Paik, A. Naomi. 2020. *Bans, Walls, Raids, Sanctuary: Understanding U.S. Immigration for the Twenty-First Century*. First edition. Oakland, California: University of California Press.
- Dlamini, Jacob. 2020. *The Terrorist Album: Apartheid's Insurgents, Collaborators and the Security Police*. Harvard University Press.
- Guzman, Patricio. 2010. *Nostalgia for the Light*. Film.
- Maria Mies and Silvia Federici, *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour* (Zed Books, 2014).
- Al-Bulushi, Samar, Sahana Ghosh, and Inderpal Grewal. 'Security from the South'. *Social Text* 40, no. 3 (1 September 2022): 1–15. <https://doi.org/10.1215/01642472-9771021>.
- Ghosh, Sahana. *A Thousand Tiny Cuts: Mobility and Security Across the Bangladesh-India Borderlands*. Univ of California Press, 2023.

Assessment: Essay (85%, 4000 words) in the ST.

Group presentation (15%) in the WT.

15% will be given for a student intervention. Students will present via a short student intervention delivered verbally in class on a chosen, original research topic that will also form a final, summative essay. This encourages students to take active part in the seminar throughout the Winter Term, discuss their ideas intensely with their presentation group, and gain feedback on original research and ideas from the rest of the class.

85% of the final mark will be given for a 4000-word essay on an original research topic to be prepared in Spring Term. The original research topic will draw from the student presentations and will be based on a formative abstract submitted in Winter Term. This mark

ensures that students will develop independent intellectual work in relation to the topics covered in class.

Attendance at all seminars and submission of all set coursework is required.

SO4B8 Half Unit

Internationalism and Solidarity

This information is for the 2024/25 session.

Teacher responsible: Dr Ayça Çubukçu

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: Given the frequent overlap, in theory and practice, between visions of internationalism and cosmopolitanism on the one hand, and the remarkable internal variation—to the extent that two different and coherent bodies of thought can be said to exist in the first place—within internationalism and cosmopolitanism on the other, how should we think about the divergences and convergences between these two visions? When different versions of internationalism and cosmopolitanism as expounded and practiced by various theological traditions are added to the matrix along with their feminist, anarchist, regionalist, Third-Worldist, nationalist and militarist articulations, the nature of these phenomena proves too complicated to grasp in a single breath. This course aims to examine this problem by addressing the complications that arise in attempts to define, critique, and practice various strands of internationalism and cosmopolitanism. Cases considered will include communist internationalism, feminist internationalism, anarchist internationalism, Third-Worldism, human rights and liberal internationalism, and Black internationalism.

Teaching: This course is delivered through seminars totalling a minimum of 20 hours in the WT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Abstract (700 words) and bibliography of the summative essay to be submitted in week 8.

Indicative reading: This is an indicative list. Titles may vary year to year.

- Kant, *Perpetual Peace and Other Essays*;
- Marx and Engels, *Communist Manifesto*;
- Lenin, *Right of Nations to Self-Determination*;
- Hallas, *The Comintern*;
- CLR James, *World Revolution*;
- Mohanty, *Feminism Without Borders*;
- Anderson, *Under Three Flags: Anarchism and the Anti-Colonial Imagination*;
- Hemmings, *Considering Emma Goldman*;
- Prashad, *Darker Nations*;
- Gilroy, *Postcolonial Melancholia*;
- Hopgood, *Keepers of the Flame*;
- Moyn, *Last Utopia*;
- Chun-Mu, *Radicals on the Road: Internationalism, Orientalism, and Feminism during the Vietnam Era*
- Makalani, *In the Cause of Freedom: Radical Black Internationalism from Harlem to London, 1917-1939*;
- Wilder, *Freedom Time: Negritude, Decolonization and the Future of the World*;
- Mahler, *From the Tricontinental to the Global South: Race, Radicalism, and Transnational Solidarity*;

- Boaventura de Sousa Santos, *The Rise of the Global Left: The World Social Forum and Beyond*

Assessment: Research paper (90%) in the ST.
Class participation (10%) in the WT.

SO4B9 Half Unit The Sociology of Consumption

This information is for the 2024/25 session.

Teacher responsible: Dr Rebecca Elliott

Availability: This course is available on the MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: Why do we want the things we want and what do those things say about us? How does consumption reflect and reproduce differences and inequalities of various kinds? What are the social origins of market demand? How did consumption-centred cultures develop and what are their ecological consequences? What does it mean for consumption to be 'sustainable' or 'ethical'?

This course offers a sociological engagement with consumption. It begins from the premise that while we may think of ourselves as individual consumers, how we use resources, our taste for particular goods, and our everyday consumption habits and practices are socially derived and socially structured in profound ways. Issues related to consumption are situated at the intersections of economic, cultural, and environmental sociology and the course will draw on theory and empirical research from all three subfields.

Topics covered in the course include: the social origins of taste; the rise of consumerism; collective consumption and energy use; fashion; the social organization of waste; shopping as social practice; and ethical/sustainable consumption.

LSE offers three courses addressing consumption: MG404 Consumer Insights: Behavioural Fundamentals and PB417 Consumer Psychology address consumer behaviour. SO4B9 Sociology of Consumption takes a more macro level and examines consumption at society level. MG404 is designed for the students of Management to complement their curriculum, and PB417 targets the (future) decision-makers and advisers in business and organisations dealing with consumers, including non-commercial. SO4B9 is primarily intended for students on Sociology programmes with interests in culture, inequality, and the relations between the economy, the environment and society.

There are some similarities in the content of MG404, PB417 and SO4B9. Broadly, PB417 and MG404 courses introduce the psychological foundations of consumer behaviour, and are intended to equip students to apply psychological theories to business situations. There are, however, important differences in the orientations of the two courses.

MG404 is intended for students studying management and related disciplines who want to learn how to influence consumer behaviour (e.g., how to construct persuasive advertising or sway purchase decisions). MG404 introduces the principles of consumer behaviour that firms need to recognize in order to successfully market their products and services, and which consumers themselves can use to make optimal decisions.

PB417 provides a skillset and a toolbox of theories and methods for analysing consumer demand, finding the levers for change and building sustainable business models. For assessment, students choose a real case and write a set of (justified) recommendations to the CEO. PB417 may especially be of interest to students across a broad range of programmes who are interested in developing

new modes of relationship with consumers or building sustainable business models as an alternative to the current consumer society. The courses share some content where appropriate; other content differs in accordance with the different goals of the two courses. SO4B9 critically examines consumption patterns and practices as rooted in culture, political economies, material infrastructures, and social structures. The course introduces a range of social theory engagements with the question of consumption, which provide diverse ways of thinking about the relations between individuals, societies, and the planet. For assessment, students will develop sociological analyses of their consumption practices in relation to the social theory introduced on the course.

Teaching: 30 hours of seminars in the WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce one 1500-word essay in the WT.

Indicative reading:

- Banks, Patricia A. 2021. Race, Ethnicity, and Consumption: A Sociological View.
- Bourdieu, Pierre. 1984. Distinction.
- Cairns, Karen, Josee Johnston and Nora MacKendrick. 2013. "Feeding the 'Organic Child': Mothering through Ethical Consumption." *Journal of Consumer Culture* 13(2): 97–118.
- Chin, Elizabeth. 2016. *My Life with Things: The Consumer Diaries*.
- Elias, Norbert. 1939. *The Civilizing Process*.
- Liboiron, Max. 2021. Pollution is Colonialism.
- Schor, Juliet. 2010. Plenitude.
- Sheller, Mimi. 2003. Consuming the Caribbean.
- Shove, Elizabeth. 2003. "Converging Conventions of Comfort, Cleanliness and Convenience." *Journal of Consumer Policy* 26(4): 395–418.
- Soper, Kate. 2020. Post-Growth Living: For an Alternative Hedonism.
- Warde, Alan. 2005. "Consumption and Theories of Practice." *Journal of Consumer Culture* 5(2): 131–53.

Assessment: Essay (90%, 3000 words) in the ST.

Group presentation (10%) in the WT.

Attendance at all seminars, completion of set readings and submission of set coursework is required.

SO4C1 Half Unit Fascism, Authoritarianism, Populism

This information is for the 2024/25 session.

Teacher responsible: Prof Chetan Bhatt

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: In this course, we examine the global rise over the last decade of authoritarian populist, neo-fascist, neo-Nazi and ethno-supremacist movements, leaders and states, and we consider the threats they pose for international human rights. The course is international in scope and subject matter. Its approach is interdisciplinary, and we will be drawing on political, sociological and philosophical disciplines during the course. We will cover key developments in Eastern and Western Europe, North and South America, India, the Philippines and other regions. We will look at older and contemporary academic debates about the nature of populism and fascism. The course aims to move beyond the conceptual limitations of many recent academic debates, and you will have an opportunity to apply new and developing conceptual

frameworks to understand particular far-right phenomenon. In addition to country and regional case studies, we will cover a range of themes, including: the nature of authoritarian populism in the West and the Global South; the international organization of neo-Nazism and neo-Fascism (including the 'alt right', the 'alt lite', QAnon, the European New Right and the counterjihad movement); authoritarian populist governance in Brazil, India, Argentina and the Philippines; new media and the transformation of political communication; knowledge and truth in authoritarian populist discourse; the assaults on minorities; and the consequences for political liberalism, democracy and international human rights.

Teaching: This course is delivered through a combination of lectures, seminars, workshops and online materials, totalling a minimum of 20 hours in the AT.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: One 1,000 word essay outline chosen from a set list of questions, and which is to be handed in during the middle of the term in which the course is taught. Feedback on formative work will be provided in individual face to face meetings in written and verbal form; general formative feedback will also be provided during seminars.

Indicative reading:

- Werner-Muller, J. (2017), *What is Populism?*, Penguin.
- Mudde, C. ed. (2016), *The Populist Radical Right*, Routledge.
- Heydarian, Richard (2017), *The Rise of Duterte: A Populist Revolt against Elite Democracy*, Palgrave.
- Kendzior, Sarah (2020), *Hiding in Plain Sight: the invention of Donald Trump and the erosion of America*, Flatiron.
- Gudavarthy, Ajay (2018), *India After Modi: Populism and the Right*, Bloomsbury.
- Smith, Terry (2020), *Whitelash: unmasking white grievance at the ballot box*, Cambridge University Press.
- Foley, Conor (2019), *In Spite of You: Bolsonaro and the New Brazilian Resistance*, OR Books.
- Snyder, Timothy (2017), *On Tyranny: Twenty Lessons from the Twentieth Century*, Bodley Head.
- Berezin, Mabel (2009), *Illiberal Politics in Neoliberal Times: culture, security and populism in the new Europe*, Cambridge University Press.
- Chatterjee, Partha (2019), *I Am the People: Reflections on Popular Sovereignty Today*, Columbia University Press.

Assessment: Project (100%, 4000 words) in the WT.

A 4,000 word project that you will undertake independently. The project can be a conceptual or theoretical essay or it can be an application of ideas, concepts and content from across the course to an analysis of a specific contemporary or historical case, event, theme or visual material. The project will be based on a question or title that you will agree with the course convenor. The project must be based directly on themes and topics covered in this course. Detailed guidance on what makes for a strong project and the main criteria for its assessment will be provided to you during the course.

Attendance at all seminars and submission of all set coursework is required.

S04C2 Half Unit Not available in 2024/25 Racial Capitalism

This information is for the 2024/25 session.

Teacher responsible: Dr Sara Camacho Felix CBG 4.07

Availability: This course is available on the MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Inequalities and Social Science. This may mean that not all students who apply will be able to get a place on this course.

Course content: This course analyses the historical and structural mechanisms that connect modern capitalism to forms of racial domination and exclusion. It begins with a historical account, analysing the centrality of the expropriation of indigenous land, labour and resources and traces the rise and development of plantation slavery. The course also explores the late colonial period, examining the creation of global labour chains through indenture, factory organisation and new forms of debt and extraction. Finally, the course examines processes of decolonisation as well as the creation of a globalised economic order from the 1980s to the 2000s.

Key topics include slave economies, resource extraction, land rights, debt, global indenture, colonial economies, industrial labour, political rights, economic redistribution, welfare, immigration, decolonisation, and globalisation. Each of these will be analysed not only in their historical and economic contexts, but as concepts that have racial, social, moral and political functions, and that profoundly help to reshape social and racial boundaries. The course also explores sites of resistance to racial capitalism. This includes international solidarity movements, interracial unionism, anticolonial socialisms, the rise of more radical international structures and the possibility of reparations.

The course draws on the traditions of Black Marxist and Radical thought, Critical Race Theory, De/Coloniality, and Black Feminist traditions, and will include work by Eric Williams, Walter Rodney, Cedric Robinson, Angela Davis and Ruth Gilmore Wilson.

Teaching: 20 hours of seminars in the WT.

The course will be team-taught. We will use a mixture of lecture, discussion and group seminar activities. During week 6, students will receive additional training in producing podcasts.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce a 1,500 written introduction, literature review and outline of their final essay project, due in Week 7 of Winter Term.

Indicative reading: 1 Prathama Banerjee (2020), 'Labour, Hunger and Struggle' and 'Equality and Economic Reason', in *Elementary Aspects of the Political: Histories from the Global South*, Duke University Press.

2 Gargi Bhattacharyya (2018), 'What Racial Capitalism Is and Is Not', in *Rethinking Racial Capitalism: Questions of Reproduction and Survival*, Rowman & Littlefield, London.

3 Angela Davis (2019), *Women, Race and Class*, Penguin Random House UK.

4 Nancy Fraser (2016), 'Expropriation and Exploitation in Racialized Capitalism', *Critical Historical Studies*, 3,1, pp. 163-178.

5 Ruth Wilson Gilmore (2022), *Change Everything: Racial Capitalism and the Case for Abolition*, Haymarket Books, Chicago.

6 Tania Li (2014), 'Enclosure' and 'Capitalist Relations', in *Land's End: Capitalist Relations on an Indigenous Frontier*, Duke University Press.

7 Eric Williams, (1943), 'Chapter One: The Origin of the Negro Slavery' and 'Chapter 5: British Industry and the Triangular Trade', in *Capitalism and Slavery*, University of North Carolina Press.

8 Cedric J. Robinson (2000), 'Chapter One: Racial Capitalism', in *Black Marxism: The Making of the Black Radical Tradition*, 2nd Edition, University of North Carolina Press.

9 Walter Rodney (2018), 'Chapter Five: Africa's Contribution to the Capitalist Development of Europe' and 'Chapter Six: Colonialism as System for Underdeveloping Africa', in *How Europe Underdeveloped Africa*, Verso, London.

Assessment: Essay (80%, 3500 words) in the ST.

Presentation (20%) in the WT.

The presentation will be a 10-15 minute case study presentation (podcast).

Attendance at all seminars and submission of all set coursework is required.

SO4C3 Half Unit Not available in 2024/25 Social Mobility, Politics and Meritocracy

This information is for the 2024/25 session.

Teacher responsible: Prof Mike Savage STC S210

Availability: This course is available on the MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Inequalities and Social Science. This may mean that not all students who apply will be able to get a place on this course.

Course content: The analysis of social mobility has been one of the strongest specialisms in sociology since the 1950s. It addresses how far inequality of outcomes may be related to inequality of opportunity, by considering the prospects of upward and downward mobility from different social positions. It raises fundamental questions about how inequalities of class, gender, race & ethnicity, nationality (and other axes) shape people's social trajectories. This course will introduce students to theoretical and methodological issues in the study of social mobility, including structural analyses of frequency and propensity along with qualitative studies of the experience of mobility and immobility. The course will consider exemplars of cutting-edge studies across the globe. Students will be introduced to the best contemporary exemplars of social mobility research to inform them in their own studies.

Teaching: This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the WT.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce a 1000 word book review in week 6 of WT.

Students will sit a test on interpretation of quantitative analyses of social mobility in week 4 of WT.

Indicative reading: Mike Savage, *The Return of Inequality: Social Change and the Weight of History*, Harvard University Press, 2021. Shamus Khan, *Privilege*, Princeton UP, 2010

Sam Friedman and Daniel Laurison, *The Class Ceiling: why it pays to be privileged*, Bristol University Press, 2019

Lee Eliot Major and Stephen Machin, *Social Mobility and its Enemies*, Penguin, 2019

Khan, S.R., 2012. *Privilege: The making of an adolescent elite at St. Paul's School* (Vol. 56). Princeton University Press.

Rivera, L.A., 2015. *Pedigree: How elite students get elite jobs*. Princeton University Press.

Reay, Diane, 2018, *Miseducation: Inequality, Education and the Working Classes*, Polity

Assessment: Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Spring Term. Attendance at all seminars and submission of all set coursework is required.

SO4C4 Half Unit Global Mobilities: International Migration

This information is for the 2024/25 session.

Teacher responsible: Dr Kristin Surak

Availability: This course is available on the MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students who have this course listed in their

programme regulations. This may mean that not all students who apply will be able to get a place on this course.

Course content: International migration is one of the fastest growing subfields of the social sciences. If phenomenon is hardly new (and indeed not as common as many assume - only 3% of the world's population falls under the UN's definition of international migrant), it nonetheless grabs newspaper headlines, impacts political outcomes, transforms economies, and has profound consequences for many people. To unpack these complexities and the stakes at play, this class will cover key facets of international migration, addressing a different angle every week. To narrow this wide field, we will focus on macropolitical aspects of international migration: specifically why, when, how crossing a nation-state border matters and the role of states in producing international migration. It's the politics of borders that make it a very different wager to move 5000 kilometers between New York and Los Angeles, that then the mere 50 kilometers between San Diego in the US and Tijuana in Mexico, one of the busiest border-crossings in the world. In unpacking these cross-border dynamics, we will examine international migration processes in different parts of the world, such as the Gulf, East Asia, and Southeast Asia.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading:

- Massey, Douglas. 2009. "The Political Economy of Migration in an Age of Globalization." 160 In Samuel Martinez, ed. *International Migration and Human Rights: The Global Repercussions of US Policy*. 160 Berkeley: UC Press.
- Jamal, Manal. 2015. "The 'tiering' of citizenship and residency and the 'hierarchization' of migrant communities: The United Arab Emirates in historical context." *International Migration Review* 49(3): 601-32.
- Kashiwazaki, Chikako. 2013. "Incorporating Immigrants as Foreigners: Multicultural Politics in Japan." *Citizenship Studies*. 17(1): 31-47.
- FitzGerald, David, Rawan Arar. 2018. "The Sociology of Refugee Migration," *Annual Review of Sociology*.
- Acacio, Kristel. "Managing Labor Migration: Philippine State Policy and International Migration Flows." *Asian Pacific Migration Journal*. 103-32.
- Lubkemann, Stephen. 2000. "Transformation of Transnationality among Mozambican Migrants in South Africa." *Canadian Journal of African Studies*. 34(1): 41-63.
- Adamson, Fiona and Gerasimos Tsourapas. 2019. "The Migration State in the Global South: Nationalizing, Developmental, and Neoliberal Models of Migration Management." *International Migration Review*.
- De Haas, Hein. 2005. "International Migration, Remittances, and Development: Myths and Facts." *Third World Quarterly*. 1269-184.

Assessment: Essay (100%, 4000 words) in the ST.

SO4C5 Half Unit The Social Life of Infrastructure

This information is for the 2024/25 session.

Teacher responsible: Dr David Pinzur

Availability: This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This may mean that not all students

who apply will be able to get a place on this course.

Course content: We are all at least vaguely aware of the multitude of infrastructures that undergird our everyday lives: the global shipping and storage services that bring goods to our homes, the electronic networks that move our money from one account to another, the digital protocols that shape our experiences online. This course treats these infrastructures not as purely material objects (the province of engineers or computer scientists), but rather as densely social phenomena. Drawing on an interdisciplinary, social scientific literature on topics ranging from sewers to SWIFT, the course examines the complex, materially mediated webs of relations and practices that make infrastructures work. This approach highlights a distinct set of concerns. We will examine not only how infrastructures function, but how they produce distributive consequences, alter the nature of politics, articulate with legal and organisational arrangements, and embed beliefs, values, and ways of understanding the world. This situates our analysis of infrastructure as part of a broader concern with the nature of power in hybrid, socio-material environments. The course will provide a set of theoretical and methodological tools for analysing how infrastructures entrench inequalities and expand methods of dominance and control on the one hand, while generating new strategies and means for contesting orders of rule on the other.

Teaching: 25 hours of seminars in the AT.

Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

In Week 9, students will turn in and post to a dedicated Moodle forum, a 1000-word extended abstract that provides a preliminary description and justification of the case that will feature in their summative research prospectus. This will also include an indicative bibliography (not included in word count).

Indicative reading:

- Susan Leigh Star & Karen Ruhleder. 1996. "Steps toward an ecology of infrastructure: Design and access for large information spaces." *Information Systems Research* 7(1):111-134.
- Geoffrey Bowker & Susan Leigh Star. 2000. *Sorting Things Out: Classification and its Consequences*. MIT Press: Cambridge.
- Paul Edwards. 2003. "Infrastructure and modernity: Force, time, and social organization in the history of sociotechnical systems." Pp. 185-226 in Thomas Misa, Phillip Brey, and Andrew Feenberg (eds.) *Modernity and Technology*. MIT Press: Cambridge.
- Marieke de Goede. 2012. *Speculative Security: The Politics of Pursuing Terrorist Monies*. University of Minnesota Press: Minneapolis, MN.
- Deborah Cowen. 2014. *The Deadly Life of Logistics: Mapping Violence in Global Trade*. University of Minnesota Press: Minneapolis, MN.
- Brian Larkin. 2013. "The politics and poetics of infrastructure." *Annual Review of Anthropology* 42:327-343.
- Donald MacKenzie. 2017. "A material political economy: Automated Trading Desk and price prediction in high-frequency trading." *Social Studies of Science* 47(2): 172-194
- Juan Pablo Pardo-Guerra. 2019. *Automating Finance: Infrastructures, Engineers, and the Making of Electronic Markets*. Cambridge University Press: Cambridge.
- Nick Bernards and Malcolm Campbell-Verduyn. 2019. "Understanding technological change in global finance through infrastructures: Introduction to Review of International Political Economy special issue 'The Changing Technological Infrastructures of Global Finance.'" *Review of International Political Economy* 26(5): 773-789
- David Pinzur. 2021. "Infrastructural power: Discretion and the dynamics of infrastructure in action." *Journal of Cultural Economy* 14(6): 644-661.

Assessment: Presentation (10%, 500 words) in the AT.

Essay (90%, 4000 words) in the WT.

Presentation (10%) - Each student will sign up to lead a small seminar discussion in a group of 4-5 people for one week of the term. On this week, students will also post on Moodle a 500 word

plan for the seminar discussion, including introductory comments and discussion question. The mark will reflect the written component of the presentation only.

Essay (90%) - Each student will write a prospectus for a potential research project on an infrastructure of their own choosing. This will have a 4,000-word limit and be due in the Winter Term. The essay will not involve collection or analysis of new data. Rather, it will ask students to: 1) identify an infrastructure that has potential to be the site of valuable, future research; 2) discuss the history of this infrastructure, its importance, and what makes it amenable to 'infrastructural inversion'; 3) analyse the potential theoretical value of this research, drawing on course concepts and literature; 4) sketch the data sources that could form the basis of this empirical research.

S04C6 Half Unit Reading Black Thought

This information is for the 2024/25 session.

Teacher responsible: Dr Olivia U. Rutazibwa

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Inequalities and Social Science. This may mean that not all students who apply will be able to get a place on this course.

Course content: This course offers a collective close reading of selected African and (politically) Black thinkers and texts in the context of ongoing conversations of decolonisation and decoloniality.

Peoples of African descent have historically been subjected to sustained mass human rights violations: violence, dehumanisations, captivity, destruction of life environment, forced labour and imposed poverty. Deconstructive critical, decolonial approaches have revealed the extent to which existing hegemonic Human Rights regimes, set out to combat these injustices, instead more often than not sustain colonial status quo in the present. The course is organised around 5 themes (1) Epistemologies, (2) Political Decolonisation and Self-determination, (3) Ecology and Political Economy of Global Racial Capitalism, (4) Gender, Race and the (im)possibility of the Human, (5) Conviviality and Transversal Solidarities) to engage the ethos of human rights constructively; it turns to epistemic Blackness to expand our sociological imagination of the good life, it thus engages with epistemic Blackness for decolonial rather than identitarian purposes. Through a close reading of historical and contemporary Black Thought we seek to unearth forgotten aspects, new perspectives, alternative priorities of human rights as well as address questions of possibilities and impossibilities of human rights for all.

Teaching: 30 hours of seminars in the AT.

The weekly 3h seminars are centred around students' understandings of the required reading materials.

Reading Weeks: Students on this course will have a reading week in AT Week 6, in line with departmental policy.

Formative coursework: max. 500 words reading summary of chosen text from pre-set reading list + portfolio ideas (bullet points)

Students are provided in text comments and verbal feedback during office hours (optional).

Indicative reading: 1 Ndlovu-Gatsheni, S. J. (2018) *Epistemic Freedom in Africa*

2 Nyamnjoh, Francis. (2020). *Decolonising the Academy: A Case for Convivial Scholarship*

3 Azoulay, Ariella. (2019). *Potential History. Unlearning Imperialism*

4 Grovogui, Siba N. (1996). *Sovereigns, Quasi Sovereigns and*

Africans. Race and Selfdetermination in International Law
 5 Walcott, Rinaldo. (2021). The Long Emancipation: Moving Towards Black Freedom
 6 Boggs, James and Grace (2011). Pages from a Black Radical's Notebook: A James Boggs Reader. (ed. Ward, S.)
 7 Yussof, Kathryn, (2018). A Billion Black Anthropocenes or None
 8 McKittrick, Katherine. (2015). Sylvia Wynter: On Being Human as Praxis
 9 Oyewumi, Oyeronke. (1997) The Invention of Women
 10 Shilliam, R. (2015). The Black Pacific: Anti-Colonial Struggles and Oceanic Connections
 11 Soumahoro, Maboula, (2021). Black is the Journey. Africana the Name

Assessment: Portfolio (90%) in the WT.

Class participation (10%) in the AT.

The course is assessed via:

- 10% class participation assessed via in-class engagement and weekly reading summary template upload
- 90% portfolio consisting of 1000 word reading summary + 2000 word critical case study

Attendance at all seminars and completion of set readings is required.

SO4C7 Half Unit Patriarchy and Society

This information is for the 2024/25 session.

Teacher responsible: Dr Mai Taha

Availability: This course is available on the MSc in Human Rights and MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

Course content: How do we approach law, rights, work, care, and the home from an embodied perspective? How can studying patriarchy in society help us look at the social world differently? What can we learn from various movements of feminist resistance: from anti-colonial and anti-capitalist feminist movements to the queer liberation movement, human rights activism, and the feminist strike? This course engages with these questions by approaching patriarchy as historically co-constitutive of other forms of oppression and exploitation that affect the way we understand and experience the world today. Through this course, students are introduced to feminist legal thought, queer theory, critical race feminism, and Marxist feminism. Borrowing from law, sociology, history, literature, and film, Patriarchy and Society is interdisciplinary in substance and method. The course uses fiction and cinema in parallel with the assigned readings to think through issues of gender and sexuality, housework and social reproduction, racial justice, and class society. It engages with various themes that initially developed from outside of the academy, cohering feminist and queer liberation movements as spaces of knowledge-production. As such, the course explores some of the forms of violence embedded in spatio-temporal regimes: from labour-time in the slave plantation to labour-time in the factory and at home. Through this course, students will be able to reflect on the tension between structures of the patriarchy and its relationship with racism and capitalism, on the one hand, and the different forms of queer and feminist resistance, including ideas around friendship and solidarity to reimagine emancipatory futures, on the other.

Teaching: A minimum of 30 hours of seminars in the WT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Reflection paper on a choice of one text from the course materials

(1500 words)

Indicative reading:

- Octavia Butler, Kindred (1979).
- Guadalupe Nettel, Stillborn (Fitzcarraldo Editions, 2022).
- Robyn Maynard and Leanne Betasamosake Simpson, Rehearsals for Living (Haymarket Books, 2022).
- Gail Lewis, "Birthing Racial Difference: conversations with my mother and others" (2009) Studies in the Maternal 1(1), 1-21.
- Saidiya Hartman, Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval (New York: W. W. Norton and Company, 2019).
- Himani Bannerji, "Building from Marx: Reflections on Race, Gender and Class" (2011) in Sharzad Mojab (eds.) Educating from Marx. Marxism and Education (New York: Palgrave Macmillan, 2011).
- Jules Joanne Gleeson nad Elle O'Rourke, Transgender Marxism (Pluto Press, 2021).
- bell hooks, "Home place (as a Site of Resistance) in Yearning: Race, gender, and cultural politics (South End Press, 1990).
- Sophie Lewis, Full Surrogacy Now: Feminism Against the Family (Verso, 2019).
- Tithi Battacharya (ed.), Social Reproduction Theory: Remapping Class, Recentring Oppression (Pluto Press, 2017).
- Silvia Federici, Caliban and the Witch: Women, the Body and Primitive Accumulation (AK Press, 2004).

Assessment: Essay (50%, 2000 words) and essay (50%, 2000 words) in the ST.

Further details:

A Portfolio of the following:

- **Photo essay** (50%) 2000 words (including citations)

The photo essay would be in conversation with a selection of readings from the course materials. The photos could be curated from existing images and/or taken by the student.

- **Review essay** (50%) 2000 words (including citations)

The review essay would be on a choice of two readings from the course materials **or** Novel Review **or** Film Review.

SO4C8 Half Unit Not available in 2024/25 The Social and Political Lives of the Dead

This information is for the 2024/25 session.

Teacher responsible: Dr Claire Moon

Availability: This course is available on the MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

Course content: It is said that death is 'the great leveller'. However, this course will challenge that truism by exploring the various ways in which death is not the moment at which social and political inequality is erased but is instead perpetuated by the varied and differential treatment of the corpse. As such, the course takes the corpse as the lens through which several critical social and political issues might be examined. It spans various social and political engagements with the dead, covering the ways in which they are regarded, treated, mourned (or not), disposed of, memorialised, venerated, exhumed, remembered, and forgotten.

The issues explored in this course are anchored by a set of key questions: What is the social and political significance of the dead body? What is the nature of the relationship between the living and the dead? How do grief and mourning tie the living and dead together? What forms of labour do the dead demand? What do the dead, and the ways in which they treat them, tell us about social life? What are the political 'uses' of the dead? How are social

inequalities reproduced in the treatment of the dead? What do we owe the dead?

The course will introduce students to a range of social and political issues related to the dead as well as theoretical frameworks for understanding their agency and social power.

The list of topics covered by the course is not intended to be exhaustive - this is a wide field - but are likely to be selected from the following: the corpse, the cemetery, death work, loss, grief and mourning, necropolitics, the stigmatised dead, necro-waste, exhibiting the dead, dead body parts (commodification, circulation, capitalism), the politics of exhumation, memorialisation, the dead body and human rights.

Students will encounter a range of literature and debates from different disciplinary perspectives, including sociology, history, politics, anthropology, science and technology and philosophy, to reflect upon and interpret the profound significance of the dead to social and political life.

Teaching: 30 hours of seminars in the AT.

Core teaching will be delivered across 10 weeks in the AT with a reading week in Week 6, in line with Departmental policy.

The reading week will be used for reading and preparation of the summative essay plan, due for submission in Week 7 of the course.

Formative coursework: Active participation in seminars in the form of contributions to discussion, group work and short presentations is expected.

Indicative reading:

- Amanik, Allan and Kami Fletcher (2020) *Till Death Us Do Part: American Ethnic Cemeteries as Borders Uncrossed*. Jackson: University of Mississippi Press.
- De Leon, Jason (2015) *Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland, California: University of California Press.
- Laqueur, Thomas (2015) *The Work of the Dead: A Cultural History of Mortal Remains*. New Jersey, Princeton: Princeton University Press.
- Mbembe, Achille (2016) *Necropolitics*. Durham and London: Duke University Press.
- Quigley, Christine (1996) *The Corpse: A History*. Jefferson, North Carolina and London: McFarland & Company.
- Redman, Samuel (2016) *Bone Rooms: From Scientific Racism to Human Prehistory in Museums*. Cambridge, Massachusetts: Harvard University Press.
- Rojas-Perez, Isaias (2017) *Mourning Remains: State Atrocity, Exhumations, and Governing the Disappeared in Peru's Postwar Andes*. Stanford, California: Stanford University Press.
- Scheper-Hughes, Nancy (1992) *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.
- Verdery, Katherine (1999) *The Political Lives of Dead Bodies: Reburial and Postsocialist Change*. New York: Columbia University Press.
- Timmermans, Stefan (2006) *Postmortem: How Medical Examiners Explain Suspicious Deaths*. Chicago and London: University of Chicago Press.
- Winter, Jay (2014) *Sites of Memory, Sites of Mourning: The Great War in European Cultural History*. Cambridge: Cambridge University Press.

A longer reading list will be provided to students on enrolment in the course.

Assessment: Essay (90%, 4000 words) in the WT Week 1.

Essay plan (10%) in the AT Week 7.

The course is assessed in the following ways:

10% will be awarded for the essay plan, due in Week 7 which will form the foundation of the final summative, and 90% for one 4,000-word essay due in the first week of the WT.

Students will receive feedback from their essay plan to help them in the development of their final essay.

An electronic copy of the assessed essay plan, to be uploaded to Moodle, no later than 4.00pm on the Thursday of week 7 of Autumn Term.

An electronic copy of the assessed essay, to be uploaded to

Moodle, no later than 4.00pm on the Thursday of week 1 of Winter Term.

SO4C9 Half Unit Risk Governance

This information is for the 2024/25 session.

Teacher responsible: Dr Nils Peters

Availability: This course is available on the MSc in Economy and Society, MSc in Environmental Policy and Regulation, MSc in Finance and Risk and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Economy and Society, MSc in Environmental Policy and Regulation, MSc in Regulation and MSc in Risk and Finance. This may mean that not all students who apply will be able to get a place on this course.

Course content: This course introduces students to sociological perspectives on economic and societal risks. Topics include the social theory of risk and uncertainty, and markets as risk-governing actors, scientific expertise and knowledge production, and transnational and systemic risks. The course will draw upon a broad international literature in economic sociology and the sociology of risk, as well as case studies from the environmental, financial, and public health domains.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across WT. Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Indicative reading:

- Aspers, P & Dodd, N (eds) (2015) *Re-Imagining Economic Sociology* (Oxford University Press);
- Beck, U. (1999) *World Risk Society* (Cambridge: Polity);
- Baker, T & Simon, J (eds) (2002) *Embracing Risk: The Changing Culture of Insurance and Responsibility* (University of Chicago Press);
- Bernstein, P L (1996) *Against the Gods: The Remarkable Story of Risk* (Princeton University Press);
- Hutter, B.M. (ed) (2010) *Anticipating Risks and Organizing Risk Regulation*, Cambridge University Press;
- Smesler, N. & Swedberg, R. (eds) (2005) *The Handbook of Economic Sociology*;
- Bulkeley, H (2014) *Transnational Climate Governance* (Cambridge University Press);
- Klínenberg, E (2002) *Heat Wave: A Social Autopsy of Disaster in Chicago* (University of Chicago Press);
- Ericson, RV, Doyle, A & Barry, D (2003) *Insurance as Governance* (University of Toronto Press);
- Hacker, J & O'Leary, A (eds) (2012) *Shared Responsibility, Shared Risk: Government, Markets and Social Policy in the Twenty-First Century* (Oxford University Press);
- Krippner, G (2011) *Capitalizing on Crisis: The Political Origins of the Rise of Finance* (Harvard University Press);
- Beckert, J. (2016) *Imagined Futures: Fictional Expectations and Capitalist Dynamics* (Harvard University Press);
- MacKenzie, D. (2006) *An Engine, Not a Camera: How Financial Models Shape Markets* (MIT Press). 160

Assessment: Essay (100%, 4000 words) in the WT.

Attendance at all seminars and submission of all set coursework is required.

SO4D1

Economic Sociology

This information is for the 2024/25 session.

Teacher responsible: Dr David Pinzur and Dr Rebecca Elliott

Availability: This course is compulsory on the MSc in Economy and Society. This course is available on the MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement. Priority will be given to students on the MSc in Political Sociology and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

Course content: Are we really rational utility-maximisers? What is 'the economy' and what is its relationship to society? How does economic life reflect and enact moral categories? How can we understand the production of economic 'winners' and 'losers'? This course offers a general introduction to the theoretical foundations of economic sociology, providing an opportunity to engage questions like these through both sociologically grounded accounts of economic phenomena and sociological critiques of the analytical assumptions and research procedures common in mainstream economics.

Topics covered in the course include: critical approaches to economy and society; economic rationality; the sociology of economics; economy and environment; morals and markets; racialized economic orders; finance; credit and debt; inequality.

Teaching: This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 50 hours across AT and WT.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Indicative reading: Recommended general texts:

- M Granovetter & R Swedberg (Eds), *The Sociology of Economic Life*;
- D Slater & F Tonkiss, *Market Society: Markets and Modern Social Theory*;
- N Smelser & R Swedberg (Eds), *The Handbook of Economic Sociology*;
- V Nee & R Swedberg (Eds), *The Economic Sociology of Capitalism*.

A detailed reading list will be provided at the beginning of the course.

Assessment: Essay (30%, 3000 words) in the WT.

Essay (70%, 4000 words) in the ST.

Attendance at all seminars and submission of all set coursework is required.

emerging from identity claims.

We will examine historical and theoretical approaches to modern selfhood, including a range of ideas of self, identity, and 'personhood' emerging from the early modern period in the West, their proliferation during the rise of urban industrial capitalism, their further transformations after the late 1950s, and their contemporary forms in a period dominated by technofinancial capitalism and 'hyperindividualism'. We consider a range of personhoods that developed in the West – for example, the 'freeborn', rational, or individual person. Many such personhoods provided 'templates' for various identitarian projects in the late modern period. We will examine how 19th century ethnonationalism can be seen as an original form of identitarianism that affected many unrelated identity projects. Identity is about the individual, but it is also about the group. We will therefore explore the theoretical tensions between individual and group-based approaches to identity. We also consider the tensions of hyperindividualism and 'moral excellence' that are relevant to some contemporary identity groups. The body is also relevant to many identity claims, so we also consider its significance for several identity and rights conflicts.

During the course, we consider the social, institutional and corporate forces that help explain why questions of identity have taken such sharp political forms today. A broader sociological approach also helps us see how identity politics on the left reflects the sensibilities, interests and concerns of a new liberal middle class, emerging after the 1990s, that mainly inhabits academia and education, NGOs, the public sector, the liberal corporate sector, the creative and cultural industries, and other employment sectors that have undergone significant transformation in recent decades. We will consider these areas in relation to debates about class transformations, the 'corporate capture' of social movement politics, and claims about the elite class basis of much identitarian thinking.

In the latter part of the course, we consider themes that will vary by year, but can include: right-wing and left-wing identitarianism, identity politics and the 'culture wars', international human rights conflicts related to identity, disputes about religion and secularism, sex and gender, and cultural authenticity. We will consider the distinctions between middle class identitarianism and the politics of social movements arising from ordinary, often working-class communities. We will engage a range of alternative approaches to the socially-embedded self, its personhood and identity from non-Western and Western sources.

Teaching: 10 hours of lectures and 10 hours of seminars in the WT.

This course is delivered through a combination of lectures, seminars, workshops and online materials, totalling a minimum of 20 hours in the WT. Teaching arrangements may be adjusted if online teaching is required at any point.

Weekly 60-minute lectures will focus on key debates and concepts relevant to the theme, provide overviews of these debates, and elaborate on their historical or contemporary importance.

Weekly 60-minute seminars will generate interactive discussion and participation, apply conceptual areas to empirical examples, bring student ideas and relevant experience to bear on the topics discussed, and explore potential or novel approaches to conceptual difficulties. During seminars, students will have to opportunity to undertake weekly structured interventions or intellectual 'provocations', engage in group and class debates around a given theme, and undertake small group analysis of written or visual material.

Reading Weeks: Students on this course will have a reading week in WT Week 6, in line with departmental policy.

Formative coursework: Students will be expected to produce 1 essay in the WT.

One 1000-word draft essay plan due at the start of Week 7 based on a list of essay titles.

Indicative reading:

- Appiah, K.A. (2018) *The Lies That Bind: Rethinking Identity*, Profile Books.
- Campbell, B. and Manning, J. (2018) *The Rise of Victimhood*

SO4D2 Half Unit

Modern Personhoods and Identitarian Thought

This information is for the 2024/25 session.

Teacher responsible: Prof Chetan Bhatt

Availability: This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

Course content: This interdisciplinary course focuses on selfhood, personhood and identitarian thinking from the start of the modern period until today. It draws on social and political theory, Western and non-Western histories of 'the self', and it considers contemporary manifestations of identity and rights conflicts

Culture: Microaggressions, Safe Spaces, and the New Culture Wars. New York, NY: Palgrave Macmillan.

- Giddens, A. (2009) Modernity and self-identity: self and society in the late modern age. Cambridge: Polity.
- Gilroy, P. (2001) Between Camps: Nations, Cultures and the Allure of Race. London: Penguin.
- Haider, A. (2018) Mistaken Identity: Race and Class in the Age of Trump. London ; Brooklyn, NY: Verso.
- Kitcher, P. (ed.) (2021) The Self: A History. Oxford University Press
- Liu, C. (2021) Virtue hoarders: the case against the professional managerial class. Minneapolis: University of Minnesota Press.
- Ransby, B. (2003) Ella Baker and the black freedom movement: a radical democratic vision. Chapel Hill, N.C.: The University of North Carolina Press.
- Seigel, J.E. (2005) The idea of the self: thought and experience in western Europe since the seventeenth century. New York: Cambridge University Press.
- Taylor, C. (2010) Sources of the self: the making of the modern identity. Cambridge: Cambridge University Press.

Assessment: Essay (100%, 4000 words) in the ST.

The course is assessed by a 4,000-word essay due on the Department's deadline following the term's completion. The essay will be based on a title agreed with the course convenor that draws on various parts of the course, both conceptual and empirical. The summative essay will count for 100% of the assessment for the course.

SP400 Half Unit International Social and Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Isabel Shutes

The course will be taught by a team of faculty members with complementary areas of expertise.

Availability: This course is compulsory on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available on the MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses160>

Course content: This course engages with the social and public policy challenges facing states and citizens across the world. It introduces students to core issues, concepts, actors and debates shaping our understanding of social and public policy, its drivers and impacts. It outlines the questions raised by efforts to ensure a healthy, educated and productive population, to protect those without other means of support, and to reduce inequalities of e.g. gender, class, and ethnicity. It discusses diverse policy approaches to these issues, their ideological underpinnings, and the varying configurations of actors involved in the policy process - the state, the market, civil society, the family, and international organisations. The course explores applications to a range of policy domains, such as education, urbanisation, health, family, social care, migration, inequality and redistribution, and to varied country contexts. The course is informed by an international and comparative approach that considers both rich and poor country contexts and international dimensions and locates these within a historical understanding of both national and global processes.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn

Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in AT.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Beland, D., Shoyama, J. and Mahon, R. 2016. Advanced Introduction to Social Policy. Edward Elgar.
- Ferguson, J. 2016. Give a Man a Fish: Reflections on the New Politics of Distribution. Duke University Press.
- Fraser, N. 2008. Scales of Justice: Reframing Political Space in a Globalizing World. Polity.
- Gonzalez-Ricoy, I. and Gosseries, A. (eds.) 2016. Institutions for Future Generations. Oxford University Press.
- Hill, M. and Varone F. 2021. The Public Policy Process. Eighth Edition. Routledge.
- Hoppe, R. 2011. The Governance of Problems: Puzzling, Powering and Participation. Policy Press.
- Hudson, J.R. and Lowe, S.G. 2009. Understanding the Policy Process: Analysing Welfare Policy & Practice. Second Edition. Policy Press.
- Yeates, N. and Holden, C. (eds.) 2022. Understanding Global Social Policy. Third Edition. Policy Press.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

SP401 Half Unit Understanding Policy Research

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Biegert

Availability: This course is compulsory on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is not available as an outside option. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: No Prerequisites.

Course content: This course aims to provide an understanding of issues associated with the research process, in the context of the MSc in International Social & Public Policy. The course includes an examination of philosophical issues underpinning research methods in social policy; the place of different research methods (qualitative and quantitative) in international social & public policy; the use of research; and the role of evidence in informing social & public policy.

This is not a 'how to' methods course. Instead, students will be equipped to become critical readers and users of research. Students will gain an understanding of the role of research in the policy process, and of the philosophical underpinnings of different approaches to ISPP research, both quantitative and qualitative; they will scrutinise which research designs are appropriate for different kinds of policy investigation; and learn to critique the validity of the implications for policy drawn by researchers, given the methods they have used.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be

provided by the Course Convenor in the first lecture of the course. This course is taught in AT.

Formative coursework: Students will be expected to answer a set of broad questions every week, which will be similar to the exam questions and related to the lecture and seminar material covered in that week.

Indicative reading:

- Alan Bryman (2012) *Social Research Methods*, 4th edition Oxford University Press;
- C Robson & K McCartan (2015) *Real world research: A resource for social scientists and practitioner-researchers*, 4th edition. Oxford University Press;
- Justin Parkhurst (2016) *The Politics of Evidence: From Evidence-Based Policy to the Good Governance of Evidence*, Routledge.

Assessment: Online assessment (100%) in January.

The course is intended to inform the student's dissertation in terms of underpinning issues, concepts, methodological choices and the role of research in social and public policy implementation.

Assessment is a 3-hour online assessment comprising questions requiring relatively shorter answers which aims to test the skills outlined above and reflects the breadth of issues covered throughout the course (100%).

SP403

Academic & Professional Skills Development for Social Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Timothy Hildebrandt

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is not available as an outside option. Available only to students on Social Policy Programmes.

Pre-requisites: No prerequisites.

Course content: The course will consist of a number of workshops in the AT focusing on the development of academic skills (to include effective reading; academic writing; presentation skills; networking skills; time management); and in the WT focusing on the development of professional skills, and working in the Social Policy sector. The course will complement students' academic studies and support them to get the most out of their courses and Programme; while also helping them to make the link between the skills and knowledge they develop during their time at LSE and the opportunities and requirements of a range of careers in Social Policy.

Teaching: The course will be delivered through a series of workshops, with associated tasks assigned to students' peer groups (assigned at the start of the academic year). The course will be delivered in AT & WT

Assessment: This course is non-credit bearing, and there is no formal assessment. The course will complement students' other courses and support their assessments for those courses through academic skills development.

SP410 Half Unit

Migration: Current Research, Critical Approaches

This information is for the 2024/25 session.

Teacher responsible: Dr Isabel Shutes

Availability: This course is compulsory on the MSc in International Social and Public Policy (Migration). This course is available on the MSc in Inequalities and Social Science, MSc in International

Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process. <https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: This interdisciplinary course addresses contemporary global migration issues with reference to both developing and developed country contexts, and to different patterns and forms of migration. The course examines the relationship between migration and social and public policies, including the implications for how migrants and migration are conceptualised, for inequalities in the movement of people, for welfare systems, and for the impacts of migration in countries of origin and destination. Teaching across the course integrates critical theoretical approaches to migration with applications using different migration-related research methods.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in AT.

Formative coursework: Students are expected to participate actively in seminars and course activities, to prepare a group presentation, and to write a formative essay linked to their written summative assignment.

Indicative reading:

- Castles, de Haas & Miller (2013) *The Age of Migration*;
- Shachar (2009) *The Birthright Lottery: Citizenship and Global Inequality*.
- Migali, S. and Scipioni, M. (2019) "Who's About to Leave? A Global Survey of Aspirations and Intentions to Migrate." *International Migration*, 57: 181-200.
- Lee, J. et al. (2014) "The International Migration Review at 50: Reflecting on Half a Century of International Migration Research and Looking Ahead", *International Migration Review*, 48: Anniversary Issue, S3–S36.
- Laczo, F. and Aghazarm, C. (2009) *Migration, Environment and Climate Change: Assessing the Evidence*. Geneva: International Organization for Migration (IOM).
- Piper (ed) (2008) *New Perspectives on Gender and Migration: Livelihood, Rights and Entitlements*.
- Faist, Bilecen, Barglowski & Sienkiewicz (2015) "Transnational Social Protection: Migrants' Strategies and Patterns of Inequalities", *Population, Space and Place*, 21, 193-202.
- FitzGerald (2012) "A Comparativist Manifesto for International Migration Studies" *Ethnic and Racial Studies*, 35: 10, 1725-1740.
- Czaika, M. and De Haas, H. (2013) "The Effectiveness of Migration Policies", *Population and Development Review*, 39: 3, 487-508.

Assessment: Coursework (100%) in the WT.

SP411 Half Unit

Social Policy and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Sunil Kumar

Availability: This course is compulsory on the MSc in International Social and Public Policy (Development). This course is available on the MSc in International Social and Public Policy, MSc in

International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses> <https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: This course provides the conceptual tools needed to understand and critically evaluate the key challenges of social development. A wide range of development contexts will be discussed. Key themes include, among others, the link between social policy and social development; theories of development and post-development; race and development; intersectionality, social policy and social development; policy actors, regulation and decentralisation, civil society, markets and social development; informality, conflict and social development. Some of these themes are treated as cross-cutting issues where appropriate.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in AT.

Formative coursework: Students will be required to submit, as their formative, a detailed 750-word outline of their summative essay, later in the Michaelmas Term. Feedback will be provided but no grade given because the aim is that the formative will be developed into the summative essay.

Indicative reading:

- Santos, Boaventura de Sousa (2014) *Epistemologies of the South: Justice Against Epistemicide*. London and New York: Routledge.
- Mignolo, W. D. and Walsh, C. E. (2018) *On De-Coloniality: Concepts, Analytics and Praxis*. Durham: Duke University Press.
- Barrientos, A. and D. Hulme, eds. (2008) *Social Protection for the Poor and the Poorest: Concepts, Policies and Politics*. London: Palgrave Macmillan.
- Green, D. (2008) *From Poverty To Power: How Active Citizens and Effective States Can Change The World*. Oxford: Oxfam International.
- Willis, K. (2005) *Theories and Practices of Development*. London: Routledge.
- Dale, R. (2004) *Development Planning: Concepts and Tools for Planners, Managers and Facilitators*. London: Zed Books.
- Hickey, S. and Mohan, G. (2004) *Participation: From Tyranny to Transformation? Exploring New Approaches to Participation in Development*. London: Zed Books.
- Thin, N. (2002) *Social Progress and Sustainable Development*. London: ITDG.
- Midgley, J. (1995) *Social Development: The Developmental Perspective in Social Welfare*. London: Sage.

Assessment: Essay (100%, 3500 words) in the WT.

A 3,500 words essay where a student formulates and answers their own question relating to social policy and development.

This course is available on the MSc in China in Comparative Perspective, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process. <https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: Students will benefit from having some experience of work within NGOs and/or relevant government departments or donor agencies working with NGOs.

Course content: The course focuses on the specialised field of non-governmental organisations (NGOs) within the field of social policy and development, and considers theoretical and policy issues. Main topics include the history and theory of NGOs; the changing policy contexts in which NGOs operate; NGO service delivery and advocacy roles in policy; NGO relationships with other institutional actors including government, donors and private sector; challenges of NGO effectiveness and accountability; NGO organisational growth and change; and conceptual debates around civil society, social capital, social movements and globalisation.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in WT.

Formative coursework: Students will sit a mock exam as their formative work and will receive feedback from their academic Mentor.

Weekly student led seminars which involve discussion of the assigned readings will also help to develop students' critical thinking, reading, and analytical skills

Indicative reading:

- Bebbington, A., Hickey, S. and Mitlin, D. (2008) *Can NGOs Make a Difference?* London: Zed Books;
- Beck, E. (2017) *How Development Projects Persist: Everyday Negotiations With Guatemalan NGOs*. London: Duke.
- Edwards, M. and Hulme, D. (1996) *NGOs, Performance and Accountability: Beyond the Magic Bullet*. London: Earthscan;
- Glasius, M, Lewis, D. and Seckinelgin, H. (2004) eds. *Exploring Civil Society: Political and Cultural Contexts*, London: Routledge;
- Holmen, H. (2010) *Snakes in Paradise: NGOs and the Aid Industry in Africa*. Sterling VA: Kumarian;
- Howell, J. and J. Pearce (2001) *Civil Society and Development: A Critical Exploration*. London: Lynne Rienner;
- Lashaw, A., Vannier, C. and Sampson, S. (2017) eds. *Cultures of Doing Good: Anthropologists and NGOs*. Tuscaloosa: University of Alabama Press;
- Lewis, D. and Kanji, N. (2009) *Non-Governmental Organisations and Development*. London: Routledge;
- Lewis, D. (2014) *NGOs, Management and Development*. London: Routledge.

Assessment: Online assessment (100%) in the ST.

SP412 Half Unit Non-Governmental Organisations, Social Policy and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Timothy Hildebrandt

Availability: This course is compulsory on the MSc in International Social and Public Policy (Non-Governmental Organisations).

SP414 Half Unit Ethnicity, Race and Social Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Coretta Phillips

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Gender, Policy and Inequalities, MSc in International

Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Amongst non-SP students, preference will be given first to students on MSc International Migration and Public Policy and MSc Gender, Policy and Inequalities.

Course content: Course looks at: Understanding Key Concepts; Disciplinary Frameworks; Migration and Citizenship, Theorising Multiculturalism; Ethnic Settlement and Housing Inequalities; Education; Employment, Poverty and Underclass; Discrimination and the Role of the State I: Positive and Affirmative Action; Criminalisation and Incarceration; Discrimination and the Role of the State II: Legislative Frameworks, Diversity Management, and Service Delivery.

Teaching: Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in WT.

Indicative reading:

- Williams, F. (2021) *Social Policy: A Critical and Intersectional Analysis*. Oxford: Polity.
- Byrne, B., Alexander, C., Khan, O., Nazroo, J. and Shankley, W. (eds.) 2020. *Ethnicity, Race and Inequality in the UK: State of the Nation*, Bristol: Policy Press.
- Tajmazinani, A. A. (2021) *Social Policy in the Islamic World*. Basingstoke: Palgrave Macmillan.
- Solomos, J. (ed.) (2023) *Race and Ethnicity in Pandemic Times*. London: Routledge.
- Bhattacharyya, G., Elliott-Cooper, A., Balani, S., Nisancioglu, K., Koram, K., Gebrial, D., El-Enany, N. and de Noronha, L. (2021) *Empire's Endgame: Racism and the British State*. London: Pluto Press.
- Back, L. and Solomos, J. (eds.) (2022) *Theories of Race and Racism A Reader*. London: Routledge.
- Solomos, J. (ed.) (2023) *Race, Ethnicity and Social Theory*. London: Routledge.
- Murji, K. (2017) *Racism, Policy and Politics*. Bristol: Policy Press.
- Sangeeta, C., Atkin, K., Craig, G. and Flynn, R. (2019) *Understanding 'Race' and Ethnicity: Theory, History, Policy, Practice*. Second Edition. Bristol: Policy Press.
- Rattansi, A. (2020) *Racism: A Very Short Introduction*. Second Edition. Oxford: Oxford University Press.

Assessment: Essay (35%) and essay (65%).

The Summative Assessment consists of one Essay (35%) during the teaching term; and one essay (65%) after the end of teaching on the course.

SP415 Half Unit Urbanisation and Social Policy in the Global Souths

This information is for the 2024/25 session.

Teacher responsible: Dr Sunil Kumar

Availability: This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Some knowledge or experience of dealing with urban issues is desirable but not essential. To apply for a **place** on this course, prospective students will have to **write a 150-word statement** (word count to be respected) as to: (i) why they would like to take this course and what particular topic interests them - 60 words; (ii) what they can bring to the course - 40 words, and (iii) how they intend to use the knowledge gained (for example, for their dissertation or future employment or research) - 50 words.

Pre-requisites: Some engagement (work/volunteering) with the urban in the Global South/North is desirable but not essential.

Course content: The course critically explores the challenges and opportunities that urbanisation and urbanism (urban transformations) pose in the social, cultural, spatial, economic, institutional and political realms in the urban Global South. A plurality of theoretical and conceptual perspectives informing contemporary policies and planning practices are explored each week.

Some of the themes explored in the course are, urbanisation, urbanism, citizenship and social change, theories of urbanisation and urban change, internal migration, the rural-urban interface and age, urban poverty, livelihoods and capabilities, urban labour markets and livelihoods, urban housing and tenure, urban basic services, urban governance, and urban social movements and collective action. Gender and civil society are explored as cross-cutting themes.

Prospective students must be willing to commit themselves to full participation in all aspects of the course, including an element of art. They will be required to read selected readings before the lecture, read and discuss the essential readings for the weekly seminars, and read more widely and actively participate in the seminars. This course seeks a weekly commitment from students to undertake a non-assessed activity entitled *My_City*, a short desk-based piece of research and writing that links key issues emerging from each lecture to a city of their choice with the view to meeting one of the pedagogical aims of this course, namely, the link between theory and policy/practice.

Teaching: 1 All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course
2 Students are required to attend all lectures and seminars
3 This course is taught in WT

Formative coursework: Students taking this course will have the opportunity to write and receive feedback on: (i) a formative 250-word outline for the *My Just Neighbourhood* project - *MyJNp* and; (ii) on a formative 750-word outline for the *My Urban Essay*. The learning pedagogy and learning outcomes are designed to

provide feedback on formatives so that students can improve upon them and submit improved versions as summatives. Since the formatives are intended to lead to a summative essay, students will not receive a grade but will receive constructive written feedback. The formative essays will have to be submitted in the latter part of LT in which the course is taught so that timely feedback can be provided. In thinking of the subject matter for the their My Urban Essay, students are encouraged to read widely and will find undertaking the My_City weekly activities useful.

Indicative reading: A detailed reading list is provided for each lecture and seminar via the LSE library's electronic reading list. The following is an introductory list of texts in alphabetical order (a number of them are available as e-books via the LSE library).

- Miraftab, F. and N. Kudva (2014) *Cities of the Global South Reader*. New York: Routledge.
- Parnell, S and S. Oldfield (2014) *The Routledge Handbook on cities of the Global South*. Abingdon, Oxon: Routledge.
- Samara, T. R., S. He and G. Chen (2013) *Locating Right to the City in the Global South*, Abingdon, Oxon; New York, NY; London: Routledge.
- Holston, J. (2009). "Insurgent citizenship in an era of global urban peripheries." *City & Society*, 21(2), 245-267.
- IOM (2015) *Migrants and Cities* (https://www.iom.int/sites/default/files/our_work/ICP/IDM/RB-25-CMC-Report_web-final.pdf).
- Satterthwaite, D. and D. Mitlin (2014). *Reducing Urban Poverty in the Global South*. London: Routledge.
- Kumar, S and M. Fernandez (2016) *The Urbanisation-Construction-Migration Nexus in Five Cities in South Asia: Kabul, Dhaka, Chennai, Kathmandu and Lahore* (Research commissioned by the UK Department for International Development's South Asia Research Hub (SARH), New Delhi, India. Six-page briefing Note - <http://eprints.lse.ac.uk/64169/> - Full report (30 MB) available at <http://eprints.lse.ac.uk/65861/>
- Bayat, A. (2000). "From Dangerous Classes' to Quiet Rebels' Politics of the Urban Subaltern in the Global South." *International Sociology*, 15(3), 533-557.
- Miraftab, F. (2009). "Insurgent planning: Situating radical planning in the global south." *Planning Theory*, 8(1), 32-50.
- UN-DESA (2014) *World Urbanization Prospects: The 2018 Revision*. (<https://population.un.org/wup/Publications/Files/WUP2018-Report.pdf>).

Additional Reading:

- Goonewardena, K. (2018). "Planetary urbanization and totality." *Environment and Planning D: Society and Space*, 36(3), 456-473.
- Robinson, J. (2016). "Starting from anywhere, making connections: globalizing urban theory." *Eurasian Geography and Economics*, 57(4-5): 643-657.
- Parnell, S., & Robinson, J. (2012). "(Re) theorizing cities from the Global South: Looking beyond neoliberalism." *Urban Geography*, 33(4), 593-617.
- Simone, A. (2012). "No longer the subaltern: Refiguring cities of the global south." In *Urban Theory Beyond the West* (pp. 46-61). Routledge.
- Fischer, B. M., B. McCann and J. Auyero (Eds.) (2014) *Cities from Scratch: Poverty and Informality in Urban Latin America*. Durham, Duke University Press.
- Marcuse, P. (2009) *Searching for the Just City: Debates in Urban Theory and Practice*. London; New York: Routledge.
- Mercedes González de la, R. (2006) "Vanishing Assets: Cumulative Disadvantage among the Urban Poor." *Annals of the American Academy of Political and Social Science*, 606: 68-94.
- Kumar, S. (1996). "Landlordism in Third World urban low-income settlements: A case for further research." *Urban Studies*, 33(4-5), 753-782.
- Roy, A. (2005) "Urban Informality: Toward an Epistemology of Planning." *Journal of the American Planning Association*, 71(2): 147-158.
- UN-HABITAT (2022). *World Cities Report 2022: Envisaging the Future of Cities* (https://unhabitat.org/sites/default/files/2022/06/wcr_2022.pdf).

Assessment: Project (20%, 1250 words) in the WT.

Essay (80%, 4000 words) in the ST.

There are **two summative** assignments for the course; (i) a **'My Just Neighbourhood project (JNp)' - 20%**; and (ii) a **My Urban Essay - 80%**. The following is a short description of the two assignments.

My Just Neighbourhood (JNp) - 20% - in-course assessment submitted in the last week of WT

Students will be required to identify an urban injustice of their choice and write a 1000-words blog type format in which they set out the urban injustice, explore what (if anything) has been done to address it and suggest a blues-skies innovative solution to overcome existing limitations. Students can also chose an urban injustice where a solution does not exist. The MyJNp will be accompanied by a piece of artwork and a 250-word stand alone artwork narrative. Guidance notes for the My JNp and a dedicated marking frame is provided on Moodle.

My Urban Essay - 80% - submitted early in the ST.

This is a substantive summative essay of 4,000 words. It must:

- (i) address an urban issue in the global South or apply a southern perspective to an urban issue in the Global North; and (ii) relate to marginalised groups. The grading will reflect: (i) innovation of thought; (ii) application of cultural perspectives as appropriate; and (iii) the extent to which the essay dovetails theory, policy and practice.

There are three potential entry points for identifying the subject matter for the essay: (1) an academic critique of an urban policy (existing or proposed); (2) the identification of an urban issue that does not have a policy but requires one; (3) a critique of a conceptual framework that has been used to address an urban challenge. Students should note that entry points 1-3 are intended as prompts to help them approach the summative essay; thus, any number of starting points could be combined. Those students approaching the essay from starting points 1 and 2 are required to propose broad policy solutions and address key barriers to the adoption of the proposed policy. Those who would like to approach their essay from the perspective of point 3, will have to propose improvements to the conceptual framework being critiqued namely, how the critique changes the 'framing of the problem' and its associated policy implications. Students can also critique urban policy and conceptual frameworks in the global North as long as they use concepts from the global South. In doing so, they are required to suggest policy and conceptual improvements to urban challenges in the global North. This is designed to overcome the North-South divide and foster the transfer of ideas. Students who chose this option will have to demonstrate that the transfer of policy ideas or conceptual critiques, using literature from the urban South to the urban North, are feasible in terms of context, institutions and politics, for instance. Extensive guidance notes for the My Urban Essay is provided on Moodle.

SP417 Half Unit

Sexuality, Everyday Lives and Social Policy in Developing Countries

This information is for the 2024/25 session.

Teacher responsible: Dr Muzafferettin Seckinelgin

Availability: This course is available on the MSc in Gender (Sexuality), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process. <https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: None

Course content: This course aims to analyse and understand the way social policies deploy sexuality categories in regulating everyday life in developing countries, both in its public and private manifestations. It aims to consider social policy and particular interventions in their historical contexts, as a way of unpacking the construction of sexuality in the intersection of colonialism, gender, race, class and international policy frameworks in developing countries. The course also aims to interrogate the relationship between particular social policy prescriptions developed in most industrialized welfare societies and the way some of these are transferred to developing countries. The major concern of the analysis is to bring out the perceptions of sexuality that underwrite these policies and how these interact with existing perceptions of sexualities and their performances (identities, desires and bodily practices) in multiple developing country contexts. These policy areas include, among others, discussions of rights, entitlements, citizenship, same-sex marriage, sexually transmitted disease, HIV/AIDS, family policies, migration/border controls, criminality and employment-related policies.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in WT.

Formative coursework: Students will be expected to submit a formative essay

Indicative reading:

- Aggleton, P., Boyce, P. and Moore, H. (2012) *Understanding Global Sexualities*. New Frontiers. London: Routledge;
- Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge;
- Canaday, M. (2009) *The Straight State: Sexuality and Citizenship*. Princeton university Press;
- Cornwall, A., Corrêa, S. and Jolly, S. (2008) *Development with a Body: Sexuality, Human Rights and Development*. London: Zed Book;
- Correa, S., Petchesky, R. and Parker, R. (2008) *Sexuality, Health and Human Rights*. London: Routledge;
- De La Dehesa, R. (2012) *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies*. Duke University Press;
- Reid, G. and Walker, L. (2005) *Men Behaving Differently: South African Men since 1994*. Doubleday books;
- Richey, L. A. (2008) *Population Politics and Development: From the policies to the Clinics*. London: Palgrave;
- Stoler, A. L. (2002) *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. University of California Press;
- Tamale, S. (2011) *African Sexualities: A Reader*. Pambazuka Press.

Assessment: Essay (100%) in the WT.

SP418 Half Unit Global Social Policy and International Organizations

This information is for the 2024/25 session.

Teacher responsible: Dr Muzafferettin Seckinelgin

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Global Health Policy, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International

Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: What do the, the Catholic Church, Bill and Melissa Gates, UNICEF and the World Bank have in common? They are in one way or another involved in social policy that goes beyond the nation state. Policy could be seen as the exercise of political power and this political power has often been concentrated within the nation state. Far from the traditional study of policy this includes the effect of globalization on a variety of actors in social policy. This course examines how globalization has changed the way we perceive areas such as health, education, social care and other areas that concern social citizenship. The course examines the international policy environment, particularly intergovernmental organisations; bilateral and multilateral aid agencies and non-governmental organizations (NGOs), which influence the social policy environment in developing countries. The impact of the inter-governmental policy process on policy outcomes is examined. The same goes for religious groups, social movements and corporations that all play a role in global social policy. The main goal of the course is not only to open up the understanding of social policy and globalization but also to show the complexity of goals and actors of social policy. It is expected that the students will devote considerable time to reading and preparing for the seminars.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in WT.

Formative coursework: Students will write a long essay as their formative work for this course.

Indicative reading: A detailed reading list will be presented at the beginning of the term. Some introductory texts include:

- B Deacon *Global Social Policy and Governance*. Sage (2007);
- R. Baldwin *The Great Convergence: Information Technology and The New Globalization*. Belnap (2017);
- H. Seckinelgin *The politics of Global AIDS: Institutionalization of Solidarity, Exclusion of Context*. Springer (2017) ;
- I. Gonzalez-Ricoy and A. Gossies, *Institutions for Future Generations*. OUP (2016);
- R Mishra, *Globalisation and the Welfare State*, Edward Elgar (1999);
- D Nayyar, *Governing Globalization: Issues and Institutions*, OUP (2002);
- V S Peterson & A S Runyan, *Global Gender Issues*, Westview Press (1993).
- M. Callon, P. Lascombes, and Y. Barthe, *Acting in an Uncertain World*. The MIT Press (2009).
- D. Carpenter, *Reputation and Power: Organizational Image and Pharmaceutical Regulation at the FDA*. Princeton (2010).

Assessment: Essay (100%) in the ST.

SP419 Half Unit Social Movements, Activism, and Social Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Timothy Hildebrandt

Availability: This course is available on the MSc in China in Comparative Perspective, MSc in Criminal Justice Policy, MSc in Gender (Rights and Human Rights), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy

(Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The course begins by examining theories of social movements, collective action, and contentious politics. It then moves on to examine how social movements engage with the policy process and the ways in which social movement activism informs social policy formulation and implementation. It examines the nature, past and present roles of social movements and their potential capacity in shaping social policy in developed and developing countries, and in democratic, hybrid, or authoritarian regimes. The course covers theoretical arguments and examines empirical examples and case studies.

The course examines the following topics: the role and impact of social movement activism in identifying and meeting needs; the role of grassroots mobilizations and solidarity; how movements are affected by regulatory frameworks; how and when movements achieve their objectives; movements relations with other actors (including, NGOs, trade unions, political parties, etc.); populism. The course considers the development, transformation, autonomy, interdependence, and probity of social movements. It draws on examples of social movements in different periods, countries, and areas of activity to examine and analyse how change happens and the obstacles to change.

The course also offers an accompanying film programme with four film screenings and discussions in LT. The remaining films are for students to watch in their own time.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in AT.

Formative coursework: Students will be expected to participate actively in seminars and to complete one formative assessment in the form of a take-home mock exam.

Indicative reading:

- Castells, M. (2012). Networks of Outrage and Hope: Social Movements in the Internet Age.
- Della Porta, D. (2015). Social Movements in Times of Austerity.
- Escobar, A., & Alvarez, S.E. (1992). The making of social movements in Latin America: identity, strategy, and democracy.
- Fox Piven, F., & Cloward, R. (1978). Poor People's Movements: why they succeed, how they fail.
- Garza, A. (2020). The Purpose of Power.
- Glasius, M., & Ishkanian, A. (2015). Surreptitious Symbiosis: Engagement between activists and NGOs. *Voluntas*.
- Graeber, D. (2002). The new anarchists. *New Left Review*, 13, 61-73.
- Hildebrandt, T (2013) Social organizations and the authoritarian state in China
- James, C.L.R. (1989 [1963, 1938]. *The Black Jacobins: Touissant L'Ouverture and the San Domingo Revolution*.
- Jasper, J. M. (2010). *Social Movement Theory Today: Toward a Theory of Action?*
- Jenkins, J. C. (1983). Resource mobilization theory and the study of social movements.
- Pleyers, G. (2011). *Alter-Globalization: Becoming Actors in the Global Age*.
- Polletta, F. (2002). Freedom is an endless meeting: Democracy in American social movements.
- Rochon, T. R., & Mazmanian, D. (1993). Social Movements and the

Policy Process. *Annals of the American Academy of Political and Social Science*

- Seckinelgin, H. (2017) The politics of global AIDS: institutionalization of solidarity, exclusion of context
- Tarrow, S. (2011). *Power in Movement*.
- Weldon, L. S. (2011). When protest makes policy: how social movements represent disadvantaged groups.

Assessment: Online assessment (100%) in the ST.

SP420 Half Unit

Understanding Policy Research (Advanced)

This information is for the 2024/25 session.

Teacher responsible: Dr Tania Burchardt

Availability: This course is compulsory on the MPhil/PhD in Social Policy and MSc in International Social and Public Policy (Research). This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: None

Course content: The course equips you with transferable research design skills, including the design of policy evaluations, and an in-depth understanding of the role of different types of research in the policy-making process. It is an advanced course and students are expected to already have a grasp of basic research design principles and their application to social and public policy, for example as covered in MY400 Fundamentals of Research Design or SP401 Understanding Policy Research, both of which run in the MT, although these courses are not a formal pre-requisite. Lectures are given by leading academics engaged in research using the methods under consideration, some of which has achieved substantial policy impact. Students are encouraged to critically assess applications of complex research methods to contemporary national and international social and public policy questions. Topics may include uses of randomised control trials, quasi-experimental methods, longitudinal and life history analysis, systematic reviews and meta-analysis. The relationship between research and policymaking is a theme that runs throughout the course.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. Each lecture will be given by a member of staff or external expert in that particular method or topic and will be followed by a seminar providing opportunities for students to work collaboratively in small groups to examine research exemplifying the approach and the issues raised. There will also be help sessions with the seminar leader to discuss feedback on essays and progress on the course. The course will be delivered in WT.

Formative coursework: There will be one compulsory formative coursework essay, which will follow from a seminar task. This formative assignment is designed to prepare students for the summative coursework. Written and/or verbal feedback will be provided.

Indicative reading:

- A Bryman (2016), *Social Research Methods*, 5th edn
- J Parkhurst (2017), *The Politics of Evidence*
- D Green (2016) *How Change Happens*

Additional references will be supplied at the start of the course and in lectures.

Assessment: Essay (100%) in the ST.

The summative assessment focuses on assessing students' abilities to devise and justify a research design to address a specified social policy research question. It will consist of one essay of 2000 words. Students will be given a choice of questions.

SP430 Half Unit

Social Security Policies

This information is for the 2024/25 session.

Teacher responsible: Dr Kitty Stewart

Availability: This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The course analyses the purposes, design and impact of social security policies, meaning policies that protect and support household income at times when income from the labour market does not suffice. The need for social security arises both from demographic factors that affect nearly everyone during their life course – childhood, parenthood, old age – and from risk factors that will end up affecting only some – e.g. job loss, low pay and sickness or disability.

The course takes a comparative approach, examining differences in the design of social security policies across welfare regimes and drawing on examples from different countries. Students will develop an understanding of the challenges and trade-offs that arise in designing social security policies to meet multiple goals, will further their knowledge about the ways systems function in practice, and will develop the tools for assessing the structure and effectiveness of social security in any given country. Furthermore, the course will consider how successfully social security systems are adapting to meeting the challenges of the twenty-first century, including an ageing population, migration, and the changing nature of employment brought about by rapid technological change. The course will also look at the role of social security in protecting household incomes in times of crisis, such as the Covid-19 pandemic.

Students will be encouraged to further their understanding of social security in their country of origin, or another country of their choice, and to draw on this knowledge in classes.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in WT.

Further information will be provided by the Course Convenor in the first lecture of the course.

Weekly lectures will set the agenda for the week and provide students with an overview of the key issues at stake. Seminars will be made up of two main components. All students will be expected to give a short presentation during the course of the term

on an aspect of social security or a recent social security reform in a country they are interested in (perhaps their country of origin). In the remainder of the class, students will debate propositions related to the week's required readings, which will often offer differing perspectives on the topic.

Formative coursework: Students will be required to write one formative essay during the course of the term, which will enable them to deepen their understanding of the course material and practice critical thinking skills in preparation for the summative essay assignment. Written feedback will be given.

Indicative reading:

- R Walker, *Social Security and Welfare: Concepts and Comparisons*, Oxford University Press, 2005;
- J Millar and R Sainsbury (eds), *Understanding Social Security*, 3rd ed. The Policy Press, 2018;
- M Frolich et al, *Social Insurance, Informality and Labor Markets*, Oxford University Press, 2014;
- J Hanlon, A Barrientos and D Hulme, *Just Give Money to the Poor*, Lynne Rienner Publishers, 2010;
- J Hills, *Good Times, Bad Times: The Welfare Myth of Them and Us*, Policy Press, 2014;
- ILO, *World Social Protection Report 2014/15: Building Economic Recovery, Inclusive Development and Social Justice*.

Assessment: Essay (100%) in the ST.

SP432 Half Unit

Education Policy, Reform and Financing

This information is for the 2024/25 session.

Teacher responsible: Dr Mobarak Hossain

Availability: This course is compulsory on the MSc in International Social and Public Policy (Education). This course is available on the MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process:

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: This course considers education policy, reform and financing across a diverse range of countries. It uses concepts and tools from a number of academic disciplines – social policy, sociology, economics, politics and philosophy – to scrutinise education. Throughout the course, there is a particular focus on equity, social justice and the distribution of resources.

Issues to be addressed include: the aims of education systems; the impact of social characteristics on educational outcomes (e.g. socio-economic status, gender, race and ethnicity) and related policy reforms; accountability and market-oriented reforms in education; privatisation; power and the politics of educational policy making; global policy transfer in education; early years education; school-based education; vocational and higher education. Not all of these issues are covered as separate weekly topics – some are 'cross-cutting' and will be discussed throughout the course.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in AT.

Formative coursework: One formative essay in AT.

Indicative reading: Specialist lists for each topic will be provided. The following books are recommended as a general introduction to the course content:

- Apple, M.W., Ball, S.J., Gandin, L.A. (2010) *The Routledge International Handbook of the Sociology of Education*. Abingdon: Routledge.
- Ball, S.J. (2021) *The Education Debate - Fourth Edition*. Bristol: Policy Press.
- Grek, S., Maroy, C., Verger, A. (2021) *World Yearbook of Education 2021: Accountability and Datafication in the Governance of Education*. Abingdon: Routledge.
- Hogan, A., Thompson, G. (eds) (2021) *Privatisation and Commercialisation in Public Education: How the Nature of Public Schooling is Changing*. Abingdon: Routledge.
- McGrath, S. Gu, Q. (eds) (2015) *Routledge Handbook of International Education and Development*. London: Routledge.
- Mundy, K., Green, A., Lingard, B., Verger, A. (eds) (2016) *The Handbook of Global Education Policy*. Oxford: Wiley Blackwell.
- Wolf, A. (2002) *Does Education Matter? Myths about Education and Economic Growth*. Penguin.

Assessment: Online assessment (100%) in the ST.

SP434 Half Unit Behavioural Public Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Adam Oliver

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Environmental Economics and Climate Change, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), MSc in Political Science (Political Science and Political Economy), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The application of behavioural economics and behavioural science to public policy issues has been, and continues to be, a major theme in the policy discourse internationally. This course offers students a thorough grounding in the theory and findings that define behavioural economics, from the major violations of standard rational choice theory to prospect theory and the theories of human motivation. The course goes on to consider the conceptual policy frameworks that have been informed by behavioural economics, with examples - so-called nudge, shove and budge policies - illustrated so as to highlight how these frameworks are applied in practice. Students will also be exposed to the different behavioural-informed schools of thought that have prescribed divergent paths for public sector governance.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in WT

Formative coursework: All students will be required to present work in progress on their summative assignments during seminar class time. In addition, students will be required to present to the course convener a one page plan for their summative assessment, on which they will receive feedback.

Indicative reading:

- J. Le Grand (2006) *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Revised paperback edition. Oxford: Oxford University Press.
- J. Le Grand (2007) *The Other Invisible Hand; Delivering Public Services through Choice and Competition*. Oxford: Princeton University Press
- R. Thaler and C. Sunstein (2008) *Nudge: Improving Decision about Health, Wealth and Happiness* New Haven: Yale University Press
- Ariely, D. (2008). *Predictably irrational : the hidden forces that shape our decisions*. London, HarperCollins.
- Kahneman, D. (2011) *Thinking, Fast and Slow* London, Allen Lane
- P. Dolan et al (2010) *MindSpace: Influencing Behaviour through Public Policy*. London: Cabinet Office and the Institute for Government.

Assessment: Project (100%).

The summative assessment is a project write-up of 3,000 words, where students design their own behavioural public policies.

SP441 Half Unit Politics of Social Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Timo Fleckenstein

Availability: This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science (Conflict Studies and Comparative Politics), MSc in Political Sociology, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The course explores the politics of social policy in rich democracies of the OECD world. The main analytical approaches for the cross-national analysis of welfare states are introduced, and different actors in social policy-making are studied. Empirically, the course draws on historical evidence and the transformation of contemporary welfare states, including in-depth analysis of labour market, family and education policies in Nordic countries, Continental Europe, Anglo-phone countries and East Asia.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in WT

Formative coursework: Seminar members will be expected to make presentations to the seminar, and submit a formative essay

Indicative reading:

- Bonoli, Giuliano, and Natali, David, eds. (2012) *The Politics of the New Welfare State*, Oxford: OUP.
- Castles, Frances G. et al., eds. (2010) *The Oxford Handbook of the Welfare State*, Oxford: OUP.
- Clasen, Jochen, and Clegg, Daniel, eds. (2013) *Regulating the Risk of Unemployment: National Adaptations to Post-Industrial Labour Markets in Europe*, Oxford: OUP.
- Kersbergen, Kees van and Vis, Barbara (2013) *Comparative Welfare State Politics: Development, Opportunities, and Reform*, Cambridge: CUP.
- Lewis, Jane (2009) *Work-Family Balance, Gender and Policy*, Cheltenham: Edward Elgar

Assessment: Essay (100%).

SP442 Half Unit

The Future of Work and Social Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Biegert

Availability: This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: Work is the central mechanisms for the distribution of economic capital in most societies today. It also plays a crucial role in the distribution of non-material goods such as status. A range of social policies embed the world of work, e.g., by regulating access to it or securing individuals when they are out of work. Moreover, in many societies policies are financed through taxes on income from work. This course starts from the observation that the world of work and employment has seen important shifts over the past decades. Some detect a growing precarization of work in post-industrial societies. In many low- and middle-income countries informal work plays an essential role. Technological change has led to polarisation of the work force locally and globally. Projecting out technological change some fear that automation will lead to dramatic job-loss in the not so distant future. Most recently, the COVID19 pandemic led to dramatic reorganization of work routines. Against this backdrop, this course takes an internationally comparative perspective to engage with the questions of what role social policies have played to embed the world of work in the past and how they will have to adapt to face the challenges that are suggested to come.

The course is structured in three blocks:

First, the course will start by discussing how we define work (e.g. by asking about the difference between paid and unpaid work and gendered consequences of the distinction), then assessing the central role work plays in contemporary societies in low, middle, and high income countries, and by analysing how social policies embed work in different ways across contexts.

Second, the course will investigate the social implications of recent changes in the world of work, such as precarization, informality, digitalization and technological change, and then cover different perspectives on how we might expect the world of work to change in the mid and long run.

In the third and most substantial block the course will then discuss potential strategies for social policies to deal with the challenges of

recent and future developments. The course will consider different proposals that range from "fixing things so that they can stay as they are" to more transformative and utopian ones.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be taught in the WT.

Formative coursework: Students will be expected to produce 1 case study in the WT.

Indicative reading:

- Autor, D.H., Mindell, D.A. and E.B. Reynolds (2021): *The Work of the Future: Building Better Jobs in an Age of Intelligent Machines*. Massachusetts Institute of Technology. Task Force on the Work of the Future, issuing body.
- Brynjolfsson, E. and A. McAfee (2014): *The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies*. New York City: W. W. Norton & Company.
- Frey, C.B. and Osborne, M.A. (2013): *The Future of Employment: How Susceptible Are Jobs to Computerisation?* Oxford Martin School Working Paper. Oxford: Oxford Martin School, University of Oxford
- Grint, K. & Nixon, D. (2015): *The Sociology of Work*. Oxford: Polity. (4th edition)
- ILO (2022): *Present and Future of Work in the Least Developed Countries*. Geneva: International Labour Organization.
- OECD (2019): *The Future of Work*. OECD Employment Outlook 2019. Paris: OECD.

Assessment: Essay (100%, 3500 words) in the ST.

A summative essay in form of a policy proposal written from the stance of a researcher for an independent policy organisation of maximum 3500 words will inform 100% of the final mark.

SP443 Half Unit

Social Policy of Climate Change

This information is for the 2024/25 session.

Teacher responsible: Dr. Liam F. Beiser-McGrath is an Assistant Professor in International Social and Public Policy in the Department of Social Policy, Associate of the Grantham Research Institute on Climate Change and the Environment, and Affiliate of the Data Science Institute at the London School of Economics and Political Science. They are also an Editor for the journal *Environmental Politics* and the organiser of EPG Online, an online seminar series covering Environmental Politics and Governance. Their research primarily focuses on the political economy of climate change, using experimental research designs and machine learning. This research has been published in peer-reviewed journals such as *Nature Climate Change*, the *Journal of Politics*, *Science Advances*, *European Journal of Political Research*, *Comparative Political Studies*, *Political Analysis*, *Climatic Change*, *Political Science Research & Methods*, *Environmental Politics*, *Global Environmental Politics*, the *Journal of European Social Policy*, *Regulation and Governance*, *Electoral Studies*, and the *Journal of Public Policy*.

<https://www.liambeisermcgrath.com>

Availability: This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the

link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: Climate change is one of the world's most pressing problems with significant implications for human's welfare and wellbeing both now and in the future. Swift and significant policy action is therefore necessary to both adapt to and mitigate climate change.

This course examines the social and public policy of climate change, from both a domestic and international perspective, drawing on research from disciplines such as economics, political science, public policy, and social policy. In doing so, the course is divided in to three parts:

- First, the course documents the nature of the problem at hand by exploring the measurement of climate change and its possible human and societal impacts.
- Second, we focus on policy responses to climate change, examining how policy is formulated and implemented at both the domestic and international level.
- Finally, the course focuses on applying these insights and tools to issues such as economic development, migration, non-governmental organisations, and political violence.

In completing the course students will have a fuller understanding of the societal impacts of climate change and policy responses, with an eye to communicating scientific evidence to an audience of academics, policymakers, and stakeholders.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be taught in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

The formative coursework consists of a 500 word outline of the student's planned scientific review (summative coursework). Students should outline their topic of interest and some examples of relevant scientific literature. From there students will explain how they plan on conducting the full review and the type of questions/problems this review will be able to help answer.

Indicative reading: Readings will consist of academic articles and/or selected chapters from books for each. There is no one textbook for the course.

Illustrative Readings:

- IPCC. Global Warming of 1.5-C. An IPCC Special Report on the impacts of global warming of 1.5 -C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty. 2018
- Simon Dietz, Alex Bowen, Baran Doda, Ajay Gambhir, and Rachel Warren. The economics of 1.5 -c climate change. *Annual Review of Environment and Resources*, 43 (1):455–480, 2018a. doi: 10.1146/annurev-environ-102017-025817. URL <https://doi.org/10.1146/annurev-environ-102017-025817>
- Chukwumerije Okereke and Philip Coventry. Climate justice and the international regime: before, during, and after paris. *WIREs Climate Change*, 7(6):834–851, 2016. doi: 10.1002/wcc.419. URL <https://onlinelibrary.wiley.com/doi/abs/10.1002/wcc.419>
- Elinor Ostrom. Coping with tragedies in the commons. *Annual Review of Political Science*, 2(1):493, 1999. ISSN 10942939. URL <http://0-search.ebscohost.com.serlib0.essex.ac.uk/login.aspx?direct=true&db=bth&AN=5366745&site=ehost-live>
- Nives Dolsak and Aseem Prakash. Three faces of climate justice. *Annual Review of Political Science*, Forthcoming
- Seema Jayachandran. How Economic Development Influences the Environment. *Annual Review of Economics*, 14(1):229–252, 2022. doi: 10.1146/annurev-economics-082321-123803.
- Michele M. Betsill and Elisabeth Corell. Ngo influence in

international environmental negotiations: A framework for analysis. *Global Environmental Politics*, 1(4):65–85, 2001. doi: 10.1162/152638001317146372. URL <https://doi.org/10.1162/152638001317146372>

- Celia McMichael. Climatic and environmental change, migration, and health. *Annual Review of Public Health*, 44(1):null, 2023. doi: 10.1146/annurev-publhealth-071421-045148. URL <https://doi.org/10.1146/annurev-publhealth-071421-045148>. PMID: 36542773
- Vally Koubi. Climate change and conflict. *Annual Review of Political Science*, 22(1): 343–360, 2019. doi: 10.1146/annurev-polisci-050317-070830. URL <https://doi.org/10.1146/annurev-polisci-050317-070830>

Assessment: Essay (100%, 3500 words) in the ST.

The summative assignment consists of a review article on a topic of the student's choice. This format requires engaging in more depth with peer-reviewed academic literature, and should be pitched toward a more informed consumer of research such as practitioners and policy makers. The review should provide a broad and systematic overview of research relating to the chosen topic. In doing so the review should organize, evaluate, and synthesise the literature in order to identify patterns, trends, and gaps requiring further research.

SP444 Half Unit

Educational Inequality in the Global South

This information is for the 2024/25 session.

Teacher responsible: Dr Shuang Chen

Availability: This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course explores sources of educational inequality in developing countries and the role of policies. We will examine issues and debates through an international and comparative lens, drawing on theories and evidence from multidisciplinary research.

The course starts by introducing theoretical perspectives and conceptual frameworks commonly used in the study of education in developing countries. Then we engage with a specific theme each week. Themes include but are not limited to free education for all, teachers and teaching, private schools, education in emergencies, etc. Specific themes might vary each year.

By the end of this course, you will be able to

1. Examine educational inequality through an international and comparative perspective and multiple theoretical frameworks.
2. Evaluate evidence and claims about education in academic literature and policy debate.
3. Propose new research and/or policy recommendations to address educational inequality in the global south.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be taught in the WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading:

- Buchmann, C., & Hannum, E. (2001). Education and stratification in developing countries: A review of theories and research. *Annual*

Review of Sociology, 27(1), 77–102.

- Steiner-Khamsi, G. (2010). The politics and economics of comparison. *Comparative Education Review*, 54(3), 323-342.
- Mundy, K., Green, A., Lingard, B., & Verger, A. (Eds.). (2016). *Handbook of global education policy*. John Wiley & Sons.
- Glewwe, P., & Muralidharan, K. (2016). Improving education outcomes in developing countries: Evidence, knowledge gaps, and policy implications. In *Handbook of the Economics of Education* (Vol. 5, pp. 653-743). Elsevier.

Assessment: Essay (90%, 3000 words) in the ST.

Class participation (10%) in the WT.

SP471 Half Unit Not available in 2024/25 Issues in Contemporary Policing

This information is for the 2024/25 session.

Teacher responsible: Prof Tim Newburn OLD 2.40a

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.
<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition

Course content: The flourishing sub-discipline of 'police studies' reflects the increasing centrality of policing in political debate and popular culture, and as a major concern of government policy. This course aims to familiarise students with the formidable volume of research knowledge that has now been built up. The course will enable students to understand the development and functioning of police organisations as well as providing them with an understanding of some of the key issues and debates affecting contemporary policing. The topics covered will include: the role and purposes of policing; the media and policing; governance and legitimacy; integrity and corruption; and policing and (in)equality.

Teaching: Courses in Social Policy will follow the Teaching Model which has been adopted by the Department of Social Policy during the period of the pandemic. This is outlined HERE: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>

This course will be taught through a combination of either a recorded lecture plus a follow-up Q and A session or a 'live' on-line lecture; and classes/seminars of 1-1.5 hours (with size and length of classes/seminars depending on social distancing requirements).

Further information will be provided by the Course Convenor in the first lecture of the course.

Formative coursework: Students will be required to write and submit two pieces of formative coursework. The first will be an essay outline - in effect an outline of an answer to a potential examination question, including a full introductory paragraph. The second will be a written assessment of a published book review - as the basis for the summative work to come.

Indicative reading:

- Bittner, E. (1990) *Florence Nightingale in pursuit of Willie Sutton*, in *Aspects of Police Work*, Boston: Northeastern University Press
- Bowling, B., Phillips, C. and Parmar, A. (2008) 'Policing ethnic minority communities' in Newburn, T. (ed) *Handbook of Policing*,

Cullompton: Willan

- Dick, M., Silvestri, M. and Westmarland, L. (2013) *Women police; potential and possibilities for police*, in J. Brown (ed.) *The Future of Policing London*: Routledge
- Greer, C. and R. Reiner (2012): 'Mediated Mayhem' in M. Maguire et al *The Oxford Handbook of Criminology* Oxford University Press
- Newburn, T. (ed) (2008) *Handbook of Policing*, Second Edition, Cullompton: Willan
- Newburn, T. (ed) (2004) *Policing: Key Readings*, Cullompton: Willan
- Reiner, R. (2010) *The Politics of the Police*, Oxford: Oxford University Press
- Reiner, R. (2013) *Who Governs? Criminology and Criminal Justice* 13/2: 161-180
- Silver, A. (1967) 'The demand for order in civil society', in D.J. Bordua (ed) *The Police: Six Sociological Essays*, New York: Wiley
- Additional Reading:
- Banton, M. (1964) *The policeman in the community*, London: Tavistock
- Knutson, J. and Tompson, L. (2017) *Advances in Evidence-based Policing*, London: Routledge
- Lum, C. and Koper, C. (2017) *Evidence-based policing: Translating theory into practice*, New York: OUP
- Monkkonen, E. (1982) From cop history to social history: The significance of police in American history, *Journal of Social History*, 15, 575-91
- Newburn, T. (1999) *Understanding and preventing police corruption*, London: Home Office
- Reuss-Ianni, E. and Reuss-Ianni, F. (1983) *Street cops and management cops: the two cultures of policing*, in Punch, M. (ed) *Control in the Police Organization*, Cambridge: MIT Press
- Skolnick, J. (1994) *A Sketch of the policeman's working personality*, in *Justice Without Trial*, New York: Wiley
- Styles, J. (1987) The emergence of the police - explaining police reform in eighteenth and nineteenth century England, *British Journal of Criminology*, 27, 1, 15-22
- Zimring, F. (2017) *When Police Kill*, New York: OUP

Assessment: Essay (80%, 3000 words) in the WT.

Project (20%, 1000 words) in the AT.

The summative assessment will comprise a 3,000 essay involving a critical assessment of a minimum of two substantive issues covered in the course (80%), and a 1,000 word book review (20%).

SP473 Half Unit Policing, Security and Globalisation

This information is for the 2024/25 session.

Teacher responsible: Dr Johann Koehler

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in Human Rights and Politics, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research) and MSc in Public Policy and Administration. This course is available as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: This course focuses on global developments in modern policing, and on the issues and challenges those developments implicate. The course follows police scholarship's move from the study of policing in specific contexts to making sense of the police institution through an international and comparative lens. Further to that move, SP473 re-poses traditional questions surrounding the police role and function in the context

of contemporary debates about security and globalisation: among other topics, these include the policing of transitional societies and emergent democracies, the privatisation of policing, policing public order, and the effects of social movements — such as the demand to defund the police — that call for radical change in policing and the provision of security.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in AT.

Formative coursework: Students are invited to prepare two pieces of formative coursework:

- The first piece of formative work will take the form of a short group presentation on 'policing developing democracies' that students will design and deliver before Reading Week.
- The second piece of formative work will take the form of essay outline - in effect an outline answer to the longer summative essay, including a full introductory paragraph.

Indicative reading:

- Andreas, P. and Nadelmann, E. (2006). *Policing the Globe: Criminalization and crime control in international relations*. Oxford University Press.
- Bell, M. C. (2017). Police reform and the dismantling of legal estrangement. *The Yale Law Journal*, 126(7), 2054.
- Bowling, B., Reiner, R., & Sheptycki, J.W. (2019). *The politics of the police*. Oxford University Press.
- Bradford, B., Jauregui, B., Loader, I. and Steinberg, J., (Eds). (2016). *The Sage Handbook of Global Policing*. Sage.
- Brodeur, J.-P. (2010). *The Policing Web*. Oxford University Press.
- Koehler, J., & Cheng, T. (2023). Settling institutional uncertainty: Policing Chicago and New York, 1877–1923. *Criminology*, 61(3), 518-545.
- Newburn, T. (ed). (2004). *Policing: Key Readings*. Willan.

Additional Reading:

- Butler, J. (2020). *The Force of Nonviolence: An Ethico-Political Bind*. Verso.
- Foucault, M. (2003). *Abnormal: Lectures at the Collège de France, 1974-1975*. Verso.
- Johnston, L. (2006) Transnational security governance, in Wood, J. and Dupont, B. (eds) *Democracy, Society and the Governance of Security*. Cambridge University Press.
- Mouffe, C. (2013). *Agonistics: Thinking the world politically*. Verso.
- Sheptycki, J. (1998). 'Policing, postmodernism and transnationalisation'. *British Journal of Criminology*. 38: 485-503
- Thompson, E.P. (1977). *Whigs and Hunters: The Origins of the Black Act*. Allen Lane.
- Fleetwood, J., & Lea, J. (2022). Defunding the police in the UK: Critical questions and practical suggestions. *The Howard Journal of Crime and Justice*, 61(2), 167-184.
- McElhone, M., Kemp, T., Lamble, S., & Moore, J. M. (2023). Defund—not defend—the police: a response to Fleetwood and Lea. *The Howard Journal of Crime and Justice*, 62(2), 277-282.

Assessment: Essay (80%) and coursework (20%).

Essay (80%) & Coursework (20%, either as a group presentation or a 1,000-word book review)

MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition.

Course content: This course focuses on urban or collective violence, or what more colloquially tend to be referred to as "riots". From Hong Kong and Santiago to the Gilets Jaunes in Paris and the uprisings in America after the death of George Floyd, this is a subject of great contemporary relevance. The course will consider the various approaches that have been taken to this subject – via history, psychology and sociology – and, focusing on particular examples, the course will examine some of the core issues in the field including: the causes of riots; psychological versus sociological explanations; the role of race/ethnicity; the impact of traditional and new social media on the nature and organisation of rioting; the role and changing nature of the policing of urban disorder; and how riots might be understood both historically and comparatively. The primary means of assessment will be via a research-based essay focusing on a single "riot".

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in AT.

Formative coursework: Students will be required to write and submit two pieces of formative coursework for assessment and peer feedback. The first will be an essay outline - in effect an outline of a answer to a potential examination question, including a full introductory paragraph. The second will be an outline of their intended case study. Both pieces of formative coursework will be shared via Moodle and all students will be encouraged to offer constructive feedback to each other as well, of course, as receiving feedback from the course director. Peer feedback will be utilised as a means of encouraging a degree of group work and collective endeavour among course participants.

Indicative reading:

- Baldassare, M. (1995) *The Los Angeles Riots: Lessons for the Urban Future*, Boulder: CO
- Bergenson, A. and Herman, M. (1998) Immigration, race and riot: The 1992 Los Angeles uprising, *American Sociological Review*, 63, 1, 39-54
- Body-Gendrot, S. and Savitch, H.V. (2012) Urban violence in the United States and France: comparing Los Angeles (1992) and Paris (2005), in John, P., Mossberger, K. and Clarke, S.E. (eds) *The Oxford Handbook of Urban Politics*, Oxford: Oxford University Press
- Katz, M.B. (2008) Why don't American cities burn very often? *Journal of Urban History*, 34, 2, 185-208
- Moran, M. and Waddington, D. (2016) *Riots: An International Comparison*, Palgrave: Macmillan
- Newburn, T. (2015) The 2011 English riots in recent historical perspective, *British Journal of Criminology*, 55, 1, 375-392
- Newburn, T. (2021) The causes and consequences of urban riot and unrest, *Annual Review of Criminology*, 4, 57-71
- Reicher, S. (1996) The Crowd century: Reconciling practical success with theoretical failure, *British Journal of Social Psychology*, 35, 535-53

SP475 Half Unit Not available in 2024/25 Riots, Disorder and Urban Violence

This information is for the 2024/25 session.

Teacher responsible: Tim Newburn

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education),

- Tilly, C. (2003) *The Politics of Collective Violence*, New York: Cambridge University Press
 - Thompson, E. P. (1971). The moral economy of the English crowd in the eighteenth century, *Past & Present*, 50, 76-136
 - Wacquant, L. (2007) *Urban Outcasts: A comparative sociology of urban marginality*, Cambridge: Polity Press
- Further reading:
- Abu-Lughod, J.L. (2007) *Race, Space and Riots in Chicago*, New York and Los Angeles, New York: Oxford University Press
 - Body-Gendrot, S. (2013) *Urban violence in France and England: comparing Paris (2005) and London (2011)*, *Policing and Society*, 23, 1, 6-25
 - della Porta, D. (1995) *Social Movements, Political Violence and the State*, Cambridge: Cambridge University Press
 - Gilje, P.A. 1996) *Rioting in America*, Bloomington: Indiana University Press
 - Mason, P. (2013) *Why It's Still Kicking Off Everywhere*, London: Verso
 - Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) 'Shopping for Free'? Looting, consumerism and the 2011 riots, *British Journal of Criminology*, 55 (5): 987-1004
 - Reicher, S. (1996) 'The Battle of Westminster': developing the social identity model of crowd behaviour in order to explain the initiation and development of collective conflict, *European Journal of Social Psychology*, 26, 115-134
 - Scarman, Lord Justice (1982) *The Brixton Disorders*, Harmondsworth: Penguin
 - Waddington, D., Jones, K. and Crichton, C. (1989) *Flashpoints: Studies in Public Disorder*, London: Routledge
 - Waddington, D. and King, M. (2005) *The disorderly crowd: From classical psychological reductionism to socio-contextual theory – The impact on public order policing strategies*, *Howard Journal*, 44, 5, 490-503

Assessment: Coursework (80%) and presentation (20%).

The coursework (80%) will comprise a single summative essay offering an analytical case study of a modern riot and the remainder (20%) will comprise a short presentation at an end of term mini academic conference.

SP476 Half Unit Punishment and Penal Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Leonidas Cheliotis

Availability: This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Pre-requisites: None.

Course content: This course runs as a half-unit option, and explores punishment and penal policy from a range of comparative perspectives. Focusing on Anglophone jurisdictions and the rest of the world in equal measure, the course considers in depth a wide variety of historical and international comparative studies of punishment and penal policy, both from the field of criminology and beyond. In so doing, the course critically examines theoretical frameworks and empirical research on such issues as:

- the forms state punishment has assumed over time and in different national and regional contexts;
- the array and relative significance of the reasons why punishment and penal policy may develop, qualitatively as well as

quantitatively, in particular ways at given historical junctures and in different jurisdictions;

- the relationship between political systems and punishment, with particular reference to processes of democratisation;
- the links between penal policy and different forms of economic organisation, from preindustrial capitalism to welfare capitalism and neoliberalism; and
- the role of punishment in society as explained through psychosocial theories and research

Thanks to its substantive foci and broad comparative approach, the course enhances provision in the School in the field of penology (e.g., the course 'Explaining Punishment: Philosophy, Political Economy, Sociology' (LL4CL), taught by Professors Lacey and Ramsay in the Law Department).

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in WT.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will be required to submit a 1,500-word essay on one of the topics addressed in the course.

Indicative reading:

- Alexander, M. (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York and London: The New Press.
- Brown, M. (2009) *The Culture of Punishment: Prison, Society, and Spectacle*. New York and London: New York University Press.
- Dumm, T. L. (1987) *Democracy and Punishment: Disciplinary Origins of the United States*. Madison, WI: The University of Wisconsin Press.
- Garland, D. (1985) *Punishment and Welfare: A History of Penal Strategies*. Aldershot, UK: Gower.
- Gottschalk, M. (2014) *Caught: The Prison State and the Lockdown of American Politics*. Princeton, NJ: Princeton University Press.
- Karstedt, S. (ed.) (2009) *Legal Institutions and Collective Memories*. Oxford: Hart.
- Lacey, N. (2008) *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies*. Cambridge: Cambridge University Press.
- McBride, K. (2007) *Punishment and Political Order*. Ann Arbor, MI: The University of Michigan Press.
- Reiner, R. (2007) *Law and Order: An Honest Citizen's Guide to Crime and Control*. Cambridge: Polity.
- Salvatore, R. D., Aguirre, C. and G. M. Joseph (eds) (2001) *Crime and Punishment in Latin America: Law and Society since Colonial Times*. Durham, NC: Duke University Press.

Assessment: Essay (100%).

An essay on one of the substantive topics covered in the course, from a defined list of questions.

SP477 Half Unit Crime, Justice & Social Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Johann Koehler

Availability: This course is compulsory on the MSc in Criminal Justice Policy. This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), MSc in Political

Sociology, MSc in Public Policy and Administration and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process:

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The course provides a detailed and critical foundation in the study of crime and criminal justice, through a focus on some of its constitutive ideas, institutions, practices, and participants. Lectures in the first half of term provide an overview of a criminological understanding of crime and deviance. Lectures in the second half of term provide an overview of a criminological understanding of justice policy. Throughout the course, particular emphasis is devoted to the historical, conceptual, and theoretical traditions that make up — and subvert — criminology's canon.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in AT.

Formative coursework: Students will be expected to answer a set of broad questions every week, which will be similar to the summative exam questions and related to the lecture and seminar material covered in that week.

Indicative reading:

- Christie, N. (1977). Conflicts as property. *British Journal of Criminology*, 1-15.
- Liebling, A., Maruna, S., & McAra, L. (Eds.). (2023). *The Oxford Handbook of Criminology*, 7th ed. Oxford University Press.
- Newburn, T. (2017). *Criminology*, 3rd ed. Routledge.
- Newburn, T. (Ed.). (2009). *Key Readings in Criminology*. Willan Publishing.
- Phillips, C., Earle, R., Parmar, A., & Smith, D. (2020). Dear British criminology: Where has all the race and racism gone?. *Theoretical Criminology*, 24(3), 427-446.
- Zedner, L. (2004). *Criminal justice*. Oxford University Press.

Assessment: Online assessment (100%) in January.

Assessment is a final Online Assessment comprising questions of varying length that test mastery of the concepts and issues covered throughout the course, duration 3.5 hours.

SP478 Half Unit Special Issues in Criminology & Criminal Justice

This information is for the 2024/25 session.

Teacher responsible: Professor Coretta Phillips

Availability: This course is compulsory on the MSc in Criminal Justice Policy. This course is available on the MSc in Human Rights and Politics and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process:

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Course content: The course provides a detailed and critical review of the varied perspectives that scholars in and beyond Social Policy bring to bear in the study of crime and criminal justice. Each lecture illustrates and applies a given perspective to one of the titular 'Special Issues' with which criminologists grapple. Throughout the course, particular emphasis is devoted to setting those perspectives in conversation, with a view toward exploring lines of potential complement, confrontation, and integration.

Although SP478 is designed as a successor to SP477, SP477 is not a prerequisite for enrolment into SP478. However, students with little prior criminological familiarity are encouraged to consult the Indicative Readings before the Winter Term commences.

Teaching: All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in WT.

Formative coursework: Students will be expected to answer a set of broad questions every week, which will be similar to the summative essay questions and related to the lecture and seminar material covered in that week.

Indicative reading: Liebling, A., Maruna, S. and McAra, L. (eds.) (2017) *The Oxford Handbook of Criminology*. Sixth Edition. Oxford: Oxford University Press.

Newburn, T. (2017) *Criminology*. Third Edition. London: Routledge.

McLaughlin, E. and Newburn, T. (eds.) (2010) *The Sage Handbook of Criminological Theory*. London: Sage.

Downes, D., Rock, P., and McLaughlin, E. (2016) *Understanding Deviance: A Guide to the Sociology of Crime and Rule-Breaking*. 7th Edition. Oxford: Oxford University Press.

Newburn, T. (ed.) (2009) *Key Readings in Criminology*. Cullompton: Willan Publishing.

Assessment: Exam (100%, duration: 3 hours) in the spring exam period.

SP498 Criminal Justice Policy - Long Essay

This information is for the 2024/25 session.

Teacher responsible: Dr Leonidas Cheliotis

Availability: This course is compulsory on the MSc in Criminal Justice Policy. This course is not available as an outside option. Those taking the course part-time must submit the dissertation in their second year.

Course content: The 10,000 word dissertation enables students to analyse in greater depth an issue relevant to their Criminal Justice Policy programme. You should discuss with your designated supervisor the selection of topic and its title title.

Your supervisor can advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.

Teaching: Online workshops/Dissertation support sessions will be held in late AT and throughout WT for students taking SP498 (CJP Dissertation) and those taking SP499 (ISPP Dissertation).

Academic Mentors will provide regular supervision and feedback throughout the three terms

Formative coursework: The area of study is defined by the student, in consultation with their Academic Mentor.

An Academic Mentor is appointed to supervise each student.

Students will discuss an outline proposal with their Mentor and submit their outline, as a basis of discussion to confirm their topic. The Mentor will provide regular supervision and feedback.

Assessment: Dissertation (100%, 10000 words).

Dissertations should be no more than 10,000 words in length, excluding notes and appendices and should be typed. They will be due in August.

SP499**Dissertation - International Social & Public Policy****This information is for the 2024/25 session.****Teacher responsible:** Prof Adam Oliver

Availability: This course is compulsory on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Education), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is not available as an outside option. Those taking the course part-time must submit the dissertation in their second year.

Course content: The 10,000 word dissertation enables students to analyse in greater depth an issue relevant to their international social & public policy programme. You should discuss with your designated supervisor the selection of topic and its title. Your supervisor can advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.

Please note: Students on the Development, Migration, Education or Non-Governmental Organisations ISPP streams are expected to complete dissertations on topics related to their stream, or they may not qualify for the stream Degree for which they are registered. Dissertations of students on the ISPP (Research) stream are required to be based on empirical quantitative or qualitative research, except by permission of the programme director.

Teaching: Online workshops/Dissertation support sessions will be held in late AT and throughout WT for students taking SP498 (CJP Dissertation) and those taking SP499 (ISPP Dissertation). Academic Mentors will provide regular supervision and feedback throughout the three terms.

Formative coursework: The area of study is defined by the student, in consultation with their Academic Mentor. An Academic Mentor is appointed to supervise each student. Students will discuss an outline proposal with their Mentor and submit their outline, as a basis of discussion to confirm their topic. The Mentor will provide regular supervision and feedback.

Assessment: Dissertation (100%, 10000 words) in August. Dissertations should be no more than 10,000 words in length (100% of this unit), excluding the bibliography. They will be due in August.

**ST405 Half Unit
Multivariate Methods****This information is for the 2024/25 session.****Teacher responsible:** Dr Yunxiao Chen

Availability: This course is available on the MPhil/PhD in Statistics, MSc in Data Science, MSc in Health Data Science, MSc in Marketing, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you request a place and meet the criteria you are likely to be given a place.

Pre-requisites: Students must have completed Further Mathematical Methods (MA212) and Probability, Distribution Theory and Inference (ST202).

Course content: An introduction to the theory and application of modern multivariate methods used in the Social Sciences: Multivariate normal distribution, principal components analysis, factor analysis, latent variable models, latent class analysis and

structural equations models.

Teaching: This course will be delivered through a combination of computer workshops and lectures, totalling a minimum of 28 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Coursework assigned fortnightly and returned to students via Moodle with comments/feedback before the computer workshops.

Indicative reading:

- D J Bartholomew, F Steele, I Moustaki & J Galbraith, Analysis of Multivariate Social Science Data (2nd edition);
- D J Bartholomew, M Knott & I Moustaki, Latent Variable Models and Factor Analysis: a unified approach;
- C Chatfield & A J Collins, Introduction to Multivariate Analysis;
- B S Everitt & G Dunn, Applied Multivariate Data Analysis;
- K.V. Mardia, J.T. Kent and J.M. Bibby, Multivariate Analysis.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

**ST409 Half Unit
Stochastic Processes****This information is for the 2024/25 session.****Teacher responsible:** Dr Andreas Sojmark COL 7.04

Availability: This course is compulsory on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Students for whom the course is not compulsory and who meet the necessary pre-requisites may be allocated a place, space permitting. Students must provide a statement explaining how they meet the pre-requisites when asking for a place.

Pre-requisites: Students on MSc QMRM and MSc Financial Mathematics must have completed the pre-session course MA400.

All students should have a good undergraduate knowledge of probability theory, calculus, and integration theory, as e.g. covered in ST206 and MA212. Previous exposure to measure theory is helpful, but not essential.

Course content: A broad introduction to stochastic processes for postgraduates with an emphasis on financial and actuarial applications. The course examines martingales, Poisson processes, Brownian motion, stochastic calculus, and stochastic differential equations as well as applications in finance and insurance.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

Indicative reading: T Bjork, Arbitrage Theory in Continuous Time; T Mikosch, Elementary Stochastic Calculus; S I Resnick, Adventures in Stochastic Processes; B K Oksendal, Stochastic Differential Equations: An Introduction with Applications, D Williams, Probability with Martingales.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

ST411 Half Unit Generalised Linear Modelling and Survival Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Anastasia Kakou

Availability: This course is compulsory on the MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available on the MPhil/PhD in Statistics, MSc in Data Science, MSc in Health Data Science, MSc in Marketing, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Pre-requisites: Mathematics to the level of Mathematical Methods (MA100) and probability to the level of Probability, Distribution Theory and Inference (ST202). Some knowledge of linear regression.

Course content: An introduction to the theory and application of generalised linear models for the analysis of continuous, categorical and count data, and regression models for survival data. Topics include: general theory of regression and generalised linear models, linear regression, logistic regression for binary data, models for ordered and unordered (nominal) responses, log-linear models for count data, and models for survival (duration) data. The R software package will be used in computer workshops.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions, totalling a minimum of 20 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Answers to questions based on theoretical and data analysis exercises can be submitted for formative feedback.

Indicative reading:

- Dobson, A.J. & Barnett, A.G. (2002) An Introduction to Generalised Linear Modelling. 2nd edition. Chapman & Hall.
- McCullagh, P. & Nelder, J.A. (1989) Generalized Linear Models. 2nd edition. Chapman & Hall.
- Agresti, A. (2015) Foundations of Linear and Generalized Linear Models. Wiley [Available as electronic resource from LSE library].
- Hosmer, D.W. & Lemeshow, S. (1999) Applied Survival Analysis, Regression Modeling of Time-to-Event Data. Wiley.
- Long, J.S. and Freese, J. (2006) Regression Models for Categorical Dependent Variables Using Stata. 2nd edition. Stata Press.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

ST416 Half Unit Not available in 2024/25 Multilevel Modelling

This information is for the 2024/25 session.

Teacher responsible: Prof Jouni Kuha

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Health Data Science, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority is given to students from the Departments of Statistics and Methodology, and those with the course listed in their programme regulations.

Pre-requisites: A knowledge of probability and statistical theory, including linear regression and logistic regression.

Course content: A practical introduction to multilevel modelling with applications in social research. This course deals with the analysis of data from hierarchically structured populations (e.g. student nested within classes, individuals nested within households or geographical areas) and longitudinal data (e.g. repeated measurements of individuals in a panel survey). Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (e.g. Stata).

Teaching: This course will be delivered through a combination of lectures and computer classes totalling a minimum of 30 hours in Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Coursework assigned fortnightly and returned to students via Moodle with comments/feedback before the computer lab sessions.

Indicative reading:

- T Snijders & R Bosker Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling, Sage (2011, 2nd edition);
- S Rabe-Hesketh & A Skrondal, Multilevel and Longitudinal Modeling using Stata, (Third Edition), Volume I: Continuous responses (plus Chapter 10 from Volume II, which is available free on the publisher's website). Stata Press (2012);
- H Goldstein, Multilevel Statistical Models, Arnold (2003, 3rd edition);
- S W Raudenbush & A S Bryk, Hierarchical Linear Models: Applications and Data Analysis Methods, Sage (2002).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

ST418 Half Unit Advanced Time Series Analysis

This information is for the 2024/25 session.

Teacher responsible: Clifford Lam COL.6.09

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Marketing, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Priority is given to students from the Departments of Statistics and those with the course listed in their programme regulations.

Pre-requisites: Good undergraduate knowledge of statistics and probability. Previous programming experience is not required but students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

Course content: We start with the introduction of basic time series models (AR, MA, ARMA; ARCH and GARCH models for financial time series), trend removal and seasonal adjustment; model selection and estimation; forecasting. The second half of the course focus on multivariate and high dimensional time series: Factor modelling for vector and matrix-valued time series; Multivariate GARCH and regularisation methods. Simple examples of nonlinear time series models including threshold models. R examples will be given in lecture notes, and R applications will be investigated in exercises.

Teaching: 20 hours of lectures and 10 hours of computer workshops in the WT.

Week 6 will be used as a reading week.

Indicative reading: Brockwell & Davis, Time Series: Theory and Methods; Brockwell & Davis, Introduction to Time Series and

Forecasting; Box & Jenkins, Time Series Analysis, Forecasting and Control; Shumway & Stoffer, Time Series Analysis and Its Applications; Ruey S. Tsay, Multivariate Time Series Analysis: With R and Financial Applications; William W.S. Wei, Multivariate Time Series Analysis and Applications.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

ST425

Statistical Inference: Principles, Methods and Computation

This information is for the 2024/25 session.

Teacher responsible: Dr Nicholas Cron

Availability: This course is compulsory on the MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available on the MRes/PhD in Management (Marketing) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and statistics to the equivalent level of ST102 Elementary Statistical Theory. Previous programming experience is not required but students who have no previous experience in R must complete an online pre-session R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

Course content: The course provides a comprehensive coverage of fundamental aspects of methods and principles in probability and statistics, as well as linear regression analysis. Real data illustrations with the statistical package R forms an integral part of the course, providing a hands-on experience in simulation and data analysis.

Teaching: This course will be delivered through a combination of classes, lectures and computer workshops totalling a minimum of 60 hours across Autumn Term. This course does not include a reading week, instead Week 11 will be used as a revision week.

Formative coursework: A pre-session self-study R course taking about 10 hours needs to be completed by the start of the term. Students will complete weekly assessed problem sheets. They will also complete R practice exercises following instructions from the weekly computing workshop.

Indicative reading: L. Wasserman, All of Statistics.

Y. Pawitan, In All Likelihood

K. Knight, Mathematical Statistics

A. Zuur et al., A Beginner's Guide to R. (Available online from LSE Library.)

N. Venables et. al., An Introduction to R (<http://cran.r-project.org/doc/manuals/R-intro.pdf>)

Assessment: Exam (85%, duration: 3 hours) in the January exam period.

Project (15%) in the AT.

ST426 Half Unit Not available in 2024/25

Applied Stochastic Processes

This information is for the 2024/25 session.

Teacher responsible: Dr Erik Baurdoux COL 6.04

Availability: This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit.

Course content: This course builds on material discussed in ST409 (Stochastic Processes). In particular, elements of the

general theory of semi-martingales will be covered and emphasis will be given on presenting a variety of models involving processes with general dynamics, including jumps. The theory will be applied to a range of topics in mathematical finance and insurance, as well as financial economics.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT. 2 hours of lectures in the ST.

Week 6 will be used as a reading week; exercises will be given out to students to do at home.

Formative coursework: A set of coursework similar to the exercises that will appear in the exam will be assigned. Additional formative exercise will be available through Moodle.

Indicative reading: Brownian Motion and Stochastic Calculus.

Ioannis Karatzas and Steve Shreve

Numerical Solution of Stochastic Differential Equations with Jumps in Finance. Eckhard Platten, Nicola Bruti-Liberati.

Essentials of Stochastic Finance: Facts, Models, Theory. Albert Shiryaev.

Stochastic Integration and Differential Equations. Phillip Protter.

Levy Processes in Finance: Pricing Financial Derivatives. Wim Schoutens

Fluctuations of Lévy Processes with Applications. Andreas Kyprianou

Selected papers from scientific journals.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

ST429 Half Unit

Statistical Methods for Risk Management

This information is for the 2024/25 session.

Teacher responsible: Dr Xiaolin Zhu

Availability: This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Data Science, MSc in Financial Mathematics, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the MSc in Quantitative Methods for Risk Management programme, students from outside this programme may not get a place.

Pre-requisites: Students must have completed Probability, Distribution Theory and Inference (ST202) and Stochastic Processes (ST302), or equivalent.

Previous programming experience would be helpful and students who have no previous experience in R must complete an online pre-session R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

Course content: This course covers fundamental definitions of loss functions involving risk factors and risk factor changes. These concepts will be illustrated with examples of different value functions. For the quantitative analysis of the losses of a portfolio we introduce risk measures: General overview from variance to expected shortfall. We concentrate in highly important risk measures: Value at Risk (VaR) and Expected Shortfall (ES). Considering a portfolio we analyse the distribution and dependence between different risks. We cover multivariate models and Copula models: Sklar's Theorem, Fundamental copulas, Clayton copulas, Archimedean copulas, Dependence measures. As part of dimension reduction we also study Principal component analysis. Finally, we also look at the tail of the distributions and study extreme value theory.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours during Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: A set of exercises which are similar to problems appearing in the exam will be assigned. A set of coding exercises which are similar to examples in computer lab sessions will be assigned.

Indicative reading: A.McNeil, R.Frey, P.Embrechts, Quantitative Risk Management: Concepts, Techniques, Tools; Princeton Series in Finance

Assessment: Exam (75%, duration: 2 hours) in the January exam period.

Project (25%) in the AT.

ST433 Half Unit Computational Methods in Finance and Insurance

This information is for the 2024/25 session.

Teacher responsible: Dr Yufei Zhang

Availability: This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).

Any students who are taking ST433 as an optional course and who have not completed MA400 need to obtain permission from the lecturer by providing a statement explaining why and how they know the material covered in MA400.

Course content: The purpose of this course is to (a) develop the students' computational skills, (b) introduce a range of numerical techniques of importance in actuarial and financial engineering, and (c) develop the ability of the students to apply the theory from the taught courses to practical problems, work out solutions including numerical work, and to present the results in a written report.

Binomial and trinomial trees. Random number generation, the fundamentals of Monte Carlo simulation and a number of related issues. Finite difference schemes for the solution of ordinary and partial differential equations arising in insurance and finance. Numerical solutions to stochastic differential equations and their implementation. The course ends with an introduction to guidelines for writing a scholarly report/thesis.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 32 hours across Lent Term.

Formative coursework: Weekly exercises and practicals are set and form the basis of the classes.

Indicative reading: N E Steenrod, P Halmos, M M Schiffer & J A Dieudonne, How to write mathematics (1973); D.J. Duffy, Finite Difference Methods in Financial Engineering: A Partial Differential Equation Approach, Wiley; P. Glasserman, MonteCarlo Methods in Financial Engineering, Springer; P.E. Kloden and E. Platen, Numerical Solution of Stochastic Differential Equations, Springer. Further material will be specified during the course.

Assessment: Project (100%) in the ST.

ST436 Half Unit Financial Statistics

This information is for the 2024/25 session.

Teacher responsible: Prof Piotr Fryzlewicz

Availability: This course is compulsory on the MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available on the MSc in Data Science and MSc in Quantitative Methods for Risk Management. This

course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high.

Pre-requisites: Knowledge of statistics up to the level of ST202, or alternatively up to the level of Larry Wasserman's "All of Statistics" textbook (or equivalent).

Course content: The course covers key statistical methods and data analytic techniques most relevant to finance. Hands-on experience in analysing financial data in the "R" environment is an essential part of the course. The course includes a selection of the following topics: basics of time series analysis, obtaining financial data, low- and high-frequency financial time series, ARCH-type models for low-frequency volatilities and their simple alternatives, predicting equity indices (case study), Markowitz portfolio theory and the Capital Asset Pricing Model, machine learning in financial forecasting, Value at Risk, simple trading strategies. If time permits, the course will end with an extended case study involving making predictions of market movements in a virtual trading environment.

Teaching: 22 hours of lectures and 11 hours of seminars in the AT.

Formative coursework: Weekly marked problem sheets, with solutions discussed in class. Two marked case studies.

Indicative reading: Lai, T.L. And Xing H. (2008) Statistical Models and Methods for Financial Markets. Springer. Tsay, R. S. (2005) Analysis of Financial Time Series. Wiley. Ruppert, D. (2004) Statistics and Finance – an introduction. Springer. Fan, Yao (2003) Nonlinear Time Series. Hastie, Tibshirani, Friedman (2009) The Elements of Statistical Learning. Haerdle, Simar (2007) Applied Multivariate Statistical Analysis. Ruppert, Matteson (2015) Statistics and Data Analysis for Financial Engineering

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

ST439 Half Unit Not available in 2024/25 Stochastics for Derivatives Modelling

This information is for the 2024/25 session.

Teacher responsible: Dr Luciano Campi COL 5.04

Availability: This course is available on the MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Stochastic Processes (ST409).

Course content: Valuation and hedging of derivative securities: general principles of mathematical finance; asset price models; static vs dynamic option pricing; connection with PDEs; exotic options; volatility derivatives; mean-variance hedging; Dupire's formula.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT.

Week 6 will be used as a revision week.

Formative coursework: Weekly homework will be set. Students are not expected to submit this homework but will go over the exercises in the following seminar with the lecturer.

Indicative reading: Steven Shreve, Stochastic Calculus for Finance II: Continuous-Time Models, Springer.

Selected papers from scientific journals.

Thorsten Rheinlander and Jenny Sexton, Hedging Derivatives, World Scientific.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

ST440 Half Unit Not available in 2024/25 Recent Developments in Finance and Insurance

This information is for the 2024/25 session.

Teacher responsible: Dr George Tzougas COL 5.11

Availability: This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Students must have completed Stochastic Processes (ST409).

Course content: Recent developments in the theory of stochastic processes and applications in finance and insurance and their interface. A variety of topics will be chosen from: optimal hedging with special emphasis on new products and practical applications; regression methods for risk analysis and to forecast systemic risk (based on NASDAQ data, Yahoo Finance data and macro variables); regression models in life and non-life insurance. The workshops will focus on the use of programming language R for implementations based on real data. Some selected lectures will be given by practitioners in the finance and insurance fields.

Teaching: Week 8 will be devoted to students' presentations, using material which will have been provided in week 1 or 2; as well as to discuss in groups solutions to problems that will have been set in class.

Week 6 will be used as a reading week.

Formative coursework: A set of coursework similar to the exercises that will appear in the exam will be assigned as well as a mock exam.

Indicative reading: H. Foellmer and A. Schied: Stochastic finance. An introduction in discrete time. (3rd ed.), de Gruyter. Selected papers from scientific journals.

Assessment: Exam (90%, duration: 2 hours) in the January exam period.

Presentation (10%) in the AT Week 9.

ST442 Half Unit Longitudinal Data Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Fiona Steele COL 7.12

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Health Data Science, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

Pre-requisites: A knowledge of probability and statistical theory, including linear regression and logistic regression.

Please log into moodle.lse.ac.uk and self-enrol in the 'R for Statistics Pre-sessional Course

Course content: A practical introduction to methods for the analysis of repeated measures data, including continuous and binary outcomes. Topics include: longitudinal study designs, models for two measurements, (random effects) growth curve models, marginal models, missing data, latent class models, models for binary data and dynamic (autoregressive) models. The course will have an applied emphasis with fortnightly computer classes using R.

Teaching: This course will be delivered through a combination of lectures and computer classes totalling a minimum of 30 hours in WT.

Students are required to install R on their own laptops for use in the computer workshops.

This course includes a reading week in Week 6 of WT.

Formative coursework: Coursework assigned fortnightly and returned to students via Moodle with feedback.

Indicative reading:

- Singer JD, Willett JB. (2003) Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. New York: Oxford University Press. (Part I only).
- Rabe-Hesketh S, Skrondal A. (2012) Multilevel and Longitudinal Modeling Using Stata, Third Edition. Volume I: Continuous Responses. College Station, Texas: Stata Press.
- Hedeker D, Gibbons RD. (2006) Longitudinal Data Analysis. Hoboken, New Jersey: John Wiley & Sons, Inc.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

ST443 Half Unit Machine Learning and Data Mining

This information is for the 2024/25 session.

Teacher responsible: Prof Milan Vojnovic

Availability: This course is compulsory on the MSc in Data Science. This course is available on the MPA in Data Science for Public Policy, MSc in Applied Social Data Science, MSc in Econometrics and Mathematical Economics, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you're not able to get a place on this course.

Pre-requisites: The course will be taught from a statistical perspective and students must have a very solid understanding of linear regression models.

Students are not permitted to take this course alongside Algorithmic Techniques for Data Mining (MA429).

Course content: Machine learning and data mining are emerging fields situated between statistics and computer science. They focus on the objectives such as prediction, classification and clustering, particularly in contexts where datasets are large, commonly referred to as the world of 'big data'.

This course will commence with the classical statistical methodology of linear regression as a foundation. From there, it will progress to provide an introduction to machine learning and data mining methods from a statistical perspective. In this framework, machine learning will be conceptualised as 'statistical learning', aligning with the titles of the books in the essential reading list.

The course aims to cover modern non-linear methods such as spline methods, generalised additive models, decision trees, random forests, bagging, boosting and support vector machines. Additionally, it will delve into advanced approaches, such as ridge regression, the lasso, linear discriminant analysis, k-means clustering, and nearest neighbours.

Teaching: The first part of the course reviews regression methods and covers logistic regression, linear and quadratic discriminant analysis, cross-validation, variable selection, nearest neighbours and shrinkage methods.

The second part of the course introduces non-linear models and covers splines, generalized additive models, tree methods, bagging, random forest, boosting, support vector machines, principal components analysis, k-means, and hierarchical clustering. This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 35 hours across Autumn Term. This course includes a reading week in Week

6 of Autumn Term.

Formative coursework: Students will be expected to produce 5 problem sets in the AT.

The problem sets will consist of both theoretical questions and data problems that require the implementation of various methods in class using a computer.

Indicative reading: James, G., Witten, D., Hastie, T. and Tibshirani, R. An Introduction to Statistical Learning. 2nd Edition, Springer, 2021. Available online at <https://www.statlearning.com/>
Hastie, T., Tibshirani, R. and Friedman, J. The Elements of Statistical Learning: Data Mining, Inference and Prediction. 2nd Edition, Springer, 2009. Available online at <http://statweb.stanford.edu/~tibs/ElemStatLearn/index.html>

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Project (30%) in the AT Week 11.

ST444 Half Unit Computational Data Science

This information is for the 2024/25 session.

Teacher responsible: Dr Yining Chen COL 7.06

Availability: This course is available on the MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Basic knowledge in calculus and linear algebra, as well as a first course in probability and statistics.

Course content: An introduction to the use of popular algorithms in statistics and data science, including (but not limit to) numerical linear algebra, optimisation, graph data and massive data processing, as well as their applications. Examples include least squares, maximum likelihood, principle component analysis, LASSO and graphical LASSO, PageRank, etc. Throughout the course, students will gain practical experience of implementing these computational methods in a programming language. Learning support will be provided for at least one programming language, such as R, Python or C++, but the choice of language supported may vary between years, depending on judged benefits to students, whether in terms of pedagogy or resulting skills. This year, the default choice is Python.

Teaching: This course will be delivered through a combination of classes/computer workshops/lectures/Q&A sessions totalling a minimum of 30 hours across Autumn Term. This course includes a reading week in Week 6.

Lectures will cover:

- (1) **Introduction:** overview of the topics to be discussed, how numbers are presented in memory, floating point arithmetic, stability of numerical algorithms
- (2) **Basic algorithms:** overview of different types of algorithms, Big-O notation, elementary complexity analysis, and their applications in data science
- (3) **Tools in optimisation:** convexity, bi-section, steepest descent, Newton's method, Quasi-Newton methods, stochastic gradient, coordinate descent, other related topics (e.g. stochastic search, ADMM)
- (4) **Tools in numerical linear algebra:** Gaussian elimination, Cholesky decomposition, LU decomposition, matrix inversion and condition, computing eigenvalues and eigenvectors, and their applications
- (5) **Other topics (if time permits):** graph data processing, massive data processing, Monte-Carlo methods, etc

Formative coursework: Students will be expected to produce 4 problem sets in the AT.

Bi-weekly exercises, involving computer programming and theory.

Indicative reading: Computational Statistics by Givens and

Hoeting

Statistical computing in C++ and R by Eubank and Kupresanin

Foundations of Data Science by Blum, Hopcroft and Kannan

Introduction to Algorithms by Cormen, Leiserson, Rivest and Stein

The Art of R Programming: A Tour of Statistical Software Design by Matloff

Think Python: How to Think Like a Computer Scientist by Downey

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Coursework (30%).

ST445 Half Unit Managing and Visualising Data

This information is for the 2024/25 session.

Teacher responsible: Dr Ieva Kazlauskaitė

Availability: This course is compulsory on the MSc in Data Science and MSc in Health Data Science. This course is available on the MPA in Data Science for Public Policy, MSc in Applied Social Data Science, MSc in Geographic Data Science, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students for whom the course is compulsory; as well as students in the Department of Statistics where the course is listed as an option in their programme regulations, students on the MSc in Applied Social Data Science, and students on the MSc in Geographic Data Science. Students from outside these programmes may not get a place.

Pre-requisites: Students who have no previous experience in Python are required to take an online pre-sessional Python course from the Digital Skills Lab (<https://moodle.lse.ac.uk/course/view.php?id=7696>).

Course content: The focus of the course is on the fundamental principles and best practices for data manipulation and visualisation. The course is based on using Python as the primary programming language and various software packages. The first five weeks will focus on data manipulation which covers the basic concepts such as data types and data models. Students learn how to create data model instances, load data into them, and manipulate and query data. The course will cover data structures for scientific computing and their manipulation through the Python package NumPy, and high-level data structures and functions for working with structured or tabular data through the Python package Pandas. We will cover the basic concepts of relational data models and SQL query language for creating and querying database tables.

The last five weeks focus on data visualisation starting with the exploratory data analysis using various statistical plots. We will explain visualisations used for evaluation of binary classifiers such as receiver operating curve plots and precision recall plots. We will explain the principles of some dimensionality reduction methods used for visualisation of high-dimensional data points, starting with classical methods such as multidimensional scaling to more recent methods such as stochastic neighbour embedding. We will discuss the basic principles of graph data visualisation methods and different graph data layouts. The data visualisations will be materialised in code using Python packages such as Matplotlib, Seaborn, and various scikit-learn modules.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. This course will be delivered through a combination of classes, lectures and Q/A sessions totalling a minimum of 35 hours in Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

Students are required to install Python on their own laptops and use their own laptops in the seminar sessions.

Formative coursework: Students will be expected to produce 8 problem sets in the AT.

Indicative reading:

- McKinney, W., Python for Data Analysis, 2nd Edition, O'Reilly 2017
- Muller, A. C. and Guido, S., Introduction to Machine Learning with Python, O'Reilly, 2016
- Geron, A., Hands-on Machine Learning with Scikit-Learn & TensorFlow, O'Reilly, 2017
- Ramakrishnan, R. and Gehrke, J., Database Management Systems, 3rd Edition, McGraw Hill, 2002
- Obe, R. and Hsu, L., PostgreSQL Up & Running, 3rd Edition, O'Reilly 2017
- Robinson, I., Webber, J. and Eifrem, E., Graph Databases, 2nd Edition, O'Reilly 2015
- Murray, S., Interactive Data Visualisation for the Web, O'Reilly, 2013
- Matplotlib, <https://matplotlib.org>
- Seaborn: statistical data visualization <https://seaborn.pydata.org>
- Sci-kit learn, Machine learning in Python, <http://scikit-learn.org>

Assessment: Project (80%) in the WT.

Problem sets (20%) in the AT.

Students are required to hand in solutions to 4 problem sets, each accounting for 5% of the final assessment (20% in total). In addition, there will be a take-home exam (80%) in the form of a final project in which they will demonstrate the ability to manage data and visualise it through effective statistical graphics using principles they have learnt on the course.

ST446 Half Unit Distributed Computing for Big Data

This information is for the 2024/25 session.

Teacher responsible: Dr Marcos Barreto

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you are not able to get a place on this course. The MSc in Data Science students are given priority for enrolment in this course.

Pre-requisites: Basic knowledge of Python or some other programming knowledge is desirable.

Course content: The course covers principles of distributed processing systems for big data, including distributed file systems (such as Hadoop); distributed computation models (such as MapReduce); resilient distributed datasets (Spark RDDs); structured querying over large datasets (Spark Dataframes and SQL); graph data processing systems (Spark GraphX and Neo4j); stream data processing systems (Kafka and MongoDB); scalable machine learning models (Spark MLlib and TensorFlow); distributed and federated machine learning models (Spark MLlib and TensorFlow Federated Learning).

The course enables students to learn about the principles and gain hands-on experience in working with the state of the art computing technologies such as Apache Spark, a general engine for large-scale data processing, and TensorFlow, a popular software library for (distributed) learning of deep neural networks. Through weekly exercises and course project work, student can gain experience in performing data analytics tasks on their laptops and cloud computing platforms.

Teaching: This course will be delivered through a combination of classes, and lectures and Q&A sessions totalling a minimum of 35

hours across the Winter Term (WT). This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 10 problem sets in the WT.

Eight of the weekly problem sets will represent formative coursework. The other two will represent summative assessment.

Indicative reading:

- Damji, J., Weing, B., Das, T., Lee, D. Learning Spark: Lightning-fast Data Analysis, O'Reilly, 2nd Edition, 2020
- Karau, H. and Warren, R., High Performance Spark: Best Practices for Scaling & Optimizing Apache Spark, O'Reilly, 2017
- Drabas, T. and Lee D., Learning PySpark, Packt, 2016
- White, T., Hadoop: The Definitive Guide, O'Reilly, 4th Edition, 2015
- Triguero, I. and Galar, M. Large-Scale Data Analytics with Python and Spark: a hands-on guide to implementing machine learning solutions. Cambridge, 2024.

Additional reading:

- Marz, N., Warren, J. Big Data: Principles and best practices of scalable realtime data systems. Manning, 2015.
- Kleppmann, M. Designing Data-Intensive Applications: The Big Ideas Behind Reliable, Scalable, and Maintainable Systems. O'Reilly, 2016.
- Foster, I., Ghani, R., Jarmin, R. S., Kreuter, F., Lanie, J. (Eds.). Big Data and Social Science: Data Science Methods and Tools for Research and Practice. CRC Press, 2nd edition, 2021.
- Li, K-C., Jiang, H., Zomaya, A. (Eds.). Big Data Management and Processing. CRC Press, 2017.
- Huang, S., Deng, H. Data Analytics: A Small Data Approach. CRC Press, 2021.
- Apache Spark Documentation <https://spark.apache.org/docs/latest>
- Apache TensorFlow Documentation <https://www.tensorflow.org>

Assessment: Project (80%) in the WT.

Continuous assessment (10%) in the WT Week 4.

Continuous assessment (10%) in the WT Week 9.

Summative assessments: a problem set submitted in WT Week 6 (10%), a problem set submitted in WT Week 11 (10%), a project (80%) in the WT. Each summative problem set will be composed of theory and coding components, will have an individual mark of 10% and submission will be required in the WT in Weeks 6 and 11. In addition, there will be a take-home exam (80%) in the form of a group project in which they will demonstrate their ability to develop a big data solution for solving a task of their choice.

Formative assessments: short weekly coding problem sets which will build the ground for the seminar sessions.

ST447 Half Unit Data Analysis and Statistical Methods

This information is for the 2024/25 session.

Teacher responsible: Prof Qiwei Yao

Availability: This course is compulsory on the MSc in Data Science and MSc in Operations Research & Analytics. This course is available on the MSc in Health Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is NOT available on the following programmes: MSc in Statistics, MSc in Statistics (Research), MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Social Statistics), or MSc in Statistics (Social Statistics) (Research).

Pre-requisites: Basic knowledge in calculus and linear algebra, as well as a course in probability and statistics equivalent to ST102. Students who have no previous experience in R are required to take on an online pre-session R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

Course content: This course covers most frequently used statistical methods for data analysis. In addition to the standard inference methods such as parameter estimation, hypothesis testing, linear models and logistic regression, it also covers Monte

Carlo methods, bootstrap, EM-algorithm, permutation tests, regression based on local fitting, causal inference and false discovery rates. The software R constitutes an integral part of the course, providing hands-on experience of data analysis.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across in Autumn Term.

Formative coursework: Students will be expected to produce 5 exercises in the AT.

The bi-weekly exercises enable students to learn about the different methods of statistics and data analysis. They also provide students the opportunities to implement statistical methods in R.

Indicative reading: All of Statistics, by Larry Wasserman, Springer. Data Analysis and Graphics using R: an Example-based Approach, by John Maindonald and John Braun, Cambridge University Press.

Assessment: Exam (85%, duration: 2 hours) in the January exam period.

Project (15%) in the AT.

ST448 Half Unit Not available in 2024/25 Insurance Risk

This information is for the 2024/25 session.

Teacher responsible: Daniela Escobar

Availability: This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is available with permission when students meet requirement on pre-requisites.

Pre-requisites: Students must have completed Stochastic Processes (ST302) and Probability, Distribution Theory and Inference (ST202).

Good undergraduate understanding of distribution theory and stochastic processes. ST202, ST302 or their equivalent.

Course content: A self-contained introduction to insurance risk analysis. Starting from classical actuarial modelling of insurance risk, utility theory with optimal forms of insurance from the insured's and from the insurer's point of view are analysed. Pareto-optimal risk exchanges are introduced. Standard schemes of reinsurance are introduced and analysed. The individual and collective model are introduced to understand the aggregated claim process and approximate it. There is an emphasis in the compound Poisson process and therefore a detailed description of the Poisson process is explained. In the second part of the course we cover Ruin theory for an insurance company and capital requirement are studied. Heavy tail distributions and the extreme value theory are introduced. We solve reinsurance problems in a scheme with aggregated claims. Finally, we study closed-form solutions of the ruin probability as we also approximate it using R.

Teaching: 20 hours of lectures and 10 hours of seminars in the AT. Week 6 will be used as a reading week.

Formative coursework: Students will be expected to produce 6 problem sets in the AT.

Indicative reading: Kaas, R., Goovaerts, M., Dhaene, J., & Denuit, M. Modern actuarial risk theory: using R
Thomas Mikosch, Non-Life Insurance Mathematics
Ragnar Norberg, Non-life Insurance Mathematics (Lecture notes)
Pauline Barrieu, Luca Albertini, The Handbook of Insurance-Linked Securities

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Project (30%) in the WT.

ST449 Half Unit Artificial Intelligence

This information is for the 2024/25 session.

Teacher responsible: Dr Tengyao Wang

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you are not able to get a place on this course. MSc in Data Science students are given priority for enrollment in this course.

Pre-requisites: Students who have no or limited experience in object oriented programming (OOP) must complete the relevant module in the online pre-sessional python course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=8709>).

Course content: The course provides a broad overview on fundamental concepts and algorithms of artificial intelligence systems, with focus on search methods, knowledge representation, game playing, logical and probabilistic reasoning, supervised learning and reinforcement learning. We use state-of-the-art data science and artificial intelligence Python libraries and tools to translate the studied principles and methods into practice, and to gain hands-on experience in data analysis.

- **Introduction:** aims, history, rational actions, and agents.
- **Simple uninformed search methods:** graph search, tree-like search, best-first search, breadth-first search, uniform search, depth-first search, limited depth-1st search, iterative deepening search.
- **Advanced informed search methods:** more sophisticated heuristic search algorithms, A* search, local search, hill-climbing search, simulated annealing, local beam search, genetic algorithm, conditional plan, AND-OR search, belief states.
- **Game playing:** adversarial search, the minimax algorithm and its shortcomings, improving minimax using alpha-beta pruning, Type A (wide) and Type B (deep) strategies, stochastic games, EXPECTIMAX search.
- **Constrained satisfaction problems (CSPs):** standardising search problems to a common format, backtracking algorithm for CSPs, heuristics for improving the search for a solution, constraint propagation and consistency, solving Sudoku.
- **Knowledge representation and logical reasoning:** representation of common sense knowledge, inference and knowledge representation schemes, propositional logic, syntax, semantics and entailment.
- **Probabilistic reasoning:** representing knowledge in uncertain domain, graphical models, Bayesian networks, statistical inference in Bayesian networks.
- **Supervised learning:** learning from examples, hypothesis space, loss and risk, model selection, regularization, linear regression and classification, logistic regression, kernel machines, multilayer perceptron and the backpropagation algorithm.
- **Reinforcement learning:** reinforcement learning problem formulation by using Markov Decision Processes, dynamic programming, Bellman optimality solution, simple tabular solution methods.

Teaching: 20 hours of lectures and 15 hours of classes in the AT. This course will be delivered through a combination of lectures and classes totalling a minimum of 35 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Indicative reading:

- Stuart Russell, Peter Norvig. Artificial Intelligence: A Modern

Approach. 4th edition, Pearson, 2020. [<http://aima.cs.berkeley.edu/>]

- David Poole, Alan Mackworth. Artificial Intelligence: Foundations of Computational Agents, 2nd Edition, Cambridge University Press, 2017. [<https://artint.info/>]
- Kevin Murphy. Probabilistic Machine Learning. 2021-2022. [<https://probml.github.io/pml-book/>]
- Christopher M. Bishop. Pattern Recognition and Machine Learning. Springer-Verlag, 2007. [<https://www.microsoft.com/en-us/research/people/cmbishop/prml-book/>]
- Aston Zhang, Zachary C. Lipton, Mu Li, and Alexander J. Smola. Dive into Deep Learning, 2021. [<http://d2l.ai/>]
- Ian Goodfellow, Yoshua Bengio and Aaron Courville. Deep Learning, MIT Press, 2016. [<https://www.deeplearningbook.org/>]
- Richard S. Sutton, Andrew G. Barto. Reinforcement Learning: An Introduction. 2nd edition, MIT Press, 2018. [<http://incompleteideas.net/book/the-book.html>]
- TensorFlow, An Open Source Software Library for Machine Intelligence. [<http://www.tensorflow.org>]
- Jake VanderPlas. Python Data Science Handbook. O'Reilly Media, Inc., 2017. [<https://www.oreilly.com/library/view/python-data-science/9781491912126/>], <https://jakevdp.github.io/PythonDataScienceHandbook/>
- Mark Lutz. Learning Python, 5th Edition. O'Reilly Media, Inc., 2013. [<https://www.oreilly.com/library/view/learning-python-5th/9781449355722/>]

Assessment: Coursework (30%) in the AT Week 4.

Coursework (30%) in the AT Week 8.

Project (40%) in the AT.

There will be two individual assignments (30% each) to be completed in Week 4 and 8 of Autumn Term.

In addition, there is a graded take-home research project (40%) which is completed by students in groups, in which they demonstrate the ability to apply and train an appropriate model to a specific problem and dataset using principles they have learnt in the course.

ST450 Not available in 2024/25 Advanced Lectures on Special Topics in Statistics

This information is for the 2024/25 session.

Course content: Seminar series. Please refer to Departmental web page for details. <http://www.lse.ac.uk/statistics/home.aspx>

Teaching: 20 hours of seminars in the WT.

ST451 Half Unit Bayesian Machine Learning

This information is for the 2024/25 session.

Teacher responsible: Dr Konstantinos Kalogeropoulos

Availability: This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Health Data Science, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to Department of Statistics students and those with the course listed in their programme regulations.

Pre-requisites: Basic knowledge in probability in statistics via a course such as the ST202 Probability Distribution Theory and Inference or an equivalent course; Previous programming

experience is not required but students who have no previous experience in Python must complete an online pre-session Python course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7696>)

Course content: The course sets up the foundations and covers the basic algorithms covered in probabilistic machine learning. Several techniques that are probabilistic in nature are introduced and standard topics are revisited from a Bayesian viewpoint. The module provides training in state-of-the-art methods that have been applied successfully for several tasks such as natural language processing, image recognition and fraud detection. The first part of the module covers the basic concepts of Bayesian Inference such as prior and posterior distribution, Bayesian estimation, model choice and forecasting. These concepts are also illustrated in real world applications modelled via linear models of regression and classification and compared with alternative approaches.

The second part of the module introduces and provides training in further topics of probabilistic machine learning such as Graphical models, mixtures and cluster analysis, Variational approximation, advanced Monte Carlo sampling methods, sequential data and Gaussian processes. All topics are illustrated via real-world examples and are contrasted against non-Bayesian approaches.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 35 hours across the Winter Term.

Syllabus:

- Bayesian inference concepts: Prior and posterior distributions, Bayes estimators, credible intervals, Bayes factors, Bayesian forecasting, Posterior Predictive distribution.
- Linear models for regression: Linear basis function models, Bayesian linear regression, Bayesian model comparison.
- Linear models for classification: Probabilistic generative models, Probabilistic discriminative models, The Laplace approximation, Bayesian logistic regression.
- Variational inference, Variational linear and logistic regression.
- Graphical models: Bayesian networks, Conditional independence, Markov random fields.
- Mixture models and Clustering: Clustering, Mixtures, The EM algorithm.
- Sampling methods: Basic sampling algorithms, Markov chain Monte Carlo, Gibbs sampling
- Sequential data: Markov models, Hidden Markov models, Linear dynamical systems.
- Gaussian processes: Bayesian Non-Parametrics, Gaussian processes for regression and classification.

Formative coursework: Students will be expected to produce 10 problem sets in the WT.

10 problem sets in WT to prepare students for both summative assessment components. They will include theoretical exercises, targeting for learning outcomes a and b, as well as computer-based assignments (for learning outcome c) that will need to be presented in suitable form for the purposes of learning outcome d. Additionally, mostly related to learning outcome b, students will be encouraged to share and compare their responses in some challenging parts of the problem sets, through the use of dedicated Moodle forums.

Indicative reading:

- C. M. Bishop, Pattern Recognition and Machine Learning, Springer 2006
- K. Murphy, Machine Learning: A Probabilistic Perspective, MIT Press, 2012
- S. Rogers and M. Girolami, A First Course in Machine Learning, Second Edition, Chapman and Hall/CRC, 2016
- D. J. C. MacKay, Information Theory, Inference and Learning Algorithms, Cambridge University Press, 2003
- D. Barber, Bayesian Reasoning and Machine Learning, Cambridge University Press 2012

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Project (50%) in the ST.

ST452 Half Unit Probability and Mathematical Statistics I

This information is for the 2024/25 session.

Teacher responsible: Ms Giulia Livieri COL 7.10 and Prof Umut Cetin COL 6.08

Availability: This course is available on the MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

The availability as an outside option requires a demonstration of sufficient background in mathematics and statistics. Prior training on basic concepts of real analysis providing experience with formal proofs, sequences, continuity of functions, and calculus and is at the discretion of the instructor.

Course content: This course provides theoretical and axiomatic foundations of probability and mathematical statistics. In particular, the following topics will be covered:

1. Measure spaces; Caratheodory extension theorem; Borel-Cantelli lemmas.
2. Random variables; monotone-class theorem; different kinds of convergence.
3. Kolmogorov's 0-1 law; construction of Lebesgue integral.
4. Monotone convergence theorem; Fatou's lemmas; dominated convergence theorem.
5. Expectation; L^p spaces; uniform integrability.
6. Characteristic functions; Levy inversion formula; Levy convergence theorem; CLT.
7. Principle and basis for statistical inference: populations and samples, decision theory, basic measures for estimators.
8. Estimation: U and V statistics, unbiased estimators, MVUE, MLE.
9. Hypothesis testing: Neyman-Pearson lemma, UMP, confidence sets.
10. Product measures; conditional expectation.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce 9 problem sets in the AT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

Indicative reading: 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.

2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.

3 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.

4 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

Assessment: Exam (70%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.

Coursework (30%) in the AT.

Three of the homework problem sets will be submitted and marked as assessed coursework.

Course content: This course provides instruction in advanced topics in probability and mathematical statistics, mainly based on martingale theory. It is a continuation of Probability and Mathematical Statistics I. The following topics will in particular be covered:

- 1 Conditional expectation revisited; linear regression; martingales and first examples.
- 2 Concentration inequalities; dimension reduction; log-Sobolev inequalities.
- 3 Martingale transforms; optional sampling theorem; convergence theorems.
- 4 Sequential testing; backwards martingales; law of large numbers; de Finetti's theorem.
- 5 Markov chains; recurrence; reversibility; foundations of MCMC.
- 6 Ergodic theory.
- 7 Brownian motion; quadratic variation; stochastic integration.
- 8 Stochastic differential equations; diffusions; filtering.
- 9 Bayesian updating; Ergodic diffusions; Langevin samplers.
- 10 Brownian bridge; empirical processes; Kolmogorov-Smirnov statistic.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 9 problem sets in the WT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

Indicative reading: 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.

2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.

3 Karatzas, I, Shreve S. (1991). Brownian motion and Stochastic Calculus. Springer GTM.

4 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.

5 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

Assessment: Exam (70%, duration: 2 hours, reading time: 10 minutes) in the spring exam period.

Coursework (30%) in the WT.

Three of the homework problem sets will be submitted and marked as assessed coursework.

ST454 Half Unit Bayesian Data Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Sara Geneletti Inchauste Col 5.07

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Data Science, MSc in Health Data Science, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

The course will require the use of computers so students must have a laptop.

Pre-requisites: Students must have completed Elementary Statistical Theory (ST102).

Basic knowledge in probability and a first course in statistics such as ST102 or equivalent probability distribution theory and inference. Basic knowledge R or an equivalent programming language required. Students who do not have prior knowledge of R will be required to take an R module with the Digital Skills Lab.

Course content: The course is a hands-on introduction and development of the analysis of Bayesian models with using Nimble (similar to BUGS), Stan and R-INLA with focus on data sets and

ST453 Half Unit Probability and Mathematical Statistics II

This information is for the 2024/25 session.

Teacher responsible: Prof Umut Cetin and Prof Konstantinos Kardaras

Availability: This course is available on the MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Probability and Mathematical Statistics I is a pre-requisite.

application. The main topics will be Bayesian regression, Bayesian Hierarchical models and Spatial models. Throughout the course there will be practical examples from epidemiology, public health and social science which will involve data analysis.

Teaching: This course will be delivered using a combination of lectures, seminars and Q&A sessions totalling a minimum of 33 hours in the Winter Term. Week 6 will be used as a reading week.

The course will cover the following

Spatio-temporal data: what is it and why is it useful?

Basics of the R programming language

Bayesian methods, with focus on an intuitive understanding and practical data analysis.

- Bayesian foundations
- Markov Chain Monte Carlo
- Regression (including GLMs)
- Hierarchical Models
- Hamiltonian Monte Carlo
- Integrated Nested Laplace Models
- Spatial models including areal data, ecological regression and spatial prediction

Bayesian software

- Nimble (similar to BUGS)

• Stan

• R-INLA

- Discussion of advantages and differences between software

Formative coursework: There will regular workshops where students have to replicate the analyses covered in lectures in different data sets

Indicative reading: Data analysis and regression using multilevel/hierarchical models: Andrew Gelman and Jennifer Hill

Statistical Rethinking: A Bayesian Course with Examples in R and STAN

Spatial and Spatio-temporal Bayesian models with R-INLA: Marta Blangiardo and Michela Cameletti

Assessment: Project (20%, 2500 words) in the WT Week 6.

Presentation (30%, 1500 words) in the WT Week 11.

Project (50%, 6000 words) in the ST Week 2.

ST455 Half Unit Reinforcement Learning

This information is for the 2024/25 session.

Teacher responsible: Mr Chengchun Shi COL 8.08

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applicable Mathematics, MSc in Applied Social Data Science, MSc in Data Science, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Management of Information Systems and Digital Innovation, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). MSc Data Science students will be given priority for enrolment in this course; followed by students in the Department of Statistics (including students on the MSc in Health Data Science), and those with the course listed in their programme regulations.

Pre-requisites: The course requires some mathematics, in particular some use of vectors and some calculus. Basic knowledge of computer programming is expected. Knowledge of Python is useful.

Course content: This course is about reinforcement learning, covering the fundamental concepts of reinforcement learning framework and solution methods. The focus is on the underlying methodology as well as practical implementation and evaluation using software code. The course will cover the following topics:

1 Introduction – course overview, epsilon-greedy, upper confidence

bound algorithm, Thompson sampling

2 Foundations of reinforcement learning – Markov decision process, Bellman optimality equation, the existence of optimal stationary policy

3 Dynamic programming and Monte Carlo methods – policy evaluation, policy improvement, policy iteration, value iteration based on dynamic programming, and Monte Carlo methods for reinforcement learning, including Monte Carlo estimation and Monte Carlo control

4 Temporal difference learning – temporal difference learning, temporal difference prediction, Sarsa, Q-learning double Q-learning, and n-step temporal difference predictions, TD(lambda).

5 TD learning with function approximation – types of function approximators (value and action-value function approximator), gradient based methods for value function prediction, convergence guarantees with linear function approximator, fitted q-iteration.

6 Applications to TD learning – deep Q-network and the MDP order dispatch policy

7 Policy-based learning – policy-gradient theorem, REINFORCE, actor-critic methods that combine policy function approximation with action-value function approximation

8 Model-based learning – Dyna, Monte carlo tree search, AlphaGo

9 Batch policy optimisation – pessimistic principle, MOPO, lower confidence bound algorithm

10 Batch off-policy evaluation – importance sampling-based method, doubly robust method, marginalized importance sampling, double reinforcement learning

Teaching: 20 hours of lectures and 15 hours of classes in the WT.

This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours in Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 8 problem sets in the WT.

Indicative reading:

• Puterman, M. L. (1994). Markov decision processes: discrete stochastic dynamic programming. John Wiley & Sons. <https://onlinelibrary.wiley.com/doi/book/10.1002/9780470316887>

• Sutton, R. S., & Barto, A. G. (2018). Reinforcement learning: An introduction. MIT press. <http://incompleteideas.net/book/RLbook2020.pdf>

• OpenAI Gym, <https://gym.openai.com/>

Assessment: Project (80%), continuous assessment (10%) and continuous assessment (10%) in the WT.

Two of the problem sets submitted by students weekly will be assessed (20% in total). Each problem set will have an individual mark of 10% and submission will be required in WT Weeks 4 and 7. In addition, there will be a take-home exam (80%) in the form of a group project in which they will demonstrate the ability to apply and evaluate different reinforcement learning algorithms.

ST456 Half Unit Deep Learning

This information is for the 2024/25 session.

Teacher responsible: Prof Milan Vojnovic

Availability: This course is available on the MPA in Data Science for Public Policy, MSc in Applicable Mathematics, MSc in Applied Social Data Science, MSc in Data Science, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Management of Information Systems and Digital Innovation, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

MSc Data Science students will be given priority for enrollment in this course.

Pre-requisites: The course requires some mathematics,

particularly basic concepts of linear algebra, and expects a basic knowledge of computer programming, primarily in Python.

Course content: This course is about deep learning, covering fundamental concepts of deep learning, neural networks, training and evaluation methods, and neural network architectures designed for tasks such as prediction and generative models for images, sequences, natural language processing, and large language models. The course will cover the following topics:

1 Introduction: course overview

2 Introduction to neural networks: single-layer networks, linear discriminant functions, XOR problem, perceptron, multi-layer perceptron, perceptron learning criteria, perceptron learning algorithm, feedforward neural network architecture

3 Optimisation algorithms: empirical loss function minimisation, gradient descent algorithm, stochastic gradient descent algorithm

4 Advanced optimisation algorithms: adaptive learning rates, momentum, backpropagation, dropout

5 Convolutional neural networks (CNNs): principles and basic operations of convolutional neural networks, LeNet example

6 Modern convolutional neural networks: understanding principles of modern CNN architectures, including AlexNet, VGGNet, NiN, GoogLeNet, ResNet, and DenseNet

7 Recurrent neural networks (RNNs): RNN models, training RNNs, gated RNNs, GRU, LSTM, Deep RNNs, bidirectional RNNs, vector to sequence models using RNNs

8 Sequence to sequence models: machine translation tasks, encoder-decoder architecture, attention mechanisms, transformer, large language models

9 Autoencoders: introduction to autoencoders, linear factor models, PCA and probabilistic PCA, sparse coding, autoencoders, variational autoencoders

10 Generative adversarial networks (GANs): introduction to GANs, GAN architecture and training, Wasserstein GANs, Wasserstein GANs with gradient penalty

Teaching: 20 hours of lectures and 15 hours of classes in the WT. This course will be delivered through a combination of classes, and lectures and Q&A sessions totalling a minimum of 35 hours across WT. This course includes a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 8 problem sets in the WT.

Indicative reading:

- Ian Goodfellow, Yoshua Bengio and Aaron Courville, Deep Learning, MIT Press, 2016, <https://www.deeplearningbook.org/>
- Aston Zhang, Zachary C. Lipton, Mu Li, and Alexander J. Smola, Dive into Deep Learning, <https://d2l.ai/>
- TensorFlow – An end-to-end open source machine learning platform, <https://www.tensorflow.org/>

Assessment: Project (80%) in the WT.

Continuous assessment (10%) in the WT Week 5.

Continuous assessment (10%) in the WT Week 11.

Two of the problem sets submitted by students weekly will be assessed (20% in total). Each problem set will have an individual mark of 10% and submission will be required in WT Weeks 5 and 11. In addition, there will be a take-home exam (80%) in the form of a group project in which they will demonstrate their ability to develop, train and evaluate neural network algorithms for solving a task of their choice.

ST457 Half Unit Graph Data Analytics and Representation Learning

This information is for the 2024/25 session.

Teacher responsible: Prof. Zoltan Szabo (COL.5.14)

Homepage: <https://zoltansz.github.io/>

Availability: This course is available on the MSc in Data Science, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics)

(Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research).

This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: No particular course is required as pre-requisite.

The course requires basic knowledge of linear algebra, calculus, probability, (un)supervised learning, and programming experience in Python (used throughout the classes). Familiarity with notions such as vector, matrix, matrix-vector multiplication, inner product and distance of vectors, transpose and inverse of a matrix, eigenvalue, eigenvector, derivative of a function, probability mass/density function, some formulation of regression, classification and clustering is beneficial.

Course content: Graphs are among the most widely-used data structures in machine learning. Their power comes from the flexibility of capturing relations (edges) of collections of entities (nodes) which arise in a variety of contexts including economic, communication, transportation, citation, social, neuron, computer, or particle networks, knowledge, scene or code graphs, molecules or 3D shapes. Graphs naturally generalize unstructured vectorial data and structured data such as time series, images or bags of entities. The goal of this course is to provide an overview of the fundamental computational methods leveraging this additional relational structure and leading to improved prediction. We will cover examples and techniques for node classification (which can be applied for example to determine whether a user is a bot, to classify the topic of papers, or to determine the function of proteins), link prediction (for instance to recommend content on online platforms, to complete knowledge graphs, or to predict drug side-effects), clustering and community detection (for example to determine collaborating communities in citation networks, or to reveal fraudulent groups of users in financial transaction networks), graph classification / regression / clustering (for instance to predict the toxicity or the solubility of molecules, or to detect malicious computer programs) and graph generation (e.g. for drug discovery or material design).

We will cover the following topics:

- 1 types and representation of graphs, examples of prototype tasks tackled,
- 2 basic graph statistics for node classification, neighborhood overlap statistics for link prediction, PageRank,
- 3 spectral methods, hidden community detection,
- 4 traditional dimensionality reduction techniques,
- 5 learning node embeddings, encoder-decoder framework, factorization-based methods, random walk embeddings,
- 6 extension of node embeddings to multi-relational data, knowledge graphs,
- 7 node embedding with graph neural networks (GNNs), message passing framework, extension to graph-level embedding,
- 8 practical hints for GNNs, relation to approximate graph isomorphism tests,
- 9 R-convolution framework, graph kernels,
- 10 generative graph models: Erdos-Renyi model, stochastic block model, Watts-Strogatz model, preferential attachment model.

Teaching: 20 hours of lectures and 15 hours of classes in the WT. This course will be delivered through a combination of lectures and classes totalling a minimum of 35 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 10 problem sets in the WT.

Indicative reading: 1 William L. Hamilton. Graph Representation Learning. Morgan and Claypool, 2020. [https://www.cs.mcgill.ca/~wlh/grl_book/]

2 Karsten Borgwardt, Elisabetta Ghisu, Felipe Linares-Lopez, Leslie O'Bray, and Bastian Rieck. Graph kernels: State-of-the-art and future challenges. Foundations and Trends in Machine Learning, 13(5-6):531-712, 2020. [<https://www.nowpublishers.com/article/Details/MAL-076>, <https://ieeexplore.ieee.org/document/9307216>, <https://arxiv.org/abs/2011.03854>]

3 Mark Newman. Networks. Oxford University Press, 2018. [<https://global.oup.com/academic/product/networks-9780198805090?cc=gb&lang=en&>]

4 Albert-László Barabási. Network Science. Cambridge University Press, 2016. [<http://networksciencebook.com/>]

Assessment: Project (80%) in the WT.

Continuous assessment (20%) in the WT Week 8.

The problem set submitted by students will be assessed (20% of the total score). In addition, there will be a graded take-home research project (80%) which will be completed by the students in groups, in which they will demonstrate the ability to apply and train an appropriate model to a specific problem and dataset using principles they have learnt in the course.

ST458 Half Unit Financial Statistics II

This information is for the 2024/25 session.

Teacher responsible: Dr Tengyao Wang

Availability: This course is compulsory on the MSc in Statistics (Financial Statistics) and MSc in Statistics (Financial Statistics) (Research). This course is available on the MSc in Data Science and MSc in Quantitative Methods for Risk Management. This course is not available as an outside option.

Pre-requisites: Students must have completed Statistical Inference: Principles, Methods and Computation (ST425) and Financial Statistics (ST436).

Course content: The course covers a wide range of modern financial data analytics, with some built on the course ST436 Financial Statistics using the "R" environment, bridging advanced concepts in financial statistics to hands on practices.

Topics include:

- Decision Trees, Random Forests and Gradient Boosting;
- Neural Networks and deep learning in financial data analysis;
- Extension to the LSTM architecture;
- Factor model and cointegration;
- Granger Causality;
- Portfolio allocation in high frequency data;
- All refresh vs pairwise refresh times;
- Gross/Maximum exposure constraints for vast portfolios.

Consolidation of all concepts and practices will be done through case studies, on top of bi-weekly exercises.

Teaching: This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term.

This includes 20 hours of lectures (10 two-hour sessions), together with 10 hours of seminars (10 one-hour sessions) that go through the practical aspects of the course.

Formative coursework: Students will be expected to produce 5 problem sets in the WT.

Indicative reading:

- De Prado, M. L. (2018). Advances in Financial Machine Learning. John Wiley & Sons.
- Dr. Param Jeet, Prashant Vats (2017). Learning Quantitative Finance with R. Packt Publishing.
- Ruey S. Tsay (2005). Analysis of Financial Time Series, 2nd Edition. Wiley Series in Probability and Statistics.
- Trevor Hastie, Robert Tibshirani, Jerome Friedman (2009). The Elements of Statistical Learning: Data Mining, Inference, and Prediction, Second Edition. Springer Series in Statistics.
- Matthew F. Dixon, Igor Halperin, Paul Bilokon (2020). Machine Learning in Finance: From Theory to Practice. Springer.
- Stefan Jansen (2020). Machine Learning for Algorithmic Trading, 2nd Edition. Packt Publishing.

Lecture notes will be provided on Moodle.

Assessment: Exam (70%, duration: 2 hours) in the spring exam period.

Group project (30%) in the WT.

ST459 Half Unit Quantum Computation and Information

This information is for the 2024/25 session.

Teacher responsible: Prof Konstantinos Kardaras COL.6.07

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Data Science, MSc in Financial Mathematics, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Advanced knowledge of linear algebra, as well as basics of complex numbers, at the level of MA222, are essential. Familiarity with Python is also required.

Students who have no previous experience in Python are required to complete an online pre-session Python course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/info.php?id=8709>).

Course content: The course will start with reminders on linear algebra and complex numbers. Then, foundational principles of quantum mechanics necessary for understanding quantum computation will be established: postulates of quantum mechanics, quantum superposition, and the measurement problem. The concept of qubits and their representation will be studied, as well as basic quantum gates, such as the Pauli and Hadamard gates. Subsequently, the course will move to discussing quantum algorithms, focusing on foundational ones such as Deutsch-Jozsa, and Grover's search algorithm. In terms of quantum information theory, concepts such as quantum entanglement and quantum teleportation will be discussed, as well as the no-cloning theorem. If time permits, quantum error correction will be covered.

For all the previous, hands-on exercises and demonstrations using Python through the quantum programming package Qiskit will enable students to gain practical experience in implementing and simulating quantum algorithms.

Teaching: 30 hours of seminars in the WT.

There will be a mixture of theory and examples/applications/homework solutions (roughly split in half between theory and practice). The third of the three weekly hours will be mostly used for working out problems from the formative coursework, and illustrations through computer code. A mid-term summative assessment will be provided, to be worked out by students during the reading week.

Formative coursework: Students will be expected to produce 9 problem sets in the WT.

Weekly problem sets will be provided, and will be discussed during the seminars.

Indicative reading: The main material will come from the first two sources:

- Quantum Computation and Quantum Information. M. A. Nielsen and I. L. Chuang, Cambridge University Press; 2010
- Lecture Notes on Quantum Computation and Information. A. Jacquier and K. Kardaras; 2024
- Mathematics of Quantum Computing: An Introduction. W. Scherer, Springer; 2020.
- Classical and Quantum Computation. A. Yu. Kitaev, A. H. Shen, M. N. Vyalyi, American Mathematical Society; 2002

Assessment: Exam (80%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Coursework (20%) in the WT.

Coursework accounting for 20% of the grade will be given to be worked on during the reading week. This will consist of a number of exercises students will be required to solve throughout the term.

ST463 Half Unit Stochastic Simulation, Training, and Calibration

This information is for the 2024/25 session.

Teacher responsible: Dr Giulia Livieri

Availability: This course is available on the MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. From 2025/26, this course will be compulsory for MSc in Quantitative Methods for Risk Management students. This course has a limited number of places (it is controlled access). Priority is given to students on the MSc Quantitative Methods for Risk Management.

Pre-requisites: Students must have completed Stochastic Processes (ST409).

Any student who has not taken ST409 would need to obtain permission from the lecturer. They need to provide a statement explaining the extent to which they have studied topics from ST409 before. If students can demonstrate a good understanding of relevant statistical and machine learning models, this may compensate for ST409, provided the student is ready to acquire the necessary background in probability and stochastic processes through self-study.

Course content: The course will equip students with the skills to competently apply modern statistical and machine-learning methods to critical computational problems within the nexus of quantitative finance, risk management, and insurance. The course will start by covering key aspects of Monte Carlo methods, simulation of stochastic processes, and generative adversarial networks with applications to risk management. Next, the course will discuss generalized linear models, building a bridge to deep neural networks and looking at novel applications in insurance. From there, the course proceeds to discuss the key challenges for effective calibration of statistical and machine learning models in general. Finally, the course concludes with a treatment of reinforcement learning and applications to hedging in commodity and energy markets through swing option pricing.

Teaching: 20 hours of lectures and 10 hours of seminars in the WT.

Formative coursework: The formative assessment of the course will be based on weekly problem sets given in the seminars/computer classes; the examples in the computer classes will be based both on synthetic (i.e., simulated) and real data examples.

Indicative reading:

- P. Glasserman, Monte Carlo Methods in Financial Engineering, Springer, 2003
- I. Goodfellow et al., Generative Adversarial Networks, Communications of the ACM, 2020.
- Dobson, A.J.; Barnett, A.G., Introduction to Generalized Linear Models (3rd ed.). 2008.
- A. Bella et. al, Calibration of a Machine Learning model, 2012.
- Sutton, R. and Barto, A., Reinforcement Learning: An Introduction, 1998.

Assessment: Project (60%) in the WT.

Project (25%, 3500 words) and project (15%, 1000 words) in the ST Week 1.

ST498 Capstone Project

This information is for the 2024/25 session.

Teacher responsible: Dr Marcos Barreto (course co-ordinator). A project supervisor will be identified during the Autumn Term (AT).

Availability: This course is compulsory on the MSc in Data Science. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites to this course.

The students should master a programming language (such as Python) and a set of data science methodologies and tools learnt and/or improved during their MSc programme. Other specific requisites depend on the problem being addressed and data/models to be used.

Course content: The capstone is a collaborative project, providing students with the opportunity to work in groups studying in depth a topic of specific interest. The topic will normally relate to a specific data source (or sources) and will require the use of data science skills learnt on the programme. The topic for a capstone project will be similar to that for the kinds of data-based issues faced in practice by private or public sector organisations.

The capstone project is conducted in partnership with an industry partner and is jointly supervised by the LSE faculty and company partner collaborators. The partner proposes a data science research project, potentially provides access to data, and engages through participation in joint meetings that are either online or onsite. The capstone project may require students to spend some time on the partner's premises, for example, to have access to data.

The capstone project requires creative work in formulating research questions and hypotheses, identifying most suited methodology, referring to research literature, and analysing data sources using data science approaches and technologies.

Teaching: A topic and project supervisor will be identified during AT. Supervisors will provide formal advice from the end of AT until two weeks after the end of ST. Project partners will engage with students in weekly or bi-weekly meetings, agreed at convenience of both sides. The students are expected to be proactive in communicating with and asking for technical support from their partners and LSE supervisor.

The students should attend all planned meetings and deliver a draft report (a date in June) and a final report (a date in August). They should also attend all meetings with the partner and engage with the agreed activities.

Formative coursework: Formative assessment is via informal feedback from supervisors on the project report and contributions to the project as an individual contributor and team member. Other courses on the MSc programme will also provide a range of formative assessments of relevance to the outcomes of this project.

Indicative reading:

- J. Burke, M. Dempsey. Undertaking capstone projects in education: a practical guide to students. Routledge, 2022.
- J. Poulin, S. Kauffman, T. Ingersoll. Social work capstone projects: demonstrating professional competencies through applied research. Springer, 2021.
- J. Chong, Y. Chang. How to lead in data science. Manning, 2021.
- M. Braschler, T. Stadelmann, K. Stockinger. Applied data science. Springer, 2019.
- * M. Carey. The social work dissertation: using small-scale qualitative methodology. 2nd edition. Open University Press, 2013.
- D. Patil. Building data science teams. O'Reilly, 2011.

Assessment: Project (100%) in August.

Group report: maximum page limit of 50 pages of A4 (minimum font size of 11pt and line spacing 1.5).

Individual report: check Moodle for formatting instructions.

Formative assessment is provided through recurrent meetings between the students and the LSE supervisor, as well as partial results (presentations and reports) delivered during the course.

ST499

Dissertation

This information is for the 2024/25 session.

Teacher responsible: Dr Tengyao Wang, Dr Konstantinos Kalogeropoulos and Prof Jouni Kuha

Availability: This course is compulsory on the MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research) and MSc in Statistics (Social Statistics) (Research). This course is not available as an outside option.

Course content: Taking the Dissertation module (ST499) gives students an opportunity to study in-depth a topic of specific interest, and to apply knowledge and skills gained during the MSc programme. This study may involve the application of one or more of the topics covered in the programme.

Students will carry an independent project work on a subject chosen. The subject can include, but is not limited to, i) analysis of a previously unanalysed dataset, or one for which existing analyses are unsatisfactory; ii) attempt at innovation in statistical methodology; and iii) comparison and critique of existing statistical methodologies.

Teaching: No formal teaching hours. Students should arrange regular and frequent meetings with supervisors.

In addition, students will be expected to attend two compulsory sessions during Winter Term. The first at the beginning of Winter Term will be a dissertation support session, which will provide information about the dissertation, the process and the expectations.

In the second session, at the end of Winter Term, students will be required to give a structured summary of their work in progress, including slides.

Formative coursework: No formative coursework. The students should meet with their supervisors on a regular basis to get feedback on any written sections of their dissertations.

Indicative reading:

- P. Halmos. How to Write Mathematics. <https://sites.math.washington.edu/~lind/Resources/Halmos.pdf>
- M. Carey. The social work dissertation: using small-scale qualitative methodology. 2nd edition, Open University Press, 2013.
- G. D. Garson. The Literature Review in Research and Dissertation Writing (Statistical Associates Blue Book Series 41). Statistical Publishing Associates, 2013.
- C. Hart. Doing Your Masters Dissertation. SAGE Study Skills Series, 2004.

Assessment: Dissertation (100%) in August. (50 page limit).



Executive Taught Master's Course Guides

EC452E Half Unit**Applying Behavioural Economics for Social Impact: Design, Delivery and Policy****This information is for the 2024/25 session.****Teacher responsible:** Prof Nava Ashraf SAL.3.18

Director of Research, Marshall Institute

Course content: This course delivers insights from cutting edge research in psychology and economics, and asks students to use these insights to design solutions to significant social challenges. Students learn how to diagnose, design, deliver, and rigorously test products and services using the principles of behavioural economics and the methods of field experimentation.

The course begins by describing the principle of coproduction: outcomes in health, education and similar fields are not simply given to end-users, but are produced by end-users themselves, interacting with supply-side factors. Drawing on the insights from behavioural economics and using qualitative methods, students learn how to diagnose end-user needs, preferences and behaviour. The course then explores how the psychological aspects of behaviour can be combined with the tools and structure of economics to induce behaviour change and improve outcomes, including the challenge of setting prices and designing incentives. Throughout the course there is emphasis upon the critical importance of effective measurement in the context of the social sector, where traditional market feedback mechanisms are typically absent and where mission-driven leaders' evaluation of organisational impact can itself be subject to cognitive bias and distortion. Appropriate measurement in turn informs improvements in diagnosis and design. This emphasis on appropriate measurement reinforces students' learning in earlier modules of the programme, where they will be introduced to the principles and concepts of rigorous social impact evaluation. The course concludes by exploring policy impact and how research can be translated into policy action. Real world case studies are used at every stage of the course.

This course is relevant to all those who wish to improve the effectiveness of social interventions and programmes across a range of diverse fields, whether such interventions are administered through the state or, increasingly, through private philanthropy and social entrepreneurship.

Teaching: Ten sessions of three hours each, delivered across one module (teaching block).

Formative coursework: Formative assessment will be through short case questions written by students on the basis of lecture/seminars.

Indicative reading: There is no single textbook for the course. For an introduction to the field of behavioural economics, students should consult *Nudge: Improving Decisions About Health, Wealth, and Happiness* by Richard Thaler and Cass Sunstein (2009, Penguin) and *Thinking, Fast and Slow*, by Daniel Kahneman (2012, Penguin).

Other indicative readings are:

- Ashraf, N., Bandiera, O. and Jack, B.K. 2014. "No margin, no mission? A field experiment on incentives for public service delivery." *Journal of Public Economics* 120 (December): 1-17
- Ashraf, N., Camerer, C. F. and Loewenstein, G. 2005. "Adam Smith, Behavioral Economist." *Journal of Economic Perspectives* 19(3): 131-145.
- Glennerster, R. and Takavarasha, K. 2013. *Running randomized evaluations: a practical guide*. Princeton: Princeton University Press.
- Hirschman, A 1997. *The passions and the interests: political arguments for capitalism before its triumph* (20th anniversary edition). Princeton: Princeton University Press.
- Kamenica, E. 2012. "Behavioral Economics and Psychology of Incentives." *Annual Review of Economics* 4(1): 427-452.

Further readings relevant to specific case studies will be provided during the course.

Assessment: Take-home assessment (85%) and class participation (15%).

Assessment will be through a take home exam (85%) and class

participation (15%).

FM405E Half Unit**Fixed Income Securities and Credit Markets****This information is for the 2024/25 session.****Teacher responsible:** Prof Peter Kondor

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed FM422E and FM423E.

Course content:

- Interest rate modelling and derivatives

- Credit risk

- Credit derivatives and risk management

This course provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio management.

By the end of the course, the students will be familiar with the fixed income state of the art business practice and a variety of topics including (i) an analysis of the main products traded in the credit markets, such as government and corporate bonds, bond options, swaps, caps, floors, swaptions, callable, puttable and convertible bonds, and an analysis of the main credit derivatives such as total-return swaps, spread options and credit default swaps; (ii) the specific tools used in the industry practice to evaluate and hedge these products, which range from no-arbitrage trees and the calibration of yield curve derivatives to the main tools used to monitor and manage credit risk; (iii) the process of securitization, with particular reference to collateralized default obligations and mortgage-based securities.

Teaching: 30 hours of lectures in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies and the main reference is Pietro Veronesi: *Fixed Income Securities*, (Wiley 2010).

Assessment: Continuous assessment (100%).

FM406E Half Unit**Topics in Portfolio Management****This information is for the 2024/25 session.****Teacher responsible:** Dr Michela Verardo

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course is not available to auditing students.

Pre-requisites: Students must have completed Corporate Finance (FM422E) and Asset Markets (FM423E).

Course content:

- Portfolio optimization and the Black-Litterman model
- Dynamic Investment Strategies
- Selecting and Monitoring Portfolio Managers: Mutual funds and hedge funds
- Transactions Costs and Liquidity Risk

The course covers a wide range of topics in portfolio management, with a strong focus on empirical applications. The first part of the course reviews the basics of portfolio theory and develops the Black-Litterman approach to portfolio optimization. The second

part of the course introduces students to the implementation of several dynamic investment strategies and to the estimation of their performance; portfolio strategies include size, value, momentum, betting-against-beta, and quality-minus-junk. The third part of the course focuses on selecting and monitoring portfolio managers, with particular emphasis on the identification of selectivity, allocation, and timing skills for mutual funds and hedge funds. The last part of the course examines trading costs and liquidity risk, as well as their impact on the profitability of investment strategies. The course is based on recent empirical studies and applied exercises using financial data.

Teaching: 30 hours of lectures in the AT.

Formative coursework: Students will be expected to complete coursework regularly.

Indicative reading: A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are: *Investments*, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin; *Modern portfolio theory and investment analysis*, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; *Modern investment management*, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press.

Assessment: Continuous assessment (100%) in the AT.

FM407E Half Unit

Mergers, Buyouts and Corporate Restructurings

This information is for the 2024/25 session.

Teacher responsible: Professor Amil Dasgupta & Professor Alexander Gorbenko

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option. This course is not capped, any student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed FM422E and FM423E.

Course content:

- Financial analysis of corporate transactions
- Mergers and acquisitions
- Leveraged buyouts
- Corporate restructuring in financial distress
- Shareholder activism

This course focuses on the strategy, valuation and execution of corporate deals. In particular, the course examines several key types of transactions including mergers and acquisitions, leveraged buyouts, restructuring in financial distress, and shareholder activism. The course combines in-depth analysis based on financial economics drawing on academic research with a sustained focus on institutional details, utilizing a number of case studies to support the learning process.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to complete coursework regularly.

Indicative reading: A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

Assessment: Continuous assessment (100%) in the WT.

FM408E Half Unit Not available in 2024/25

Financial Engineering

This information is for the 2024/25 session.

Teacher responsible: Dr Jean-Pierre Zigrand

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

Pre-requisites: Students must have completed FM422/FM422E Corporate Finance and FM423/FM423E Asset Markets, or FM436 Financial Economics.

Students will be expected to show some familiarity with calculus and statistics

Course content: This course provides a thorough grounding in the theory and practice of financial engineering. The emphasis is on the application of derivatives pricing and hedging methodology to equity, FX, commodities, volatility and correlation trading strategies, and to structured products. We study selected case studies in order to gain a better understanding of their practical, sometimes live, usage. We also implement the models numerically in R.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive. There will be extra introductory lessons on the mathematical concepts required and on R coding tailored to the course.

Indicative reading: Based on a set of extensive lecture notes. No one book covers the material of the entire course, and no books are required. Books recommended include *The Volatility Surface: A Practitioner's Guide*, 2nd Edition, by Jim Gatheral, and *The Volatility Smile* by Derman, Miller and Park. Background reading can be found in *Volatility: Practical Options Theory* by Adam Iqbal, *Derivatives Markets* by Robert McDonald or *Options, Futures and Other Derivatives* by John C. Hull.

Assessment: Continuous assessment (100%) in the WT.

FM409E Half Unit Not available in 2024/25

Risk Management in Financial Markets

This information is for the 2024/25 session.

Teacher responsible: Dr Christian Julliard

Availability: This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

Pre-requisites: Students must have completed Corporate Finance (FM422/E) and Asset Markets (FM423/E).

Course content:

- Hedging in equity and fixed income markets
- Market Risk, Value at Risk and Expected Shortfall
- Endogenous Risk and Limits to Arbitrage
- Credit risk and structured products

The aim of this course is to offer an introduction to the analysis and management of risk within financial markets. The course develops a conceptual framework for thinking about financial risk and shows how these concepts are implemented in practice in

a variety of contexts. First, the course offers an overview of risk management in the context of portfolios of fixed income securities and derivatives. Next, we discuss the implementation and the merits of Value at Risk measures. We will spend some time on endogenous risk and limits to arbitrage. In the context of credit risk we will cover ratings based and structural models, as well as credit risk on portfolios and credit derivatives. Throughout, the course spends a significant amount of time on practical applications of the theories that are introduced. Limitations of current approaches are also discussed.

Teaching: 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Problem sets. In addition, students will have the opportunity to present the results of a case study to the class.

Indicative reading: Course readings will vary from year to year depending upon the topics covered. The main reference is: John C. Hull, *Risk Management and Financial Institutions*, Wiley, 2015, 4th edition.

Additional useful references are: Michel Crouhy, Dan Galai and Robert Mark, *Risk Management*, McGraw-Hill, 2001. Philippe Jorion, *Value at Risk*, McGraw-Hill, 2007, 3rd edition. Jon Danielsson, *Financial Risk Forecasting*, Wiley, 2011. John C. Hull, *Options, Futures and Other Derivatives*, Pearson, 2012, 8th edition. Darrell Duffie and Ken Singleton, *Credit Risk*, Princeton University Press, 2003.

Assessment: Continuous assessment (100%) in the WT.

FM414E Half Unit Venture Capital and Entrepreneurial Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Juanita Gonzalez-Urbe

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed FM422E Corporate Finance and FM423E Asset Markets.

This course cannot be combined with FM476.

Course content: Throughout the course, we will seek to answer the fundamental set of questions all entrepreneurs should ask themselves: When do we raise money? How much? From whom? Under what terms? What are the longer term implications of the chosen financing strategy? Although the course focuses on the entrepreneur's perspective when considering these questions, we often consider the investor's viewpoint as well, since understanding the motivations and incentives faced by one's counterpart is critical to avoiding financing pitfalls and successfully negotiating the best financing outcome for one's venture. Among the topics we will cover are: Business Plans, Cash Flows, Unit Economics, Multi-Stage Financing, Deal Structure, Seed financing, VC Method, Negotiation and Pitching.

Teaching: 30 hours of seminars in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Each week there will typically be a formative or summative case study assignment.

Indicative reading: Marco Da Rin and Thomas Hellman, *Fundamentals of Entrepreneurial Finance*, Oxford University Press, 2020

Assessment: Continuous assessment (100%) in the AT.

FM417E Half Unit Venture Capital and Entrepreneurial Finance

This information is for the 2024/25 session.

Teacher responsible: Dr Juanita Gonzalez-Urbe

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

This course is not capped, any eligible student that requests a place will be given one.

This course does not permit auditing students.

Pre-requisites: Students must have completed FM422E Corporate Finance and FM423E Asset Markets.

This course cannot be combined with FM476.

Course content: Throughout the course, we will seek to answer the fundamental set of questions all entrepreneurs should ask themselves: When do we raise money? How much? From whom? Under what terms? What are the longer term implications of the chosen financing strategy? Although the course focuses on the entrepreneur's perspective when considering these questions, we often consider the investor's viewpoint as well, since understanding the motivations and incentives faced by one's counterpart is critical to avoiding financing pitfalls and successfully negotiating the best financing outcome for one's venture. Among the topics we will cover are: Business Plans, Cash Flows, Unit Economics, Multi-Stage Financing, Deal Structure, Seed financing, VC Method, Negotiation and Pitching.

Teaching: 30 hours of seminars in the AT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Each week there will typically be a formative or summative case study assignment.

Indicative reading: Marco Da Rin and Thomas Hellman, *Fundamentals of Entrepreneurial Finance*, Oxford University Press, 2020

Assessment: Continuous assessment (100%) in the AT.

FM422E Corporate Finance

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Ferreira

Professor Dirk Jenter

Availability: This course is compulsory on the MSc in Finance (part-time). This course is not available as an outside option.

This course does not permit auditing students.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content:

- Financing
- Valuation

This core course provides a broad introduction to the key issues in corporate finance. The first half of the course, the Financing Module, investigates how companies finance their activities by issuing securities (debt, equity, and convertible claims) and how business policy interacts with financial policy. The aim is to understand what factors determine optimal capital structures and how the interplay of these factors affects financing decisions in a way that creates value. The second half of the course, the Valuation Module, covers firm and project valuation and establishes how companies should select among investable assets. The module focuses on fundamental valuation techniques based on discounting future cash flows. The course goes on to introduce further valuations methods, such as real options analysis, as well as key applications of valuation concepts to major corporate decisions such as mergers and acquisition and initial public offerings. The course interweaves key conceptual material with a series of cases.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the

WT.

This course is taught in an interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Regular homework will be completed as part of the formative assessment for this course.

Indicative reading: The recommended textbook for this course is Berk and DeMarzo, Corporate Finance. Other recommended readings will be included in a study pack.

Assessment: Continuous assessment (100%) in the AT and WT.

FM423E

Asset Markets

This information is for the 2024/25 session.

Teacher responsible: Dr Georgy Chabakauri and Dr Igor Makarov

Availability: This course is compulsory on the MSc in Finance (part-time). This course is not available as an outside option. This course does not permit auditing students.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content:

- Investments and Securities Valuation
- Portfolio choice and performance evaluation
- Derivatives

The aim of the course is to familiarize students with the workings of financial markets, and equip them with the fundamental tools of asset valuation. The course will focus on the three main asset classes - fixed income, stocks, and derivatives - giving a unified perspective of modern valuation methods. The starting point will be the present value formula. The course will then proceed to fixed-income securities, focusing mainly on government bonds. These will be valued off the term structure of interest rates, using the present value formula. The connection with the principle of no-arbitrage will be emphasized. The course will then move to stocks, starting with portfolio theory and then deriving the relation between risk and return (CAPM). The CAPM will provide a risk-adjusted discount rate that will be used to discount stocks' cash flows with the present value formula. Alternative pricing models such as the APT and multi-factor models will also be covered, and the models will be applied to issues of asset allocation and portfolio selection. The last topic will be derivatives, especially futures and options. After familiarizing students with the use of derivatives, the course will cover the main valuation methods (binomial model, Black-Scholes) emphasizing again the principle of no-arbitrage.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

Formative coursework: Students will be expected to complete coursework regularly.

Indicative reading: The organisation of topics of the course follows closely the treatment in Berk and DeMarzo, Corporate Finance, 6th Edition, Pearson International, and Bodie, Kane and Marcus, Investments, 12th Edition, McGraw Hill. Other recommended readings and case studies will be included in a study pack.

Assessment: Continuous assessment (100%) in the AT and WT.

FM471E Half Unit

Sustainable Finance and Impact Investing

This information is for the 2024/25 session.

Teacher responsible: Professor Christopher Polk and Dr Greg Fischer

Availability: This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

No exceptions to the availability policy will be made, and audits of FM471E are not allowed.

Pre-requisites: Students must have taken FM422E and FM423E.

Course content: This course provides a conceptual foundation in sustainable finance and impact investing along with a clear understanding of the empirical facts associated with how sustainable finance and impact investing affect firm and fund performance. Using a blend of readings, lectures, cases, and discussions, participants will learn to critically assess the actions of investors and firms with regards to sustainable finance and impact investing, including both motivation and resulting consequences.

Topics addressed will include corporate ESG (Environmental, Social, and Governance) investing, climate finance, and various impact investing topics. Participants will take away from the course a solid understanding of 1) the evolution of sustainable finance and impact investing from niche field to mainstream; 2) the variety of ways in which sustainable finance and impact investing are implemented in practice, and 3) the tools, models and frameworks behind sustainable finance and impact investing.

Teaching: 30 hours of seminars in the WT.

Formative coursework: Case studies and homework assignments will help communicate and develop understanding of course concepts.

Indicative reading:

- Freeman, Ed, 1997, "Stakeholder Theory of the Modern Corporation", Business Ethics, 5th Edition, 38-48.
- Friedman, Milton, 1970, "A Friedman doctrine: The social responsibility of business is to increase its profits," The New York Times Magazine, September 13, 1970.
- Giglio, Stefano, Bryan Kelly and Johannes Stroebe, 2021, "Climate Finance", Annual Review of Financial Economics 13, 15-36.
- Pastor, Lubos, Robert F. Stambaugh, and Lucian Taylor, 2021, "Sustainable Investing in Equilibrium," Journal of Financial Economics 160 142 550-571.
- Pedersen, Shaun Fitzgibbons, and Lukasz Pomorski, 2021, "Responsible Investing: The ESG-efficient Frontier," Journal of Financial Economics 142 572-597.

Assessment: Continuous assessment (100%).

FM475E Half Unit

Financial Management (modular)

This information is for the 2024/25 session.

Teacher responsible: Prof Amil Dasgupta (MAR.7.04)

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2024-2026 cohort.

Course content: This course will provide a comprehensive overview of financial decision making in corporations. Our approach to finance will be rigorous, but both applied and practical, enabling students to address topical issues faced by modern corporations. In particular, the course will develop concepts in business strategy, valuation techniques, and capital structure choice, applying these in a systematic and rigorous way to real-life financial management problems. Topics such as corporate liquidity management, financial distress, and initial public offerings will also be covered.

Teaching: The course is taught during Module 3, over ten interactive sessions of three hours each. The teaching approach

will intensively intermingle the following four elements:

- 1 New conceptual material. This will be taught via interactive lectures.
- 2 Real life business cases applying and extending such conceptual material. These will be explored via interactive classroom discussion sessions.
- 3 Group classroom exercises to reinforce concepts, and
- 4 Discussion of ongoing or recent real world financial events that illustrate key concepts developed in the course via reference to media articles from the Financial Times, The Economist, etc.

Formative coursework: Feedback on class participation.

Indicative reading: The recommended readings for this course consist of Higgins, Koski, and Mitton, Analysis for Financial Management (McGraw-Hill) and several business case studies.

Assessment: Essay (20%, 1500 words), project (65%) and class participation (15%).

The essay is an assessed 1,500 word group essay.

The project is a take-home individual project.

HP4A1E Half Unit Financing Health Care

This information is for the 2024/25 session.

Teacher responsible: Mr George Wharton COW.2.14

Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is available on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences. This course is not available as an outside option.

Course content: This course aims to give students a thorough grounding in health financing policy. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in European countries, but the general principles studied apply internationally.

The course provides an overview of key health financing policy issues, including the advantages and disadvantages of different ways of raising revenue for health; the role of private financing mechanisms; the importance of pooling; decisions about whom to cover, what services to cover, and how much of service cost to cover; allocating resources to purchasers, purchasing market structure and the principles of strategic purchasing; the incentives associated with different methods of paying providers; and the issue of financial sustainability.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 23 hours. During the seminars, students will work in groups to present an overview of a health system in a country of their choice (having prepared in advance), providing an overview of its structure, organisation, management and financing. They will be asked to highlight particular strengths, weaknesses, opportunities and challenges faced by the health system, a summary of key policy debates, and highlight potential policy solutions to critical challenges. Each presentation will be followed by a Q+A and a plenary discussion led by the seminar leader.

Formative coursework: Group presentation giving an overview of a health system in a country of their choice, providing an overview of its structure, organisation, management and financing.

Indicative reading: WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010); E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002); J Kutzin, Health financing policy: a guide for decision-makers, World Health Organization (2008); T Rice, The economics of health reconsidered, Health Administration Press (3rd edn, 2009)

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle. They will be expected to read these prior to the first day of

class.

Assessment: Take-home assessment (100%).

HP4A2E Half Unit Health Administration and Management

This information is for the 2024/25 session.

Teacher responsible: Mr George Wharton COW.2.14

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: This course is intended to provide the student an orientation and overview on managing organizations within health systems. The governance, execution, information management, quality of care, and sustaining human resources will be discussed, including an examination of the uses of accounting and other forms of reporting to manage health services. This is an introductory course, appropriate for students with no formal inpatient health care management experience. The course will cover the following topics: principle responsibilities of a health care system and organizations within the system; issues and strategies for enabling health care organizations to be responsive to their environment; concepts for supporting and implementing governance decisions; strategies for performance measurement and information, and analytical activities related to planning, finance, and information needs; characteristics and development of systems to assure quality of clinical services.

Teaching: The course will be delivered in no less than 20 hours.

Formative coursework: In-class formative assessments.

Indicative reading: 1. Drucker PF. 1994. "The Theory of the Business." Harvard Business Review. September- October. HBSP # 94506

2. Hammond, John S. "Learning by the Case Method." Harvard Business School. 9-376-241

3. Heskett, James. "The Job of the General Manager." 9-388-035

4. Jick, TD. 1989. "The Vision Thing." Harvard Business Review. 9-490-019

5. Porter ME. 1996. "What is Strategy?" Harvard Business Review. November-December. HBR # 96608

6. Porter, ME. "The Five Competitive Forces That Shape Strategy", Harvard Business Review, January 2008: 25-40. Reprint R0801

Assessment: Essay (100%, 3000 words) in the post-spring term.

HP4A3E Half Unit Resource Allocation and Cost-effectiveness Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Ranjeeta Thomas COW 2.07

Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The aim is to give an overview of the theory underlying economic evaluation as applied to the health care sector; to consider the different forms of economic evaluation; to give an understanding of the techniques associated with economic evaluation as applied to health care; to give an understanding of the interpretation of the results gained from economic evaluation; to provide the main practical tools necessary to undertake economic evaluation using computer-based programs. The course will cover the following topics: Conceptual rationales for economic evaluation in the health care sector (Pareto efficiency, Social Welfare, extra-welfarism and decision-making); Introduction to the methods of economic evaluation: cost-effectiveness analysis, cost-utility analysis, and Cost-benefit analysis; Cost data; Incremental cost-effectiveness analysis; Quality Adjusted Life Years gained and

other outcome measures; Discounting; Uncertainty and sensitivity analysis; Economic evaluation and clinical trials; Policy decision-making using economic evaluation.

Teaching: This course will be delivered as a combination lectures and seminars. In seminars students will work on structured learning activities set by the course lead.

Formative coursework: In class group exercise: critical appraisal of published evidence

Indicative reading: M Drummond et al, *Methods for the Economic Evaluation of Health Care Programmes*, Oxford, OUP, 2015, fourth edition..

M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002.

Gray, A. Clarke, P.M, Wolstenholme, P., Wordsworth, S. *Applied Methods of Cost-effectiveness Analysis in Healthcare (Handbooks in Health Economic Evaluation)*, Oxford, OUP, 2011.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Take-home assessment (100%) in the ST. Students will complete a take home assessment of critical appraisal of a published study (100% of the final mark) in the weeks following teaching delivery.

HP4A4E Half Unit Health Economics

This information is for the 2024/25 session.

Teacher responsible: Prof Alistair McGuire COW 2.02

Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: Distinction between health and health care. Nature of health care as an economic commodity. How markets and insurance markets work, and how they can fail for health care and health insurance. Incentive mechanisms and principal-agent relationships in health care. Yardstick competition and Diagnostic Related Group payment schemes. Labour markets in health care. Economic evaluation as a regulatory tool.

Teaching: The course will be delivered in no less than 22 hours and includes lectures and seminars. In seminars students will work in small groups to complete problem sets and learning activities set by the course lead.

Formative coursework: 1,500 word essay forms the basis of formative review

Indicative reading: The following is a basic reading list for the course: S Folland, A C Goodman & M Stano, *The Economics of Health and Health Care* (3rd edn), Prentice Hall, 2001; B McPake, L Kumaranayake & C Normand, *Health Economics - An International Perspective*, Routledge, 2002.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Take Home Assessment (100%)

HP4B1E Half Unit Pharmaceutical Economics and Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Panagiotis Kanavos COW 1.05

Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that

affect national and international markets broadly.

- To provide students with an understanding of basic features of pharmaceutical markets and how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.
- To illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.
- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- To facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.
- To introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

Teaching: This course will be delivered as a combination of lectures and seminars, totalling a minimum of 20 hours. Seminars will be interactive and students will discuss specific case studies.

Formative coursework: A selection of multiple choice and/or open-ended questions to test extent of knowledge and understanding of syllabus

Indicative reading: E Mossialos, M Mrazek & T Walley (eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004); S O Schweitzer, *Pharmaceutical Economics and Policy*, Oxford University Press (2006); W S Comanor, 'The Political Economy of the Pharmaceutical Industry', *Journal of Economic Literature*, XXIV (September): 1178-1217 (1986); F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), *Handbook of Health Economics*, Vol 1, Amsterdam, Oxford, Elsevier, 2000.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Take-home assessment (100%) in the WT.

HP4B2E Half Unit Health Care Quality Management

This information is for the 2024/25 session.

Teacher responsible: Mr George Wharton COW2.14

This course will be led by Dr. Michael Holland, Medical Director and Consultant Psychiatrist, South London and Maudsley NHS Foundation Trust.

Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: An introduction and overview of quality improvement methodology as used in healthcare settings internationally. The course will cover the following areas:
1) History of quality management: The course will start with an overview of key theories in quality management such as those described Taylor, Shewhart, Deming and Juran. An overview of

quality assurance systems used in healthcare, such as ISO 9000, Magnet, Baldrige award and their role in quality improvement. It will also include a discussion and overview of value-based healthcare.

2) A critical assessment of the mainstream schools of thought of quality as part of the production process - this will include a study of the relationship between supply chain procurement management and quality as well as the requirements for good production models and the critique of evidence-based decision-making in the clinical setting

3) Quantitative methods in quality management - This course will examine a number of tools for quality management purposes - both how to do them as well as how they fit into the various schools of thought on quality management. It will cover statistical process control which is a method of statistical analysis of time series data that is used in quality management. This method shows whether there is variability in processes and gives the user an ability to both measure improvements and declines in performance of both processes and outcomes and to understand whether processes are performing within acceptable limits. An overview of the quality improvement methodology known as Design of Experiments will also be given. The role of case mix adjustment in quality assessment will also be discussed.

4) Process Mapping - Understanding the value and power of mapping processes both at a systems level and at the individual process level. They will also be given an example of a process map from a healthcare environment to work on optimising.

5) Theories of capacity and flow management and examples of this in both in-patient and outpatient settings will be discussed. This will also include how DRG/HRG payment has a role within organisations of capacity management.

6) A critical overview of Lean, Six Sigma and Model for Improvement. While these models can be useful in healthcare management, these are not deep philosophies of organisation and many of the things which make healthcare unique (e.g. asymmetry of information, difficulty of measuring quality, patient behaviour and societal preferences for fairness) are sometimes not accounted for in these models.

Teaching: A combination of lectures and workshops in no less than 20 hours. The workshops will focus on analysing case studies with a view of giving students a practical understanding of approaches to quality management in healthcare settings.

Formative coursework: An in-class exercise

Indicative reading: Donabedian, A. (1966). "Evaluating the quality of medical care." *The Millbank Memorial Fund Quarterly* 44(3): 166-203.

Hackman, J. Richard, and Ruth Wageman (1995), "Total Quality Management: Empirical, Conceptual, and Practical Issues," *Administrative Science Quarterly* 40 (2): 309-342.

Garvin, David A. "Competing on the Eight Dimensions of Quality." *Harvard Business Review* 65, no. 6 (November-December 1987).

Going Lean in Health Care. IHI Innovation Series white paper.

Cambridge, MA: Institute for Healthcare Improvement; 2005.

Langley, Moen, Nolan et al., 2009, *The Improvement Guide*, 2nd Edition (Wiley)

Morton, A. and J. Cornwell (2009). "What's the difference between a hospital and a bottling factory?" *British Medical Journal* 339: 428-430

Crossing the Quality Chasm - Institute of Medicine, 2001

S Spear and H Kent Bowen; *Harvard Business Review*, Sept- Oct 1999; 97-106; Decoding the DNA of the Toyota Production system

To Err is Human - Institute of Medicine, 2000

Understanding variation - D Wheeler, 1993

The Machine that changed the world - Womack JP, Jones DT and Roos D, 2007

M.E. Porter and T. H. Lee; *Harvard Business Review*, Oct 2013; The Strategy That Will Fix Health Care

Assessment: Essay (100%, 3000 words).

HP4B3E Half Unit

Measuring Health System Performance

This information is for the 2024/25 session.

Teacher responsible: Prof Andrew Street COW.1.02

Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course students are expected to:

- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

Teaching: This course will be delivered as a combination of lectures and seminars, totalling a minimum of 20 hours

Formative coursework: In-class exercise during seminar time.

Students will receive feedback on it from their seminar leader after completion.

Indicative reading: Papanicolas I and Smith PC (Eds), *Health System Performance Comparison: An agenda for policy, information and research*. Maidenhead: Open University Press, 2013.

PC Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), *Performance measurement for health system improvement: experiences, challenges and prospects*. Cambridge University Press, 2010;

Institute of Medicine, *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC, National Academies Press, 2001;

OECD, *Measuring up: improving health system performance in OECD countries*. Paris: OECD, 2002.

World Health Organization (WHO), (2000) *The world health report 2000: Health systems: Improving performance*, Geneva: WHO Publications

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Essay (75%, 3000 words) and in-class assessment (25%).

HP4B4E Half Unit Not available in 2024/25

Principles of Evidence-Based Medicine and Clinical Trials

This information is for the 2024/25 session.

Teacher responsible: Mr George Wharton COW2.14

In addition, Professor Allan Hackshaw (Deputy Director, Cancer Research UK and UCL Cancer Trials Centre, UCL) will be teaching on this course.

Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: A large amount of medical research is conducted,

with variable quality. Also, health claims are frequently reported in the media, and it can be difficult to determine which is based on reliable evidence and which is not. It is therefore essential to be able to interpret study results and conclusions appropriately, in order to change clinical practice or develop public health policy. This is achieved by Evidence-Based Medicine. The module will enable students to evaluate risk factors for disease or early death, and methods of disease prevention or treatment. The module will provide students with practical skills in the following key areas:

- Understanding the different types of research that can be conducted in humans and their strengths and limitations, i.e. observational studies and a focus on clinical trials.
- Interpreting research results and conclusions using aspects of epidemiology and medical statistics, and how to communicate study findings.
- Reading and understanding published journal articles or pharmaceutical company reports.
- Examining the efficacy and safety of health care interventions (an important part of a complete health economic evaluation of a clinical trial).
- Familiarity with systematic reviews (i.e. how several studies are combined, and the importance of looking at the evidence as a whole).

Teaching: 10 interactive seminars/workshops, each 2-3 hours long.

Formative coursework: Students will be given two short exercises before the course begins, via Moodle, to help prepare for the course. The tutor will go over these during the contact week, and address any queries from the students. However, detailed written answers are provided, so the students can access these if they undertake any of the exercises after the contact week. The tutor is also available for one-to-one email contact with any student.

Indicative reading:

- Hackshaw A. A concise guide to clinical trials. BMJ Books, Wiley-Blackwell, first edition 2009.
- Hackshaw A. A concise guide to observational studies in healthcare. BMJ Books, Wiley-Blackwell, first edition 2015.
- Greenhalgh T. How to Read a Paper: The Basics of Evidence-Based Medicine. BMJ Books, Wiley-Blackwell, fourth edition, 2010.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle.

Assessment: Coursework (50%) and coursework (50%) in the WT. There will be two pieces of coursework based on a clinical trial of an intervention or a risk/causal factor, in the form of:

- a written assignment in the form of a PowerPoint slide deck (about 25 slides) and a statement of 400 words of further discussion and conclusions, based on a published paper and associated media news article of the paper (50%)
- 4-5 questions specific to a published paper with answers requiring 1-3 paragraphs each (50%).

HP4B5E Half Unit Not available in 2024/25 Statistical Methods in Health Care Economic Evaluation

This information is for the 2024/25 session.

Teacher responsible: Dr Maria Raikou

Course content: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector.

Introduction to statistical methods, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Missing data, parametric and non-parametric approaches. Presentation of analysis, acceptability curves.

Teaching: 13 hours of lectures and 8 hours of seminars (computer based)

Formative coursework: In-class exercise during seminar time.

Students will receive feedback on it from their seminar leader after completion.

Indicative reading: The following are basic reading for the course: M Drummond & A McGuire (Eds), Economic Evaluation in Health Care: Merging Theory with Practice, OUP, 2002; M Drummond, B O'Brien, G Stoddart & T Torrance, Methods for the Economic Evaluation of Health Care Programmes, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, Cost-Effectiveness in Health and Medicine, OUP, 1996; M Johannesson, Theory and Methods of Economic Evaluation in Health Care, Kluwer, 1996; P Johansson, Evaluating Health Risks: An Economic Approach, CUP, 1995.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Take-home assessment (100%).

HP4B7E Half Unit Advanced Health Economics

This information is for the 2024/25 session.

Teacher responsible: Prof Alistair McGuire COW 2.02

Availability: This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The course will cover: international comparisons of health care expenditure, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), equity in health care, health behaviour and an introduction to econometric analysis applied to health care data.

Teaching: This course will be delivered as a combination lectures, workshops and student presentations, totalling a minimum of 19 hours.

Formative coursework: 1500 word essay

Indicative reading: Culyer, A.J., and Newhouse, J.P., (eds.), 2001, Handbook of Health Economics Volumes 1A & 1B, (North-Holland, Amsterdam); Zweifel, P. and Breyer, F., 1997, Health Economics, (OUP, Oxford).

Assessment: Essay (100%, 3000 words).

HP4B9E Half Unit Dissertation in Health Economics, Policy and Management

This information is for the 2024/25 session.

Teacher responsible: Mr George Wharton COW2.14

Availability: This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The aim of the dissertation is for students to pursue an independent piece of research that will contribute to the field of health economics, health policy or health management. The contribution of the work to the chosen field must be made clear. The output will be a piece of work of 5000 words or less that is written in an article format that is suitable for submission to a peer reviewed journal. Students must obtain the approval of their supervisor and have ethics approval before embarking on any research.

Arrangements for supervision

Students' tutors will act as their dissertation supervisor in the first instance. The Programme Director can recommend changes to supervision and/or secondary supervision should the topic of

research warrant it.

Teaching: The dissertation process is supported by three teaching sessions.

Formative coursework: Dissertation Proposal submitted in Winter Term (Year 2).

Assessment: Dissertation (100%, 5000 words).

HP4C1E Half Unit Economic Analysis for Health Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Andrew Street COW 1.02

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences. This course is not available as an outside option.

Course content: The course will serve as an introduction to major issues in the economics of health and health care. It will provide participants with a strong understanding of the role economics can play in health policy and health system administration. It will provide a framework with which to understand the demands placed on the health care system, the changing nature of health care supply and delivery, the interactions between patients and providers of health care, and the performance and productivity of the health system. Participants will also be introduced to essential statistical concepts in the evaluation of clinical interventions. Seminar sessions will focus on current policy debates in health care drawing on the theory and evidence from the lectures.

Teaching: The course will be delivered as a combination of lectures and seminars totalling no less than 25 hours.

Formative coursework: An 800-word "mock" blog entry for The Conversation, which covers policy-relevant issues written by academic contributors. A series of topics will be provided to students to choose from.

Indicative reading: Course textbook: Bhattacharya, Jay, Timothy Hyde, and Peter Tu. Health economics. Palgrave Macmillan, 2013. Chapters 2, 16, 17, 20, Sections 5.4, 6.3.

Pocock SJ et al. Making Sense of Statistics in Clinical Trial Reports: Part 1 of a 4-Part Series on Statistics for Clinical Trials. J Am Coll of Cardiol. 2015;66(22):2536-49

Assessment: Essay (70%, 2500 words) and presentation (30%). The two assessments will be:

2. Individual-based presentation (30%). Students will record a presentation based on their formative blog.

1. Summative essay (70%) of 2500 words. This will be a fuller discussion of the topic covered in the blog and presentation. These assessments will evaluate the students' ability in summarising, applying, and critically appraising the relevance of health economics concepts to a health policy issue.

HP4C2E Half Unit Quality and Outcomes in Clinical Sciences

This information is for the 2024/25 session.

Teacher responsible: Dr Rocco Friebel COW 2.09

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences. This course is not available as an outside option.

Course content: Against a backdrop of great technological advances and delivery system innovations, healthcare systems are facing daunting challenges. Over the past half-century, research has manifested remarkable advances in the prevention and treatment of diseases. Yet, great challenges remain, primarily due to a lack of strong research evidence about how best to improve the quality, outcomes, and efficiency in health systems with a focus on diseases. Outcomes research aims to produce such evidence.

In addition to briefly reviewing key epidemiological trends in Europe

and globally, this course will introduce key 'evidence-practice' gaps in diseases. The first part of the course provides an overview of the definition of quality, its key components, and its measurement in different health care systems. The second part offers a critical perspective on the literature evaluating quality improvement interventions. The third part focuses on the basics of study design for evaluating quality improvement interventions, programmes, and policies, distinguishing between strong and weak research designs.

The intended learning outcomes of this course are the following:

- Describe epidemiological trends¹⁶⁰
- Summarise the primary components of quality in health care
- Explain the main limitations of the literature evaluating quality improvement interventions
- Define the principal threats to validity in studies evaluating quality
- Design an evaluation strategy for a quality improvement policy or intervention in a group setting
- Critically evaluate empirical evaluations of quality and outcomes in health care research in oral and written form

Teaching: The course will be delivered in no less than 24 hours and comprises lectures and seminars

Formative coursework: Formative feedback on group presentations

Indicative reading:

- Krumholz HM. Outcomes research: generating evidence for best practice and policies. Circulation 2008;118:309–18.
- Ellwood PM. Shattuck lecture – outcomes management: a technology of patient experience. N Engl J Med 1988; 318: 1549–56.
- Clancy CM et al. Outcomes research: measuring the end results of health care. Science 1998; 282: 245–46.
- McGlynn EA. Six challenges in measuring the quality of health care. Health Affairs 1997;16.3:7–21.
- Chalkidou et al. Comparative effectiveness research and evidence-based health policy: experience from four countries. Milbank Quarterly 2009;87.2: 339–67.
- Cook TD. et al (1979). Quasi-experimentation: Design and Analysis Issues for Field settings. Boston, MA: Houghton Mifflin Company.
- Concato J et al. Randomized, controlled trials, observational studies, and the hierarchy of research designs. N Engl J Med. 2000;342:1887–92.

Assessment: Essay (100%, 3000 words).

HP4C3E Half Unit Economic Evaluation in Health Care

This information is for the 2024/25 session.

Teacher responsible: Mr Alexander Carter COW 2.10

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences. This course is not available as an outside option.

Course content: In the health sector, decision makers are regularly faced with the challenge of allocating finite resources in an optimal manner. Economic evaluation (or cost-effectiveness analysis) is used to formalise the process of decision-making by estimating the expected costs and benefits from alternative scenarios or interventions. Decision makers use evidence from economic evaluations to make specific recommendations for coverage, reimbursement, and pricing decisions for a variety of health interventions, and to define best practice. The course introduces principles and practices for measuring the costs and effects of interventions, using measures such as Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). The course will enable candidates to understand and apply economic evaluation methods and it will provide a solid foundation for exploring more advanced approaches. With a focus on clinical decision making, candidates will learn transferable skills about the design and execution of economic evaluations.

Teaching: The course will be delivered as a combination lectures

and seminars, totalling a minimum of 20 hours.

Formative coursework: The formative assessment will require students to prepare a group presentation critically appraising a published study based on a few questions provided by the course leader.

Indicative reading: Drummond M et al. *Methods for the Economic Evaluation of Health Care Programmes*. Oxford, OUP, 2005
Drummond M et al. *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002.

Gray A. *Applied Methods of Cost-effectiveness Analysis in Healthcare (Handbooks in Health Economic Evaluation)*, Oxford, OUP, 2011.

Weinstein MC et al. Foundations of cost-effectiveness analysis for health and medical practices. *N Eng J Med*. 1977; 296 (13):716–21.

Russell LB et al. The role of cost-effectiveness analysis in health and medicine. *JAMA*. 1996; 276 (14): 1172–77.

Assessment: Research project (100%) in the post-spring term.

HP4C4E Half Unit Systematic Review and Meta-analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Huseyin Naci COW 3.01

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: Systematic review and meta-analysis methods are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need experts equipped with the methods of reviewing and synthesizing the existing body of evidence.

This course will be focused on the principles of reviewing and synthesizing the existing body of literature. The course will first provide the rationale for adopting a systematic approach for evidence review and synthesis. It will then equip students with the methods to undertake risk of bias assessments of individual randomized controlled trials and also collections of randomized controlled trials. In addition to providing an overview of methods for quantitatively synthesizing multiple randomized controlled trials in meta-analysis, the course will present the opportunities and challenges of using evidence for decision-making in health care.

Learning outcomes:

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- Critically evaluate the internal validity of randomized controlled trials
- Assess heterogeneity in a collection of randomized controlled trials
- Critically appraise a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 22 hours. As well as access to lectures, students will also work in small groups to complete self-directed learning activities. Computer workshops will be held to introduce students to systematic review and meta analysis software.

Formative coursework:

- Course convener will provide written feedback on project outlines

Indicative reading:

- Cochrane Handbook for Systematic Reviews of Interventions

(version 5.1.0, updated March 2011).

- Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011.
- Sutton AJ et al. *Methods for Meta-analysis in Medical Research*. Wiley, Chichester, UK, 2000.
- Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. *Annals of internal medicine* 1997;126(5):376–80.
- Jansen JP et al. Is network meta-analysis as valid as standard pair wise meta- analysis? It all depends on the distribution of effect modifiers. *BMC medicine* 2013;11(1):159.
- Jansen JP et al. Interpreting indirect treatment comparisons and network meta- analysis for health-care decision making: report of the ISPOR Task Force on Indirect Treatment Comparisons Good Research Practices: part 1. *Value Health* 2011;14(4):417–28.

Assessment: Research project (100%) in the post-spring term.

HP4C5E Half Unit Using Health Economics to Analyse and Inform Policy and Practice

This information is for the 2024/25 session.

Teacher responsible: Prof Andrew Street COW 1.02

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences. This course is not available as an outside option.

Course content: The health care sector is extremely complex, and this gives rise to concerns about how the health system should be organised, how incentives should be designed, and how performance should be evaluated. The objective of the course is to give students an introduction to how health systems are constructed, and how the various parts of the system interact; the role of regulation, resource allocation, payment arrangements, and performance measurement; the complexities of evaluating policy and performance; and the contribution that health economics can make to the evaluation and development of health policy. Participants are introduced to variety of econometric methods as the course progresses.

Teaching: This course will be delivered as a combination of lectures and seminars. The course will be delivered over a minimum total of 25 hours.

Formative coursework: Formative assessment (up to 1000 words), is an outline of the summative assessment essay question. This will give students an opportunity to develop their thoughts ahead of the summative assessment, and will allow for feedback from course teachers that will guide students when they work on their longer summative essay

Indicative reading: Bridgewater B, Hickey GL, Cooper G, Deanfield J, Roxburgh J. Publishing cardiac surgery mortality rates: lessons for other specialties *BMJ* 2013; 346 :f1139.

Smith, P.C. and Street, A.D. (2013), On the Uses of Routine Patient Reported Health Outcome Data. *Health Econ.*, 22: 119-131.

Busse, R, et al (2013), Diagnosis Related Groups in Europe: Moving Towards Transparency, Efficiency, and Quality in Hospitals? *British Medical Journal*, vol 346, f3197, pp. f3197. DOI: 10.1136/bmj.f3197.

Gaughan, J., Kobel, C. Coronary artery bypass grafts and diagnosis related groups: patient classification and hospital reimbursement in 10 European countries. *Health Econ Rev* 4, 4 (2014).

Collins R, Bowman L, Landray M, Peto R. The magic of randomization versus the myth of real-world evidence. *N Engl J Med* 2020;382:674-678.

Califf RM, Hernandez AF, Landray M. Weighing the Benefits and Risks of Proliferating Observational Treatment Assessments: Observational Cacophony, Randomized Harmony. *JAMA*. 2020;324(7):625–626. doi:10.1001/jama.2020.13319

Assessment:

Essay (80%, 4500 words)

Multiple Choice Quizzes (20%, 4 quizzes at 5% each)

HP4D1E Half Unit**Introduction to Management in Health Care****This information is for the 2024/25 session.****Teacher responsible:** Dr George Wharton**Availability:** This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.**Course content:** The course aims to introduce students to the main principles of management and strategy and related issues that impact on organisational change, group decision making, innovation and leadership. Key models and academic tools will be presented and their application to real world situations discussed. The course aims to give students a strong academic understanding and also enable them to apply this knowledge to their practice.

The course outline is below

1. Strategy and Managerial Work

In this session, we will explore the development of the modern practice of 'strategy' and what it means today. Along the way, we will show how organisational practices like planning met emerging ideas in academia, especially in economics, to develop new tools and ways of thinking that transformed the practice of management in the late 20th century. The development of strategic management and planning tools and the competitive environment in which they emerged will be discussed and the application of these tools will be examined in competitive markets.

2. Innovation Management

This part of the course will introduce the topic of innovation management. In particular, it introduces participants to the conceptualization of innovation as a means to affect the competitive process. Participants will be introduced to the basics of the competitive process and the effect of innovation on the competitive process. Participants will be active in analysing the competitive process surrounding their organization and the competitive position their organization occupies within it and activities will be used to promote thinking about how innovations, small or large, can defend and/or improve their competitive position.

3. How Individuals and Groups Organise and Make Decisions and Take Risk

This part of the course will introduce issues related to working as individuals within an organisation and as a group. It will look at the "benefits" and "harms" of group decision making processes – especially with reference to health care where collaborative multi-disciplinary teams are commonplace – and also discuss how group decisions making can be undermined by systematic biases.

4. Behaviour Change and Social Marketing

This part of the course will introduce the drivers and mechanisms of behaviour change in organisations. In particular, we will discuss how different organizational-level factors may influence behaviour change, including resistance to change from various levels and sustainability of changes across time, and how organizational behaviour change can be measured. Models of organisational behaviour change will be introduced and the principles of managing and leading change in established systems will be discussed with a focus on the stages of planning and implementation of change. Alongside this appropriate tools and resources will be introduced to aid future organisational changes. The coverage of social marketing will deal with the formulation and execution of strategies designed to influence behaviour change amongst groups at risk of cardiovascular disease.

5. Culture and Leadership

This part of the course will explore the definition of culture within organisations and leaders' role in creating and supporting successful teams. Key components of leadership, like the ability to establish direction and motivate and inspire a workforce as well as handle relationships with external stakeholders, will then be introduced with a consideration of how they affect culture and working practices.

Teaching: This course will be delivered as a combination lectures

and seminars, totalling a minimum of 25 hours. During the course students will also undertake a writing seminar series covering critical reading and writing skills for effective management communication.

Formative coursework: Students will be expected to produce 1 essay.

The formative assessment is a 500 word outline of the summative assessment essay question.

Indicative reading: Mintzberg, H., Ahlstrand, B. and Lampel, J. (2008). *Strategy Safari: The Complete Guide Through the Wilds of Strategic Management* (Second Edition). Prentice-Hall. Chapters 1 and 4Whittington, R. (2000). *What is Strategy—and Does it Matter?*

(Second Edition) Thomson International. Chapters 1, 2 and 4

Barney, J. 1995. Looking Inside for Competitive Advantage. *The Academy of Management Executive*. 9(4): 49-61.Christensen, C.M., Raynor, M.E., McDonald, R. 2015. What Is Disruptive Innovation? *Harvard Business Review*. December Issue (available online at <https://hbr.org/2015/12/what-is-disruptive-innovation>)**Assessment:** Essay (100%, 3000 words).

The course will be assessed on the basis of a 3000 word essay on a specific topic. In writing this essay, students will be able to demonstrate and synthesise what they have learned from the lectures, reading material, group discussions and their own independent research and thinking. The content of the assessments will lead on from the simulation exercises that have been used in the seminars and students will be encouraged to use topics they have identified during reflections on their own work.

HP4D2E Half Unit**Principles of Health Technology Assessment****This information is for the 2024/25 session.****Teacher responsible:** Mr Alexander Carter**Availability:** This course is available on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.**Course content:** Health Technology Assessment a multidisciplinary process that summarises information about the medical, social, economic, and ethical issues related to the use of a health technology in a systematic, transparent, unbiased, and robust manner. Health Technology Assessment differs in its governance, data and evidence requirements, assessment methods, and operational arrangements across different settings and contexts. This course is aimed at introducing the key principles of Health Technology Assessment, its operational modalities, the different models of value assessment and how they link to decision-making.

Outline of the course is included below:

1. The role of Health Technology Assessment in health care decision making
2. Models of Health Technology Assessment and their application in different jurisdictions - a comparative perspective
3. Governance issues (position in health care decision-making, topic selection, assessment process, stakeholder involvement)
4. Data and evidence requirements for value assessment
5. Health Technology Assessment and value assessment: focus on clinical benefit assessment
6. Health Technology Assessment and value assessment: focus on clinical-cost-effectiveness
7. Assessment methods in Health Technology Assessment
8. Explaining similarities and differences in Health Technology Assessment recommendations – a toolkit
9. The role of multiple criteria decision analysis in value assessment
10. Beyond Health Technology Assessment: links to risk-sharing and special purchasing arrangements

Teaching: This course will be delivered as a combination lectures and seminars, totalling a minimum of 20 hours.

Formative coursework: A selection of multiple choice and/or open-ended questions to test extent of knowledge and understanding of syllabus

Indicative reading: Chalkidou, K., Tunis, S., Lopert, R., Roach, L., Sawicki, P. T., Nasser, M., & Xerri, B. (2009). Comparative Effectiveness Research and Evidence Based Health Policy: Experience from Four Countries. *Milbank Quarterly*, 87(2), 339-367. Banta, H. D., & Luce, B. R. (1993). Health care technology and its assessment: an international perspective. Drummond, M. F., Schwartz, J. S., Jönsson, B., Luce, B. R., Neumann, P. J., Siebert, U., & Sullivan, S. D. (2008). Key principles for the improved conduct of health technology assessments for resource allocation decisions. *International journal of technology assessment in health care*, 24(03), 244-258. Sorenson, C., Drummond, M., & Kanavos, P. (2008). Ensuring value for money in health care: the role of health technology assessment in the European Union (No. 11). WHO Regional Office Europe. Sorenson, C. (2010). Use of comparative effectiveness research in drug coverage and pricing decisions: a six-country comparison. *Issue Brief (Commonwealth Fund)*, 91, 1-14.

Assessment: Research project (100%) in the post-spring term.

HP4D5E Half Unit

Methods for Evaluating Health Programs and Policies

This information is for the 2024/25 session.

Teacher responsible: Dr Mylene Lagarde COW 3.02

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: Clinicians have long used experimental methods (randomized trials) to test the efficacy of drugs and other medical treatments. Whilst economists and other social scientists have used alternative quasi-experimental methods to determine the causal effects of policies, they are increasingly using the experimental approach to evaluate the effects of a range of public policies.

The objective of this course is to teach students about the different quasi-experimental approaches and to unpack the principles of experimental (randomised) methods for evaluating policies, programmes, and interventions relevant to health policy. This course will draw on examples from LMICs (low and middle income countries).

This course will provide an overview of the principles and models of evaluation, including the importance of developing a theory of change. We will then provide an overview of the main quasi-experimental designs for evaluating health interventions and policies. Next we will focus on key technical principles of experimental approaches (including issues of statistical power and sample size calculation), and discuss the nature and impact of a range of problems (e.g. attrition, spillovers, compliance) to the internal validity of a study design. Data and measurement considerations for quantitative studies will be discussed. The course will conclude with practical and ethical issues when undertaking randomised evaluations.

Teaching: This course will be delivered as a combination lectures and seminars, totalling a minimum of 20 hours. As well as access to lectures, students will work in small groups to develop their research design during seminars.

Formative coursework: 1,000 word outline

Indicative reading: Glennerster, R., & Takavarasha, K. (2013). *Running Randomized Evaluations* (STU - Student edition ed.): Princeton University Press.

Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. (2016) *Impact Evaluation in Practice*, second edition. Washington, DC: Inter-American

Development Bank and World Bank. doi:10.1596/978-1- 4648-0779-4.

Cartwright, N. & Hardie, J. (2012). *Evidence-Based Policy: A practical guide to doing it better*. Oxford, UK: Oxford University Press.

Gerber, A. S., & Green, D. P. (2012). *Field Experiments: Design, Analysis and Interpretation*. New York, NY: Norton.

Assessment: 1 x Protocol, 4,000 words (100%)

HP4D6E Half Unit

Behavioural Insights for Health Incentive Design

This information is for the 2024/25 session.

Teacher responsible: Prof Joan Costa-Font COW 1.06

Availability: This course is available on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

Course content: The course provides an introduction to behavioural health economics and policy. It is structured in three sections. The first section introduces the main concepts of the course. This includes the meaning of behavioural incentives, choice architecture and cognitive biases such as present bias and availability biases and in the health and health care. In this section we offer some discussion on the methods for behavioural incentive design. A core of the section is the understanding of the learning and behaviour formation in health and health care. We examine a number of learning models which include rational learning, bounded learning, bayesian learning, social learning, emotional learning and other forms of behavioural learning. We draw on a number of examples on COVID-19 as well as from recently published evidence. A second section discusses the role of the specific behavioural incentives in practice, and more specifically, monetary and social incentives in explaining health behaviours, as well as the role of nudge and the choice architecture. This section discusses the role of pay for performance, and crowding out, the role of esteem and number of biases that limit the use of social incentives such as social desirability biases, as well as social preferences. The section covers identity models, as well as the role of envy, guilt and regret and more generally emotions in guiding behaviour in health and health care. We discuss the effect of narratives, and the effect of esteem and stigma. Similarly, we examine the role of nudge and reference points, alongside the cultural transmission and family joint formation of health behaviours. A final section is devoted to study the specific behavioural mechanisms such as the role of behavioural spillovers and prevention failures, incentives for vaccine uptake and how to motivate providers behaviours and finally the role of incentives for insurance uptake and generally time and risks preferences, behavioural hazards, social anchoring and the effects of reminders and risk perceptions. Hassle costs and insurance misunderstandings. We discuss a number of recent experiences from Oregon experiment and Medicaid expansions in the United States, and other insurance expansion in other countries.

Teaching: The course will be delivered through a combination of lectures, seminars, workshop preparation and workshop totalling a minimum of 24 hours. Students will take part in workshops which include a small group preparation and presentation of a group project. Groups will prepare a short presentation of a question that builds on content delivered in the lectures.

Formative coursework: It is expected students to participate in organised discussion during workshop preparations and will prepare for the workshop presentations. There will be a quiz for students to answer and assess their performance.

Indicative reading:

• Hanoch, Y, A Barnes and T Rice (2017) *Behavioural Economics and Healthy Behaviors: Key Concepts and Current Research*. Routledge.

Assessment: Project (100%, 3000 words).

HP4D7E Half Unit

Fundamentals of Management and Leadership in Health Care

This information is for the 2024/25 session.

Teacher responsible: Dr George Wharton

Availability: This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences. This course is not available as an outside option.

Course content: The course is intended to be an introduction to the theory and practice of management for specialists moving into leadership roles in the health care field. It is intended to support the content and outcome orientation of core analytical and health policy courses, by providing relevant knowledge and skills for formulating and leading organizational development and change. We will argue that a holistic understanding of organisational phenomena, and an ability to critique and synthesise the lessons of theory are the basis of effective and reflective practice. This course complements and supports the analytical and policy evaluation tools developed in other core courses, which focus on identifying and evaluating desired outcomes. In this course we will develop the managerial and leadership tools to complement these 'what' questions and explore the 'who' and 'how' questions of leading and implementing organisational change and development.

As it is a half unit that must cover a great deal of ground, the course is designed to provide a sound basis for effective action by focusing on fundamental theories while teaching foundational skills.

We will consider the nature of organisations in theory and practice, and how the development of each influenced the other. What are the properties and functions of modern organisations? What theories have been advanced to explain their existence and form? We will see that the relationship between theory and practice are complicated and reflexive, and why understanding this is an important first step in developing an effective managerial practice. We will explore the knowledge set that has come to define managerial practice. How did the practice of management and leadership, and theories of organisation develop? What social science disciplines have contributed to it? We will see that the explanations and prescriptions of various schools of thought can be divergent or even contradictory. We will see how the ability to critique and synthesise the insights of diverse perspectives and tools is key to both formulating and implementing effective organisational change.

We will also explore the social construction of the 'role' of the manager. How do managers make sense of their world, and what theories have shaped what managers do (and what they think they should do)? We will discover how answers to these questions depend in part on our assumptions about the nature of organisations as social spheres and managers as actors and decision-makers and demonstrate the importance of 'who' and 'how' considerations in thinking about the 'what' questions of policy.

Finally, we will bring the course to a conclusion by considering the question of leadership and how we usefully employ the concept to draw together the lessons of theory in practice. What are leadership theories, and what are the lessons of what we have learned thus far for leadership practice? Students will be asked to consider their own synthesis in light of the content of the course and the requirements of the people and situations they know from their own experience.

Teaching: Teaching will be delivered via lectures, seminars and workshops over a minimum of 20 hours.

The lectures will develop an understanding of the core phenomena: organisation, management and leadership. We begin by considering organisational theories and present the simultaneous development of the managerial knowledge set and modern organisational forms and practices. We then consider the relationship between models of organisational behaviour and strategy and conceptions of the manager as an actor and decision-maker. Finally, we consider the question of leadership in multiple

conceptions and theories to develop students' understanding of the forces at play in the relationship between leaders and led. Classes will develop a critique of management theories via the analysis of organisational situations. We will encourage the consideration and synthesis of eclectic theories across social science disciplines and levels of analysis to develop students' holistic thinking about leadership in organisations.

The writing workshops will develop critical reading, thinking and writing skills that will enable further learning and reflective practice, as well as effective communication.

Formative coursework: Skills for carrying out the essay will be developed in the exercises presented as part of the writing workshops. These exercises will also provide opportunities to explore and refine a topic that is suitable for the assignment with the course teacher.

After the course session, the formative submission will be a formal proposal and preliminary outline of the final paper, which will form the basis for feedback and further consultation with the course teacher.

Indicative reading: Argyris, C. and D.A. Schön (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass.

Bolman, L. G., and T. E. Deal (2013). *Reframing organizations: Artistry, choice and leadership* (Sixth Edition). San Francisco: Jossey-Bass Publishers.

Mintzberg, H., B. Ahlstrand and J. Lampel (2009). *Strategy Safari*. London: Prentice Hall.

Schein, E. (2010). *Organisational culture and leadership* (4th ed). San Francisco: Jossey-Bass

Schön, D.A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Wallace, M., and A. Wray (2012). *Critical reading and writing for postgraduates* (Second Edition). London: Sage.

Wren, D. A., and A. G. Bedeian (2020). *The evolution of management thought*. London: John Wiley & Sons.

Assessment: Essay (100%, 3500 words).

HP4E1E Half Unit Not available in 2024/25

Global Health Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Clare Wenham COW 1.03 and Dr Justin Parkhurst COW 2.08

Course content: Health policy is no longer purely a government activity, but globalisation and global organisations have impacted on the nature of global health, and the policies created to manage the health needs of the global population. This module critically examines global health policy and normative shifts in understanding global health which impact upon it. The multi-actor framework of global health actors involved in the provision and practice of health policy now includes United Nations agencies (WHO, UNICEF, UNAIDS etc), a number of NGOs, civil society organisations, private sector, foundations, public private partnerships. Each actor has their own priorities for setting the global health agenda, and this module examines the role of each and their impact on health policy at national, regional and global levels. The module will analyse a range of case studies of global health events and global health policies and the governance arrangements made by them. In doing so, this module will draw on contributions from international relations, political science, sociology and public health research

Teaching: 12 hours of lectures and 8 hours of seminars in the AT. All students will have the opportunity to participate in additional lectures undertaken by external guests. These lectures will be run twice a week from 6pm to 8pm during the teaching period at LSE. In addition, students will be given the option to participate in a three-hour webinar hosted at least 10 days before the due date of the take-home assessment. The webinar will consist of two-hours of lectures and one hour of question time.

Formative coursework: Students will be expected to produce 1

essay in the AT.

1 X 1000 word essay. Students will be asked to submit a short 1000 word essay (on the topic that they are writing on for the summative, but a different question) at the end of January. These will be graded and feedback given to students. This allows students to get valuable experience of writing at MSc level at LSE, and the expectations of the summative assessment. This then allows students to take this feedback and use it in their writing of the summative work. For example, if a student's formative work flagged particular concerns this could be addressed ahead of the summative submission.

Indicative reading:

- McInnes, C., & Lee, K. (2012). Global health and international relations. Polity
- Davies, S. (2010). Global politics of health. Polity.
- Frenk, J., & Moon, S. (2013). Governance challenges in global health, *New England Journal of Medicine*, 368(10), 936-942
- Youde, J. R. (2012). Global health governance. Polity
- Feldbaum, H., Lee, K., & Michaud, J. (2010). Global health and foreign policy. *Epidemiologic reviews*, 32(1), 82-92.
- Heymann, D. et al. (2014), Global health security: the wider lessons from the west African Ebola virus disease epidemic, *The Lancet* vol 385, no 9980, p1884 – 1901
- Rushton, S. (2011) Global Health Security: Security for Whom? Security for What?, *Political Studies* 59 (4): 779 -796
- McCoy, D., Kembhavi, G., Patel, J., & Luintel, A. (2009). The Bill & Melinda Gates Foundation's grant-making programme for global health. *The Lancet*, 373(9675), 1645-1653.
- Parker, M., & Allen, T. (2014). De-politicizing parasites: reflections on attempts to control the control of neglected tropical diseases. *Medical anthropology*, 33(3), 223-239.

Assessment: Essay (100%, 4000 words) in the WT.

1 x 4000 word essay due in LT (after lecture/seminar programme in December) – 100% of grade

Students will be asked to pick one essay question from a list of 8 topics. They are also given the option to choose their own essay topic (after discussion with their seminar leader) if they would prefer. The questions will be broad, allowing for student individuality to come across in their answers. For example: What role should the WHO play in the future of global health policy?

HP4E5E Half Unit Economics of the Pharmaceutical Sector

This information is for the 2024/25 session.

Teacher responsible: Dr Panagiotis Kanavos COW 1.05

Availability: This course is compulsory on the Executive MSc in Healthcare Decision-Making, in collaboration with NICE. This course is not available as an outside option.

Course content: The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies at national, supranational, and global level. The course will illustrate to students how pharmaceutical markets are linked to the health care market and the associated imperfections and market failures and how these manifest themselves at national, supranational, and global level. The course will provide students with an understanding of basic features of pharmaceutical markets (intellectual property, licensing, pricing regulation, policies on reimbursement) and an understanding of how pharmaceutical markets work, how competition manifests itself in different market segments (in-patent vs off-patent). The course will introduce students to the economics of pricing and reimbursing pharmaceutical products and will explore different pricing and reimbursement models for medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing. Finally, the course will explore key aspects of the global health agenda related to pharmaceuticals and, specifically, access to medicines in resource-challenged settings, R&D models with emphasis on R&D in neglected diseases, vaccine procurement, and strategic

procurement of medicines.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 22 hours

Formative coursework: The formative assessment will be a 800 word outline of the summative assessment essay question. The formative assessment will be a more detailed written outline of their essays written individually. Students will receive detailed individual feedback on their formative assessments and continue developing their assessed essays individually. The formative feedback is intended to help the students while developing their final essays.

Indicative reading:

- P Kanavos, Impact and Costs of Pharmaceuticals and Biotechnology; in R.M.Scheffler (ed). *Handbook of Global Health Economics and Public Policy*, World Scientific, pp. 107-188; 2016.
- P Kanavos, Measuring performance in off-patent drug markets: A methodological framework and empirical evidence from 12 EU Member States. *Health Policy*, 118(2); 229-241, 2104.
- E Mossialos, M Mrazek & T Walley (eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004);
- S O Schweitzer, *Pharmaceutical Economics and Policy*, Oxford University Press (2006);
- W S Comanor, 'The Political Economy of the Pharmaceutical Industry', *Journal of Economic Literature*, XXIV (September): 1178-1217 (1986);
- F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), *Handbook of Health Economics*, Vol 1, Amsterdam, Oxford, Elsevier, 2000.

Assessment: Essay (80%, 2500 words) and continuous assessment (20%)

HP4F1E Half Unit Impact Evaluation in Healthcare

This information is for the 2024/25 session.

Teacher responsible: Dr Emilie Courtin

Availability: This course is compulsory on the Executive MSc in Healthcare Decision-Making, in collaboration with NICE. This course is not available as an outside option.

Course content: The objective of this course is to introduce students to key concepts in evaluation in healthcare. The course will provide an overview of the principles and models of evaluation, and the role of theories, concepts, and hypotheses. In terms of research design, it will cover study design choices in light of bias, validity and other design tradeoffs. It will introduce students to experimental, quasi-experimental, non-experimental, and qualitative designs for evaluating healthcare interventions, programmes and policies aimed at achieving high quality care, reducing costs, and improving health outcomes. Data and measurement considerations for both quantitative and qualitative studies will be discussed alongside the importance of using mixed-methods and triangulation for interpreting findings and taking a critical approach to the results of evaluation. The course will conclude with practical and ethical issues when undertaking evaluation studies.

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 20 hours

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

Following the group presentations delivered on the last day of the course, students will continue developing their projects individually. The formative assessment will be a more detailed written outline of their projects written individually. Students will receive detailed feedback (individually and not as a group) on their formative assessments and continue developing their project reports individually. The formative feedback is intended to help the students while developing their final project reports.

Indicative reading:

- Angrist JD and Pischke J-S (2014). *Mastering Metrics: The Path*

from Cause to Effect. Princeton University Press.

- Cartwright N and Hardie J (2012). Evidence-Based Policy: A practical guide to doing it better. Oxford, UK: Oxford University Press.
- Patton, MQ (2005). Qualitative research. John Wiley & Sons Ltd.
- Ovreteit, John. Evaluating health interventions: an introduction to evaluation of health treatments, services, policies and organizational interventions. McGraw-Hill International, 1998.

Assessment: Project (100%, 3000 words).

HP4F2E Half Unit Not available in 2024/25

Quasi-Experimental Evaluation of Healthcare Programs and Policies

This information is for the 2024/25 session.

Teacher responsible: Dr Elisabetta De Cao COW 3.06

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: When randomised controlled trials are not possible to conduct due to feasibility, ethical, or policy reasons, quasi-experimental study designs can be used to evaluate the causal impact of health programs and policies. The objective of this course is to teach students how to design, critically appraise, and conduct quasi-experimental studies evaluating health policies, programmes, and interventions. The main focus of the course will be on regression discontinuity designs, interrupted time-series designs, difference-in-differences designs, instrumental variable designs, and synthetic control approaches. This module will provide an overview of these study designs and outline the advantages and disadvantages of each approach with specific examples from the health care literature. Suitability of routinely available healthcare datasets for quasi-experimental evaluation studies will be discussed with seminal examples. Computer workshops will provide the students with hands-on experience in conducting quasi-experimental evaluations.

Teaching: The course will be delivered in no less than 22 hours and consists lectures and seminars.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

Student will receive detailed feedback on their project report outlines. Feedback received on the project outline will be helpful when developing the final project report.

Indicative reading:

- Gertler, Paul J. Impact Evaluation in Practice. World Bank Publications, 2016
- Cunningham, Scott. Causal Inference: The Mixtape. Yale University Press, 2021. JSTOR, www.jstor.org/stable/j.ctv1c29t27. Accessed 12 July 2021.
- William R.. Shadish, Thomas D. Cook, and Donald Thomas Campbell. Experimental and quasi-experimental designs for generalized causal inference. Wadsworth Cengage learning, 2002.
- Imbens, Guido W., and Donald B. Rubin. Causal inference in statistics, social, and biomedical sciences. Cambridge University Press, 2015.
- Bärnighausen, Till, et al. "Quasi-experimental study designs series—paper 1: introduction: two historical lineages." Journal of clinical epidemiology 89 (2017): 4-11.
- Bernal, James Lopez, Steven Cummins, and Antonio Gasparrini. "Interrupted time series regression for the evaluation of public health interventions: a tutorial." International journal of epidemiology 46.1 (2017): 348-355.
- O'Keefe, Aidan G., et al. "Regression discontinuity designs: an approach to the evaluation of treatment efficacy in primary care using observational data." Bmj 349 (2014): g5293.
- Kreif, Noémi, et al. "Examination of the synthetic control method for evaluating health policies with multiple treated units." Health economics 25.12 (2016): 1514-1528.

Assessment: Project (100%, 2500 words) in the post-spring term.

HP4F3E Half Unit Not available in 2024/25

Randomised Evaluation of Health Programmes and Policies

This information is for the 2024/25 session.

Teacher responsible: Dr Mylene Lagarde COW.3.02

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: Randomized trials have long been used in the clinical world to test the efficacy of drugs and other medical treatments. Recently, social scientists have started using the same approach, using random assignment to allocate resources or implement a policy intervention differently to different groups, in order to determine the causal effects of the policy of interest. The popularity of randomized evaluations has grown especially, but not exclusively, among researchers and policymakers in low- and middle-income settings.

Conducting a successful randomized evaluation involves many inter-related steps and a good understanding of a few statistical concepts. Randomized evaluations also usually require to design and organise the data collection of relevant and useful information, which involves a number of steps to avoid critical pitfalls. It is therefore essential to understand these different steps to design and implement randomised evaluations adequately, or to be able to critically analyse them.

This course proposes a hands-on and intuitive approach to designing and conducting a randomised evaluation. In the first half of the course, we will discuss reasons for undertaking randomised evaluations; how to design the randomised experiment to ensure it answers the question(s) of interest (including issues of statistical power and sample size calculation); how to deal with threats to randomisation (e.g. attrition, spill-overs). In the second half of the course, we will discuss practical issues raised by primary data collection, including how to best measure outcomes of interest; how to design good tools and how to conduct and manage fieldwork. We will also discuss the ethics of randomised policy evaluations.

The course will be a mix of lectures and small-group discussions and exercises in seminars.

Seminars will be designed to encourage students to critically engage with the topics and apply the technical skills taught. Each seminar will be closely aligned with the lecture content to give students the opportunity to apply the new knowledge. Seminars will be built around a group project defined at the beginning of the week: students in a group will gradually build the design of their randomised evaluation and plan the different components, working towards a final product which will form the basis of their evaluation. This will ensure that students maintain their engagement throughout the course, but also apply their skills immediately.

Teaching: The course will be delivered in no less than 24 hours and consists lectures and seminars.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

Students will be asked to submit a short 1,000 word draft protocol after the end of the course. The draft protocol will serve as an outline of the final research protocol, which will account for 100% of the final mark.

While some aspects of their work may still be work in progress (e.g. using bullet points), students will be expected to write up one section of their protocol in a more detailed way. The outlines will be graded and feedback given to students. Students will be able to use this feedback in their writing of the summative work.

Indicative reading:

- Glennerster, R., & Takavarasha, K. (2013). Running Randomized Evaluations (STU - Student edition ed.): Princeton University Press.
- Gerber, A. S., & Green, D. P. (2012). Field Experiments: Design, Analysis and Interpretation. New York, NY: Norton.
- Ustun, T. B., Chatterji, S., Mechbal, A., & Murray, C. J. L. (2005).

Quality assurance in surveys: standards, guidelines and procedures. In W. H. S. W. Collaborators (Ed.), *Household Sample Surveys in Developing and Transition Countries*.

- Glennerster, R. (2017). The Practicalities of Running Randomized Evaluations: Partnerships, Measurement, Ethics, and Transparency. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.
- Dupas, P., & Miguel, E. (2017). Impacts and Determinants of Health Levels in Low-Income Countries. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.

Assessment: Research project (100%) in the post-spring term. 1 x Research protocol (3,000 words max) to plan the randomised evaluation of a particular health programme – 100% of grade. Students will be asked to pick one programme/policy from a proposed list. They are also given the option to choose their own intervention (after discussion with their seminar leader) if they would prefer.

HP4F4E Half Unit Not available in 2024/25 Dissertation in Evaluation of Healthcare Interventions and Outcomes

This information is for the 2024/25 session.

Teacher responsible: Dr Rocco Friebe and Dr Panagiotis Kanavos

Availability: This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

Course content: The dissertation could be on any topic in the field of health services research and health policy. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy or economic issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

Teaching: Tuition for the dissertation will be delivered in no less than 20 hours. The course will enable students to investigate an original research question to the standards of scientific enquiry, the dissertation module will detail methodological and academic criteria when producing a piece of original work in the context of health care interventions and outcomes research. The week-long course will include taught sessions as follows:

- Departmental expectations for a dissertation;
- Developing a research question;
- Critical appraisal of the literature;
- Overview of different methodological approaches;
- Scientific writing workshop;
- Communication of dissertation findings: policy and practice implications

The taught sessions will introduce the content and provide theoretical framework for topics to be disseminated in seminars. Through teaching and learning, students will be able to develop a poster highlighting a potential dissertation research question and methodology, which they will present at the end of the course. We will use this opportunity to assign expertise-based supervision to students, who will in turn receive support and guidance on academic matters as well as the progress of their research. Students will be entitled to arrange 3 x 30-minute one-to-one meetings with their supervisors over the course of their study to receive feedback and bespoke support throughout the dissertation process.

Formative coursework: Students will be expected to produce 1 presentation in the AT.

Students will develop a poster setting out a proposed research question and methodology for presentation in the closing session

of the week's teaching for comment and appraisal by faculty. The project presented in the poster will be a starting point for the student's research project; therefore, it may or may not be developed further and to form the basis for the dissertation itself.

Indicative reading:

- Dunleavy, P. (1986) *Studying for a Degree in the Social Sciences*, Macmillan. (See Chapter 5: Writing a Dissertation)
- Denscombe, M. (2007) *The Good Research Guide: for small-scale social research projects*. Maidenhead: Open University Press. H61 D41
- Kotz, D. and Cals J.W.L. (2013) Effective writing and publishing scientific papers – part 1: how to get started. *Journal of Clinical Epidemiology*. Vol 66, no 4, p 397.
- Grix, J. (2004) *The Foundations of Research*. Houndmills: Palgrave Macmillan LB2369 G87
- Rudestam, K. and Newton, R. (2001) *Surviving Your Dissertation: a comprehensive guide to content and process*. 160 London: Sage. LB2369 R91

Assessment: Dissertation (100%, 5000 words) in the AT.

HP4F5E Half Unit Health Care Regulation

This information is for the 2024/25 session.

Teacher responsible: Dr Rocco Friebe

Availability: This course is compulsory on the Executive MSc in Healthcare Decision-Making, in collaboration with NICE. This course is not available as an outside option.

Course content: Health care systems are complex organisational structures governed by an ambition to provide high-quality health care services to its population. In this context, governance describes a framework through which individual stakeholders are being held accountable to improving the quality of services and safe-guarding high standards of care. The framework also ensures a consistent evaluation and regulation of care processes and is crucial for the efficient functioning of health care systems around the world.

This course provides a detailed perspective on the complexities surrounding the interplay between different stakeholders in the regulation of health care markets and the problems facing the management of health care services. The course builds on theoretical concepts and on principles of sound economic analysis and exposes students to learning from regulatory experiences beyond the health sector, including from data sciences.

Following completion of this course, students will have an advanced understanding of the theoretical underpinnings of regulation and governance and they will be familiar with key topics of current concern, including the problems associated with health care management, planning, purchasing and commissioning, and quality of care. Knowledge drawn from this course will equip students with the necessary skills required to understand the complexities of health care regulation and governance and to critically assess policy decisions in their respective health systems.

Teaching: The course will be delivered in no less than 21 hours and includes lectures and seminars.

Formative coursework: Formative coursework will be completed in class. Students will be provided with a case study of a regulatory policy, which ought to be analysed and critiqued. Feedback will be provided, allowing students to develop skills to complete the summative assignment successfully.

Indicative reading:

- A. Dixon, T. Harrison and C. Mundle, *Economic regulation in health care: What can we learn from other regulators?* King's Fund, London, 2011, available at: https://www.kingsfund.org.uk/sites/default/files/Economic-regulation-in-health-care-paper-The-Kings-Fund-November-2011_0.pdf
- R. Busse, N. Klazinga, D. Panteli and W. Quentin, *Improving healthcare quality in Europe: Characteristics, effectiveness and implementation of different strategies* World Health Organisation, Geneva, 2019, available at: <https://apps.who.int/>

- iris/bitstream/handle/10665/327356/9789289051750-eng.pdf?sequence=1&isAllowed=y
- R. Field, *Health Care Regulation in America: Complexity, Confrontation, and Compromise*, Oxford University Press, 2006, pp. 336.
 - M. Gaynor, C. Propper and S. Seiler, "Free to choose? Reform choice and consideration sets in the English National Health Service", *American Economic Review*, vol 106 (11), 2016, pp. 3521-57.
 - M. Lodge and L. Stirton *Accountability in the regulatory state*. In: Baldwin, Robert, Cave, Martin and Lodge, Martin, (eds.) *The Oxford Handbook of Regulation*. Oxford handbooks in business and management. Oxford University Press, 2010.
 - R. Saltman, R. Busse, E. Mossialos (eds) *Regulating entrepreneurial behaviour in European health care systems*, Open University Press, 2002.
 - R. Saltman and A. Duran "Governance, Government, and the Search for New Provider Models", *Int J Health Policy Manag*, 2015, 4(1), pp. 1-10.
 - M. Lodge (2014) *Regulatory capture recaptured*. *Public Administration Review*, 74 (4). pp. 539-542.
 - J. Costa-Font, G. Turati and A. Batinti *The Political Economy of Health and Healthcare – Rise of the Patient Citizen*, 2020, available at <https://www.cambridge.org/core/books/political-economy-of-health-and-healthcare/8AFCCB199BE731939F2A5A285A0BFF59>
 - E. Mossialos, G. Permanand, R. Baeten and T. Hervey. *Health Systems Governance in Europe: The Role of European Union Law and Policy*. Cambridge University Press, 2010.
 - G. Permanand and E. Mossialos "Constitutional asymmetry and pharmaceutical policy-making in the European Union" *Journal of European Public Policy*. 2005;12(4): 687-709
- Assessment:** Essay (100%, 5000 words) in the post-spring term.

HP4F6E Half Unit

Critical Appraisals of Clinical Trials and Real-World Evidence in Decision Making

This information is for the 2024/25 session.

Teacher responsible: Dr Panagiotis Kanavos

In addition, Professor Allan Hackshaw (Director, Cancer Research UK and UCL Cancer Trials Centre, UCL) will be teaching on this course.

Availability: This course is compulsory on the Executive MSc in Healthcare Decision-Making, in collaboration with NICE. This course is not available as an outside option.

Course content: Interventions in clinical medicine and public health are usually evaluated through robust evidence including randomised clinical trials (RCTs). These have been the cornerstone for changing practice for many decades. In recent years, large scale observational studies (such as disease registries from governmental or commercial organisations, drug prescription claims databases, and reimbursement databases) have been used to complement the evidence from RCTs, or to be used with (single arm) clinical trials to show a therapy's efficacy and safety. The module will provide students with practical skills in the following key areas:

- Understanding the different types of clinical trials (phase I to III), and how they provide different levels of evidence; how they are designed and analysed; how they form part of the evidence package that ultimately leads to the approval of a new drug or combination of drugs, or other intervention type; the limitations of modern RCTs, especially with the increasing use of molecular biomarkers; and how earlier phase trials can be used to approve therapies for rare/orphan disorders;
- Understanding the principles of real world data (RWD) studies: randomised pragmatic trials and large scale observational studies; the value of RWD for clinical decision making and approving new interventions; different sources of RWD; how RWD studies are designed, analysed and interpreted; strengths and

design and analytical limitations of RWD; and how RWD studies have been successfully used to influence decision making (for example, approval of a new drug or extending the licence of a drug already in routine use), and examples where this has failed.

- Examining the efficacy, safety and health-related quality of life of health care interventions (an important part of a complete health economic evaluation of a clinical trial).
- Interpreting research results and conclusions using aspects of epidemiology and medical statistics, and how to communicate study findings.
- Reading and understanding published journal articles or pharmaceutical company reports. And
- Familiarity with systematic reviews (i.e. how several studies are combined, and the importance of looking at the evidence as a whole).

Teaching: The course will be delivered by interactive workshops and will be 25 hours in total over the teaching week

Formative coursework: Students will be given two short exercises before the course begins, via Moodle, to help prepare for the course. The tutor will go over these during the contact week, and address any queries from the students. Detailed written answers are provided to the students, as template responses. The tutor is also available for one-to-one email contact with any student.

Indicative reading:

- Hackshaw A. *A concise guide to clinical trials*. BMJ Books, Wiley-Blackwell, first edition 2009.
- Hackshaw A. *A concise guide to observational studies in healthcare*. BMJ Books, Wiley-Blackwell, first edition 2015.
- Greenhalgh T. *How to Read a Paper: The Basics of Evidence-Based Medicine*. BMJ Books, Wiley-Blackwell, fourth edition, 2010.
- Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle.

Assessment:

Coursework (50%) and coursework (50%).

There will be two pieces of coursework in the form of a written assignment provided as a PowerPoint slide deck (about 25-30 slides) and a statement of 400 words of further discussion and conclusions, based on:

- a randomised clinical trial (50%)
- a real world evidence study (50%).

HP4G1E Half Unit

Statistical Methods in Health Care Economic Evaluation

This information is for the 2024/25 session.

Teacher responsible: Dr Ranjeeta Thomas

Availability: This course is compulsory on the Executive MSc in Healthcare Decision-Making, in collaboration with NICE. This course is available on the Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences. This course is not available as an outside option.

Course content: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector.

Introduction to statistical methods, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Missing data, parametric and non-parametric approaches. Presentation of analysis, acceptability curves.

Teaching: A combination of lectures and seminars (computer based) totalling a minimum of 20 hours

Formative coursework: In-class exercise during seminar time. Students will receive feedback on it from their seminar leader after completion.

Indicative reading: The following are basic reading for the course:

- M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, OUP, 2002;
- M Drummond, B O'Brien, G Stoddart & T Torrance, *Methods for the Economic Evaluation of Health Care Programmes*, 2nd edn, OUP, 1997;
- M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, OUP, 1996;
- M Johannesson, *Theory and Methods of Economic Evaluation in Health Care*, Kluwer, 1996; P Johannesson, *Evaluating Health Risks: An Economic Approach*, CUP, 1995.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: Take-home assessment (100%).

HP4G2E Half Unit

Principles of Health Technology Assessment

This information is for the 2024/25 session.

Teacher responsible: Dr Panagiotis Kanavos COW 1.05

Availability: This course is compulsory on the Executive MSc in Healthcare Decision-Making, in collaboration with NICE. This course is not available as an outside option.

Course content: Health Technology Assessment a multidisciplinary process that summarises information about the medical, social, economic, and ethical issues related to the use of a health technology in a systematic, transparent, unbiased, and robust manner. Health Technology Assessment differs in its governance, data and evidence requirements, assessment methods, and operational arrangements across different settings and contexts. This course is aimed at introducing the key principles of Health Technology Assessment, its operational modalities, the different models of value assessment and how they link to decision-making.

Outline of the course is included below:

- 1 The role of Health Technology Assessment in health care decision making
- 2 Models of Health Technology Assessment and their application in different jurisdictions - a comparative perspective
- 3 Governance issues (position in health care decision-making, topic selection, assessment process, stakeholder involvement)
- 4 Data and evidence requirements for value assessment
- 5 Health Technology Assessment and value assessment: focus on clinical benefit assessment
- 6 Health Technology Assessment and value assessment: focus on clinical-cost-effectiveness
- 7 Assessment methods in Health Technology Assessment
- 8 Explaining similarities and differences in Health Technology Assessment recommendations – a toolkit
- 9 The role of multiple criteria decision analysis in value assessment
- 10 Beyond Health Technology Assessment: links to risk-sharing and special purchasing arrangements

Teaching: This course will be delivered through a combination of lectures and seminars totalling a minimum 21 hours.

Formative coursework: A selection of multiple choice and/or open-ended questions to test extent of knowledge and understanding of syllabus

Indicative reading:

- Chalkidou, K., Tunis, S., Lopert, R., Rochemaix, L., Sawicki, P. T., Nasser, M., & Xerri, B. (2009). Comparative Effectiveness Research and Evidence Based Health Policy: Experience from Four Countries. *Milbank Quarterly*, 87(2), 339-367.
- Banta, H. D., & Luce, B. R. (1993). Health care technology and its assessment: an international perspective.
- Drummond, M. F., Schwartz, J. S., Jönsson, B., Luce, B. R., Neumann, P. J., Siebert, U., & Sullivan, S. D. (2008). Key principles for the improved conduct of health technology assessments for resource allocation decisions. *International journal of technology*

assessment in health care, 24(03), 244-258.

- Sorenson, C., Drummond, M., & Kanavos, P. (2008). Ensuring value for money in health care: the role of health technology assessment in the European Union (No. 11). WHO Regional Office Europe.
- Sorenson, C. (2010). Use of comparative effectiveness research in drug coverage and pricing decisions: a six-country comparison. *Issue Brief (Commonwealth Fund)*, 91, 1-14.

Assessment:

A 3,000-word Research Project (100%)

HP4G3E Half Unit

Economic Modelling for Health Care Decision Making

This information is for the 2024/25 session.

Teacher responsible: Mr Alexander Carter COW 2.10

Availability: This course is compulsory on the Executive MSc in Healthcare Decision-Making, in collaboration with NICE. This course is not available as an outside option.

Course content: Health care decision makers are often faced with the challenges of resource allocation. Economic evaluation is used to formalize the process of decision-making on the basis of costs and benefits associated with multiple alternative scenarios or interventions. Decision makers use evidence from economic evaluation analyses to make specific recommendations for coverage, reimbursement, and pricing decisions for a variety of health care interventions, as well as define best practices. This course will enable students to understand and apply analytic methods in the economic evaluation of health interventions and provide a strong foundation in the several advanced concepts in economic evaluation, and in particular cost-effectiveness of interventions used in long-term chronic illnesses. The course will provide an overview of the principles and practices of measuring and analyzing costs; and estimating effectiveness in terms of quality-adjusted life years and disability-adjusted life years. Practical topics will include the design and implementation of economic evaluation models and the role of clinical data inputs to inform economic evaluation analyses.

Teaching: The course will be delivered in no less than 25 hours and consist of lectures, seminar and computer-based workshops.

Formative coursework: Students will be expected to produce 1 piece of coursework in the ST.

Indicative reading:

- Drummond M et al. *Methods for the Economic Evaluation of Health Care Programmes*. Oxford, OUP, 2005
- Drummond M et al. *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002.
- Gray A. *Applied Methods of Cost-effectiveness Analysis in Healthcare* (Handbooks in Health Economic Evaluation), Oxford, OUP, 2011.
- Weinstein MC et al. Foundations of cost-effectiveness analysis for health and medical practices. *N Eng J Med*. 1977; 296 (13):716–21.
- Russell LB et al. The role of cost-effectiveness analysis in health and medicine. *JAMA*. 1996; 276 (14): 1172–77.

Assessment: Research project (100%).

HP4G4E Half Unit

Systematic Review and Meta-analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Rocco Friebe COW 2.09

Availability: This course is compulsory on the Executive MSc in Healthcare Decision-Making, in collaboration with NICE. This course is not available as an outside option.

Course content: Systematic review and meta-analysis methods

are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need experts equipped with the methods of reviewing and synthesizing the existing body of evidence.

This course will be focused on the principles of reviewing and synthesizing the existing body of literature. The course will first provide the rationale for adopting a systematic approach for evidence review and synthesis. It will then equip students with the methods to undertake risk of bias assessments of individual randomized controlled trials and also collections of randomized controlled trials. In addition to providing an overview of methods for quantitatively synthesizing multiple randomized controlled trials in meta-analysis, the course will present the opportunities and challenges of using evidence for decision-making in health care.

Learning outcomes:

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- Critically evaluate the internal validity of randomized controlled trials
- Assess heterogeneity in a collection of randomized controlled trials
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

Teaching: The course will be delivered in no less than 24 hours

Formative coursework:

- Course convener will provide feedback on group presentations on the last day of the in-person teaching session
- Course convener will also provide written feedback on project outlines.

Indicative reading: Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011).

Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011.

Sutton AJ et al. Methods for Meta-analysis in Medical Research. Wiley, Chichester, UK, 2000.

Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. *Annals of internal medicine* 1997;126(5):376–80.

Jansen JP et al. Is network meta-analysis as valid as standard pairwise meta-analysis? It all depends on the distribution of effect modifiers. *BMC medicine* 2013;11(1):159.

Jansen JP et al. Interpreting indirect treatment comparisons and network meta-analysis for health-care decision making: report of the ISPOR Task Force on Indirect Treatment Comparisons Good Research Practices: part 1. *Value Health* 2011;14(4):417–28.

Assessment:

Research Project (100%)

IR442E

Diplomacy and Challenges

This information is for the 2024/25 session.

Teacher responsible: Prof Chris Alden

Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

Course content: This course looks at six key aspects of diplomacy: the tools of diplomacy and negotiation; international security and policy challenges, such as climate change; emerging security domains such as cyber and outer space security; policy assessment on a major current international problem; simulations on crisis management and diplomatic negotiations; the future of diplomacy and international affairs.

Teaching: 30 hours of lectures, 20 hours of seminars and 20 hours of workshops in the WT.

Formative coursework: One formative policy paper (2,000 words) with a pre-arranged task. Feedback will involve a meeting with each student to discuss their formative policy paper. We will aim to ensure that students are able to: critically evaluate different kinds of evidence; assess the strengths and weaknesses of competing policy options; formulate arguments and policy recommendations in a coherent and balanced fashion.

Indicative reading: 1. Alden, Chris; Aran, Amnon (2017), *Foreign Policy Analysis: New Approaches*, Second Edition (Abingdon: Routledge).

2. Bayne, N.; Woolcock, S. (eds.) (2017), *The New Economic Diplomacy: Decision-Making and Negotiation in International Economic Relations*, Fourth Edition (London and New York: Routledge).

3. Bercovitch, J.; Kremenyuk, V.; Zartman, I.W. (2008), *The SAGE Handbook of Conflict Resolution* (London: SAGE).

4. Chinkin, C.; Kaldor, M. (2017), *International Law and New Wars* (Cambridge: Cambridge University Press).

5. Coker, C. (2015), *Future War* (Cambridge: Polity Press).

6. Constantinou, C.M.; Kerr, P.; Sharp, P. (eds.) (2016), *SAGE Handbook of Diplomacy* (Los Angeles: SAGE).

7. Cox, M.; Stephen, F.; Guelke, A. (eds.) (2006), *A Farewell to Arms: After the Good Friday Agreement* (Manchester: Manchester University Press)

8. Crocker, A.; Hampson, F.; Aall, P. (eds.) (2015), *Managing Conflict in a World Adrift* (Washington, D.C. : United States Institute of Peace Press).

9. Flockhart, T. (2016), 'The Coming Multi-Order World', *Contemporary Security Policy* 37(1): 3-30.

10. Kaldor, M.; Rangelov, I.(eds.) (2014), *The Handbook of Global Security Policy* (Chichester: Wiley Blackwell).

11. Lin, K.C.; Gertner, A.V. (2015), *Maritime Security in the Asia-Pacific: China and the Emerging Order in the East and South China Seas*, Chatham House Research Paper.

12. Martill, B.; Staiger, U. (eds.), (2018), *Brexit and Beyond: Rethinking the Futures of Europe* (London: UCL Press).

13. Phillips, Christopher (2016), *The Battle for Syria: International Rivalry in the New Middle East* (New Haven: Yale University Press).

14. Roberts, I. (2017), *Satow's Diplomatic Practice*, 7th Edition (Oxford: Oxford University Press).

15. Sakwa, R. (2015), 'The Death of Europe? Continental Fates after Ukraine', *International Affairs* 91: 553–579.

16. Sending, O.J.; Pouliot, V.; Neumann, I.B. (eds.) (2015), *Diplomacy and the Making of World Politics* (Cambridge: Cambridge University Press).

Assessment: Project (100%, 3000 words) in the WT.

3,000 word assessed policy paper setting out a detailed strategy to implement a policy.

IR443E

Strategy in a Changing World

This information is for the 2024/25 session.

Teacher responsible: Prof Chris Alden

Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

Course content: This course examines five different perspectives on strategy: new approaches to strategy in international affairs; the interplay between old and new strategic actors; global strategic and economic trends; political and security developments in the world's key regions; the nature of strategic decisions.

Teaching: 40 hours of lectures and 30 hours of seminars in the AT.

Formative coursework: One 2,000 word formative essay with a pre-arranged title due in the AT. Feedback will involve a meeting with each student to discuss their formative essay. In the process, we will aim to ensure that students are able to: critically evaluate different kinds of evidence; assess the strengths and weaknesses

of competing explanatory paradigms; formulate arguments in a coherent and balanced fashion.

Indicative reading: 1. Baylis, J.; Smith, S.; Owens, P. (2017), *The Globalization of World Politics: An Introduction to International Relations*, 7th Edition (Oxford: Oxford University Press).
 2. Baylis, J.; Wirtz, J.; Gray, C. (2016), *Strategy in the Contemporary World* (Oxford: Oxford University Press).
 3. Coker, C. (2017), *Rebooting Clausewitz: 'On War' in the Twenty-First Century* (Hurst & Co Publishers Ltd).
 4. Cox, M. (2012), 'Power Shifts, Economic Change and the Decline of the West?', *International Relations* 26(4): 369-388.
 5. Cox, M. (2017), 'The Rise of Populism and the Crisis of Globalisation: Brexit, Trump and Beyond', *Irish Studies in International Affairs* 28:1-9.
 6. Foot, R. (2017), 'Power Transitions and Great Power Management: Three decades of China–Japan–US Relations', *The Pacific Review* 30(6): 829-842.
 7. Freedman, L. (2013), *Strategy: A History* (Oxford: Oxford University Press).
 8. Heuser, B. (2010), *The Evolution of Strategy: Thinking War from Antiquity to the Present* (Cambridge: Cambridge University Press).
 9. Katzenstein, P. (ed.) (1996), *The Culture of National Security* (New York: Columbia University Press).
 10. Kennedy, P. (1988), *The Rise and Fall of Great Powers: Economic Change and Military Conflict from 1500 to 2000* (London: Fontana).
 11. MacMillan, M. (2008), *The Uses and Abuses of History* (Toronto: Viking Canada).
 12. Nye, J. (2011), *The Future of Power* (New York: Public Affairs).
 13. Porter, M. (2008), 'The Five Competitive Forces That Shape Strategy', *Harvard Business Review* 86(1): 78-93.
 14. Reynolds, D. (2000), *One World Divisible: A Global History since 1945* (New York: W.W. Norton).
 15. Rumelt, R. (2011), *Good Strategy, Bad Strategy: The Difference and Why it Matters* (New York: Crown Business).
 16. Strange, S. (1996), *The Retreat of the State: The Diffusion of Power in the World economy* (Cambridge: Cambridge University Press).

IR444E Half Unit Strategy in Action

This information is for the 2024/25 session.

Teacher responsible: Prof Chris Alden

Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

Course content: In this course we will be examining through lectures, seminars and workshops major foreign policy decisions, the diplomatic background to each of these and the strategic thinking behind them. We will be asking the students through group exercises to prepare a strategy and policy paper relevant to the day.

Teaching: 8 hours of seminars in the ST.

The course is taught over 48 hours. This includes 3 intense sessions - a weekend of assessing strategic decisions involving drafting and crafting papers, a second weekend of formulating strategic decisions and briefing sessions on methodology. All these will lay the foundations for the dissertation plan.

Formative coursework: Group discussion and formulation of strategy/policy papers.

Indicative reading: Readings vary each year depending on the cases, scenarios and policy issues examined during each policy session. Readings will be provided to registered students in advance.

Assessment: Dissertation (100%, 3000 words) in the WT. The formulation of a dissertation topic which must be in the form of a 3,000 word dissertation plan (100%). This should include the title, an abstract, a problem statement which should identify the features and theoretical concepts associated with the topic, the

aims and objectives (including research questions or hypotheses), a literature review and the methodology. This module is taken in conjunction with IR496 Dissertation: MSc Diplomacy and International Strategy (1.5 units).

IR496E One and Half Unit Dissertation: MSc International Strategy and Diplomacy (1.5 units)

This information is for the 2024/25 session.

Teacher responsible: Prof Chris Alden

Availability: This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

Course content: The dissertation will address a topic in the social sciences drawn broadly from the three core courses. The topic should make central use of concepts in the study of International Relations, strategy and diplomacy and should demonstrate a good understanding of these concepts and implications. The dissertation will draw on empirical topic areas but should also demonstrate a high degree of conceptual originality. Guidance on standards of presentation will be given in the handbook and conform to the standard laid down for MSc dissertations in the International Relations Department. The subject and title of the dissertation must be approved by the dissertation supervisor.

Teaching: Arrangements for supervision. Students will receive advice on how to choose a topic and how to write a dissertation from a 1.5 hour workshop and from three half hour individual supervision sessions.

Formative coursework: Students submit a 3,000 dissertation plan on which they receive written feedback (see the details of the IR444 course, taken in conjunction with IR496).

Assessment: Dissertation (100%, 15000 words) in the WT. A 15,000 word dissertation (100%) to be submitted in September. This course is taken in conjunction with IR444 Strategy in Action (H).

Using the dissertation plan (IR444), the dissertation will include an introduction, theoretical framework, a literature review and methodology followed by chapters, conclusion and bibliography.

LL400E Half Unit European Capital Markets Law

This information is for the 2024/25 session.

Teacher responsible: Professor Niamh Moloney

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: The course examines the EU's regulation of the capital markets. It considers the harmonized regulatory regime which applies to key capital market actors across the Member States and which supports the integrated market. The topics covered include: the rationale for integration and the role of law, the evolution of the integration project, and the impact of the financial crisis and subsequent reforms; the deregulation, liberalization, harmonization, and re-regulation mechanisms used to integrate and regulate the EU market and the role of the Court; market access and the passport for investment services; the Markets in Financial Instruments Directive 2014 (MiFID II) and the Markets

in Financial Instruments Regulation 2014 (MiFIR) and regulation; the liberalization of order execution and the regulation of trading venues; the 'UCITS' mutual funds regime; retail investor protection and conduct regulation; the prospectus and disclosure regime; gatekeepers (credit rating agencies and investment analysts); and the institutional structure for law-making and for supervision, including the European System of Financial Supervision and the European Securities and Markets Authority. Course coverage may vary slightly from year to year.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Reading lists will be provided in advance for each seminar. Sample texts include: Moloney, EU Securities and Financial Markets Regulation Regulation (2014), Veil (ed) European Capital Markets Law (2017), and Busch, Avgouleas, and Ferrarini (eds) Capital Markets Union in Europe (2018).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL401E Half Unit

The Law of Armed Conflict

This information is for the 2024/25 session.

Teacher responsible: Prof Stephen Humphreys CKK.5.12

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course covers the international law governing the conduct of hostilities (jus in bello, also known as the law of armed conflict or international humanitarian law)—as distinct from the law on the resort to force (jus ad bellum), which is a separate course. The course will take a critical approach to the international regulation and facilitation of armed conflict. As well as the laws governing the means and methods of war ('Hague' law), the 'protected' groups hors de combat ('Geneva' law), and the distinction between international and non-international armed conflict, the course will cover 'lawfare' more generally: the recourse to law as a means of waging war. It will examine the application of the laws of war, including occupation law, in recent conflicts, including recent wars in Iraq, Afghanistan, Syria, and Ukraine; the 'war on terror'; and the Palestinian Occupied Territories. Students can expect to have a thorough grasp of the principles and regulations governing the conduct of hostilities, the context and efficacy of enforcement mechanisms, and a critical understanding of the normative and political stakes of international law in this area.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: It is worthwhile acquiring the following books: Yoram Dinstein, *The Conduct of Hostilities under the Law of International Armed Conflict* (Cambridge UP, 3rd ed., 2016), Roberts and Guelff, *Documents on the Laws of War* (Oxford UP, 2000); Michael Walzer, *Just and Unjust Wars* (Basic books, 4th ed. 2006). Other useful books include: David Kennedy, *Of Law and War* (Princeton UP, 2006); Geoffrey Best, *War and Law Since 1945* (Oxford UP, 1997). Detailed readings for each seminar will be made

available on Moodle.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL402E Half Unit

Key Issues in Transnational Environmental Law

This information is for the 2024/25 session.

Teacher responsible: Prof Veerle Heyvaert CKK.5.08

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: The course focuses on key developments in environmental law beyond the State, which includes both the European and international level. It examines the key values, legal principles and strategies that guide environmental policy and decision making. It considers the role and contribution of non-state actors, such as private green certification schemes, to environmental law. Then, the course turns the spotlight on the most important environmental challenges of our time and examines the role of transnational law in managing or resolving them. The course is structured as follows: 1. Environmental law in context: economic and alternative approaches to sustainable development. 2. Sources and principles of international environmental law. 3. Transnational liability: responding to global catastrophes. 4. Transnational environmental law: the role of non-state actors 5. Protecting biodiversity: comparing treaty-based and market-based approaches. 6. Protecting biodiversity: the rise of rights of nature 7. Climate change: international law and policy developments. 8. Climate change litigation. 9. De-transnationalisation? Brexit and the impact on UK environmental law and policy 10. Trade and the environment. 11. Revision.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: A detailed reading list will be provided for each seminar. Essential reference works include:

- Heyvaert, *Transnational Environmental Regulation and Governance. Purpose, Strategies, and Principles* (CUP, 2018);
- Sands and Peel, *Principles of International Environmental Law* (CUP, 2018);
- Bodansky, *The Art and Craft of International Environmental Law* (Harvard University Press, 2010);
- Bodansky, Brunnee & Hey, *The Oxford Handbook of International Environmental Law* (OUP, 2007);
- Kingston, Heyvaert & Cavooski, *European Environmental Law* (CUP, 2017).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL403E Half Unit International Human Rights: Concepts, Law and Practice

This information is for the 2024/25 session.

Teacher responsible: Dr Margot Salomon

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course is concerned with the international protection and promotion of human rights and its relation to a range of current global problems. The course draws on the international law and practice of human rights to examine how we might best understand the contribution and limitations of human rights to addressing contemporary ills. Through the consideration of a range of topics, participants will learn about, and critically analyse, human rights concepts, norms, institutions and actors. The course engages with the ideas and objectives that underpin the post-1945 human rights legal order, including through the United Nations and regional systems. We build on these foundations to examine a variety of current human rights issues and to explore how international law in these areas has developed and is deployed. Subjects may include: institutional developments; categories of human rights; human rights and water; the right to development; the rights of indigenous peoples to land; human rights and sexuality; business and human rights; human rights and resistance; human rights and poverty; and the question of fragmentation.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: O de Schutter, *International Human Rights Law: Cases, Materials, Commentary*; C Clark, 'Of What Use is a Deradicalized Human Right to Water?' *Human Rights Law Review* (2017); J Kozma, M Nowak and M Scheinin, *A World Court of Human Rights – Consolidated Draft Statute and Commentary*; UN Special Rapporteur on Extreme Poverty and Human Rights: Mission to the UK, UN Doc A/HRC/41/39/Add.1 (2019); M Mutua, *Human Rights Standards: Hegemony, Law, and Politics* (2016); *Advisory Opinion on Human Rights and the Environment*, *Inter-American Court of Human Rights* (2017); C de Albuquerque, 'Chronicle of an Announced Birth: The Coming into Life of the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights' *Human Rights Quarterly* (2010).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL404E Half Unit European and UK Human Rights Law

This information is for the 2024/25 session.

Teacher responsible: Prof Conor Gearty CKK 6:11

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be

offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course has two parts. In part one the origins, development and current standing of the European Convention on Human Rights and Fundamental Freedoms are considered. The primary focus will be on the case-law of the European Court of Human Rights, though the cases of other jurisdictions will also be referred to where appropriate. The course will analyse the Convention from the perspective of selected rights within it, but will also engage with the subject thematically, subjecting such concepts as the 'margin of appreciation', 'living instrument' and proportionality to close scrutiny. The goal of this part of the course is to give students a good critical understanding of the Convention, the case-law of the Strasbourg court and the Convention's place within the constitutional and political structure of 'Greater Europe'. The second part of the course is made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. This part of the course will identify the principles that underpin the UK Act and explain its proper place in British law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. Linkages with the broader European framework discussed in the first part will be made by students through their reading and through class-engagement. The implications for human rights of the UK's departure from the EU will also be considered, as will current proposals to replace the measure with a UK bill of rights.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Jacobs and White, *The European Convention on Human Rights* 7th edn (OUP, 2017) and/or Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights* 3rd edn (Oxford, 2014). The text on the UK is Gearty, *On Fantasy Island. Britain, Strasbourg and Human Rights* (Oxford University Press, 2016). Also useful is Mowbray, *Cases and Materials on the European Convention on Human Rights* 3rd edn (Oxford, 2012). Kavanagh, *Constitutional Review under the UK Human Rights Act* (Cambridge, 2009), Hickman *Public Law after the Human Rights Act* (Hart, 2010) and Gearty, *Principles of Human Rights Adjudication* (Oxford University Press, 2004).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL405E Half Unit Dispute Resolution and Advanced Mediation

This information is for the 2024/25 session.

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: The principal focus of the course is upon methods of resolving disputes other than adjudication. The course brings together theory and observation of practice and is

divided into two parts. In the first section students examine what motivates people to enter into disputes and the range of outcomes they seek, the history of the "informal justice" movement and the transformation of attitudes to dispute resolution in the UK and beyond. The emphasis in this part of the course is also on looking at the two primary forms of dispute resolution, negotiation and mediation. In the second part of the course specialist practitioners work with the class in exploring the interface between theory and practice and the different dynamics of disputes and their resolution in specific subject areas such as commercial law, community disputes, international law and family law. The course is designed to complement the option on Commercial Arbitration.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Students will also find it useful to access the following books which provide important context for debate about the civil litigation system and negotiation tactics:

Henry Brown and Arthur Marriot, (2012) *ADR: Principles and Practice*, London: Sweet and Maxwell. This is written by practitioners but also makes reference to a number of seminal academic studies. It provides a good framework within which to position the more in-depth arguments contained in the academic articles set each week.

Genn, Hazel, (2009) *Judging Civil Justice (The Hamlyn Lectures)* Cambridge, Cambridge University Press. This book provides a really good overview of civil justice reforms across developed legal systems and will alert you to many of the academic and policy debates which have surrounded reform.

Roger Fisher and William Ury (2012) *Getting to Yes: Negotiating an Agreement Without Giving In*, Random House. This is a classic text in the field and very simple to read. This book will also help you when we come to study mediation which is often described as a form of facilitated negotiation.

Simon Roberts and Michael Palmer's 2005 (second edition) *Dispute Processes: ADR and the Primary Forms of Dispute Resolution*, Cambridge, Cambridge University Press. This is the most theoretical book in this list but provides extracts from many of the seminal works in the field that we will be studying. It adopts a very inter-disciplinary approach. This is useful as background reading.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL406E Half Unit Regulation of Financial Markets I

This information is for the 2024/25 session.

Teacher responsible: Dr Philipp Paech CKK.7.05

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: This course (Part I and Part II) examines the regulatory structures governing financial markets and investment services. It covers the main principles of international, EU and UK financial regulation, with the aim of developing a critical understanding of the dynamics and conceptual framework of financial regulation. The course does not aim to provide a detailed comparative account of financial regulation across countries,

but international comparisons may be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects. No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. The course might be regarded as complimentary to a number of other courses, including Law of Corporate Finance or International Financial Law and Practice I & II.

The first part of this course will address the following topics:

Anatomy of the Financial Market and the Great Financial Crisis

Building Blocks of the Regulatory World

Rationales for its Regulation: Systemic Stability, Market Integrity,

Principle-Agent Competition

Key Elements of Financial Regulation: disclosure, resilience, risk

modelling and regulation inside firm

Global and EU Regulatory Structures

Financial Stability – Policy Issues, Principles and Global Standard Setters

Prudential Regulation of Banks – The Basel Accords

The EU Banking Union

Deposit Guarantees

Bank Resolution and Insolvency

Teaching: 24-26 hours of contact time (for each half unit)

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: A Turner et al, *The Future of Finance: The LSE Report* (2010); S Valdez and P Molyneux, *Introduction to Global Financial Markets* (7th edn).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL407E Half Unit Regulation of Financial Markets II

This information is for the 2024/25 session.

Teacher responsible: Dr Philipp Paech CKK.7.05

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: This course examines the regulatory structures governing financial markets and financial services. It covers the main principles of international, EU and UK financial regulation with the aim of developing a critical understanding of the conceptual framework for financial regulation. This half unit focuses on financial stability, including macro and micro-prudential regulation, regulation of trading and market infrastructure, and on new and emerging issues in financial regulation.

The course does not aim to provide a detailed comparative account of financial regulation across countries, but international

comparisons may be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects.

No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. For non-lawyers, a willingness to engage in legal analysis will be necessary, although a legal background is not required. The course might be regarded as complimentary to a number of other courses, including Law of Corporate Finance or International Financial Law and Practice I & II.

Topics include:

1. Unpicking the Great Financial Crisis
2. Mapping regulation for financial stability
3. States, Banks and Global Markets: the macroeconomic Background
4. The next Financial Crisis
5. Ethics in Finance
6. Market Integrity
7. The role of Consumers
8. Consumer Protection
9. Securities markets and Conduct of Business
10. Fast, global, decentralized – the Challenges of the Future

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: A full reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: A Turner et al, *The Future of Finance: The LSE Report* (2010); S Valdez and P. Molyneaux, *Introduction to Global Financial Markets* (7th edn).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL408E Half Unit Comparative Constitutional Law

This information is for the 2024/25 session.

Teacher responsible: Prof Jo Murkens CKK.7.31

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: Comparative Constitutional Law is a rejuvenated discipline that attracts a broad range of interdisciplinary interest in the formation, design, and operation of constitutions. LL408E examines the central issues across a range of jurisdictions and from a variety of perspectives. In Part I, we will discuss the idea of comparative law as a legal discipline with its own distinctive method as well as the transnational transfer of constitutional ideas and ideologies. Part II deals with key constitutional concepts, in particular the historical origins of fundamental law, constituent power, constitutional change, and the rule of law. Part III deals

with questions of constitutional design, with a special focus on constitution-making in deeply divided and authoritarian societies. LL408E offers a rich historical and conceptual account of the origins of Western constitutional ideas. It also examines their contemporary meaning and application in non-Western contexts. In so doing, the course develops its own critique of mainstream liberal thought that idealises constitutions as normative constraints on politics or essentialises the concept of constituent power in constitutional theory. We will ask whether formal constitutions facilitate democratisation and political change or whether they undermine democracy and entrench the ruling elite. The study of law, like the study of all social phenomena, is always comparative and inevitably fragmented. In LL408E, we will not be comparing, doctrinally and systematically, the constitutional codes of different legal orders. Instead, the objective of the course is to study comparative constitutional law comprehensively, critically, and contextually. This approach enables the student to deepen their understanding of law as a method and to connect that understanding independently to other disciplines.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: There is no set book for this course. All materials will be made available in advance on Moodle.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL409E Half Unit Comparative Human and Constitutional Rights

This information is for the 2024/25 session.

Teacher responsible: Prof Kai Moller CKK.7.01

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course examines a range of controversial issues in human and constitutional rights law from a comparative perspective. These include: Negative and Positive Obligations, and Social Rights; Abortion; 'Deviant' Sex: Sodomy, Sado-Masochistic Sex, and Incest; Same-Sex Marriage; Religion in the Public Sphere; Hate Speech and Denial of the Holocaust; Obscenity. We will approach them by comparing and contrasting judgments from courts all over the world, with an emphasis on cases from the U.S. Supreme Court, the Canadian Supreme Court, the South African Constitutional Court, the European Court of Human Rights, the U.K. Supreme Court, and the German Federal Constitutional Court. The goals of the course are, first, to introduce the students to the jurisprudence of those extremely powerful and influential courts, and, second, to invite them to think about and critically analyse some of the most controversial, difficult, and important rights issues of our time.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: The course is mainly case-based; however, interested students may find the following book helpful: V Jackson and M Tushnet, *Comparative Constitutional Law*, 3rd edition, 2014.

Assessment: Assessment path 1

Essay (100%, 8000 words).
 Assessment path 2
 Take-home assessment (100%).

LL410E Half Unit International Financial Law and Practice I

This information is for the 2024/25 session.

Teacher responsible: Dr Philipp Paech CKK.7.05

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: As the recent debate on shadow banking shows, the traditional financial market sectors of commercial banking, investment banking, derivatives, capital markets and asset management are nowadays converging. However, their academic analysis is still largely sector-based. This course offers a cross-sectoral, functional analysis, permitting students to grasp the big picture of the entire financial market law. To this end, the course largely concentrates on the different activities of risk taking and risk shifting regardless of the type of financial institution involved. The course is also a novelty to the extent that it integrates both spheres of rulemaking for the financial markets, notably financial law and some fundamentals of financial regulation. Experience shows that approaching the framework for financial law without at least considering the interdependencies with risk management and capital requirements leaves us with only a fragmented picture. For non-practitioners, the market context of financial law appears sometimes confusing. Therefore, this course will first approach each subject from in a market perspective before coming to the legal framework. This is essential with a view to understanding the permanent interaction between market behaviour and the legislators' and regulators' responses to it. The legal framework will be analysed taking into account international rules and developments as well as European legislation. Since the City of London is one of the globally most important financial markets, England will be used as anchor-jurisdiction in order to develop patterns of global significance that are addressed by legislators and regulators around the world, in particular also looking at the European Union and at international rulemaking. The course also considers key trends. It is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:

- The logic and the players of the financial market. The creation and allocation of risk. The distinction between 'Law' and 'Regulation'.
- The reasoning and sources of financial law and regulation. The role of European financial law and regulation. The role of international law.
- Understanding the financial crisis.
- Banks and their nature. Assets and Liabilities. Deposit-taking and bank loans. Money market instruments. Rank of creditors in bank insolvencies.
- Raising capital. Primary market and secondary market. Issuance of debt securities (bonds). Issuance of Eurobonds. Issuance of equity (shares).
- Security interests and financial collateral.
- Repurchase agreements, repurchase agreements and securities lending. Relevant conflict-of-laws problems.
- Guarantee, indemnity, insurance.
- Derivatives. Types of derivatives. The rise of derivatives. Recharacterisation risk. Standard documentation (ISDA).

- Netting and set-off. Relation to insolvency law. Importance for derivatives, repos, securities lending. Conflict-of-laws analysis. Cross-jurisdictional problems.
- Trusts.
- Fund structures (public and alternative).
- Structured finance, securitisation and asset-backed securities. The rationale behind it. Risks.
- Transfer of financial instruments. Stock exchanges. Trading and settlement of securities. Intermediated securities. Conflict of laws and cross-jurisdictional problems. Derivatives clearing.
- Syndicated loans.
- Regulatory arbitrage in respect of financial transactions.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading:

- P. Wood. Law and Practice of International Finance, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, Financial Law, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.
- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, An Introduction to Global Financial Markets, 7th ed., Palgrave-McMillan 2013, ca. £29.- P. Wood. Law and Practice of International Finance, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, Financial Law, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.
- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, An Introduction to Global Financial Markets, 7th ed., Palgrave-McMillan 2013, ca. £29.- P. Wood. Law and Practice of International Finance, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, Financial Law, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.
- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, An Introduction to Global Financial Markets, 8th ed., Palgrave-McMillan 2013, ca. £29.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL411E Half Unit International Financial Law and Practice II

This information is for the 2024/25 session.

Teacher responsible: Dr Philipp Paech CKK.7.05

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Pre-requisites: There are no specific prerequisites for taking this course. While this course is complimentary to LL410E prior

completion of the latter is not necessary to take LL411E.

Course content: This course explores contemporary issues of the commercial law of international financial markets. These include

- the future of English law as reference law for international finance after Brexit
 - financial markets and modern trends in conflict-of-laws
 - the legal characteristics of the various types of networks used in financial markets (central, decentral, distributed)
 - the disruption of law caused by 'blockchain' technology and FinTech
 - the legal challenges flowing from the increasing use of 'big data' and artificial intelligence in financial services
 - the future role of commercial law in managing risk
 - the nature of so-called smart contracts and their role in standard documentation, risk management and due diligence
 - legal issues associated with cryptocurrencies and crypto-money
- As the course is conceived to be very topical, some of the course content may change.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading:

- The reading will consist of 2-3 scholarly articles per subject, such as P Paech, 'Governance of Blockchain Financial Networks', *Modern Law Review* (forthcoming), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2875487.
- Basic knowledge on international financial law (recommended in particular to students who did not take LL410E): P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound).
- Understanding the financial market: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 8th ed., Palgrave-McMillan 2015 (soft bound, ca. £29 - this is not a legal work but very useful for those new to the financial market).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL412E Half Unit International Economic Law I

This information is for the 2024/25 session.

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: The aim of the course is to introduce students to the field of international economic law: its principles, rules, practices, and institutions, and the debates which attend each. The course focuses on the public international law rules and institutions which govern international trade. Students will be given a grounding in the jurisprudence of the WTO, but will also be introduced to interdisciplinary material on the broader political, economic, institutional and normative contexts in which international economic law operates. Key themes will include the question of 'development' and developing countries, the role of expertise in global economic governance, and institutional aspects of judicial international dispute settlement. Special attention will be paid to the current crisis around the contemporary international trading system, and US-China relations. Students will be expected to engage with the principles and practice of international

economic law both at the technical level, and at the level of critical reflection.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: M.J. Trebilcock, R. Howse and A. Eliason, *The Regulation of International Trade*, 4th ed., Routledge, 2012; P. Van den Bossche and W. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, 4th ed., Cambridge UP, 2017; S. Lester, B. Mercurio and A. Davies, *World Trade Law: Texts, Materials and Commentary*, 3rd ed., Hart Publishing 2018.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL413E Half Unit International Economic Law II

This information is for the 2024/25 session.

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: This course is a continuation of LL412E.

In International Economic Law II, topics to be covered may include: Trade Remedies (Antidumping, Countervailing duties and Safeguards); Trade and Global Value Chains; State-owned Enterprises; Advanced Issues in WTO Dispute Settlement; Digital Trade; Trade and Taxation; the Level Playing Field and others. We will set aside time to consider contemporary issues, for example around international trade in the post-Trump era, digital trade, public international regulation of global finance, regional economic integration, development and developing countries in the trading system, and environmental aspects of international trade.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: M.J. Trebilcock, R. Howse and A. Eliason, *The Regulation of International Trade*, 4th ed., Routledge, 2012; P. Van den Bossche and W. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, 4th ed., Cambridge UP, 2017; P. Van Den Bossche and D. Prevost, *Essentials of WTO Law* (CUP, 2016); S. Lester and B. Mercurio, *World Trade Law: Texts, Materials and Commentary*, 3rd ed., Hart Publishing 2018.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL415E Half Unit Fundamentals of International Commercial Arbitration

This information is for the 2024/25 session.

Teacher responsible: Dr Paul Macmahon

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: Arbitration — binding adjudication outside the courts deriving its authority from party consent — is a standard form of dispute resolution for international commercial disputes. Supporters of arbitration cite its neutrality, its confidentiality, its flexibility, the greater expertise of arbitrators, and the global enforceability of arbitral awards. To detractors, however, international arbitration is often expensive and slow; other critics contend, more fundamentally, that arbitration infringes the spheres appropriately occupied by national courts and national law. Regardless, the complex relationship between arbitrators and courts, especially when combined with transnational elements, raises a host of fascinating theoretical and practical problems. London is one of the world's main centres for international commercial arbitration and, accordingly, this course focuses on English arbitration law. English law, however, is consistently placed in comparative perspective, especially with UNCITRAL's Model Law and with the laws of some of London's most significant competitors: France, Switzerland, Hong Kong, Singapore, and the United States. Coverage includes:

- Forms of international commercial arbitration
 - Validity and interpretation of arbitration agreements
 - Challenges to arbitral jurisdiction
 - Appointment of arbitrators
 - Arbitral procedure
 - The role of courts in assisting arbitral proceedings
 - Law applicable to the merits of the dispute
 - Challenges to arbitral awards
 - Recognition and enforcement of arbitral awards
 - Public policy limitations on international commercial arbitration
- This course concentrates on arbitration resulting from agreements between private parties and may particularly appeal to students with interests in contracts and private international law.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Nigel Blackaby & Constantine Partasides, Redfern and Hunter on International Commercial Arbitration (6th edn, OUP 2015); Margaret Moses, *The Principles and Practice of International Commercial Arbitration* (3rd edn, CUP 2017); Gary Born, *International Arbitration: Law and Practice* (3rd edn, Kluwer 2015); Emmanuel Gaillard & John Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (1999); George Bermann, 'The "Gateway" Problem in International Commercial Arbitration' (2012) 37 *Yale Journal of International Law* 1; Jan Kleinheisterkamp, 'Overriding Mandatory Laws in International Arbitration' (2018) 67 *ICLQ* 903-930

Assessment: Assessment path 1
Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL416E Half Unit

Advanced Issues of International Commercial Arbitration

This information is for the 2024/25 session.

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period.

The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Pre-requisites: Fundamentals of International Commercial Arbitration (LL415E) or equivalent course in previous studies or relevant practical experience with international arbitration

Course content: This course aims at giving students who already are acquainted with the fundamentals of arbitration the possibility to go into depth into selected problems of international commercial arbitration. The course is designed to allow intense discussions of these problems in order to raise the sensitivity for the issues at stake and to lead to a research oriented approach. Despite its academic outset, the course is highly relevant for those wanting to specialise in arbitration practice, as the theoretical problems have a most significant impact on practical solutions. The course will treat a selection of topical contemporary issues of international commercial arbitration, such as the role of internationally mandatory rules of law, arbitration & insolvency, the scope of the competence-competence principle; arbitration and fraud and corruption, or the enforcement of awards set aside abroad. The course seeks to be as topical as possible, so that content may change in the light of developments.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: G. Born, *International Commercial Arbitration* (2nd edn, Kluwer 2015); N. Blackaby / C. Partasides, Redfern & Hunter on *International Commercial Arbitration* (6th edn, OUP 2015); J.-F. Poudret / S. Besson, *Comparative Law of International Commercial Arbitration* (Sweet & Maxwell 2007); E. Gaillard / J. Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (Kluwer 1999). Cases and doctrinal articles for each topic.

Assessment: Assessment path 1
Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL417E Half Unit

International Commercial Contracts: General Principles

This information is for the 2024/25 session.

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Pre-requisites: Firm knowledge of contract law and/or international sales law from previous studies.

Course content: The course treats what can be called the general part of transnational contract law, i.e. the general principles of law which are of relevance in any kind of international contract, be it sale, construction, shipping, financing, or joint venture. These general principles relate to contractual formation and negotiations, interpretation, transversal general principles, changed circumstances and hardship, agency, third parties, assignment, self-help and set-off, direct performance and damages and

penalties. At present, such contracts are governed either by uniform rules of international conventions or by the national laws applicable by virtue of conflict of law rules. The course puts the existing national and international solutions in a comparative perspective so as to work with the sources of such generally accepted principles. Where there are divergences between existing solutions, the course focuses on the elaboration of new efficient solutions that are internationally acceptable and have the potential of becoming general principles in the future. For these purposes, special attention is given to the UNIDROIT Principles on International Commercial Contracts and the European Principles of Contract Law. Other national laws, however, are drawn upon from time to time. Students are also encouraged, in both examination and classes, to reflect upon the similarities and differences between their own national laws and the UNIDROIT Principles.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: S. Vogenauer & J. Kleinheisterkamp, Commentary on the UNIDROIT Principles of International Commercial Contracts (1st edn, OUP 2009); H. Kötz, European Contract Law (OUP 1997); K. Zweigert & H. Kötz, An Introduction to Comparative Law (3rd edn, OUP 1998); H. Beale et al., *Ius Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law* (2nd edn, OUP 2010); J. Gordley & A. von Mehren, *An Introduction to the Comparative Study of Private Law: Readings, Cases, Materials* (CUP 2006).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL418E Half Unit Comparative Corporate Governance

This information is for the 2024/25 session.

Teacher responsible: Prof Robert Kershaw CKK.7.16 and Mr Edmund-Philipp Schuster CKK.6.30

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: This course will focus on topical issues in corporate governance, including: corporate governance codes as a regulatory technique; corporate governance reform, firm performance and financial development; the role of the board of directors in large public companies and groups of companies; the division of powers between the managers and shareholders; directors' duties and enforcement of duties; executive remuneration; stakeholder representation, in particular employee representation, in corporate decision-making; shareholder activism and corporate short-termism; the market for corporate control as a corporate governance device.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Reading will be prescribed for each seminar. Preliminary reading can be found in P. Davies, *Introduction to Company Law* (OUP, 2nd edition 2010), chapters 5-9; R. Kraakman et al, *The Anatomy of Corporate Law* (3rd edition 2017); Gordon and W.G. Ringe (eds.), *The Oxford Handbook of Corporate Law and*

Governance (2018).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL419E Half Unit Law of Corporate Finance

This information is for the 2024/25 session.

Teacher responsible: Mr Edmund-Philipp Schuster CKK.6.30

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course examines the private law rules governing how companies raise finance. The issues covered include e.g. capital structures, identifying and protecting shareholder rights, issuing shares, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, reform and moving to a solvency test and financial assistance. The course will focus on English Law but reference will be made to the relevant EU rules.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: David Kershaw, *Company Law in Context* (2012) chapters 1, 17 and 19.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL420E Half Unit International Law and Climate Change

This information is for the 2024/25 session.

Teacher responsible: Prof Stephen Humphreys CKK.6.15

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course covers the international law dealing with climate change with a view to assessing how risks and uncertainties caused by climate change are governed and allocated in different legal regimes. The course adopts the stance that the political and legal questions raised by climate change cannot be addressed by reference to climate change law (or indeed international environmental law) alone. Climate change gives rise to a series of profound problems touching upon a range of bodies of law (international economic law, human rights law, state responsibility, international migration law) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law

and practice, the course will address the normative and/or ethical bases for choosing between actions designed to prevent and/or manage climate change and its consequences, attentive to developmental imperatives and the theoretical concerns raised by the 'fragmented' nature of international law

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Paul Edwards, *A Vast Machine*, MIT Press (2013); Tim Mitchell, *Carbon Democracy*, Verso (2011); Rosemary Rayfuse and Shirley Scott (eds.), *Climate Change and International Law*, Edward Elgar (2011) Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (Eds.), *Climate Ethics: Essential Readings*, Oxford University Press (2010); Patricia Birnie, Alan Boyle, Catherine Redgwell, *International Law and the Environment*, Oxford University Press (2009); Nicholas Stern, *The Economics of Climate Change: The Stern Review*, Cambridge: Cambridge University Press (2007); IPCC, *Sixth Assessment Report*, Cambridge University Press (2021-22); Stephen Humphreys (ed.), *Climate Change and Human Rights*, Cambridge University Press (2009); Larry Lohmann, *Carbon Trading*, Dag Hammarskjöld Foundation (2006); Lavanya Rajamani, *Differential Treatment in International Environmental Law*, Oxford University Press (2006).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL423E Half Unit

Media Law: Regulating Publication

This information is for the 2024/25 session.

Teacher responsible: Dr Andrew Scott CKK.6.25

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: The course examines the legal and administrative regulation of mainstream media publication (principally the press, the broadcast media, and institutionalised Internet publication) and content issues on social media. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media and communication in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media publication practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines potential restrictions on publication that are aimed at promoting or preserving specific private and/or public interests. The key private interests considered are those in reputation (defamation), privacy, and confidentiality. The key public interests considered are the integrity of the judicial process (contempt and reporting restrictions), the impartiality of political representations, the avoidance of offence (obscenity and religion), national security, and the protection of children.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Warby, Moreham and Christie (eds) *Tugendhat and Christie: The Law of Privacy and the Media*, (3rd edn, OUP, 2016), Parkes and Busutill (eds), *Gatley on Libel and Slander* (Sweet & Maxwell, 13th ed, 2022); Fenwick and Phillipson, *Media*

Freedom Under the Human Rights Act (OUP, 2006); Robertson and Nicol, *Media Law* (Sweet & Maxwell, 5th ed 2007), Doley and Mullis (eds), *Carter Ruck on Libel and Privacy* (6th edn, Lexis Nexis, 2010), Barendt, *Freedom of Speech* (OUP, 2nd ed 2005), Nicol, Millar and Sharland, *Media Law and Human Rights* (OUP, 2009); Cram, *A Virtue Less Cloistered: Courts, Speech and Constitutions* (Hart Publishing, 2002).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL424E Half Unit

Media Law: Regulating Newsgathering

This information is for the 2024/25 session.

Teacher responsible: Dr Andrew Scott CKK.6.25

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course examines the legal and administrative regulation of newsgathering and content production practices undertaken by journalists and others working in the media sector. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media newsgathering practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines a number of newsgathering practices that are either facilitated or proscribed by law and/or other forms of regulation. These include protection of sources (in general; vis-a-vis police and security interests; technological circumvention of source protections; payment of sources); access to information held by the state (common law principle; official secrets; news management; freedom of information); access to the justice system (secret justice / physical access to courts; access to court documents; technology and the courts - text-based reporting and broadcasting; access to prisoners); media-police interaction; harassment and media intrusion, and surreptitious newsgathering practices (hacking, tapping and subterfuge).

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Warby, Moreham and Christie (eds) *Tugendhat and Christie: The Law of Privacy and the Media*, (3rd edn, OUP, 2016), Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (OUP, 2016); Robertson and Nicol, *Media Law* (Sweet & Maxwell, 5th ed 2007), Nicol, Millar and Sharland, *Media Law and Human Rights* (OUP, 2009), Davies, *Flat Earth News* (Chatto & Windus, 2008).art Publishing, 2002).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL425E Half Unit Competition Law

This information is for the 2024/25 session.

Teacher responsible: Prof Pablo Ibanez Colomo

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: The course is a comprehensive study of the main features of competition law. While the focus is on EU competition law, reference will be made to the laws of other jurisdictions (e.g. the United States and the UK) when these offer relevant points for comparison. The first part of the course examines the history and aims of competition law. It considers the role of economic analysis and its limitations in the light of non-economic considerations. The second part is a review of the major substantive fields: restrictive practices; the regulation of monopolies and dominant positions; distribution and cooperation agreements and merger control. The third part addresses the public and private enforcement of competition law.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Whish and Bailey Competition Law (7th edn, 2011); Jones & Sufrin, EC Competition Law: Cases and Materials (7th ed, 2014); Geradin, Layne-Farrar, and Petit, EU Competition Law and Economics (2011); Faull & Nikpay, The EC Law of Competition (3rd edn, 2004).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL426E Half Unit Rights Adjudication and Global Constitutionalism

This information is for the 2024/25 session.

Teacher responsible: Prof Kai Moller CKK.7.01

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: Some knowledge of human or constitutional rights law of any jurisdiction may be helpful, but is not essential. A knowledge of philosophy is not required.

Course content: Human and constitutional rights are increasingly and properly discussed in a global, as opposed to domestic or regional, context. This module provides an introduction to theories of human and constitutional rights by focusing on the emerging global discussion about their structure, substance, and justification. Topics to be discussed will include: Robert Alexy's Theory of Rights as Principles; Ronald Dworkin's Theory of Rights as Trumps; The Debate about Proportionality; Absolute Rights; The

Debate about Judicial Review; The Culture of Justification and the Right to Justification.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Ronald Dworkin, Robert Alexy, Mattias Kumm, Jeremy Waldron and Frances Kamm.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL427E Half Unit Constitutional Law and Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Thomas Poole CKK 7.20

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course examines the role of constitutions and the nature of constitutional discourse. It considers the ways in which theorists have advanced understanding of constitutions and devised solutions to a range of constitutional questions. The course deals with the following topics: the scope of constitutional theory; the constitution of government; constitutional politics; representation; sovereignty; constituent power; constitutional rights; the rule of law; liberalism and republicanism; constitutional adjudication; cultural pluralism; theories of federalism; the cosmopolitan polity.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Much of the reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through Moodle. Indicative reading includes: Hobbes, Leviathan; Rousseau, The Social Contract; Montesquieu, The Spirit of the Laws; Burke, Reflections on the Revolution in France; Tocqueville, Democracy in America; Schmitt, Constitutional Theory; Oakeshott, On Human Conduct; Hayek, The Constitution of Liberty.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL430E Half Unit International Investment Law and Arbitration

This information is for the 2024/25 session.

Teacher responsible: Mr Oliver Hailes CKK6.19

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year,

although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Pre-requisites: In advance of this course, students with no background in public international law may find it helpful to consult Roberts & Sivakumaran, 'The Theory and Reality of the Sources of International Law' in Evans (ed), *International Law* (2018) ch 4. Equally, students with no background in arbitration may consult Born, 'Introduction to International Arbitration' in *International Arbitration: Law and Practice* (2021) ch 1.

Course content: Investment treaties are instruments of economic governance at the heart of international arbitration and current policy debates. After the Second World War, many states agreed to minimum standards of conduct towards foreign investors to promote capital inflows in the face of political risks. Today, the standards contained in nearly 3,000 bilateral treaties (or chapters in trade agreements) serve to delimit the lawful exercise of governmental authority from a state's international responsibility to make reparation for injury to investors, usually in the form of compensation. These treaties typically include each state's consent to arbitration on the notice of any protected investor, known as investment treaty arbitration or investor-state dispute settlement (ISDS). With around 1,500 cases, investment treaty arbitration has become an important vehicle for the development of international law. At the same time, diverse voices have protested the alleged chilling effect of large compensation awards on public interest regulation, not least amid the renewable energy transition, whilst there are live debates among governments as to the future law and procedure of foreign investment disputes. The aim of the course is to introduce students to international investment law, focusing on the rules of public international law that regulate foreign investments and are applied by arbitral tribunals in investment treaty disputes. The course has five main elements: (1) the historical, theoretical and policy background behind investment treaties and dispute settlement by arbitration; (2) the rules governing jurisdiction and admissibility of investor-state arbitration cases; (3) the substantive principles and standards – such as national treatment, most-favoured-nation treatment, expropriation, protection of contracts by umbrella clauses, and the minimum standard in international law – that may apply to investor-state relationships; (4) annulment, recognition and enforcement of arbitral awards and the interaction between international tribunals and national courts; and (5) the discussion of the future of international investment law.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Douglas, Pauwelyn & Viñuales (eds), *The Foundations of International Investment Law: Bringing Theory into Practice* (2014); Kulick & Waibel (eds), *General International Law in International Investment Law: A Commentary* (2024); Lim, Ho & Paparinskis, *International Investment Law and Arbitration* (2021); McLachlan, Shore & Weiniger, *International Investment Arbitration: Substantive Principles* (2017).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: The course will look at the regulation of the bid process and at takeover defence regulation in the UK and the US. The course will look at: transaction structures; the function and effects of the market for corporate control; takeover process regulation; takeover defence regulation; deal protections; and regulating conflicts of interest in going private transactions.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: The course will use materials distributed through moodle and the course pack as well as D. Kershaw, *Principles of Takeover Regulation* (2016). Background material can be found in R. Kraakman et al, *The Anatomy of Corporate Law* (2004); B. Black, *The Law and Finance of Corporate Acquisitions* (1995); and W. Carney, *Mergers and Acquisitions* (2003).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL432E Half Unit

Mergers, Acquisitions and Restructurings in Europe

This information is for the 2024/25 session.

Teacher responsible: Mr Edmund-Philipp Schuster CKK.6.30

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Pre-requisites: There are no formal pre-requisites for this module.

Course content: In this module, we will explore the regulation of mergers, acquisitions and restructurings in Europe. We will focus on legal techniques for the combination and restructuring of business operations in Europe, with a particular focus on the legal issues arising in cross-border transactions in the EU.

There are a number of reasons for corporations wanting to restructure their operations or to make acquisitions. For instance, firms may want to acquire a strategically valuable firm or asset in order to improve the efficiency (and thus increase the value) of their business operations; they may want to implement a better governance structure, enabling them to manage their undertaking more effectively; or they may want to subject themselves to more favourable legal or tax rules – including choosing among different national corporate laws.

EU law offers a range of legal vehicles for achieving such aims, and it is these vehicles we will explore throughout the term. In particular, we will look at re-incorporations of EU companies based on the relevant Treaty provisions; takeovers of (listed) EU companies; domestic ("statutory") mergers; de-mergers and spin-offs; cross-border mergers in the EU; and the European Company. Content overview:

- The market for corporate control, corporate ownership structures

LL431E Half Unit

Takeover regulation in the UK and US

This information is for the 2024/25 session.

Teacher responsible: Prof Robert Kershaw CKK.7.16

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

and transaction structures for takeovers and restructurings in Europe

- European takeover regulation
- Domestic mergers
- Divisions & spin-offs
- Cross-border mergers
- Employee participation (board-level co-determination) and board structures, and their relevance for corporate transactions
- The European Company (SE)
- Brief introduction to taxation of corporate transactions and tax-related drivers and incentives for intra-group reorganisation and company migration

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Sample readings: R. Romano, A Guide to Takeovers: Theory, Evidence and Regulation (1992) 9 Yale Journal of Regulation 119; RD Kershaw, Company Law in Context (2012), Web Chapter A [available here: http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web_Chapter_A.pdf]; S Grundmann, European Company Law (Intersentia, 2nd ed. 2011): Chapter 3 (Mergers & Divisions); R Kraakman et al, The Anatomy of Corporate Law (OUP, 2nd ed. 2009): Chapter 7 (Control Transactions); PL Davies et al, The Takeover Directive as a Protectionist Tool? [available here: <http://ssrn.com/paper=1554616>]; C Clerk et al, A Legal and Economic Assessment of European Takeover Regulation [available here: <http://www.ceps.eu/system/files/Takeover%20Bids%20Directive%20book%20-%20Final.pdf>]; E-P Schuster, The Mandatory Bid Rule: Efficient, After All? (2013) 76 Modern Law Review 529; KJ Hopt and E Wymeersch (eds), European Takeovers: Law and Practice; M Pannier, The EU Cross Border Merger Directive – A New Dimension for Employee Participation and Company Restructuring (2005) 16 European Business Law Review 1424.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL433E Half Unit State and Market in the EU

This information is for the 2024/25 session.

Teacher responsible: Prof Pablo Ibanez Colomo CKK.5.16

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: Member States of the EU are not free to award subsidies to their national companies or to support them in a comparable way (by, inter alia, securing favourable supply conditions to the companies, granting loans at favourable rates or providing unlimited guarantees). In the wake of the recent financial crisis, for instance, bailout measures adopted across the EU had to be cleared by the European Commission in accordance with Articles 107 and 108 TFEU. The first part of the course explores the economic rationale underpinning the control of State aid in the European Union (the reasons why similar regimes are not implemented at the national level in federal countries facing similar issues, such as the United States, will also be explored). The second part examines (i) the notion of State aid within the

meaning of Article 107(1) TFEU and (ii) the conditions under which measures falling under the scope of that provision may be deemed compatible with the internal market. The third part provides an overview of the application of the law in some sectors (including the financial and the communications sectors) or for some purposes (e.g. research and development, regional aid). The fourth part is devoted to the procedural aspects of the discipline.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Quigley, European State Aid Law and Policy (3rd Edition, 2015); Bacon (ed), European Community Law of State Aid (3rd Edition, 2017); Jones and Sufrin, EU Competition Law (online chapter) (6th Edition, 2017)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL434E Half Unit Regulation: Strategies and Enforcement

This information is for the 2024/25 session.

Teacher responsible: Professor Veerle Heyvaert

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: The course provides an introduction to key topics in the study of regulation from with a comparative and generic perspective drawn from public administration, socio-legal studies and institutional economics. Topics include: What is regulation and Why do it? What is Good Regulation? Regulatory Strategies. Explaining Regulation. Enforcing Regulation. Risk Regulation. Regulatory Standard Setting. Regulatory Competition. Regulation and Cost Benefit Analysis.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: R. Baldwin, M. Cave and M. Lodge, Understanding Regulation, 2nd ed. (OUP, 2011); R. Baldwin, M. Cave and M. Lodge (ed.) Oxford Handbook on Regulation (OUP, 2010); R. Baldwin, C. Hood and C. Scott, Socio-Legal Reader on Regulation (OUP, 1998); Responsive Regulation: Transcending the Deregulation Debate by Ian Ayres and John Braithwaite (OUP, 1992); B. Morgan and K. Yeung (2007), An Introduction to Law and Regulation (Cambridge University Press, 2007); J. Jordana and D. Levi-Faur, The Politics of Regulation (Edward Elgar, 2004); A. Ogus, Regulation (OUP, 1994); R. Baldwin, Rules and Government (OUP, 1995); I. Ayres and J. Braithwaite, Responsive Regulation (OUP, 1992).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL435E Half Unit Innovation, Technology and Patent Law

This information is for the 2024/25 session.

Teacher responsible: Dr Siva Thambisetty CKK 7.29

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: Patent rights are the link between your index finger that slides or twirls to open your smartphone, a synthetically generated living cell, the diagnostic test for breast cancer, the velcro on your gym bag and the connectivity we often take for granted on social media. From obscure, arcane beginnings, patent law and policy is now central to domestic and international issues as wide ranging as innovation priorities, access to medicines, international trade and development, food security, artificial intelligence and the ethical and sustainable use of genetic resources.

This course will critically examine core concepts of the protection of inventions in UK/European, US and International patent law often taking a comparative approach. The course adopts a broad approach to questions of patentability, and through readings and discussion you will investigate the economic, social and political dimensions of the use, control and exploitation of technology and innovation. We examine specific industrial or technology sectors such as software, artificial intelligence, biotechnology and pharmaceuticals in order to understand how the empirical and normative drive to protect technology varies in different sectors. Current issues are often discussed. For instance the global effort to bring vaccines and treatments for Covid-19 has much to teach us about the intersection between market incentives like patents and structural inequality.

You do not need prior exposure to intellectual property law or a science background to take the course. You will be supported throughout the course to understand technologies via their legally significant attributes.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option to produce a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Bently, Sherman, Gangjee and Johnson Intellectual Property Law, OUP 2018, Pila The Requirement for an Invention in Patent Law Oxford University Press 2010, Spence Intellectual Property, Clarendon Law Series 2007, Landes and Posner The Economic Structure of Intellectual Property Law Harvard University Press 2003, Robert Merges Justifying Intellectual Property Law HUP 2011, Jaffe & Lerner, Innovation and its Discontents Princeton University Press 2004, S Parthasarathy Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe (University of Chicago Press 2017), Katharina Pistor The Code of Capital: How the Law Creates Wealth and Inequality (Princeton University Press 2019)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: EU law is a fast-moving, dynamic area of law.

The course will address core aspects of EU law and develop a number of key themes in the public law and policy of the EU and its Member States. It will provide a sophisticated understanding of the legal, political and constitutional issues surrounding the central debates in the EU, from its origins to the recent crises, including the Euro-crisis and Brexit. Topics will include: - Law and Politics of European Integration - Fundamental Freedoms - Collective Autonomy and Social Justice - Authority of EU Law - Sovereignty, Identity and Pluralism - Political Economy - Future of the EU. The course will use general theoretical accounts in law and related disciplines in order to situate EU law in its economic, political and social context. It uses the LSE's unique interdisciplinary expertise in European law, constitutional theory, public law, and legal theory for a rich and varied study of the challenges facing the EU and its future development.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Chalmers et al., European Union Law (CUP, 2014); Craig and DeBurca, EU Law: Text, Cases and Materials (OUP, 2015); Craig and DeBurca (eds.) The Evolution of EU Law (OUP, 2011); Maduro and Azoulai (eds.) The Past and Future of EU Law (Hart, 2010); Dickson and Eleftheriadis (eds.) Philosophical Foundations of EU Law (OUP, 2012); Tuori and Tuori, The Eurozone crisis: A Constitutional Analysis (CUP, 2013)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL437E Half Unit International Criminal Law

This information is for the 2024/25 session.

Teacher responsible: Prof Stephen Humphreys CKK.6.15

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: Some background in public international law is helpful for this course. If an introduction or refresher is needed, a standard textbook such as Malcolm Shaw's International Law is recommended.

Course content: The course looks at the history of and background to international criminal law and at its substantive content—its origins in the early Twentieth Century, its purported objectives, and the core crimes set out in the Rome Statute over which the International Criminal Court has jurisdiction (war crimes, crimes against humanity, genocide). The course will then examine in more detail a number of areas of contemporary interest (at least two from among the following: aggression, universal jurisdiction, immunity, torture, terrorism, international tribunals). The course is

LL436E Half Unit Rethinking EU Law

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Wilkinson CKK.6.28

Availability: This course is available on the Executive Master of

mainly directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution.

Teaching: 24-26 hours of contact time.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Cryer, Friman, Robinson & Wilmschurst, *An Introduction to International Criminal Law and Procedure* (Cambridge), 4th edition (2019)

Indicative reading

Gary Bass, *Stay the Hand of Vengeance. The Politics of War Crimes Tribunals* (Princeton, 2000); Judith Shklar, *Legalism* (Harvard, 1964); Mark Osiel, *Mass Atrocity, Collective Memory & the Law* (Transaction Publishers, 1997); T McCormack & G Simpson, *The Law of War Crimes* (Kluwer 1997); W Schabas, *The International Criminal Court* (Cambridge, 2001); H Arendt, *Eichmann in Jerusalem* (Penguin, 1997); Simpson, *Law, War and Crime, Polity* (2007).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL438E Half Unit Commercial Remedies

This information is for the 2024/25 session.

Teacher responsible: Prof Charles Webb CKK 6.26 and Dr Andrew Summers CKK 6.06

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Pre-requisites: Undergraduate contract and tort law

Course content: The objective of the course is to provide students with a detailed understanding of remedies in a commercial context. The reading addresses both case law and academic commentary. Here is an indicative list of the issues that will be considered on the course:

1. The aims of commercial remedies: What interests and other policies may be served by the law when remedying commercial disputes?
2. The function of contract damages: How do the courts assess damages for breaches of contract? Should the courts do more to protect the claimant's interest in performance? What limits are placed on the recovery or measure of damages?
3. Punishment: Is punishment of a defaulting defendant ever a legitimate aim in commercial remedies? Should punitive damages be given a greater role in English commercial law?
4. Agreed remedies: To what extent are commercial parties free to fix the remedies available to them in the event of breach? Does freedom of contract extend to the parties' secondary obligations?
5. Unjust enrichment: What is the law of unjust enrichment? What is its relationship to the law of contract? What can commercial parties recover under the law of unjust enrichment?
6. Comparative law: How do other jurisdictions deal with these questions? What might the common law learn from civil law systems?

Teaching: 24 hours

Formative coursework: All students are expected to produce one 1,500 word formative essay during the course. Formative assessment opportunities will be provided (essay or problem questions)

Indicative reading: Rowan, *Remedies for Breach of Contract: A Comparative Analysis of the Protection of Performance* (OUP 2012)

Burrows, *Remedies for Torts and Breach of Contract* (4th edn OUP 2019)

Virgo and Worthington (eds), *Commercial Remedies: Resolving Controversies* (CUP 2017)

Webb, *Reason and Restitution* (OUP 2016)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL439E Half Unit UK Corporate Law

This information is for the 2024/25 session.

Teacher responsible: Prof Robert Kershaw CKK.7.16

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Course content: 1. The Evolution of the UK company. This session will address the evolution of the corporate form from the mid-19th century, and outline the partnership based conception of UK company. It will contrast the partnership conception with the corporate / entity conception. 2. Legal personality, formation and structure – considering the implications and function of separate legal personality and the scope to disregard the corporate veil; the process of formation; and the constitutional make-up of the company. 3. Corporate Actions – considering how the company acts in contract, tort and crime. 4. The distribution of power in a UK company – considering the location and contractual distribution of power in a UK corporation; the problem of separation of ownership and control / the agency problem; mandatory versus default rules; core mandatory rights: removal of directors and calling shareholder meetings. 5. Director's duties I: the nature of duties; who owes them; to whom; the corporate objective; the duty to promote the success of the company. 6. Directors Duties II: the duty of care (business judgments, business process, monitoring, systems and controls, risk management) 7. Directors Duties III: the duty of loyalty (self-dealing transactions, corporate opportunities, competing with the company, bribes and commissions). 8. Company law and creditor protections – shareholder incentives to exploit creditors; the scope for unlimited liability, duties to creditors; wrongful trading. 9. Derivative Actions: the rule in *Foss v Harbottle*; the new derivative action mechanism; indemnity orders and contingency fees; reflective loss. 10. Minority shareholder protections – common law restraints on the exercise of majority shareholder power and influence; statutory constraints on the exercise of such power and influence (122(g) Insolvency Act 1986 and section 994 Companies Act 2006).

Teaching: 20 hours of seminars in the AT.

24 hours (Executive LLM)

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Core Texts: David Kershaw, *Company Law in Context* (2nd ed, OUP 2012)

Paul Davies, Gower and Davies' *The Principles of Modern Company Law* (10th edn, Sweet & Maxwell, 2016).

For each session in addition to the main texts other readings will include cases, statutes and journal articles. As an example:

Session 1:

Paul Davies, Gower and Davies' *The Principles of Modern Company Law* (6th eds, Sweet & Maxwell, 1996), Chapter 1.

Extracts from N. Lindley, *Treatise on the Law of Companies* (as a Branch of the Law of Partnerships) (1889).

F. Palmer, *Company Law: A Practical Handbook for Lawyers and Business Men* (5th eds, 1905).

Extracts from D. Kershaw, *The Path of Corporate Fiduciary Law* (2012) 8 New York University Journal of Law and Business 395.

M. Lobban, *Corporate Identity and Limited Liability in France and England 1825-67*, 25 Anglo American Law Review. 397, 403-04 (1996).

Ernst v Nichols (1857) 10 Eng. Rep.

Ashbury Railways v Riche [1874-80] All ER Rep Ext.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL440E Half Unit Digital Rights, Privacy and Security

This information is for the 2024/25 session.

Teacher responsible: Dr Orla Lynskey (CKK 6.07)

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: Basic knowledge of EU law is desirable but not essential for this course.

Course content: Personal data is an important factor of production in data-driven economies and a critical input for the development of AI systems. The processing of personal data can generate significant economic and social benefits. However, personal data processing can also have a detrimental impact on established rights and values, such as autonomy, privacy and data protection. As a result, legal frameworks to regulate personal data processing have been enacted across the world, with the EU legal model used as a blueprint. Yet, despite the development of such legal frameworks across the globe, critical questions remain unanswered. For instance, the objectives of data protection frameworks differ with some prioritising a fundamental-rights approach to data protection regulation while other frameworks are based on an economic free-trade rationale. Disagreement also persists regarding how the balance should be struck between effective data protection and other rights (such as freedom of expression and freedom of information) and interests (such as innovation and national security). This course will critically evaluate the legal framework applicable to personal data processing. It will be do this predominantly with reference to the EU framework. In order to bring key issues to life, a number of case studies will be considered, including the application of data protection and privacy rules to online behavioural advertising and to State surveillance.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Bygrave, Data Privacy Law: An International Perspective (OUP, 2015)
Cohen, Between Truth and Power (OUP, 2019)
Lynskey, The Foundations of EU Data Protection Law (OUP, 2015)
Zuboff, The Age of Surveillance Capitalism (Profile, 2019)

Assessment: Assessment path 1
Essay (100%, 8000 words).
Assessment path 2
Take-home assessment (100%).

LL441E Half Unit Employment Law

This information is for the 2024/25 session.

Teacher responsible: Dr Astrid Sanders CKK.7.19

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: Regulation of the content and the form of the

employment relation. The contract of employment, including express and implied terms and the scope of employment law. Regulation of minimum wage and working time. Protection against discrimination in the workplace. Discipline and protection from dismissal and termination of employment. The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European law.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: Detailed syllabus of readings will be available and the materials can all be accessed through Moodle. Hugh Collins, Employment Law, 2nd edn (Oxford University Press, 2010), Chapters 1-9 or Hugh Collins, KD Ewing and Aileen McColgan, Labour Law (2nd edition, CUP 2019).

Assessment: Assessment path 1
Essay (100%, 8000 words).

Assessment path 2
Take-home assessment (100%).

LL442E Half Unit Corporate Restructuring

This information is for the 2024/25 session.

Teacher responsible: Prof Sarah Paterson CKK.6.06

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: This course is concerned with the principles and policies underlying the rescue of financially distressed companies and businesses. The course considers formal legal procedures available for dealing with companies and businesses in financial distress. Topics include: Chapter 11 as a Rescue Procedure. Corporate Rescue Procedures in the UK. The European Restructuring Directive. The Theory and Philosophy of Rescue.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch and D. Milman, Corporate Insolvency Law: Perspectives and Principles (Cambridge University Press, 2017) (3rd edition). Wider background reading will include some comparative law reform and other material including: R. Olivares-Caminal et al, Debt Restructuring (Oxford University Press, 2013) and the ABI Commission to Study Reform of Chapter 11 Final Report

Assessment: Assessment path 1
Essay (100%, 8000 words).

Assessment path 2
Take-home assessment (100%).

LL443E Half Unit Corporate Bankruptcy

This information is for the 2024/25 session.

Teacher responsible: Prof Sarah Paterson CKK.6.06

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be

offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: This course is concerned with the principles and policies underlying the legal treatment of corporate bankruptcy. The impact of these procedures and approaches on third parties, for example corporate groups, secured and unsecured creditors, directors and employees, is also considered. Topics include: Secured creditors; The distributional order of priority in corporate bankruptcy; Setting aside transactions; Quasi-security devices for the unsecured creditor; The problem of corporate groups; Company directors in troubled times; Employees in distress and European and international recognition in corporate bankruptcy.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2017) (3rd edition).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL444E Half Unit International Law and the Use of Force

This information is for the 2024/25 session.

Teacher responsible: Dr Devika Hovell CKK 7.06

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Pre-requisites: Executive version of an existing taught masters course (LL4A8).

Course content: The use of force is prohibited in international law. This simple but fundamental legal principle can be obscured by a geo-political context littered with conflict and threatened conflict where the exceptions are more often seen as the rule. Relatedly, there can be a tendency to dismiss international law as a 'marginal enterprise' at moments of political crisis. Nevertheless, states continue to refer to legal justifications when they resort to force. The practice of states, even that forged in heated times of war and crisis, can harden into enduring legal principles unless debated, criticized and ultimately objected to in the aftermath. In this course, we consider the complex mix of law and politics at the heart of the legal regime for the use of force. We focus on the development and interpretation of the prohibition of the use of force and its two key exceptions, Security Council authorization and self-defence. We also look at other claimed or emerging exceptions, including humanitarian intervention, protection of nationals and self-determination. Finally, we consider the concept of 'war as crime' and consider the potential and pitfalls of recognition of the crime of aggression.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are expected to produce one 1500 word formative essay during the course.

Indicative reading: A detailed reading list will be issued in advance of the course. A helpful textbook is Christine Gray, *International Law and the Use of Force* (4th ed, 2018).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL445E Half Unit Cultural Property and Heritage Law

This information is for the 2024/25 session.

Teacher responsible: Dr Tatiana Flessas CKK.7.27

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: This course looks at cultural property and heritage law from legal, social theoretical and practice-oriented perspectives. It provides an overview of existing and emerging cultural property and heritage legislation (domestic and international). We will be looking in particular at the development of cultural property legislation in the 20th century and emerging international cultural property and heritage initiatives under the auspices of the UN and UNESCO. Topics to be covered include the origins of cultural property law, the problems in defining cultural property and heritage, current issues and cases in repatriation and restitution of cultural objects, the National Trust and other heritage protection regimes, and intangible cultural heritage. The course also addresses the creation and management of museums and heritage sites, primarily within the UK, but also including sites in North and South America, Europe and Asia. We consider how the issues that we've identified throughout the course arise in the ongoing construction, protection, and (primarily economic) uses of heritage. Along with specialist seminars, the course includes visits to museums and contact with practising experts in the field.

Teaching: Courses are taught over 5 days (Mon-Fri) with approximately 5 hours teaching per day. There is a morning and an afternoon session, so 10 sessions in total with the overall contact time being 24-26 hours.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); J.E. Tunbridge and G.J. Ashworth, *Dissonant Heritage: the management of the past as a resource in conflict* (1996 J. Wiley); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); John Henry Merryman, *Thinking about the Elgin Marbles: critical essays on cultural property, art and law* (2000 Kluwer Law International); Nick Merriman, *Beyond the Glass Case: the past, the heritage and the public in Britain* (1991); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Richard Prentice, *Tourism and Heritage Attractions* (1993); G.J. Ashworth and P.J. Larkham, eds. *Building a New Heritage: tourism, culture, and identity* (1994); Peter Mandler, *The Fall and Rise of the Stately Home* (1997); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Ismail Serageldin, Ephim Shluger, Joan Martin-Brown, eds. *Historic Cities and Sacred Sites: cultural roots for urban futures* (2001);

Federico Mayor, *Memory of the Future* (1995); Peter J. Fowler, *The Past in Contemporary Society: then, now* (1992); David Brett, *The Construction of Heritage* (1996); Karl Ernest Meyer, *The Plundered Past* (1974).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL446E Half Unit

Art Law

This information is for the 2024/25 session.

Teacher responsible: Dr Tatiana Flessas CKK.7.27

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: This course engages in a discussion of specific cases and issues regarding acquisition, ownership, and restitution of works of art, and the problems that arise in regulating markets in art, antiquities and cultural artefacts. 'Art Law' is a specialized area of practice and an emerging area of theory and scholarship. We will look at some of the cases and theory of art and law, including the practices of dealers and auction houses in valuing (and mis-valuing) art for sale; the recent developments in addressing the restitution of art taken during the Nazi era; museum loans and the cross-border movement of art; the restoration and conservation debate(s) and then turn to a scholarly and interpretive approach to the issues that arise in considering the art market. We will look at domestic (UK and US) and international legislation regulating the art and antiquities trades. Against this legislative background, the course examines important cases in disputes regarding looting and provenance of art, and questions of commodification and sale of cultural artefacts, focusing on the issues that arise in the operation of the art market (dealers, museums, collectors and auction houses). Within this context, we will touch on the similar or overlapping issues that arise in the market(s) in cultural objects and antiquities and the legal and ethical burdens on the participants in this trade. We will discuss the practices and constraints that arise in the context of both private purchasers/dealers and museums acquiring these kinds of objects. Finally, practitioners in these areas, museum and auction house professionals, archaeologists, and art experts will be contributing to the seminars on the emerging legal issues in this area.

Teaching: Courses are taught over 5 days (Mon-Fri) with approximately 5 hours teaching per day. There is a morning and an afternoon session, so 10 sessions in total with the overall contact time being 24-26 hours.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Colin Renfrew, *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology* (2000 Duckworth); Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); James Cuno, *Who Owns Antiquity? Museums and the Battle over our Ancient Heritage* (2010 Princeton University Press); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); Norman Palmer, *Museums and the Holocaust: law, principles*

and practice (2000 Institute of Art and Law); Olav Velthuis, *Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art* (2007 Princeton University Press); Jason Felch & Ralph Frammolino, *Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum* (2010 Houghton Mifflin Harcourt); Sarah Thornton, *Seven Days in the Art World* (2009 Granta Books); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Karl Ernest Meyer, *The Plundered Past* (1974).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL447E Half Unit

International Law: Courts and Tribunals

This information is for the 2024/25 session.

Teacher responsible: Dr Devika Hovell CKK.6.32

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

Course content: The course introduces students to the practice and theory of international legal dispute resolution, focusing on dispute settlement before courts and tribunals. The former Prosecutor of the Yugoslav Tribunal, Richard Goldstone, resolved that: 'it seems to me that if you don't have international tribunals, you might as well not have international law'. Given the proliferation of courts and tribunals applying and enforcing international law, certain scholars have argued we are witnessing the emergence of an 'international judicial system' (Martinez). The course involves three main elements:

1. Firstly, the course examines the structure and work of the International Court of Justice, the principal judicial organ of the United Nations, focusing on jurisdiction/admissibility, contentious cases and advisory opinions.
2. Secondly, the course introduces a variety of other international courts and tribunals, such as the International Criminal Court, domestic and regional courts dealing with international law and human rights, including the European Court of Human Rights and the European Court of Justice, the WTO Dispute Settlement Body and investment treaty arbitral tribunals. Using contemporary and controversial case studies, the course will critically analyze and contrast the institutional design and jurisdiction of these courts and tribunals.
3. Thirdly, throughout the course we explore key theoretical controversies surrounding the adjudication of international law, focusing in particular on (a) how these courts and tribunals relate to one another (hierarchy, specialization and fragmentation); (b) what criteria should be used in assessing the legitimacy and effectiveness of these courts and tribunals; and (c) whether and how these courts and tribunals create international law.

Teaching: 24-26 hours of contact time.

Formative coursework: Students are encouraged to produce one 2,000 word formative essay during the course.

Indicative reading: Indicative reading includes Karen Alter, *The New Terrain of International Law: Courts, Politics, Rights* (2014 Princeton); Gleider Hernández, *The International Court of Justice and the Judicial Function* (2014 OUP); Yuval Shany, 'No Longer a Weak Department of Power? Reflections on the Emergence of a New International Judiciary' (2009) 20(1) *European Journal*

of International Law 73; Frederic Megret and Marika Giles Samson, 'Holding the Line on Complementarity in Libya: the Case for Tolerating Flawed Domestic Trials' (2013) 11 Journal of International Criminal Justice 571.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL448E Half Unit

Terrorism and the Rule of Law

This information is for the 2024/25 session.

Teacher responsible: Prof Conor Gearty CKK 6:11

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail. The course will teach the material in context, so the subject will be analysed by reference to particular situations where necessary, eg Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'. The aim of the course is to give the student a good critical understanding of this most controversial of subjects, and also to impart an understanding of the role of law in shaping the fields of terrorism and of counter-terrorism (and, latterly, the emerging field of 'extremism').

Teaching: 24-26 hours of contact time.

Formative coursework: All students are encouraged to produce one 2,000 word formative essay during the course.

Indicative reading: There are four pieces ideally to be read before we meet:

- (i) Richard English Terrorism: How to Respond (Oxford 2009; pb 2010).
- (ii) Conor Gearty, Liberty and Security (Polity, 2013).
(Note both of these books are in paperback, and short!)
- (iii) Conor Gearty, 'Terrorism and Human Rights' in Gearty, Selected Essays on Human Rights and Terrorism (Cameron May 2008), ch 24 – I have a PDF available.
- (iv) Conor Gearty, 'Terrorist threats, Anti-terrorism and the Case against the Human Rights Act' in F Cowell (ed), Critically Examining the Case against the Human Rights Act (Hart 2017) I have a word version.
Please try to ensure that you have completed this reading prior to the module.
Further reading:
(v) A marvellous fund of information is at: <http://www.parliament.uk/topics/Terrorism.htm>
- (vi) R English, Does Terrorism Work? (OUP 2016).
- (vii) R v Gul [2013] UKSC 64 (https://www.supremecourt.uk/decided-cases/docs/UKSC_2012_0124_Judgment.pdf); Beghal v DPP [2015] UKSC 49 (<https://www.supremecourt.uk/cases/docs/uksc-2013-0243-judgment.pdf>).

(viii) The Definition of Terrorism (A report by Lord Carlile) Cm 7052 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228856/7052.pdf).

(ix) Conor Gearty, 'Human Rights in an Age of Counter-terrorism' Oxford Amnesty Lecture 2006, in C Miller (ed) visiting Professor in the department of Government of the LSE The War on Terror (Manchester University Press, 2009) and also to be found in ch 23 of Gearty, Selected Essays on Human Rights and Terrorism (Cameron May 2008).

(x) David Omand, Securing the State (Hurst 2012).

(xi) Al-Waheed v Ministry of Defence [2017] UKSC 2 (<https://www.supremecourt.uk/cases/uksc-2014-0219.html>).

(xii) Gearty "Political violence and civil liberties" in McCrudden and Chambers, eds, Individual rights and the law in Britain ch 5.

(xiii) R (Lord Carlile) v Home Secretary [2014] UKSC 60. (https://www.supremecourt.uk/decided-cases/docs/UKSC_2013_0098_Judgment.pdf).

(xiv) D Anderson QC, 'Shifting the Compass: How to Fight Terrorism Without Defeating the Law' [2013] (3) European Human Rights Law Review 233-246.

(xv) Counter-terrorism and Security Act 2015 (<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted/data.htm>).

(xvi) CONTEST Annual Report for 2015 (<https://www.gov.uk/government/publications/contest-uk-strategy-for-counterterrorism-annual-report-for-2015>).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL449E Half Unit

Cyberlaw

This information is for the 2024/25 session.

Teacher responsible: Prof Andrew Murray CKK.6.07

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course critically analyses the regulation of the Internet and digital devices (such as smart devices and tablets).

It begins by providing a theoretical framework for the regulation of the Internet, examining questions such as whether the internet is capable of regulation, whether such regulation should be neutral and who should assume the task of regulating the online environment. Students taking the course will be expected to develop knowledge and understanding of the different values and interests brought to bear in the regulation of information technologies and communities.

Armed with this theoretical background, students will then be asked to consider how these values are reflected in the regulatory design of the online environment. This examination will be conducted by considering a number of case studies relating to online privacy, defamation, criminal activity and market power. The course concludes by examining the topical and politically charged question of whether Internet Service Providers should be allowed to vary service conditions by types of content.

Teaching: 24-26 hours of contact time.

Formative coursework: All students are encouraged to produce one 2,000 word formative essay during the course.

Indicative reading: Murray, Information Technology Law: The Law and Society (OUP, 5th ed, 2023)

Reed & Murray, *Rethinking the Jurisprudence of Cyberspace* (Edward Elgar, 2018)

Murray, *The Regulation of Cyberspace* (Routledge, 2007)

Lessig, *Code Ver, 2.0* (Basic Books, 2006)

Zittrain, *The Future of the Internet* (Penguin, 2009)

Reed: *Making Laws for Cyberspace* (OUP, 2012)

Sunstein, *Republic.com 2.0* (Princeton UP, 2009).

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL450E Half Unit

Banking and Finance Law: Regulating Retail, Consumer, and SME Markets

This information is for the 2024/25 session.

Teacher responsible: Dr Joseph Spooner

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Course content: As the past fifteen years have transformed understandings of finance and the economy, they have highlighted the economic centrality of household finance. The Covid-19 and Cost-of-Living crises laid bare how households and the wider economy have come to depend on credit markets to make ends meet and maintain economic activity. Responsibility for both the Global Financial Crisis of the late 2000s and the subsequent Great Recession can be attributed to failures of household credit markets. Consumer expenditure accounts for over 50% of GDP in most OECD economies, meaning that the financial markets and products powering this spending are of central policy importance. Key contemporary problems of economic stagnation, inequality and political instability can all in some ways be linked to problems arising in consumer financial markets, which are increasingly important sites of legal and political activity. The economic significance of SME finance is similarly clear. Small and Medium Enterprises (SMEs) account for 99% of firms and approximately 70% of jobs in OECD countries, and questions of how these firms access finance raise perennial policy concerns. This is a particularly important time to review household and small business financial markets, given the rethinking of economic fundamentals in the aftermath of Covid-19 and the Cost-of-Living Crisis.

The significance and expansive reach of the consumer and SME dimensions of financial law are not matched by coverage in typical law school curricula – this course aims to address this imbalance by presenting a unique offering. The course begins by discussing key principles and theoretical ideas of retail financial market regulation. It considers the nature and structure of consumer and SME financial markets, examining the institutions and sources that create the ground rules of markets. The course also asks of whom we are speaking when we talk of ‘consumers’ and ‘Small and Medium Enterprises’. The course then considers the various rationales justifying policy action in consumer and SME markets, and the various tools available to policymakers in responding to these ideas and designing market interventions.

The course applies these ideas in examining discrete consumer and SME financial product markets and related areas of law. It draws on a combination of international norms and examples from European, North American and English law. In addressing the regulation of financial contracts, it examines the bank-client relationship and fundamental assumptions regarding freedom of contract. The course considers business conduct under the common law and legislation, considering firms’ duties when negotiating, marketing, and advising in retail markets. Information disclosure regulations and ‘duties to warn’ are evaluated, before the course considers how the law requires firms to consider the affordability of loans under ‘responsible lending’ rules. Finally, the course turns its focus to financial distress and bankruptcy, considering principles for the treatment of household over-

indebtedness and entrepreneurial failure in a financialised economy.

The course is academic in nature and will be of value to law students wishing to study aspects of banking and financial law that are not considered by courses focusing on business-to-business transactions. It is inter-disciplinary in nature, and so students from non-law backgrounds should also find the course accessible. The course is also designed to be valuable at a practical level to those working in legal and corporate practice advising financial services firms and/or their clients, as well as those based in government and the third sector. The course is international in scope, meaning that its content should be of interest to candidates from many jurisdictions.

Teaching: This is an intensive module, which will be delivered through interactive seminars. The module will provide between 24 and 26 hours of contact teaching time. Students will be provided with online materials for the module well in advance of the intensive teaching. The teaching will take place in week-long sessions, running from Monday to Friday.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Formative assessments are set by teachers during the course and students will be given a submission date of approximately one month from the end of the teaching session. Feedback will be provided within two weeks following submission, either on Moodle or via email. The word limit for formative essays is 2000 words.

Indicative reading: General:

- Sir Ross Cranston, Emiliós Avgouleas, Kristin van Zwieten, Christopher Hare, and Theodor van Sante, *Principles of Banking Law* (3rd edition, OUP 2018)

AND

- Geraint Howells, Iain Ramsay, and Thomas Wilhelmsson (eds.), *Handbook of Research on International Consumer Law*, (2 edition, Elgar 2018)

OR

- Geraint Howells, Christian Twigg-Flesner and Thomas Wilhelmsson, *Rethinking EU Consumer Law* (1 edition, Routledge 2017).

Why Regulate of Consumer and SME Financial Markets?

- Iain Ramsay, ‘Consumer Credit Law, Distributive Justice and the Welfare State’ (1995) 15 *Oxford Journal of Legal Studies* 177.
- George A. Akerlof, ‘The Market for ‘Lemons’, 84 *The Quarterly Journal of Economics* 488 (1970)
- David Caplovitz, *Poor Pay More: Consumer Practices of Low-Income Families* (Free Press 1968).
- Luigi Zingales, ‘Does Finance Benefit Society?’ (2015) 70 *The Journal of Finance* 1327.
- Financial Conduct Authority, ‘Fair Pricing in Financial Services’ (FCA 2018) Discussion Paper DP18/9

Complexity in Financial Products: Contract-as-Product

- Oren Bar-Gill, *Seduction by Contract: Law, Economics, and Psychology in Consumer Markets* (OUP Oxford 2012), Chapter 1.
- Margaret Jane Radin, *Boilerplate: The Fine Print, Vanishing Rights, and the Rule of Law* (Princeton University Press 2012), Chapters 1-4.

Consumers, SMEs, and Financial Stability: Prudential Perspectives

- Anat Admati and Martin Hellwig, *The Bankers’ New Clothes: What’s Wrong with Banking and What to Do about It* (Updated edition, Princeton University Press 2014).
- Atif Mian and Amir Sufi, *House of Debt* (University of Chicago Press 2014).
- Kathleen C Engel and Patricia A McCoy, *The Subprime Virus: Reckless Credit, Regulatory Failure, and Next Steps* (OUP USA 2011)

Sample Reading:

- Sir Ross Cranston, Emiliós Avgouleas, Kristin van Zwieten, Christopher Hare, and Theodor van Sante, *Principles of Banking Law* (3rd edition, OUP 2018)
- Geraint Howells, Iain Ramsay, and Thomas Wilhelmsson (eds.), *Handbook of Research on International Consumer Law*, (2 edition, Elgar 2018)

- Anat Admati and Martin Hellwig, *The Bankers' New Clothes: What's Wrong with Banking and What to Do about It* (Updated edition, Princeton University Press 2014).
- Atif Mian and Amir Sufi, *House of Debt* (University of Chicago Press 2014).
- Kathleen C Engel and Patricia A McCoy, *The Subprime Virus: Reckless Credit, Regulatory Failure, and Next Steps* (OUP USA 2011)
- Iain Ramsay, 'Consumer Credit Law, Distributive Justice and the Welfare State' (1995) 15 *Oxford Journal of Legal Studies* 177.
- Luigi Zingales, 'Does Finance Benefit Society?' (2015) 70 *The Journal of Finance* 1327.
- Financial Conduct Authority, 'Fair Pricing in Financial Services' (FCA 2018) Discussion Paper DP18/9

Assessment: Assessment path 1

Take-home assessment (100%).

Assessment path 2

Essay (100%, 8000 words).

Students will be examined through a combination of an (8,000 word) assessed long essay (which may take the form of a policy paper) or take-home examination (6,000 words). The take-home examination will be uploaded and submitted electronically, and will be set two months after the completion of the intensive teaching. Video revision/question-and-answer sessions will be offered to students between the end of the teaching session and the exam.

LL451E Half Unit Anglo-American Contract Law

This information is for the 2024/25 session.

Teacher responsible: Dr Paul Macmahon CKK 6.23

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Course content: This course in Anglo-American Contract Law has two main aims. First, it acquaints students with the fundamental ideas in the common law of contracts. Second, students learn how these common-law ideas have developed differently in England and the United States. The course's main themes include: freedom of contract and its limits; the tension between documentary certainty and tacit understandings; the relevance of extracontractual notions of fairness; and the nature of the judicial role in contractual dispute resolution. We will explore these themes by working through both hypothetical and real cases. Students learn to apply, compare, and evaluate English and American contract law.

We are likely to cover the following topics:

- Contract Law in England and the United States: Institutional Comparison
- The Core Requirements for Binding Contracts in English and U.S. law
- Precontractual Liability
- Unconscionability and Standard Form Contracts
- Interpretation of Contracts: Formalism and Contextualism
- Implied Terms and the (Limited) Role of Good Faith
- Variation of Contracts: Relational Norms vs. Neoformalism
- Change of Circumstances: Frustration and Impracticability
- The Theory and Practice of Efficient Breach of Contract
- Contract Law as a Product on the Global Market for Dispute Resolution: London vs. New York vs. the rest

Our coverage is necessarily selective. The topics have been chosen according to three criteria. First, though some historical

understanding is crucial, the emphasis is on issues with contemporary practical importance. Second, we focus on ideas that are peculiar to the common law of contracts and otherwise inaccessible to students from a civil law background. Third, we pay special attention to areas where English and American law have diverged. Along the way, students become familiar with the distinctive styles of legal reasoning on display in each country. Students may benefit especially by gaining an understanding of how the United States' complex and opaque system of judicial federalism works in private law cases.

Teaching: 24-26 hours of contact time.

Formative coursework: Students have the option of producing a formative essay or answer to a problem question (max. 2000 words) to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Essential readings will include excerpts from judicial decisions, and also from the following secondary sources:

- Ewan McKendrick, *Contract Law* (14th edn, Red Globe Press 2021)
- Randy E. Barnett, *Oxford Introductions to U.S. Law: Contracts* (Oxford University Press 2010)
- Margaret Radin, *Boilerplate: The Fine Print, Vanishing Rights, and the Rule of Law* (Harvard University Press, 2014)
- Lon Fuller, *Consideration and Form*, 41 *Colum. L. Rev.* 799 (1941)
- Geoffrey P. Miller, *Bargains Bicoastal: New Light on Contract Theory*, 31 *Cardozo L. Rev.* 1475 (2010)
- Gregory Klass, *Intent to Contract*, 95 *Virginia L. Rev.* 1437 (2009)
- John Cartwright, *An Introduction to the English Law of Contract for the Civil Lawyer* (3rd edition, Bloomsbury, 2016)
- Richard A. Posner, *Law and Legal Theory in England and the United States* (Oxford University Press, 1997)
- Guenter Teubner, *Legal Irritants: Good Faith in British Law or How Unifying Law Ends up in New Divergences*, 61 *Modern L. Rev.* 11 (1998)

The common law of contracts has developed mainly through case law, so a large proportion of the readings consists of excerpts from judicial decisions.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL452E Half Unit Tort Law: Foundations and Contemporary Issues

This information is for the 2024/25 session.

Teacher responsible: Professor Emmanuel Voyiakis (CKK.6.17)

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four-year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information, please refer to the Department of Law website.

Course content: Tort law is not only one of the foundational topics in the common law, it is also one of the most intellectually stimulating and vibrant areas of legal practice. Tort principles are fundamental to many specialist areas of law (from competition to consumer, labour, and environmental law), so familiarity with their structure and content pays multiple dividends. While necessarily selective, our course will look at the core principles of tort law, their theoretical underpinnings, and their application in a number of controversial questions in modern litigation. We will discuss some central ideas in the law of negligence (acts vs omissions, duties of care, breach, causation and remoteness), as well as the major schools of thought on the purpose and function of tort

law (especially wrong-based vs economic theories). We will also look at a wide range of questions in contemporary tort litigation: the complex position of public authorities in negligence; torts relating to autonomy and privacy (wrongful conception, autonomy-reducing medical negligence, invasions of privacy); vicarious liability and its applicability to the modern economy; and the various economic torts (inducing breach of contract; the 'unlawful means' tort; conspiracy). As befits all common law subjects, we will explore these themes by working through both hypothetical and real cases.

Teaching: 24-26 hours of contact time.

Teaching will follow the standard ELLM format of ten three-hour seminars (including breaks). Students will be expected to have studied the reading in advance of the seminar, and to be ready to engage in a critical discussion of the topics and questions. Our last seminar will provide an overview of the course and focus on revision.

Formative coursework: Students will have the option of producing a formative essay or answer to a problem question (max. 2000 words) to be delivered one month from the end of the module's teaching session by email.

Indicative reading: For some good sources of introductory reading on tort law (useful if you want to freshen up your knowledge, or for checking your level of familiarity, and all available electronically in our library), see:

- Nick McBride & Roderick Bagshaw, *Tort Law* (6th ed., Pearson, 2018), Chapter 1.
- Tony Weir, *An Introduction to Tort Law* (2nd ed., Oxford University Press, 2015), Chapter 1
- Jenny Steele, *Tort Law: Text, Cases and Materials* (4th ed., Oxford University Press, 2017), Part III (on negligence).
- Peter Cane, *Atiyah's Accidents, Compensation, and the Law* (4th ed., Cambridge University Press), Parts I & II.

Essential readings, especially in the second part of the course, will include excerpts from judicial decisions. They will also include excerpts from the following secondary sources:

- Ernest Weinrib, *The Idea of Private Law* (Reprint: Oxford University Press, 2012)
- Arthur Ripstein, *Private Wrongs* (Harvard University Press, 2016)
- John Goldberg & Ben Zipursky, *Recognizing Wrongs* (Harvard University Press, 2020)
- Guido Calabresi, *The Costs of Accidents* (Yale University Press, 1970)
- Emmanuel Voyiakis, *Private Law and the Value of Choice* (Hart Publishing, 2017)
- Saul Levmore & Martha Nussbaum, *The Offensive Internet: Speech, Privacy, and Reputation* (Harvard University Press, 2010)
- Samuel Warren & Louis Brandeis, 'The Right to Privacy', 4 *Harvard Law Review* (1890) 193
- Paula Giliker, *Vicarious Liability in Comparative Perspective* (Cambridge University Press, 2010)
- Ken Oliphant (ed.), *The Liability of Public Authorities in Comparative Perspective* (Intersentia, 2015)
- Nicole Priaux, *The Harm Paradox: Tort Law and the Unwanted Child in an Era of Choice* (Routledge, 2007)
- John Murphy, *The Province and Politics of the Economic Torts* (Hart Publishing, 2022)
- Hazel Carty, *An Analysis of the Economic Torts* (Oxford University Press, 2010)
- Joanne Conaghan & Wade Mansell 'Remedying Sexual Harassment and Abuse' in *The Wrongs of Tort* (2nd ed., Oxford University Press, 1998).

A full reading List will be distributed at the start of the course. Given its advanced nature, the course does not rely on a textbook. Good introductory reading on the theoretical part includes:

- Oberdiek J. (ed.), *Philosophical Foundations of the Law of Torts* (2014);
- Owen D (ed.), *Philosophical Foundations of Tort Law* (1995); and
- Ripstein A., *Private Wrongs* (2016).

On the more practical part of the course, good general reading includes:

- Levmore S. – Nussbaum M., *The Offensive Internet: Speech,*

Privacy, and Reputation (2012);

- Oliphant K. (ed.), *The Liability of Public Authorities in Comparative Perspective* (2016)

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL453E Half Unit Law and Politics of the EU

This information is for the 2024/25 session.

Teacher responsible: Dr Floris De Witte 7.03 CKK

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Students do not require previous knowledge of EU law.

Course content: How is the European Union governed? This course will discuss this question in both a descriptive and a normative fashion. In descriptive terms, the course looks at the way in which the EU institutions are structured, how they function internally, and the powers that they have. It looks at the power of the European Court of Justice, at the role of fundamental rights, and the way in which the Treaty can be amended. This descriptive discussion forms the backdrop for the (more central) normative discussion: how should Europe be governed? Is the EU democratic? Should it be? Should Member States have more or less power to challenge EU measures? What will the future of the EU look like? And what should it look like?

Students will be challenged to think about the EU as an institutional structure in which both law and politics play a crucial role. Really understanding the EU requires knowledge of both areas as well as knowledge of their interaction. At no other time in the development of the EU has the interaction between law and politics so fundamentally affected the direction of the integration process.

The coming years will see fundamental changes to the EU's structure; which are informed as much by political dynamics as by legal mechanisms. This course prepares you to fully understand those changes - and allow you to analyse critically both their normative content and institutional structure.

Substantive topics include Brexit, the rule-of-law crisis, and the Eurozone crisis and can be tailored to the interests of the students.

Teaching: 25 hours of seminars

Formative coursework: Students will have the option of producing a formative essay of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Dawson & De Witte, 'EU Law and Governance' (CUP 2022)

S. Novak & M. Hillebrandt, 'Analysing the trade-off between transparency and efficiency in the Council of the European Union' (2020) *JEPP* 141.

D. Keleman & L. Pech, 'The Uses and Abuses of Constitutional Pluralism: Undermining the Rule of Law in the Name of Constitutional Identity in Hungary and Poland' (2019) *CYELS* 59.

Schimmelfennig, Leuffen, Rittberger, 'The European Union as a System of Differentiated Integration: Interdependence, Politicisation, and Differentiation' (2015) *JEPP* 764.

Bonelli & Baraggia, 'Linking Money to Values: the new Rule of Law Conditionality Regulation and its constitutional challenges' (2022) *GLJ*

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

This Executive LLM course is assessed by either take-home exam (100%) or by 8,000 word assessed essay (100%).

LL4COE Half Unit Taxation of Wealth

This information is for the 2024/25 session.

Teacher responsible: Dr Andrew Summers CKK.6.06

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

Pre-requisites: This course is suitable for students from any social science background, including but not only Law. No previous study of taxation is required. Some prior familiarity with principles of tax design is advantageous but not essential.

Course content: The course examines the taxation of wealth from a variety of academic perspectives, drawing on research from political theory, economics, sociology and law. Taxes on wealth are defined broadly to include taxes on transfers of wealth, returns on wealth, and holdings of wealth. The course equips students with an interdisciplinary framework for explaining and evaluating taxes on wealth, and applies these approaches to existing tax policies and options for reform. The focus is on the UK and US contexts although comparisons are also made with other jurisdictions. Part I of the course introduces key debates from across the social sciences relevant to the taxation of wealth. Seminars 1-5 cover: (i) defining and measuring wealth; (ii) inequality and distributive justice; (iii) property rights; (iv) economic perspectives; and (v) social and political perspectives. Part II applies these debates to specific wealth tax policies. Seminars 6-10 cover: (i) taxes on transfers: inheritance/estate tax, lifetime receipts tax, comprehensive income tax; (ii) taxes on returns: capital gains tax, capital income tax and (iii) taxes on holdings: property tax, land-value tax, net wealth tax.

Teaching: 25 hours of seminars in the ST.
24-26 hours of contact time.

Formative coursework: Students will be expected to produce 2 pieces of coursework in the ST.
Students will receive formative feedback on two essay-plans (comprising 300-word abstract, outline of subheadings,

and bibliography) based on past or sample summative essay titles.

Indicative reading: Atkinson, *Inequality: What can be Done?* (Harvard University Press 2015); Graetz & Shapiro, *Death by a Thousand Cuts: The Fight over Taxing Inherited Wealth* (Princeton University Press 2005); Hills et al, *Wealth in the UK: Distribution, Accumulation and Policy* (OUP 2013); Institute for Fiscal Studies, *The Structure and Reform of Direct Taxation: The Meade Report* (Allen & Unwin 1978); Institute for Fiscal Studies, *Tax by Design: The Mirrlees Review, Vols 1 & 2* (OUP 2011); Murphy and Nagel, *The Myth of Ownership: Taxes and Justice* (OUP 2002); Piketty, *Capital in the Twenty-First Century* (Harvard University Press 2014); Sandford, *Taxing Personal Wealth* (Allen & Unwin 1971); Scheve & Stasavage, *Taxing the Rich: A History of Fiscal Fairness in the United States and Europe* (Princeton University Press 2016); Waldron, *The Right to Private Property* (OUP 1991); Young, *The Myth of Millionaire Tax Flight: How Place Still Matters for the Rich* (Stanford University Press 2017)

Assessment: Assessment path 1
Take-home assessment (100%) in the ST.
Assessment path 2
Essay (100%, 8000 words) in the ST.

LL4CPE Half Unit Tax Avoidance

This information is for the 2024/25 session.

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Course content: This course will provide a comprehensive overview of the phenomenon of tax avoidance and of the attempts by states to combat it: both unilaterally and multilaterally. Whilst using examples predominantly from the UK and USA the issues addressed by the course are general across many jurisdictions and so will be applicable to those with interests beyond the UK and USA.

The course will be multi-disciplinary, in that the course will draw on accessible social-science literature.

Taxpayers have always sought to minimise their tax burden.

However recent decades have witnessed a sharp rise in popular and governmental concern with tax shelters and other tax avoidance. Traditional strategies of tax avoidance have included postponement of taxes and tax arbitrage, in addition to attempting to exploit 'loopholes' through a formalist interpretation of legislation. In recent years the proliferation of complex financial instruments has increased the opportunities for such avoidance. Additionally, globalisation and the development of the digital economy have facilitated tax avoidance strategies of base erosion and profit shifting (BEPS). This rise in opportunities for tax avoidance has been accompanied by an increased public concern that individuals and companies pay their 'fair share' of taxation: which states have responded to both through unilateral and multilateral actions (including the OECD's project on BEPS and the EU's Anti Tax Avoidance Package).

Particular topics covered will include (i) defining avoidance; (ii) strategies of tax avoidance; (iii) statutory interpretation and judicial approaches to tax avoidance especially with reference to the UK and USA; (iv) General Anti-Abuse and Anti-Avoidance Rules and Specific and Targeted Anti-Avoidance Rules; (v) reporting rules and other policies to deter avoidance; (vi) BEPS and the EU; and (vii) corporate social responsibility, professional ethics and public attitudes with regard tax avoidance.

Teaching: The module will provide between 24 and 26 hours of contact teaching time. Students will be provided with online materials for the module well in advance of the intensive teaching. The teaching will take place in week-long sessions, which will typically be held in the first half of September, December and April.

Formative coursework: Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Michael Blackwell, 'The April 2019 loan charge' [2019] (3) *British Tax Review* 240-257.

Michael Blackwell, 'Conduct Unbefitting: Solicitors, the SRA and Tax Avoidance' [2019] (1) *British Tax Review* 31-55

Michael Blackwell, 'Variation in the Outcomes of Tax Appeals Between Special Commissioners: An Empirical Study' [2013] *British Tax Review* 154-174

Dhammika Dharmapala, 'What Do We Know about Base Erosion and Profit Shifting? A Review of the Empirical Literature' (2014) 35(4) *Fiscal Studies* 421

J Feldman and JA Kay, 'Tax Avoidance' in Paul Burrows and Cento G Veljanovski (eds), *The Economic approach to law* (Butterworths 1981)

Edward J McCaffery, *Income Tax Law: Exploring the Capital Labour Divide* (OUP 2012) 12-22; 182-202 (ie 1.6 until the end of Chapter 1 and 'Chapter 7, 'A Summary, of Sorts: Anatomy of a Tax Shelter')

Judith Freedman, 'Interpreting Tax Statutes: Tax Avoidance and the Intention of Parliament' (2007) 53 *LQR* 123

David A Weisbach, 'An Economic Analysis of Anti-Tax-Avoidance Doctrines' [2002] *American Law and Economics Review* 88

Judith Freedman, 'The Tax Avoidance Culture: Who is Responsible?' (2006) 59 *Current Legal Problems* 359

Assessment: Assessment path 1

Take-home assessment (100%) in the AT.

Assessment path 2

Essay (100%, 8000 words) in the AT.

LL4CQE Half Unit

Legal Aspects of Private Equity and Venture Capital

This information is for the 2024/25 session.

Teacher responsible: Prof Sarah Paterson Cheng Kin Ku Building 6.19 and Mr Simon Witney N/A

This module is co-taught by Simon Witney, Visiting Professor in Practice and a practicing lawyer, and Sarah Paterson, Professor of Law. Simon teaches Sessions 1-8 and Sarah teaches Sessions 9 and 10.

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Students should note that private equity is a specialist asset class, and the basics of debt and equity are not covered in LL4CQE. The course is, therefore, recommended for students who are taking other, relevant corporate law and financial law courses, or who have relevant experience.

Course content: This module will equip students with a detailed understanding of the legal structures and issues arising in international private equity and venture capital. It is founded on deep academic analysis of pertinent theoretical and legal issues complemented by insights from relevant practitioners. It has a UK focus but includes relevant aspects of European Union law with comparative global perspectives. The module will cover:

- Private equity and venture capital fund raising and fund structuring, including the usual terms of private equity funds.
- The European regulatory framework.
- The structure and terms of venture capital investments and buyouts.
- The corporate governance of private equity-backed companies.
- The debt financing arrangements usually encountered on an LBO.

Session 1: Introduction to private equity and venture capital and some basic theory

This Session will introduce the legal structures and commercial dynamics of private equity and venture capital and the theoretical frameworks that will underpin the course.

Session 2: Fund terms

In Session 2 we examine the core economic and non-economic terms of a typical private equity or venture capital fund. We consider the theoretical basis for these terms.

Session 3: Fund structures: the limited partnership

In this Session we look at the limited partnership structure, examine why it is used and its main legal and tax characteristics. We also look at other aspects of the typical private equity fund structure.

Session 4: Private equity fund (and manager) regulation

This Session looks at UK and EU regulatory initiatives, and critically evaluates the provisions of the Alternative Investment Fund Managers Directive which affect private equity funds.

Session 5: Venture capital investments

Starting from a theoretical perspective, we will analyse the terms of a typical venture capital investment into a portfolio company by reference to example documents. We will also examine various aspects of contract and company law which have particular relevance to VC structures.

Session 6: Negotiating the VC deal: case study

In this Session, we will discuss the key points arising from a venture capital investment case study. We will focus on key points which have a legal as well as a commercial aspect, and connect these to the theoretical discussions in Session 5.

Session 7: The buyout: structure and terms

This Session will examine the structure of a buyout and how it differs from a VC investment. We will focus on pertinent company law rules and the main commercial terms.

Session 8: The buyout: corporate governance issues

This Session will examine the ways in which private equity firms

approach corporate governance. We will consider this in the context of the UK legal framework and some recent developments in corporate governance regulation that apply to large, private companies.

Session 9: LBO debt financing

In this Session we will analyse and evaluate the structure of the LBO financing transaction; the relationship between the theory and practice of private equity and the legal terms found in the leveraged loan agreement; and the relationship between the theory and practice of private equity.

Session 10: LBO debt financing (continued)

In this Session we will analyse agency theory and maintenance financial covenants; the rise of covenant-lite and covenant-loose financing for PE LBOs; and the implications of these developments.

Teaching: Students will receive approximately 30 hours of contact time.

Formative coursework: Students will have the option of producing a formative essay of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading: Core texts:

- Gilligan, J. and Wright, M., Private equity demystified: An explanatory guide, ICAEW, 2014 (freely available at <https://www.icaew.com/technical/corporate-finance/financing-change/private-equity-demystified-an-explanatory-guide-160216>).
- Hale, C. (ed.), Private Equity: A Transactional Analysis, 4th edition (Globe Law and Business, 2020).
- Witney, S., The corporate governance of private equity-backed companies, 2017, PhD thesis (freely available at: <http://etheses.lse.ac.uk/3557/>).

Further readings will be posted on Moodle.

Assessment: Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

LL4CTE Half Unit

Brands and Trademark Law

This information is for the 2024/25 session.

Teacher responsible: Dr Luke McDonagh CKK 7.35

Availability: This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. You do not need prior exposure to intellectual property law or a marketing background to take the course. You will be supported throughout the course to understand trademarks as legal signs and as brands within a consumer marketplace.

Course content: The Brands and Trademark Law Executive LLM module focuses on a growing part of the modern economy: the protection and enforcement of intangible brand value. This course takes a socio-legal approach to branding, exploring legislation and case law concerning registered trademarks in the UK and EU, undertaking comparative analysis of US and International trademark law and drawing insights from marketing and anthropological literature. After an introduction to the historical bases and normative premises of modern trademark law, we explore the core elements of trademark jurisprudence. We also consider the wider notion of the 'brand' in the modern economy and examine how the law protects this value.

Topics covered include: an introduction to national, regional and international trademark registration systems; registration requirements, including absolute grounds and relative grounds of refusal; the scope of trademark rights; branding, marketing and the ownership of brand image in the context of the interaction between consumers and corporate brands; trademark infringement; confusion and dilution; and exceptions and defences.

Teaching: The course would involve 24-26 hours of contact time.

This Would take the form of a week-long course with two x 120min seminars per day, with additional online contact.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Students will have the option of producing a formative essay of 2000 words to be delivered one month from the end of the module's teaching session by email.

Indicative reading:

- F. Schechter, 'The rational basis of trademark protection' (1926) 40 Harvard Law Review 813-833.
- L. Bently, 'The making of modern trade mark law. The construction of the legal concept of trade mark (1860-1880)' in Bently, Ginsburg & Davis (eds), Trade Marks and Brands. An Interdisciplinary Critique (CUP, 2008).
- T. Drescher, 'The evolution of trademarks. From signals to symbol to myth' (1992) 82 Trade Mark Reporter 301-332.
- B. Beebe & J. Fromer, 'Are we running out of trademarks?' 131 Harvard Law Review (2018) 945.
- L. McDonagh, 'From Brand Performance to Consumer Performativity: Assessing European Trade Mark Law after the Rise of Anthropological Marketing' (2015) 42 Journal of Law & Society 611.
- C. Nakassis, 'Brand, Citationality, Performativity' (2012) 114 American Anthropologist 624.
- H.J. Schau, A.M. Muñoz & E.J. Arnould, 'How Brand Community Practices Create Value' (2009) 73 Journal of Marketing 30.
- C.J. Ramirez-Montes, 'Louboutin Heels and the Competition Goals of EU Trade Mark Law' 19 UIC Rev. Intell. Prop. L. (2019) 38.
- G. Dinwoodie & D.S. Gangjee, 'The Image of the Consumer in EU Trade Mark Law' in Leczykiewicz and Weatherill (eds), The Image(s) of the Consumer in EU Law (Hart, 2015); Oxford Legal Studies Research Paper No. 83/2014.

Assessment: Assessment path 1
Essay (100%, 8000 words).

Assessment path 2
Take-home assessment (100%).

MG406E Half Unit Behavioural Decision Science

This information is for the 2024/25 session.

Teacher responsible: Dr Barbara Fasolo

Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: This course introduces students to Behavioural Decision Science: the science that explains and predicts how humans make decisions (the decision 'process') and how well (the decision 'outcome'). The course will focus on the process, and unveil the subtle and sometimes unconscious influences played by our mind (biases) and the context in which decisions are faced: What has been chosen in the past? Is there positive or negative affect - perhaps because of risk and uncertainty? Can AI be involved? All of these (and more) are factors that often determine how information is searched before choosing, how decisions are made, and the quality of the decision made.

In this course, you will be guided to the scientific language of decisions, judgments and biases. Each day you will work as a group and apply the steps of our proprietary tool 'Decision Canvas' to improve a real decision that you will select, applying different behavioural interventions – from 'process nudges' to 'debiasing' and 'choice architecture'.

The course is entirely seminar-based and balances theory, evidence and experience. It involves group-work throughout the course. We will alternate teaching with interactive activities designed to observe and feel the process of decision making from the 'inside', before reviewing behavioural decision theories and evidence from lab and field studies.

The assessment is designed to give students the opportunity to work as a group and apply their new skills to support a real decision, as well as produce, individually, a rigorous and scholarly report on a specific aspect of decision making, of their interest.

Teaching: 15 hours of lectures and 8 hours of seminars in the AT.

Formative coursework: The formative assignment will take place on the final day of the course after all the lectures and seminars have been completed. The assignment will consist of a plenary presentation in which students divided into small groups will be asked to give a short presentation discussing an intervention that can be used to tackle the most important biases in a decision making problem of their choice. Student groups will develop their plenary presentations during seminars while interacting with the course teachers and other students. The formative feedback will be given at a team level, and will focus on the rigour and use of behavioural science concepts learned in the course.

Indicative reading:

- Bazerman, M. (2017) Judgment in Managerial Decision Making. New York: Wiley. 8th edition;
- Kahneman, D. (2011) Thinking Fast and Slow. London: Allen Lane;
- Russo, J. E. & Schoemaker, P. J. H. (2002) Winning decisions: How to make the right decision the first time, Piatkus Publ. Limited.
- Larrick, R.P. (2004). Debiasing (Chapter 16). In D.J. Koehler, & N. Harvey, Blackwell Handbook of Judgement and Decision Making. Malden: Blackwell Publishing

Assessment: Coursework (100%, 3000 words) in the AT.

The summative assignment consists of two parts.

In Part 1 (no more than 1,000 words), you will be asked to report on the decision, the bias and behavioural interventions recommended within the 'Decision Canvas' work that you did with your group.

Part 2 (no more than 2,000 words) will be an essay where you will zoom in on a particular aspect of the decision process (e.g. decision frame, a judgement, a bias, a de-biasing or choice architecture technique) which you as a developing behavioural scientist have found intriguing and important (be it as a 'buddy' or as a 'decision maker'). This is done in a scholarly and rigorous manner.

Part 1 will count for 25% of your mark while 75% will come from Part 2. You will be required to provide full essay-style referencing. Although the summative assignment will tackle the decision problems presented in groups, all students will write both parts of the summative assessment on their own and receive an individual mark.

MG440E Half Unit Managerial Economics (modular)

This information is for the 2024/25 session.

Teacher responsible: Professor Ricardo Alonso

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2024-2026 cohort.

Course content: A graduate-level introduction to the foundations of managerial economics and its application to high-level business decisions. Topics include:

1. Economics as a theory of organisation
2. Demand, supply, and equilibrium: the determinants of consumers' and firms' market responses, the nature of non-strategic interaction
3. Perfectly Competitive Markets: Government Intervention and International Trade
4. Strategic interaction and Game Theory
5. Information and efficiency: adverse selection
6. Pricing with Market Power: Monopoly Pricing
7. Pricing with Market Power: Direct and Indirect Price Discrimination
8. Pricing with Market Power: Dynamic Pricing
9. Pricing with Market Power: Horizontal and Vertical Differentiation

Teaching: 31.5 hours of lectures in the AT.

Nine 3.5 hour sessions plus one review session.

Formative coursework: Students will be expected to produce one problem set in the AT.

Indicative reading: Optional textbook: B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, McGraw Hill, 2008. Further readings will be provided at the beginning of the course.

Assessment: Class participation (15%), other (70%) and multiple choice quiz (15%) in the AT.
Class Participation (15%), Consulting Project (70%) and Multiple Choice Summative Assessment (15%)

MG441E Half Unit Foundations of Management (modular)

This information is for the 2024/25 session.

Teacher responsible: Dr Rebecca Campbell

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

This information in this course guide pertains to the 2024-2026 cohort.

Course content: A thorough grounding in the key management disciplines. Students will be provided with an overview of the development of Management disciplines and will develop an understanding of the disciplinary anchors in economics, sociology, psychology and business history. Within each field, we will cover origins, disciplinary boundaries, core concepts and current debates.

Teaching: 35 hours of lectures in the AT.
Scheduled over 2 modules – 10 sessions of up to 3.5 hours each.

Lectures: 1. Course introduction and the origins of management
2. The theory of the firm
3. The professionalisation of management
4. What about the workers?
5. Understanding organisational structure
6. Organisational decision making
7. The origins of modern strategy
8. Contemporary strategic management: Firms as bundles of resources
9. Managed by markets?
10. The challenge of the age: Climate change

Seminar classes: 1. Managers and managerial work
2. Bureaucracy and Agency
3. Scientific management
4. How to generate cooperation
5. How should structure reflect strategy
6. Understanding decision biases
7. Strategy: how not to compete
8. Firms as bundles of resources
9. Managed by markets
10. Can sustainability and profit co-exist?

Formative coursework: 1,500-word case write-up

Indicative reading: Paul Willman: *Understanding Management*: Social Science Foundations
Oxford University Press, September 2014.

Assessment: Class participation (10%) and case assignment (30%) in the AT.

Take-home assessment (60%) in the WT.

MG443E Half Unit Organisational Behaviour and Leadership (modular)

This information is for the 2024/25 session.

Teacher responsible: Dr Emma Soane

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

This information in this course guide pertains to the 2024-2026 cohort.

Course content: Understanding how individuals and teams function within organisational contexts is key to leadership effectiveness. This course reviews a range of psychological theories and demonstrates how they contribute to understanding behaviour, performance and organisational phenomena. It brings together theory and practice by using class discussions, group activities and presentations that apply the course material to organisational issues. By the end of the course, you will be able to synthesise some of the main theories of organisational behaviour and apply those theories to your organisation.

Topics include personality, creativity and innovation, team processes, leadership, negotiations, ethics, organisational risk and organisational culture.

The course will also focus on developing your leadership style and skills. Drawing on relevant theories, we will consider your personal leadership style and its implications for working with others. We will discuss the leadership skills that contribute to effectiveness in a range of contexts, and consider how to apply these skills to build positive organisational environments. You will be asked to complete two in-depth evaluations, and profiles will be used to guide your leadership development.

Teaching: 35 hours of teaching spread over the first 3 modules of the EGMiM programme. There are 10 sessions of 3.5 hours each. The teaching is highly participative and includes breakout discussions and group activities.

Formative coursework: A practice exam will be provided and feedback will be given on this assignment.

Indicative reading: The course relies on journal articles (for example from, the *Journal of Applied Psychology*, the *Academy of Management Journal*). A complete reading list will be provided at the start of the course. There is no required textbook. The following textbook is recommended for students who would like further reading:

Robbins, S. P., Judge, T. (2023). *Organizational Behavior* (19th Global Edition). Prentice Hall

Assessment: Class participation (5%), take-home assessment (65%) and group project (30%).

Class participation will be based on group presentations.

The take-home assessment will be an individual essay.

MG445E Half Unit Marketing Strategy (modular)

This information is for the 2024/25 session.

Teacher responsible: Dr Heather Kappes

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2024-2026 cohort.

Course content: This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential to building an effective marketing strategy. Peter Drucker, the father of business consulting once famously remarked, "Because the purpose of business is to create a customer, the business enterprise has two—and only two—basic functions: marketing and innovation". In today's highly competitive business environment these words ring even more true: a well-designed marketing strategy can make all the difference between success and failure in the marketplace. While marketing is commonly associated with consumer goods companies (e.g., Unilever) it would be myopic to restrict the relevance of marketing to such instances alone. Marketing, ultimately, is about understanding and shaping behaviour. Accordingly, banks and other financial institutions, as well as governmental, medical, and not-for-profit organisations - from those that design and sell financial products, to those that implement public policy (e.g., those dedicated to reducing drunk driving, increasing literacy, and encouraging safe contraception), have all found that a well-thought out marketing strategy can be a critical arbiter of success even in this "ideas

marketplace.”

By using a wide range of quantitative as well as qualitative methods, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop an analytical tool-kit that will be applicable to a wide range of industries and functions.

Teaching: Teaching will be spread across 8 sessions.

Formative coursework: Students will receive formative feedback on a preliminary version of their group work.

Indicative reading: There is no required textbook. Further references will be provided at the commencement of the course.

Assessment: Take-home assessment (65%) and group project (35%).

MG446E Half Unit Strategy, Organisation and Innovation (modular)

This information is for the 2024/25 session.

Teacher responsible: Professor Connson Locke, course convenor
Dr Lourdes Sosa
Dr Mia de Kuijper

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2023-2025 cohort.

Course content: The course seeks to understand differences in profitability across (for-profit) firms with the objective of designing strategic recommendations for managers to improve (and defend) their firms' competitive positions. To do so we will first review industry-wide as well as firm-specific determinants of short-term profitability. On that foundation we will look at long-term determinants of profitability including dynamic capabilities and innovative ability. The course aims to balance exposure to general strategic principles and specific practical applications. To that purpose, we will use theoretical frameworks to analyse practical cases from a wide array of firms in varied countries.

Topics include business models, value proposition, strategic resources and inimitability, dynamic capabilities, disruptive innovation, power nodes strategy and scenario planning.

Teaching: 10 sessions - scheduled over 2 modules. The teaching is highly participative and includes lectures, breakout discussion and exercises.

Formative coursework: In-class analysis of Lego case study.

Indicative reading: The course relies on journal articles, cases, and books (for example, Strategic Management Journal). A complete reading list will be provided at the start of the course. Sample texts include the following: Christensen, C., Bower J. (1996) Customer Power, Strategic Investment, and the Failure of Leading Firms (Strategic Management Journal); Teece, D., Pisano, G., Shuen, A. (1997) Dynamic Capabilities and Strategic Management (Strategic Management Journal); De Kuijper, M. (2009) Profit Power Economics.

Assessment: Presentation (25%), class participation (10%) and take-home assessment (65%).

Group presentation (25%), class participation (10%) and take home exam (65%).

MG447E Half Unit International Business Strategy and Emerging Markets (modular)

This information is for the 2024/25 session.

Teacher responsible: Dr Christine Cote

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside

option.

The information in this course guide pertains to the 2023-2025 cohort.

Course content: This course analyses the emergence of firms which operate on a global scale and their current and likely future interactions with emerging markets. Teaching will be based upon interactive lectures and a number of key international strategy cases. Lectures and case discussions in September will prepare students for the study visit to Cape Town in November and especially the company visits which represent a key component of the case content of the course.

Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s and are responsible for a high proportion of global output, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as South Africa, and Latin American countries such as Brazil and Argentina. The new institutional economics has developed as a field to understand the impact of variation in institutions on economies performance. This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future.

We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, Barney's Resource Based View and entry mode choices for internationalization. We will then provide an analysis of economic performance and growth in emerging markets and the role of distance and institutions as determinants of FDI. Firm internationalization strategies based on the work of Pankaj Ghemawat will be explored. Other topics include the phenomena of emerging market multinationals and the importance of non-market and global taxation strategies for the MNE. Finally, the course will focus on practical learnings and observations from our immersive visit to Cape Town South Africa, including the exploration of social entrepreneurship in emerging markets.

Outline of Sessions: Session 1 - Globalization, trade and GVCs, Session 2 - Models and Strategies of the Multi-National Enterprise(OLI/ Entry Mode), Session 3 - Institutions, Distance and Determinants of FDI, Session 4 - Global Strategies in Emerging Markets, Session 5 - Non Market Strategies, Session 6 - Emerging Market Multinationals, Session 7 - Introduction to Social Entrepreneurship in Emerging Markets, Session 8 - Company visits in Cape Town South Africa, Session 9 - Spillovers and the Impact of FDI in Emerging Markets, Session 10 - Student Presentations.

Teaching: 10 sessions scheduled over three modules both in London and Cape Town South Africa.

The course will run between the following dates:

02 – 07 September 2024 – London Module

03 – 08 November 2024 – Cape Town South Africa Module

06 – 11 January 2025 – London Module

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- P. Ghemawat, Redefining Global Strategy, Harvard Business School Press, 2007T.
- S Commander and Saul Estrin, The Connections World, Cambridge University Press 2022
- Cote, C., Estrin, S., Meyer, K. E., & Shapiro, D. (2020). Covid-19 and the dynamics of distance in international business. Academy of International Business Insights, 20(3).
- J. Dunning, "The Eclectic Paradigm", Journal of International Business Studies, No. 1, 1988
- Khanna, K. Palepu and J. Sinha, "Strategies That Fit Emerging Markets", Harvard Business Review, 2005
- Ramamurti, R., 2012. What is really different about emerging market multinationals? Global Strategy Journal, 2(1), pp.41-47.

Assessment: Take-home assessment (60%) and presentation (30%) in the WT.
Class participation (10%) in the AT and WT.

MG457E

Foundations of Management 2: Financial Control and Governance (modular)

This information is for the 2024/25 session.

Teacher responsible: Dr Yally Avrahampour

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2024-2026 cohort.

Course content: This course teaches, over two modules, topics relating to financial accounting and management accounting. In so doing the course also examines the relationship between the exercise of financial control within organizations and the setting of external standards relating to governance, and the implications of this for the organization of firms. In the first module the course covers topics such as the construction of the financial statements, and then considers topics relating to measurement, for example the contrast between historical cost and fair value and the recognition of intangible assets. In the second module the course examines topics relating to the determination of the cost of a product or service, balanced performance measurement and economic value added.

Teaching: Eight sessions of 3.5 hours each, composed of lecture and case discussions. Four sessions in module 1 and four sessions in module 2.

Formative coursework: Formative assignment after module 2.

Indicative reading: Kaplan, R. & Atkinson, A. (2014) Advanced Management Accounting, Weetman, P. (2019) Financial Accounting: An Introduction, 8th ed

Assessment: This course will not be assessed.

MG498E Half Unit

Dissertation/Capstone Project (modular)

This information is for the 2024/25 session.

Teacher responsible: Various

Availability: This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

Course content: This course consists of a project which will be undertaken throughout the second year of the degree. Students will choose between an academic dissertation or a capstone project. The academic dissertation will explore a question that is grounded in academic theory and literature. The capstone project will explore a business idea or venture. In both projects, students will collect original data relevant to their research question or business idea and must analyse the data, discuss limitations, and draw conclusions.

Teaching: Students are required to participate in scheduled seminar sessions which will provide guidance and support in developing their dissertation or capstone project. Students will be allocated a faculty advisor who will support and guide them.

Formative coursework: Students will be required to agree their dissertation/capstone topic with a faculty advisor and provide a plan which they will receive feedback on.

Indicative reading: Relevant reading will be provided by academic advisors.

Assessment: Dissertation (100%, 6000 words).

*Dissertation or capstone project (6,000 words)

MG4H1E Half Unit

Foundations of Social Business I

This information is for the 2024/25 session.

Teacher responsible: Prof Stephan Chambers Marshall Institute, 44 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: This course focuses on three critical aspects of social business: entrepreneurship; strategy; and leadership. It focuses on both existing organisations and start-ups as vehicles for social change, and aims to support 'intrapreneurs' as well as entrepreneurs. Its purpose is to bring students' understanding of the worlds of opportunity and venture into clear organisational focus, and to develop their skills as an altruistic leader. It begins to sensitise students to the challenges of starting, running, and leading mission-based organisations, explores established vehicles for combining social and commercial purpose, and examines strategy development where the imperative is not market-capture but the reversal of market failure.

Students will be introduced to the main elements of entrepreneurial planning including opportunity identification and evaluation, rapid prototyping and resource-gathering. They will explore the business model canvas and ideas of lean start-up. Critiques of over-simplified, heroic or 'solutionist' models of social entrepreneurship will be explored. They will consider the main techniques for planning and implementing activities to take advantage of entrepreneurial opportunities, including customer journeys, sources of advantage, competencies, and the resource-based view of the firm. Students will be provided with a foundation in organisational behaviour, drawing on research in psychology and sociology, to understand the behaviour and attitudes of people in organisations. The theories and research will address these topics generally, and place them in the context of social business by applying them to case studies and problems faced by leaders of social businesses.

Teaching: There will be ten integrated lecture/seminars of three hours each, delivered across two modules.

Formative coursework: A practice coursework assignment.

Indicative reading:

- Allman, Keith A. and Ximena Escobar De Nogales (2015). Impact Investment: A Practical Guide to Investment Process and Social Impact Analysis. Hoboken, New Jersey
- Bhidé, Amar V. (1996). "The Questions Every Entrepreneur Must Answer". Harvard Business Review November.
- Blank, Steve (2013). "Why Lean Start-Up Changes Everything". Harvard Business Review May
- Nicholls, Alex and Jed Emerson (2015). "Social Finance, Capitalizing Social impact". In Alex Nicholls, Rob Paton and Jed Emerson (eds) Social Finance. Oxford: Oxford University Press
- Stevenson, Howard H. and David E. Gumpert (1985). "The Heart of Entrepreneurship". Harvard Business Review March
- Robert M. Grant (2010). Contemporary Strategy Analysis. Oxford: Wiley. Part 1 'The concept of strategy'
- A.G. Lafley and Roger Martin, (2013). Playing to Win: How Strategy Really Works. Cambridge, MA: Harvard Business Review Press

Assessment: Coursework (100%).

Assessment will be through an individual coursework assignment (100%) comprised of 2 essay questions.

MG4H2E Half Unit

Foundations of Social Business II

This information is for the 2024/25 session.

Teacher responsible: Prof Stephan Chambers Marshall Institute, 44 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available

as an outside option.

Course content: The social business, as any other firm, has to understand its environment and undertake consequent activities to enable sustainability and effectiveness; this challenge is complicated by the requirement to achieve not only profit or financial sustainability, but also environmental sustainability and mission-driven social impact. Foundations of Social Business II specifically introduces students to three critical aspects of this interaction between the social business and its environment: social finance; marketing; and technology.

The course focuses on the opportunities for and external constraints on social business. Its purpose is to introduce students to the environment of both opportunity and threat in which pro-social business exists. A primary challenge for any social business is funding. The course looks in detail at the varieties of financing available to social ventures (impact finance, social finance, grant finance), and introduces emerging social finance mechanisms that are enabling innovative collaborations and resourcing to solve social problems. Social businesses must be able to analyse and respond to the markets in which they are situated, and the course explores the concepts and tools of marketing. Finally, no business, whether social or commercial, can ignore the emerging importance of technology as an opportunity and perhaps a threat. The course explores the use of technology, including AI, to analyse and to respond to complex task environments; it explores the potential for technology to improve the internal productivity of the firm including through radical decentralisation of the organisation.

Teaching: Ten integrated lectures / seminars of three hours each, delivered across two modules (teaching blocks)

Formative coursework: One formative assessment exercise will be offered: a practice essay.

Indicative reading:

- James Austin, Howard Stevenson and Jane Wei-Skillern. (2006). 'Social and Commercial Entrepreneurship: Same, Different, or Both?' *Entrepreneurship Theory and Practice* 30(1)
- M. Tina Dacin, Peter A. Dacin and Paul Tracey (2011). 'Social Entrepreneurship: A Critique and Future Directions'. *Organization Science* 22(5): 1203-1213
- Angela Eikenberry and Jodie Drapal Kluver. (2004). 'The Marketization of the Nonprofit Sector: Civil Society at Risk?' *Public Administration Review* 64(2): 132-140
- Allman, Keith A. and Ximena Escobar De Nogales (2015). *Impact Investment: A Practical Guide to Investment Process and Social Impact Analysis*. Hoboken, New Jersey
- Nicholls, Alex and Jed Emerson (2015). "Social Finance, Capitalizing Social impact". In Alex Nicholls, Rob Paton and Jed Emerson (eds) *Social Finance*. Oxford: Oxford University Press

Assessment: Coursework (100%).

Assessment will be through an individual coursework assignment (100%) comprised of 2 essay questions.

MG4H3E Half Unit Social Impact and Its Evaluation

This information is for the 2024/25 session.

Teacher responsible: Prof Julian Le Grand Marshall Institute, 44 Lincoln's Inn Fields, Dr Jonathan Roberts Marshall Institute, 44 Lincoln's Inn Fields and Dr Eva Neitzert Marshall Institute, 44 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: Those who want to improve society face three immediate dilemmas – first, what is the public benefit? How can I define, with clarity, my moral purpose? Second, how can I decide between different courses of action in order to pursue the public benefit? And third, how can I know that what I do makes any real contribution to the public benefit? What is the evidence? This innovative course sets out to support students in coming to their own resolutions of these dilemmas. Its goal is to introduce

the concepts and techniques of impact measurement from the perspective of – and through specific examples of interest to – organisational leaders and policymakers and those who intend to commission social business and social enterprise interventions. A first section challenges students to consider and discuss the nature of the public benefit. It introduces students to different philosophical conceptions of the good, including libertarianism, utilitarianism, Rawls' theory of justice and Sen's capabilities approach. It will also discuss whose conception of the good is the more important: the actor or agent, the beneficiary, the government or the wider society.

Our choices of outcomes and impact measures are in turn not neutral, but are infused with moral choices about the definition of the public good. The second (and larger section) of the course introduces students to key concepts and skills in developing and assessing evidence of social impact. It aims to equip students with the ability to be intelligent commissioners of interventions for the public good and critical assessors of evidence and published research. Concepts to which students will be introduced include the distinction between correlation and causation, the counterfactual, opportunity costs, trade-offs, spill overs and substitution effects. Students will be introduced to techniques through which the effectiveness of social interventions can be evaluated, including randomised experiments, quantitative evaluation of non-experimental data, cost-benefit and cost-effectiveness analyses and realistic evaluation approaches; the strengths and weaknesses of these methods are considered. It will also consider the politics of impact measurement and how to ensure that evaluation enables continuous improvement.

Teaching: Ten sessions of three hours each, delivered across two modules (teaching blocks).

Formative coursework: Two formative assessments will be provided – a critical assessment of an evaluation report and an in-class group exercise.

Indicative reading:

- Glennerster, R. and Takaarasha, K. (2013). *Running Randomised Evaluations: A Practical Guide*. Princeton: Princeton University Press
- Layard, R. and S. Glaister (1994). *Cost-Benefit Analysis*. Cambridge: Cambridge University Press
- McAskill, W. (2016) *Doing Good Better: Effective Altruism and a Radical New Way to Make a Difference*. London: Guardian Books.
- Mill, J.S. (1859/2006). *On Liberty*. London: Penguin
- Nussbaum, M. (2011). *Creating Capabilities*. Cambridge, MA: Harvard University Press
- Pawson, R. and N. Tilley (1997). *Realistic evaluation*. London: Sage.
- Rawls, J. (1971), *A Theory of Justice*. Cambridge, MA: Harvard University Press

Assessment: Coursework (70%) and coursework (30%).

Assessment will be through two individual coursework assignments

MG4H4E The Altruistic Entrepreneur Project

This information is for the 2024/25 session.

Teacher responsible: Prof Stephan Chambers Marshall Institute, 44 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: This course crystallises the academic learnings from across the degree programme into an applied experience. It runs concurrently with course delivery across all modules. Students will work in groups of four or five, supported by faculty, to develop an entrepreneurial business proposal for social impact, moving through idea generation, initial design and formal proposal. The proposal may be a new organisation or an activity within an existing organisation with explicit social benefit.

The project creates a space for real world application of students' learning; development of the project concurrently with programme delivery enables substantive interaction between project work and core skills learning. The course mirrors the development of the programme overall by requiring students to address questions of context (and relation to state and private actors), questions of strategy and market development, financing, and reporting as well as personal leadership, communications and persuasion. Projects are designed in the expectation of potential real world implementation.

Working in a group is an essential component of this course. Students will be expected to reflect on how their groups form, how they establish principles for working effectively, and how they resolve conflict or disagreement. They will be asked to reflect on their own group dynamic and how it might be a function of culture, mission, and measurement. Students will be asked explicitly to reflect in their essays on the process of selecting a topic and assigning roles. Since so much of their professional life will involve impromptu and non-elective group working we consider this aspect of the course particularly important.

Teaching: Teaching will take place over the duration of the programme. There will be whole cohort teaching sessions of three hours each module, plus tutorial meetings for each project group.

Formative coursework: Formative work, through presentations and discussions in tutorial meetings, will be continual for the duration of the programme. Students will be asked to submit a draft outline of their final summative essay.

Assessment: Essay (50%), presentation (35%) and proposal (15%). Assessment will be through a group presentation (35%), group composition of a business model canvas (15%), and an extended essay of 5,000 words at the end of the project (50%).

MG4H6E Half Unit The Hybrid Economy

This information is for the 2024/25 session.

Teacher responsible: Prof Julian Le Grand Marshall Institute, 44 Lincoln's Inn Fields and Dr Jonathan Roberts Marshall Institute, 44 Lincoln's Inn Fields

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: Following the failure of both states and markets to resolve persistent social problems, a hybrid economy is emerging in which new organisational forms and new multi-actor collaborations blend outcomes, behaviours and structures drawn from different sectors with the aim of achieving both social and financial returns. Examples of organisations and activities in this emerging economy include corporate firms that internalise social purpose, business-oriented philanthropists, private organisations that spin out of the state sector (public service mutuals), social impact investment, and complex collaborative financial instruments such as social impact bonds.

This course explores the economics and politics of this emerging phenomenon. It provides students with knowledge of the newly developing institutions, organisations and mechanisms, and with the critical and analytic skills through which to evaluate them. It assesses the historic and contemporary failures by the state, market and voluntary sector in developed and developing economies; and it considers the competitive advantage and disadvantage of the hybrid social business as a remedy for these failures. The course focuses specifically on motivation and incentive theory, exploring how we can design organisations and wider institutions that both nurture and capitalise upon altruism, but that also acknowledge more self-directed motivations.

The course explores the scope and nature of the political relationship between hybrid organisations and the state, exploring whether the function of the social business is best conceived as a complement to state services, a replacement for state services in conditions of austerity and exponentially growing demand, or

separately as an innovative laboratory for social interventions. It concludes by exploring ethical criticisms of the hybrid economy, focusing in particular on controversies about the introduction (or intrusion) of the market and business into the social or public realm.

Teaching: Ten integrated lecture/seminars of three hours each, delivered across one module (teaching block).

Formative coursework: One formative assessment exercise will be offered: a practice essay.

Indicative reading:

- Barr, N. (2012). *Economics of the Welfare State* (5th edition). Oxford: Oxford University Press
- Dees, G. (2012). "A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship." *Journal of Business Ethics* 111(3): 321-334
- Eikenberry, A. (2009). "Refusing the Market: A Democratic Discourse for Voluntary and Nonprofit Organizations". *Nonprofit and Voluntary Sector Quarterly* 38(4): 582-596.
- Friedman, M. (1988). "The Social Responsibility of Business is to Increase Its Profits" in T. Donaldson, P. Werhane and M Cording (eds.), *Ethical Issues in Business: A Philosophical Approach*. Englewood Cliffs, N.J.: Prentice Hall. p.217-223
- Kerlin, J. (2006). "Social Enterprise in the United States and Europe: Understanding and Learning from the Differences". *Voluntas* 17(3): 246-262
- Le Grand, J. (2006). *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Oxford: Oxford University Press
- Salamon, L. (2014). *Leverage for Good: An Introduction to the New Frontiers of Philanthropy and Social Investment*. Oxford: Oxford University Press
- Sandel, M. (2013). *What Money Can't Buy: The Moral Limits of Markets*. London: Penguin
- Skelcher, C. and S. Rathgeb Smith (2014). "Theorizing hybridity: institutional logics, complex organizations, and actor identities: the case of nonprofits." *Public Administration* (Early View 2014)
- Yunus, M. (2010). *Building Social Business*. New York: Public Affairs

Assessment: Coursework (100%).

Assessment will be through an individual coursework assignment (100%) comprised of 2 essay questions.

MG4H7E Half Unit The Purpose-Driven Corporation

This information is for the 2024/25 session.

Teacher responsible: Prof Stephan Chambers, Dr Jonathan Roberts and Dr Julia Morley

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: Social and environmental purpose is critical to the current business and leadership agenda. Large commercial sector companies are increasingly wrestling with challenges to their legitimacy and considering how to support senior staff in approaching questions of social impact, justice, harm mitigation and moral purpose – whether as corporate social responsibility strategies or more profoundly integrated within the core objectives of the firm. These concerns are no longer peripheral, but are central issues for the competitive advantage and survival of firms; they are also central to solving environmental and social problems. Many of the ideas and practices behind this realignment remain unclear and challenging.

This course takes on the key debates in this field and provides a framework for action for senior managers. First, it considers the emerging landscape of the purpose-driven corporation and the different labels in this field, from the conscious corporation to corporate social responsibility (CSR) and to the benefit corporation. Second, it explores theoretical propositions concerning, and the empirical evidence for, the concept of 'shared value' – the

suggestion that, by creating social impact, or at least by reducing harmful practices, firms can increase their profitability. Third, it addresses the challenge for the modern firm of providing an account of its social performance, examining the theory and practice of accounting for environmental and social impact through Environmental, Social and Governance (ESG) criteria and other systems of social accounting. Fourth, it examines the role of the various stakeholders in the purpose-driven corporation, including shareholders, managers, employees and consumers. Finally, the course explores how to integrate ESG management and a social and environmental focus into business practice. Cross-cutting themes include particular reference to climate action and corporations, and exploration of the dynamic policy environment, including emerging legal codification of the benefit corporation in a number of countries and tax policy towards corporations. Using analytical frameworks drawn from management, accounting, and public policy, the course will critically evaluate the opportunities and challenges faced by the purpose-driven corporation. Examples of the types of question that we will investigate include: what is the social and environmental responsibility of business? Can corporations maximise profitability while doing good? If so, under what conditions? How should we hold corporations to account for their social and environmental impact? Who should decide on the definition and characteristics of a 'good' firm? What is the role of voluntary certification systems such as B Corps or Fair Trade? How can government policy support and incentivise corporations to improve their social and environmental impact? These are all strongly contested debates, and the course will give students the critical understanding to come to their own answers.

Teaching: Ten integrated lecture/seminars of three hours each, delivered across two modules (teaching blocks).

Formative coursework: Students will be expected to produce 1 piece of coursework in July.

Formative assessment will be twofold on this course. First, formative take-home coursework will prepare students for their summative work. Second, students will discuss a case study in class.

Indicative reading:

- Mayer, C. (2018). *Prosperity: better business makes the greater good*. Oxford: Oxford University Press
- Henderson, R. (2021). *Reimagining Capitalism in a World on Fire*. London: Penguin
- Porter, M. and Kramer, M. (2011). 'Creating shared value'. *Harvard Business Review* 89(Feb): 62-77
- Friedman, M. (1970). 'The social responsibility of business is to increase its profits'. *The New York Times Magazine*. September 13.
- Barnett, M., and Salomon, R. (2012). 'Does it pay to be really good? addressing the shape of the relationship between social and financial performance.' *Strategic Management Journal* 33(11): 1304-1320.
- Cohen, R. and G. Serafeim (2020). "How to Measure a Company's Real Impact". *Harvard Business Review*, September.
- Hall, M., Millo, Y. and Barman, E. (2015). 'Who and What Really Counts? Stakeholder Prioritization and Accounting for Social Value'. *Journal of Management Studies* 52:7
- Fink, L. (2018-2021). Larry Fink's Annual Letter to CEOs. <https://www.blackrock.com/corporate/investor-relations/larry-fink-ceo-letter>.
- Stout, L. (2012). *The Shareholder Value Myth*. San Francisco: Berrett-Koehler.
- Kershaw, D. and Schuster, E. (2019) 'The purposive transformation of company law' *LSE Law, Society and Economy Working Papers* 7/2019.

Assessment: Coursework (50%, 2000 words) and coursework (50%, 2000 words) in August.

MG4H8E Half Unit

Social Entrepreneurship in Context

This information is for the 2024/25 session.

Teacher responsible: Dr Kerry Krige (MAR.9.06) and Dr Jonathan Roberts (MAR.9.05)

Availability: This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

Course content: This course focuses on how social entrepreneurs, policy makers, impact investors and other stakeholders understand and function in contexts that are unstable, complex and contradictory. Doing so, requires a distinct set of skills from the social entrepreneur as they navigate the context within which they are embedded, to generate the social, environmental and market returns they seek. To whom do social enterprises turn in fragile states, where the rule of law is weak, and they need to do business? How do social enterprises work in isolated or marginalised communities where there is physical, social, and political exclusion? How do social enterprises that are established to address patriarchy, function within the patriarchal community? These questions flag some of the contextual paradoxes social entrepreneurs face, as they deliver social and environmental value through their enterprises. These paradoxes have a profound effect on social entrepreneurial action and determine the strategies, skills and tools needed to navigate context. As such, this course deepens learnings of the EMSBE programme, building on the motivation, hybridity, organisational structuring, and operational approaches that are taught as part of the programme. This course takes a multi-disciplinary approach, drawing from management, sociology, entrepreneurship, and development studies to present a view of social entrepreneurship across four contextual dimensions: political, social, market and field. Class sessions are practical, focused on developing the skills and strategies students need to navigate these dimensions. Theoretically, the course draws from institutional and social capital theories. Students will learn how legitimacy is built, the delicate balance of conforming to normative and regulatory systems, the duality of formal and informal logics and how this informs the social entrepreneurial response. It analyses the link between context and organisational characteristics, and how this affects managerial decisions relating to financing, scaling and social outcomes.

The course then explores how these approaches apply to different stakeholders in the sector. For the entrepreneur, it demands a dynamic mix of skills to navigate the complexity, contradictions, and fragility of their environment. For the impact investor, it requires innovation in the development and management of funds. For the policy maker, it requires a nuance in approach that accommodates a multitude of realities, which is often at odds with bureaucratic government systems.

By studying this course, students will be able to deliver on their social entrepreneurial activities in different contexts, having developed their theoretical positions and applied tools and frameworks to deepen their professional perspectives. It has as an underpinning philosophy that social entrepreneurship is shaped by the context it operates in, whilst shaping that context through its activities, and equips students with the skills they need to navigate this complexity.

Teaching: Ten integrated lecture/seminars of three hours each, delivered across two modules (teaching blocks).

Formative coursework: Students will be expected to produce 1 case study in the ST.

Using a single case study, students will submit a case study analysis that discusses the effect of context on the scenario given (1500 words).

Indicative reading:

- Amoako, I. O. (2019). *Trust, Institutions and Managing Entrepreneurial Relationships in Africa - An SME Perspective* (First, Issue March 2018). Springer International Publishing. <https://doi.org/10.1007/978-3-319-98395-0>
- Amoako, I. O., Akwei, C., & Damoah, I. (2020). "We Know Their

- House, Family, and Workplace." Trust in Entrepreneurs' Trade Credit Relationships in Weak Institutions. *Journal of Small Business Management*, 00(00), 1–30. <https://doi.org/10.1111/jsbm.12488>
- Baker, T., & Welter, F. (2020). Why Contexts Play an Ever-Increasing Role in Entrepreneurship Research. In *Contextualizing Entrepreneurship Theory* (pp. 3–13). <https://doi.org/10.4324/9781351110631-2>
 - Boettke, P. J., & Coyne, C. J. (2009). Context Matters: Institutions and Entrepreneurship. In *Foundations and Trends in Entrepreneurship* (Vol. 5, Issue 3). <https://doi.org/10.1561/03000000018>
 - Cherrier, H., Goswami, P., & Ray, S. (2017). Social entrepreneurship: Creating value in the context of institutional complexity. *Journal of Business Research*, 86(November 2017), 245–258. <https://doi.org/10.1016/j.jbusres.2017.10.056>
 - Hamann, R., Luiz, J., Ramaboa, K., Khan, F., Dhlamini, X., & Nilsson, W. (2020). Neither Colony nor Enclave: Calling for dialogical contextualism in management and organization studies. *Organization Theory*, 1(1), 263178771987970. <https://doi.org/10.1177/2631787719879705>
 - Johns, G. (2017). Reflections on the 2016 decade award: Incorporating context in organizational research. *Academy of Management Review*, 42(4), 577–595. <https://doi.org/10.5465/amr.2017.0044>
 - <https://doi.org/10.1108/17508611211280755>
 - Kerlin, J. A. (Ed.). (2017b). *Shaping Social Enterprise: Understanding Institutional Context and Influence* (First, Issue March). Emerald Publishing.
 - Lyon, F. (2000). Trust, Networks and Norms: The Creation of Social Capital in Agricultural Economies in Ghana. *World Development*, 28(4), 663–681. [https://doi.org/10.1016/S0305-750X\(99\)00146-1](https://doi.org/10.1016/S0305-750X(99)00146-1)
 - Welter, F., & Baker, T. (2021). Moving Contexts onto New Roads: Clues from Other Disciplines. *Entrepreneurship: Theory and Practice*, 45(5), 1154–1175. <https://doi.org/10.1177/1042258720930996>
 - Welter, F., Baker, T., & Wirsching, K. (2019). Three waves and counting: the rising tide of contextualization in entrepreneurship research. *Small Business Economics*, 52(2), 319–330. <https://doi.org/10.1007/s11187-018-0094-5>

Assessment: Presentation (20%) and case analysis (80%) in the ST.

1. Video Presentation (Group) 20%: Students will submit a short video. Here students must describe a selected context, identify the barriers for social entrepreneurship in this context and propose a policy approach that would address these barriers in the short, medium, and long term.
2. Case analysis 80%, 2000 words: Using a case study, students will apply the theoretical and contextual dimensions (political, social, market and field) introduced in class, to analyse their impact on the example given in the case.

PB413E Half Unit Frontiers in Behavioural Science Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Matteo M Galizzi

Dr Dario Krpan

Dr Alina Velias

Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: Behavioural science is the scientific study of human behaviour, and it combines research techniques from experimental psychology and economics. The course offers an integrated training in advanced behavioural science methods by introducing students to state-of-the-art experimental techniques that stretch across the spectrum of both disciplines. The course covers the following topics: advanced considerations in

experimental design; determining evidential value of behavioural science research: undisclosed flexibility in data collection, dance of p-values, p-curve analysis; pre-registration, pre-analysis plan; reproducibility practices in modern behavioural science experiments; measuring attitudes and preferences; designing behavioural priming experiments and measures that tap into implicit cognition; behavioural game theory and experimental games of strategic interaction; non-linear regression models; understanding the mechanisms behind behavioural effects by employing experimental-causal-chain, measurement-of-mediation, and moderation-of-process designs; state-of-the-art physiological research techniques; tests of hypotheses and sample size calculations for experiments in theory and practice; systematic reviews of the literature.

Teaching: The course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the third teaching session (April).

Formative coursework: Students will be expected to produce 1 piece of coursework after the teaching session. For the formative assignment, you will need to produce a brief research proposal plan (500 words) that will serve as the basis for the full research proposal (3,000 words) that will constitute your summative assignment. In the research proposal plan, you will propose a design and implementation of a behavioural science experiment entailing the use of (at least) two different software packages introduced in the seminars. The structure of the proposal plan should be as follows: a) Introduce a viable research question (on a topic of your choice) that will guide your experimentation; b) Describe how you would design and implement behavioural science research to answer the question; and c) Explain which statistical approaches covered in lectures and seminars you would use to analyse the data. Feedback received for the formative assignment will help you to prepare the summative assignment by identifying both strengths and weaknesses of your approach.

Indicative reading:

- Angrist, J.D., & Pischke, J.-S. (2015). *Mastering 'Metrics: the Path from Cause to Effect*. Princeton: Princeton University Press.
- Camerer, C.F. (2003). *Behavioral Game Theory: Experiments in Strategic Interaction*. Princeton: Princeton University Press.
- Cassidy, S. A., Dimova, R., Giguère, B., Spence, J. R., & Stanley, D. J. (2019). Failing Grade: 89% of Introduction-to-Psychology Textbooks That Define or Explain Statistical Significance Do So Incorrectly. *Advances in Methods and Practices in Psychological Science*, 2, 233–239.
- Darlington, R. B., & Hayes, A. F. (2016). *Regression analysis and linear models: Concepts, applications, and implementation*. Guilford Publication.
- Dijksterhuis, A., Chartrand, T. L., & Aarts, H. (2007). Effects of Priming and Perception on Social Behavior and Goal Pursuit. In J. A. Bargh, J. A. Bargh (Eds.), *Social psychology and the unconscious: The automaticity of higher mental processes* (pp. 51–131). New York, NY, US: Psychology Press.)
- Förster, J., & Liberman, N. (2007). Knowledge activation. *Social psychology: Handbook of basic principles*, 2, 201–231.
- Gawronski, B., & De Houwer, J. (2014). Implicit measures in social and personality psychology. *Handbook of research methods in social and personality psychology*, 2, 283–310.
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford Press.
- Harrison, G.W., List, J.A. (2004). Field experiments. *Journal of Economic Literature*, XLII, 1009–1055.
- Miguel, E., Camerer, C.F., Casey, K., Cohen, J., Esterling, K.M., Gerber, A., Glennerster, R., Green, D.P., Humphreys, M., Imbens, G., Laitin, D., Madon, T., Nelson, L., Nosek, B.A., Petersen, M., Sedlmayr, R., Simmons, J.P., Simonsohn, U., & Van der Laan, M. (2014). Promoting transparency in social science research. *Science*, 343(6166), 30–31.
- Mitchell, M.N. (2015). *Stata for the Behavioural Sciences*. Stata Press.
- Moher, D., Liberati, A., Tetzlaff, J., Altman, D.G., & the PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews

and Meta-Analyses: the PRISMA Statement. *Annals of Internal Medicine*, 151(4), 264-269.

- Munafo, M.R., Nosek, B., Bishop, D.V.M., Button, K.S., Chambers, C.D., Percie Du Sert, N., Simonsohn, U., Wagenmakers, E.J., Ware, J.J., & Ioannidis, J.P.A. (2017). A manifesto for reproducible science. *Nature Human Behaviour*, 1(1), 0021.
- Simonsohn, U., Nelson, L. D., & Simmons, J. P. (2014). P-curve: a key to the file-drawer. *Journal of Experimental Psychology: General*, 143(2), 534-547.
- Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: why experiments are often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology*, 89, 845-851.
- van't Veer, A. E., & Giner-Sorolla, R. (2016). Pre-registration in social psychology—A discussion and suggested template. *Journal of Experimental Social Psychology*, 67, 2-12.
- Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological science*, 22(11), 1359-1366.

Assessment: Proposal (100%).

For the summative assignment, you will be required to expand the research proposal plan submitted as part of the formative assignment into a full research proposal comprising 3,000 words. Your task will be to propose a design and implementation of a behavioural science experiment entailing the use of (at least) two different software packages introduced in the seminars.

The structure of the proposal should be as follows:

- 1 Introduce a viable research question (on a topic of your choice) that will guide your experimentation;
- 2 Describe how you would design and implement behavioural science research to answer the question; and
- 3 Explain which statistical approaches covered in lectures and seminars you would use to analyse the data.

In the proposal, we will expect you to use in-text scholarly citations and provide a reference list at the end. The summative assignment should allow you to not only demonstrate your knowledge regarding the present course, but also to gain deeper insights into experimental analysis and design that should help you in producing a high-quality dissertation.

PB434E Half Unit Behavioural Science in an Age of AI and New Technology

This information is for the 2024/25 session.

Teacher responsible: Dr Dario Krpan

Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: When psychology and economics got “married”, the product was behavioural science. Although this discipline has elevated theoretical and practical understanding of human behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people’s actions that not only supplement traditional tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act. The aim of this course is to a) Introduce major technological advancements that are relevant for predicting, influencing, and understanding human behaviour; b) outline how they supplement and extend commonly used tools of behavioural change; and c) examine how they can be used to propel behavioural science into the future. The course will tackle behavioural science in relation to artificial intelligence (AI), virtual environments, social robotics, social networks, and other relevant developments in information technology. Emphasis will be placed on how the technological tools covered throughout the course can be used to change

behaviour in applied settings, and students will be encouraged to discuss implications for their organisations and other areas of interest.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 23 hours in the ST.

Day 1

Lecture 1 (1.5h): Course introduction. Course introduction. I am AI – Who am I?

Lecture 2 (1.5h): Has AI taken over behavioural science, and what is left for us humans to do?

Seminar 1 (2h)

Day 2

Lecture 3 (1.5h): Changing behaviour through gamification

Lecture 4 (1.5h): Social robots: Our new friends?

Seminar 2 (2h)

Day 3

Lecture 5 (1.5h): Behavioural science in virtual worlds

Lecture 6 (1.5h): Behavioural informatics

Seminar 3 (2h)

Day 4

Lecture 7 (1.5h): Digital footprints and human behaviour

Lecture 8 (1.5h): Psychological targeting in digital age

Seminar 4 (2h)

Day 5

Lecture 9 (1.5h): Change thyself: Using technology to influence our own behaviour

Lecture 10 (1.5h): The ethics of emerging technologies in the context of behavioural science

Formative coursework: Students will be expected to produce 1 presentation in the ST.

Formative coursework will serve as your preparation for the summative assignment. You will need to create a 5 minute presentation on the topic of the summative assignment: Propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to create behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). In the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

Similar to the summative assignment, the presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). The main aim of the formative assignment is for me to evaluate your approach to tackling points a), b), and c) mentioned above so I can give you relevant feedback that will help you when preparing the summative presentation, and also for you to get comfortable with producing the video presentation.

Indicative reading:

- Krpan, D., & Urbanik, M. (2022). From Libertarian Paternalism to Liberalism: Behavioural Science and Policy in an Age of New Technology. *Behavioural Public Policy*, 1-27.
- Burtsev, M., Reeves, M., & Job, A. (2023). The Working Limitations of Large Language Models. *MIT Sloan Management Review*, 65(1), 1-5.
- Dillion, D., Tandon, N., Gu, Y., & Gray, K. (2023). Can AI language models replace human participants? *Trends in Cognitive Sciences*.
- Will, P., Krpan, D., & Lordan, G. (2023). People versus machines: introducing the HIRE framework. *Artificial Intelligence Review*, 56(2), 1071-1100.
- Matz, S. C., Kosinski, M., Nave, G., & Stillwell, D. J. (2017). Psychological targeting as an effective approach to digital mass persuasion. *Proceedings of the national academy of sciences*, 114(48), 12714-12719.
- Lanier, M., Waddell, T. F., Elson, M., Tamul, D. J., Ivory, J. D., &

- Przybylski, A. (2019). Virtual reality check: Statistical power, reported results, and the validity of research on the psychology of virtual reality and immersive environments. *Computers in Human Behavior*, 100, 70-78.
- Kersten-van Dijk, E. T., Westerink, J. H., Beute, F., & IJsselstein, W. A. (2017). Personal informatics, self-insight, and behavior change: A critical review of current literature. *Human-Computer Interaction*, 32(5-6), 268-296.
 - Koivisto, J., & Hamari, J. (2019). The rise of motivational information systems: A review of gamification research. *International Journal of Information Management*, 45, 191-210.
 - Krpan, D., Booth, J. E., & Damien, A. (2023). The positive-negative-competence (PNC) model of psychological responses to representations of robots. *Nature Human Behaviour*, 7(11), 1933-1954.
 - Boyd, D. (2016). Untangling research and practice: What Facebook's "emotional contagion" study teaches us. *Research Ethics*, 12(1), 4-13.

Assessment: Presentation (100%) in the post-spring term. The aim of the summative assessment will be to propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to produce behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). This intervention will be conveyed in the form of a 15-20 minute presentation that will count as your summative assignment. More precisely, in the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

The presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). Together with the video presentation, you will need to submit an annotated bibliography that contains a) a list of scientific references you used for the presentation; and b) a short text below each reference (1-2 sentences) describing why exactly the reference is important in the context of your presentation. The main purposes of the annotated bibliography will be to demonstrate the academic background upon which your presentation was built.

PB436E Half Unit

The Science of Time at Work

This information is for the 2024/25 session.

Teacher responsible: Dr. Laura M Giurge

Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: Time is arguably the fabric of our lives, but its value often goes unnoticed. Every day we make decisions (or decisions are made for us) about how and with whom to spend our finite temporal resources. But what is time? How should we think about the value of an hour, or a decade? What does it mean to optimally allocate our time? How does time affect our motivation, productivity, and well-being? Why is it so difficult to eradicate inequality in time-use at work and at home? What can leaders and employees do to protect desired work-life boundaries? And if time is our most precious resource, why is time theft not a crime? This course seeks to address such questions by drawing primarily from the management literature and featuring real-life examples across industries and cultures. Students taking this course will gain a multidisciplinary perspective on understanding and managing time at work and in life; will learn to think critically about their own experiences and uses of time, and how this shapes their

expectations and behaviours in their personal life, at work, and in society; they will be able to recognize the barriers that prevent them from pursuing activities that are beneficial for them and their community; will gain knowledge about how innovations and work has changed the way we think about time; and will learn how to integrate time across all aspects of their lives so they can enact positive change for themselves and their community.

Given that how we spend our time is how we live our life, this course is set up to be highly interactive and experiential. Students taking this course will not only learn about the theoretical insights on time but will also get to apply the science on time by engaging in various evidence-based exercises.

Course objectives:

- To discover time research and why it matters for productivity and well-being.
- To get insights into one's own perceptions and (mis)uses of time.
- To explore new team dynamics and leadership that centre around time.
- To gain a better understanding of the role of work and motivation in our lives.
- To identify solutions that turn innovations from threats to opportunities.

Teaching: 15 hours of lectures and 7 hours and 30 minutes of seminars in the ST.

Formative coursework: 1 Group project: From Monday to Thursday, you will work as a group to analyse and seek to resolve, or at least mitigate, one of your own time-related challenge (e.g., procrastination, overcommitment, overload, etc.). Each day you can apply what we learn in class, from what drives this challenge to how it could be tempered. On Friday, you will give a short, in-class presentation.

2 Individual 250-word pitch for your summative op-ed. For your summative, you will write an op-ed essay on an academic article (you will get to choose one of three articles that will be provided to you). To prepare you for your summative, part of your formative work will be to write a pitch on the article you choose to write an op-ed on. In your pitch, you should describe which article you plan to focus on, why you chose that article, and how you plan to approach your op-ed.

Indicative reading:

- Blagoev, B., & Schreyögg, G. (2019). Why do extreme work hours persist? Temporal uncoupling as a new way of seeing. *Academy of Management Journal*, 62(6), 1818-1847.
- Brodsky, A., & Amabile, T. M. (2018). The downside of downtime: The prevalence and work pacing consequences of idle time at work. *Journal of Applied Psychology*, 103(5), 496-512.
- Feldman, E., Reid, E. M., & Mazmanian, M. (2020). Signs of our time: Time-use as dedication, performance, identity, and power in contemporary workplaces. *Academy of Management Annals*, 14(2), 598-626.
- Giurge, L. M., Whillans, A. V., & West, C. (2020). Why time poverty matters for individuals, organisations and nations. *Nature Human Behaviour*, 4(10), 993-1003.
- Gonsalves, L. (2020). From face time to flex time: The role of physical space in worker temporal flexibility. *Administrative Science Quarterly*, 65(4), 1058-1091.
- Pai, J., DeVoe, S. E., & Pfeffer, J. (2020). How income and the economic evaluation of time affect who we socialize with outside of work. *Organizational Behavior and Human Decision Processes*, 161, 158-175.
- Shipp, A. J. (2021). My fixation on time management almost broke me. *Harvard Business Review*.
- Templeton, E. M., Chang, L. J., Reynolds, E. A., LeBeaumont, M. D. C., & Wheatley, T. (2022). Fast response times signal social connection in conversation. *Proceedings of the National Academy of Sciences*, 119(4).
- Young, C., & Melin, J. L. (2019). Time is a network good. *Current Opinion in Psychology*, 26, 23-27.

Assessment: Essay (80%, 1500 words) and research proposal (20%) in the ST.

1 Research Proposal (20%): Along learning to translate academic knowledge to the public, it is also important to know how to

identify a meaningful gap in the academic knowledge. To that end, one part of the summative requires you to write a brief (1000-word max) research proposal that identifies a meaningful gap in the academic research on time (specifically within the article you will write an op-ed on) and describes a viable way to address this gap. Unlike the op-ed, the research proposal should be written in academic language.

2 Essay + Annotated bibliography (80%): You will write an essay (max 1.500 words, excluding the bibliography) that follows the structure of an op-ed article (e.g., Harvard Business Review style). You will be provided with three academic articles, and you will have to choose which article you want to write an op-ed on. Like op-ed articles, you will use hyperlinked citations. Along the op-ed, you will need to submit a 500-word annotated bibliography that contains a) a list of scientific references that you used for the op-ed (you can include references beyond those used in the academic article you chose to write the op-ed on), and b) a short text below your key references (1-2 sentences only) describing why exactly the reference is important in the context of your op-ed. You should format your reference list using the APA reference style. A successful annotated bibliography should show understanding of the sources included and not be a mere description of the sources. The reference text itself does not count towards the word limit.

PB450E Half Unit Behavioural Science and Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Paul Dolan
Prof Liam Delaney

Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: This course aims to introduce students to the main concepts and tools of the growing fields of behavioural science. The course covers the following topics: What is behavioural science?; What are preferences to economists and psychologists?; Dual-process models of behaviour and the role of the unconscious mind; Dual processing into policy using the MINDSPACE checklist; the role of emotions in decision making; compensating behaviours; breaking and creating habits. Students will develop an understanding of how people make decisions across a variety of contexts and the importance of understanding decisions for designing policy in both public and private organisations. We will cover canonical texts and ideas from behavioural science such as Kahneman & Tversky and Thaler & Sunstein, and we will also introduce students to cutting-edge research within behavioural science including recent work by our own faculty.

Teaching: 9 hours of lectures and 12 hours of seminars in the AT. Please note that the lectures will be a mixture of pre-recorded and live. The seminars will be delivered live.

Formative coursework: Students will be expected to produce 2 essays in the AT.

There will also be formative exercises in the seminars.

Indicative reading: Dolan, P. (2014). *Happiness by design: finding pleasure and purpose in everyday life*. London: Allen Lane.

Kahneman, D. (2011). *Thinking Fast and Slow*. London: Penguin Books

Gneezy U, Meier S, Rey-Bell P (2011), "When and Why Incentives (Don't) Work to Modify Behavior", *Journal of Economic Perspectives*, 25(4):191-210.

DellaVigna, S. (2007). "Psychology and Economics: Evidence from the Field". NBER Working Paper No. 13420.

Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R., Vlaev, I. (2012). "Influencing Behaviour: The mindspace way". *Journal of Economic Psychology*, 33 (1): 264-277.

Dolan, P., Galizzi, M. (2015). "Like ripples on a pond: Behavioural spillovers and their implications for research and policy". *Journal of Economic Psychology*, 47: 1-16.

Assessment: Coursework (100%, 4000 words) in the WT.
2 x 2000 word essays

PB451E Dissertation in Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Dr Matteo M Galizzi (CON.4.06)

Availability: This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of behavioural science. The dissertation can consist of: an empirical analysis of existing data; a collection and analysis of new data; a randomised controlled experiment (lab, field, online); a systematic review of the literature. Students must obtain the approval of their supervisor before embarking on any research.

Teaching: 3 hours of classes in the WT.

Formative coursework: Students will be required to agree their dissertation topic with a faculty supervisor and to provide a topic proposal which they will receive feedback on.

Indicative reading: Relevant reading will be provided by supervisors.

Assessment: Dissertation (100%, 10000 words) in the AT.

PB452E Half Unit Behavioural Science for Health and Regulation

This information is for the 2024/25 session.

Teacher responsible: Dr Matteo M Galizzi (CON 4.06)
Elisabeth Costa

Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: The course aims to introduce to students the main principles, insights and state-of-the-art applications of behavioural science to health policy and practice, and to regulation. The course is designed to enhance students' abilities to apply rigorously and critically behavioural science tools to concrete contemporary challenges in the areas of health and regulation. It covers principles of behavioural science for health and regulation; heterogeneity and behavioural economics; behavioural health economics and behavioural public policy; behavioural experiments in health (field, lab, lab-field, online, mobile); behavioural data linking; measures of behavioural science for health and regulation: risk, time, and social preferences; heterogeneous attitudes, beliefs, and perceptions; risk perception and risk communication; behavioural biases for information policies; information overload and information avoidance; financial and non-financial incentives; behaviourally supercharged incentives; nudging behavioural change in health; beyond nudging: 'nudge+' and 'boosts'; behavioural spillovers; behavioural insights for taxation on risky health behaviours; behavioural insights for health practice, management, and policy challenges; behavioural public health; regulation, policy-making, and the role of the 'behavioural regulator'; behavioural biases in regulated markets and behavioural market failures; health regulation, the UK health regulatory landscape; digital health and regulating decisions made in online environments; boosting prevention through personalised data and interventions; mental health, behavioural science, and AI; de-shrouding the food system; shaping markets for better health outcomes. Case studies include: behavioural insights for, and applications to, health-related behaviours such as diet and nutrition, physical exercise, alcohol abuse, tobacco and drug use, e-cigarettes, medication, screening, infectious diseases, prevention, prophylaxis, vaccination, anti-microbial resistance, early health,

mental health; COVID-19 pandemic responses; medical decision-making; doctor-patient interaction and shared decision-making; behavioural insights for blood and organ donations; sugar tax; COVID-19 apps.

Teaching: The course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the third teaching session (April).

Formative coursework: Students will be expected to produce 1 presentation during the teaching session and 1 other piece of coursework after the teaching session.

Indicative reading:

- Charness G, Gneezy U (2009) Incentives to exercise. *Econometrica*, 77(3), 909-931.
- Costa-Font J, Galizzi MM (2024). Behavioural Economics and Policy for Pandemics: Behavioural Insights from Responses to COVID-19. Cambridge University Press.
- Costa E, King K, Dutta R, Algate F (2016). Applying behavioural insights to regulated markets.
- Costa E, Halpern D (2019). The behavioural science of online harm and manipulation, and what to do about it.
- Dai, H., Saccardo, S., Han, M. A., Roh, L., Raja, N., Vangala, S., Modi, H., Pandya, S., Sloyan, M., & Croymans, D. M. (2021). Behavioral Nudges Increase COVID-19 Vaccinations. *Nature*, 597, 404-409. <https://doi.org/10.1038/s41586-021-03843-2>
- Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Galizzi MM (2014). What is really behavioural in behavioural health policy? And, does it work? *Applied Economic Perspectives and Policy*, 36(1), 25-60.
- Galizzi MM, Wiesen D (2017). Behavioural experiments in health: An introduction. *Health economics*, 26(S3), 3-5.
- Galizzi MM, Wiesen D (2018). Behavioural Experiments in Health Economics. Oxford Research Encyclopedia of Economics and Finance. Oxford University Press.
- Halpern D, Costa E, Makinson L, Broughton N (2024). The shrouded economy.
- Hanoch Y, Barnes AJ, Rice T (2017). *Behavioral Economics and Healthy Behaviors*. Routledge.
- Lunn PD, Belton CA, Lavin C, McGowan FP, Timmons S, & Robertson DA (2020). Using Behavioral Science to help fight the Coronavirus. *Journal of Behavioral Public Administration*, 3(1).
- Roberto CA, Kawachi I (2016). *Behavioral Economics and Public Health*. Oxford University Press.
- Ruggeri K., Haslam A., Capraro V., Boggio, P., Ellemers, N., Cichoka, A., Douglas, K., Rand, D., van der Linden, S., Cikara, M., Finkel, E., Druckman, J.N., Wohl, M., Petty, R., Tucker, J.A., Shariff, A., Gelfand, M., Packer, D., Jetten, J., Van Lange, P., Pennycook, G., Peters, E., Baicker, K., Crum, A., Weeden, K., Napper, L., Tabri, N., Zaki, J., Skitka, L., Kitayama, S., Mobbs, D., Sunstein, C., Galizzi, M.M., Milkman, K.L., Petrovic, M., van Bavel, J., Willer R., et al. (2022). A synthesis of evidence for policy from behavioural science during COVID-19. *Nature*, 625, 134-147. <https://doi.org/10.1038/s41586-023-06840-9>
- Schwartz JA, Chapman GB (1999). Are more options always better? The attraction effect in physicians' decisions about medications. *Medical Decision Making*, 19, 315-323.
- Steinert, J., Sternberg, H., Prince, H., Fasolo, B., Galizzi, M.M., Buthe, T., & Veltri, G.A. (2022). COVID-19 Vaccine Hesitancy in Eight European Countries: Prevalence, Determinants and Heterogeneity. *Science Advances*. 2022, 8(17). doi: 10.1126/sciadv.abm9825
- Van Bavel JJ, Baicker K, Boggio PS, Capraro V, Cichocka A, Cikara M, Crockett MJ, Crum AJ, Douglas KM, Druckman JN, Drury J, Dube O, Ellemers N, Finkel EJ, Fowler JH, Gelfand M, Han S, Halsam SA, Jetten J, ... & Willer R (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature Human Behaviour*, 1-12.
- Volpp K, Loewenstein G et al. (2008). Financial incentive-based approaches to weight loss. *Journal of the American Medical Association*, 300, 2631-2637.

Assessment: Essay (100%, 3000 words).

PB453E Half Unit

Corporate Behaviour and Decision Making

This information is for the 2024/25 session.

Teacher responsible: Dr Grace Lordan

Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

Course content: This course delivers insights from cutting edge research in behavioural science, psychology, economics, and management and guides students in their application to decision making within corporate companies in high stake settings. The course covers search and hiring, circumventing groupthink, compensation and promotions decisions, the role of bias in equity markets, skills and the future of work, C-Suite decision making, conduct and motivating workers. Real world class case studies are used during the course to reinforce lessons learned, and allow students visualise scenarios in which the theory and insights covered in the course can be applied.

The assessment is designed to give students the opportunity to apply the theory and insights they learned on the course to a real-world case study.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the WT.

Formative coursework: Students will be expected to produce 1 case study in the WT.

Case study with short questions that matches the style of the summative assessment

Indicative reading: Bertrand Marianne and Duflo Ester. Field Experiments on Discrimination. in *Handbook of Economic Field Experiments*. Volume 1, pages 309 - 393 2017.

Bono, J. E., Foldes, H. J., Vinson, G., & Muros, J. P. (2007).

Workplace emotions: The role of supervision and leadership. *Journal of applied Psychology*, 92(5), 1357.

Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender differences in competition: Evidence from a matrilineal and a patriarchal society." *Econometrica* 77.5 (2009): 1637-1664.

Guenther, Benno and Lordan, Grace (2023) When the disposition effect proves to be rational: experimental evidence from professional traders. *Frontiers in Psychology*, 14. ISSN 1664-1078

Herring, C. (2009). Does diversity pay?: Race, gender, and the business case for diversity. *American sociological review*, 74(2), 208-224.

Johnston, David W. and Lordan, Grace (2016) Racial prejudice and labour market penalties during economic downturns *European Economic Review*, 84. 57-75

Josten C, Lordan G (2022) Automation and the changing nature of work. *PLoS ONE* 17(5): e0266326. <https://doi.org/10.1371/journal.pone.0266326>

Kandasamy, Narayanan, et al. "Cortisol shifts financial risk preferences." *Proceedings of the National Academy of Sciences* 111.9 (2014): 3608-3613.

Riordan, D., & Riordan, M. (2013). Guarding against groupthink in the professional work environment: a checklist. *Journal of Academic and Business Ethics*, 7, 1.

Assessment: Coursework (100%, 4000 words) in the WT. Case study with ten short questions.

PB454E Half Unit

Policy Appraisal and Ethics

This information is for the 2024/25 session.

Teacher responsible: Dr Ganga Shreedhar and Prof Liam Delaney

Availability: This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

This course is one of two options.

Course description: This course aims to introduce students to the main concepts and tools of behavioural policy evaluation and appraisal, and yield insight into key moral and political values,

and trade-offs, essential for policy-makers when they draw on behavioural science. The course offers practical examples and applications to key policy sectors, such as environment, technology, health, and infrastructure.

The course covers the following topics:

1. Behavioural policy tools, their rationale and assumptions
2. Policy evaluation tools, their rationale and assumptions (e.g. impact evaluation)
3. Policy appraisal tools, their rationale and assumptions (e.g. cost-benefit analysis for market and non-market goods) & adjustments (e.g. time discounting, optimism, risk and uncertainty);
4. Elicitation of social values through revealed and stated preference methods;
5. Welfare and subjective wellbeing analysis of policy interventions;
6. Ethical challenges and tools (e.g. FORGOOD framework).

Learning outcomes

1. Students will be able to articulate the key behavioural policy appraisal and evaluation tools for the appraisal of projects, policies, programmes and regulations applied to key domains (e.g. health and environment), along with their underlying ethical frameworks.
2. Students will be able to critically assess the core appraisal methods, the underlying theories and their assumptions, and discuss the evidence that supports or casts doubt on those methods and theories, and their relative strengths and weaknesses.
3. Students will be able to perform statistical analysis to evaluate policy outcomes and critically appraise the quality of the evidence generated through these techniques.
4. Students will be able to critically appraise the underlying ethical and moral problems associated with libertarian paternalism, its links to other policy mechanisms (like campaigns, regulation, taxation).

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the WT.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

The formative assessment will be an outline proposal to undertake a policy appraisal in an area of your choice.

Indicative reading:

- Loewenstein, G., & Chater, N. (2017). Putting nudges in perspective. *Behavioural Public Policy*, 1(1), 26.
- HM Treasury (2020) *The Green Book: Appraisal and policy evaluation in central government*. London, UK.
- HM Treasury (2020) *The Magenta Book: HM Treasury (2020) The Green Book: Appraisal and policy evaluation in central government*. London, UK.
- Sunstein, Cass R. (2018). *The cost-benefit revolution*. MIT Press. USA.
- Bishop, R.C. et al. (2017). "Pulling a value on injuries to natural assets: The BP oil spill. *Science*, 356 (6335): 253-254.
- Dolan P. & Kahneman D. (2008) "Interpretations of utility and their implications for the valuation of health". *Economic Journal*, 118, 215-234.
- Dolan, P. & Metcalfe, R. (2012) "Measuring subjective wellbeing: recommendations on measures for use by national governments". *Journal of social policy*, 41 (2), pp. 409-427.
- Sunstein, C. R. (2015). *The ethics of nudging*. *Yale Journal on Regulation*, 32(2), 413-450.
- Lades, L.K. and Delaney, L. (2020). *Nudge FORGOOD*. *Behavioural Public Policy*. 1-20.

Assessment: Coursework (100%, 4000 words) in the WT.

The summative assessment will be a detailed proposal (which can be based on the formative).

Behavioural Science. This course is not available as an outside option.

Course content: The course aims to introduce students in an intuitive and accessible way to the main methodological concepts and tools in behavioural science. To achieve this objective, the self-contained course combines rigorous conceptual discussion with hands-on practical applications. The course covers: The beauty of experiments: how randomization solves the sample selection bias; randomized controlled experiments from the lab to the field: taxonomy, principles, best practices; online experiments, lab-field experiments; internal validity, external validity, generalizability, and reproducibility of experiments; Statistical tools: distributions and their moments, the inference problem; Experimental design: between-subjects design, block/stratified randomization, matched-pair design, within-subjects design, cluster randomization, the mechanics of randomization, principles of experimental design; Tests of hypothesis: principles and practices, parametric and non-parametric tests in practice, intuitions and rules of thumbs; Introduction to econometrics: simple and multiple linear regression models, econometric analysis of experimental data; Sampling: optimal sample size calculation in practice, useful rules of thumbs; Experimental best practices and challenges: ethics, recruitment, informed consent form, attrition, non-compliance, external validity, behavioural data-linking; When randomization is not possible: before and after, matching, natural experiments, difference-in-difference, regression discontinuity design; Outcomes and behavioural measures in experiments, principles of survey design. The seminars involve hands-on practical applications using Stata, R, and online resources.

Teaching: The course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the second teaching session (January).

Formative coursework: Students will be expected to produce 1 piece of coursework after the teaching session.

Indicative reading:

- Angrist, J.D., Pischke J-S. (2015). *Mastering 'Metrics: the Path from Cause to Effect*. Princeton: Princeton University Press.
- Gerber, A.S., Green, D.P. (2012). *Field Experiments: Design, Analysis, and Interpretation*. New York: Norton & Company.
- Glennerster, R., Takavarasha, K. (2013). *Running Randomized Evaluations: a Practical Guide*. Princeton: Princeton University Press.
- Kohler, U., Kreuter, F. (2012). *Data Analysis Using Stata*. College Station, TX: Stata Press.
- Mitchell, M.N. (2015). *Stata for the Behavioural Sciences*. College Station, TX: Stata Press.
- Burtless, G. (1995). The case for randomized field trials in economic and policy research. *Journal of Economic Perspectives*, 9(2), 63-84.
- Dolan, P., Galizzi, M.M. (2014). Getting policy-makers to listen to field experiments. *Oxford Review of Economic Policy*, 30(4), 725-752.
- Dolan, P., Galizzi, M.M. (2015). Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Harrison, G.W., List, J.A. (2004). Field experiments. *Journal of Economic Literature*, XLII, 1009-1055.
- List, J.A. (2006). Field experiments: a bridge between the lab and naturally occurring data. *Advances in Economic Analysis and Policy*, 6, 8.

Assessment: Portfolio (100%).

Students will be asked to submit a "portfolio" of hands-on practical tasks related to the main stages of a behavioural science project after the teaching session.

PB471E Half Unit Research Methods for Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Dr Matteo M Galizzi CON 4.06

Dr Alina Velias

Availability: This course is compulsory on the Executive MSc in

PP409E Half Unit

Public Policy in Practice Workshop III (EMPA)

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Berliner

Availability: This course is compulsory on the Executive Master of Public Administration. This course is not available as an outside option.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

Teaching: A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course

Assessment: Essay (100%, 2000 words).

Assessment will consist of a 2,000 word reflective essay. Further details will be provided at the Executive MPA programme induction.

PP410E Half Unit

Public Economics for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Professor Xavier Jaravel
Dr Joana Naritomi

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but the course is only available by prior agreement with Executive MPA and Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E) prior to this course.

Course content: This is a course in theoretical and applied public economics using intermediate economic theory. Topics include issues of equity and efficiency and alternative theories of the role of the state. Models of public goods and externalities, including environmental policy. Who really pays taxes: issues of tax incidence and tax evasion. Income inequality, poverty alleviation and the role of welfare programmes in theory and in practice. Health and education policy. The effects of taxes and transfers on labour supply and migration; The optimal taxation of commodities and incomes. Current topics in public finance. The main institutional references will be to the UK and the US, but some attention will also be given to broader international experience.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Formative coursework: One mock examination will be offered.

Indicative reading: A full reading list will be distributed prior to the beginning of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Online assessments take place on the third weekend after the module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP421E Half Unit

Global Market Economics

This information is for the 2024/25 session.

Teacher responsible: Professor Emily Blanchard
Professor Davin Chor

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E).

Course content: This course focuses on the economic interdependence between countries in a global economy. The first part of the course examines the structure and geography of world trade and examines popular hypothesis such as the "global village" or "flat earth". The second part of the course analyses macroeconomic issues such as the magnitude and effects of international capital flows, the debate over fixed versus flexible exchange rates and the economics of a common currency

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Formative coursework: One mock online assessment opportunity will be provided.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Online assessments take place on the third weekend after the module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP430E

Introduction to Statistics for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Pol Simpson

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Course content: The objective of this module is to introduce a number of fundamental concepts in statistics and mathematics to prepare students for the more advanced material that they will encounter during the EMPA and EMPP programmes. The module first introduces students to the key steps of statistical testing. In addition, the course introduces a small number of mathematical concepts that are widely used in empirical work in public policy.

Teaching: 12 hours of lectures in the AT.

Two days of teaching. Each day of teaching has six contact hours starting at 9:00 and ending at approximately 17:00 with lunch and coffee breaks.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment:

There is no assessment.

PP440E Half Unit Economic Policy Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Sandra Sequeira and Sir Charles Bean

Availability: This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but recommended advance readings will be distributed ahead of the course.

Course content: The course is an introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models and methods suitable for appraising policy-making issues and applicable in a wide variety of contexts. The course will cover both key microeconomic policy issues, such as externalities, public goods and principal-agent problems and macroeconomic issues such as unemployment, fiscal and monetary policies, international trade and finance and the determinants of long-run growth.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Formative coursework: One mock examination will be provided.

Indicative reading: A full reading list will be distributed prior to the beginning of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Online assessments take place on the third weekend after module teaching concludes. A 2,000 word essay is due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP454E Half Unit Development Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Adnan Khan and Dr Joana Naritomi

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E) prior to this course.

Course content: The main focus of this course is on acquiring the necessary theoretical and empirical skills to engage in the rigorous analysis of public policies in developing countries. Topics at the forefront of development economics will be covered. These include growth and poverty, governance and accountability, motivation of bureaucrats, firms and markets, determinants of productivity, jobs and labour markets, shocks and insurance, infrastructure, connectivity, education and health, trade and globalization, the value of exporting, delivering public services, incentivising teachers and health workers, environment and climate change, management of natural resources, taxation and state capacity. The emphasis will be on combining theory and data to evaluate the effectiveness of policies in these different areas.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Formative coursework: One mock essay opportunity will be

provided.

Indicative reading: A reading list will be distributed at the start of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Online assessments take place on the third weekend after the module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP455E Half Unit Empirical Methods for Public Policy

This information is for the 2024/25 session.

Teacher responsible: Prof Daniel Sturm and Dr Gharad Bryan

Availability: This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but recommended advance readings will be distributed ahead of the course. Familiarity with the material covered in the EMPA/ EMPP Introduction to Statistics module is assumed.

Course content: The course introduces students to the quantitative evaluation of public policies. The focus of the course is on practical applications of techniques to test the effectiveness of public policy interventions. The course begins with an overview over the key benefits of randomized experiments in the evaluation of public policies. Next the course covers a number of techniques that are widely used in the evaluation of public policies, including difference-in-differences regressions, regression discontinuity approaches and matching. It concludes with an introduction to cost-benefit analysis.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Formative coursework: One mock examination will be provided.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Online assessments take place on the third weekend after module teaching concludes. A 2,000 word essay is due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP478E Half Unit Political Science and Public Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Sarah Brierley

Dr Victoria Paniagua

Availability: This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites, but recommended advance readings will be distributed ahead of the course

Course content: This course introduces students to core concepts and problems in politics and policymaking. Among the questions we address: What determines political preferences and electoral outcomes? How are interests represented? How do political institutions shape policy outcomes? We focus on tools that students should be able to apply broadly in analyzing the political

world.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Formative coursework: One mock examination will be provided.

Indicative reading: A full reading list will be distributed at the beginning of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Online assessments take place on the third weekend after the module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP488E Half Unit Regulatory Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Martin Lodge

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: The course examines contemporary issues in regulation in OECD countries and elsewhere. The focus is on exploring competing approaches towards regulation in the context of different domains, ranging from utility, environmental to health and safety regulation. Particular attention will be paid to issues such as institutional design, enforcement and compliance, as well as the relationship between politicians, regulators, business and other actors. Topics include institutional design, development and regulation, standard-setting, enforcement, 'better regulation', and accountability.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Formative coursework: One mock examination opportunity will be provided.

Indicative reading: Managing Regulation by Martin Lodge and Kai Wegrich (Palgrave, 2012) introduces key themes. A different introduction is Understanding Regulation by Robert Baldwin, Martin Cave and Martin Lodge (Oxford University Press, second edition, 2012)

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Online assessments take place on the third weekend after the module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP4A1E Half Unit Cities in an Urban Age: Challenges and Opportunities

This information is for the 2024/25 session.

Teacher responsible: Prof Richard Burdett FAW 8.01J and Prof Antony Travers CON6.06

Availability: This course is compulsory on the Executive MSc in

Cities. This course is not available as an outside option.

Course content: Cities in an Urban Age is an intensive introduction to global urbanisation and the state of cities. The course explores different stages of urban development in cities and regions across the world. It provides students with an understanding of the key challenges facing both mature and rapidly-developing metropolitan areas. It will locate the key challenges facing large cities, notably the persistent levels of social inequality, poverty, unsustainable resource use and constraints to economic efficiency. The course introduces the key tools for intervention such as planning, governance and management of land and infrastructure in response to critical pressures linked to economic development, globalisation, migration, social inclusion, climate change, resource efficiency, and resilience. The key purpose of the course will be to give participants a comprehensive framework for understanding the challenges which cities are facing today.

Topics include: global urbanisation, development and design, urban change, population growth, urban productivity, urban expansion, urban sprawl, densification, intensification, sociability, urban governance, urban institutions, budgets and responsibilities.

Teaching: The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 10 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. These live sessions will build upon the outcomes of the asynchronous sessions. All live teaching will take place over a one week period (Module 1).

Formative coursework: Students will be expected to produce 1 essay in the AT.

Submission of a 500 word non-assessed formative statement outlining the key political, environmental and socioeconomic challenges in the student's city that will shape the content of the 2,000 word assessed report.

Indicative reading:

- Burdett, Ricky and Rode, Philipp (eds) (2018): Shaping Cities in an Urban Age. Phaidon Press Ltd. London.
- Simone, AbdouMaliq and Pieterse, Edgar (2017) New Urban Worlds: Inhabiting Dissonant Times. Polity Press. London.
- Travers, Tony, 'Taxing Power' in Burdett, Ricky and Rode, Philipp (eds) (2018): Shaping Cities in an Urban Age. Phaidon Press Ltd. London.
- Pieterse, Edgar, 'Placemaking in dissonant times', in Burdett, Ricky and Rode, Philipp (eds) (2018): Shaping Cities in an Urban Age. Phaidon Press Ltd. London.
- McQuarrie, Michael, Ferreira da Cruz, Nuno and Rode, Philipp 'Tensions of Governance' in Burdett, Ricky and Rode, Philipp (eds) (2018): Shaping Cities in an Urban Age. Phaidon Press Ltd. London.
- Pieterse, Edgar, 'Placemaking in dissonant times', in Burdett, Ricky and Rode, Philipp (eds) (2018): Shaping Cities in an Urban Age. Phaidon Press Ltd. London.
- Angel, Shlomo (2011): Making Room for a Planet of Cities. Lincoln Institute of Land Policy
- Glaeser, E. (2011): Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier. Penguin Press.
- Brenner, Neil (2004), New State Spaces: Urban Governance and the Rescaling of Statehood, Oxford University Press, Oxford.
- Pieterse, Edgar, (2018) The politics of governing African Urban Spaces, International Development Policy / Revue internationale de politique de développement, No. 10.

Additional readings:

- Fainstein, Susan, Gordon, Ian and Harloe, Michael (2011) Ups and downs in the global city: London and New York In the 21st century. In: Bridge, Gary and Watson, Sophie, (eds.) New Blackwell companion to the city. Wiley-Blackwell, Chichester, pp. 38-47.
- Gordon, I., Travers, T. (2010). "London: planning the ungovernable city" in City, culture and society, 1(2), pp. 49-55.
- Travers, Tony (2004) The Politics of London Governing an

Ungovernable City, Palgrave

- Jacobs, Jane (1961): The death and life of great American cities. Random House.

Assessment: Essay (70%, 2000 words) and presentation (30%) in the AT.

A presentation and submission of a 2,000 word report in AT of how the student's city or organisation is dealing with some of the challenges and opportunities presented in the course.

PP4A2E Half Unit

Cities and Society: Design and Social Cohesion

This information is for the 2024/25 session.

Teacher responsible: Prof Richard Burdett 8.01J

Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

Course content: Cities and Society: Design and Social Cohesion looks at some of the major drivers of urban inequality and poverty and the key actions that cities are taking to reduce urban inequalities through urban design, infrastructure and policy. This is a heavily applied course providing students with tools to analyse the socio-demographic profile of households and neighbourhoods and their relation to spatial distribution and clustering in cities of the developing and developed world. Students are introduced to traditional measures of poverty and inequality such as income and wealth as well more recent multi-dimensional poverty measures such as health and education, and provided with analytical and mapping tools to identify areas of concentration of deprivation. A particular emphasis is placed on identifying spatial strategies that can alleviate the concentration of urban poverty and inequality by optimising access to jobs, housing, education, health, public space, transport and community infrastructure.

Cities and Society will also look at the macro-economic forces that are producing uneven regional and urban development and the key planning methods to reduce levels of inequality. These include spatially blind policies such as taxation and redistribution; spatially connective policies such as infrastructure links between high and low income neighbourhoods and finally spatially targeted policies where private and public investment is targeted at the most deprived urban areas.

Topics include: inequality and GINI coefficients; from income to multi-dimensional measures of poverty; the Human Development Index and its urban relevance; affordable housing, social infrastructure; equity planning (examples include London, Barcelona, Medellin and Bogota); the London model of urban regeneration; infrastructure and equity, health and well-being, migration.

Teaching: The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 10 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. These live sessions will build upon the outcomes of the asynchronous sessions. Live teaching will take place over three one-week periods (Modules 2, 3 & 4).

Formative coursework: Students will be expected to produce 1 essay in the AT.

500 word submission identifying the social research methods used in the assessment of a policy or project of your choice

Indicative reading:

- Burdett, Ricky, 'Flexible Urbanisms' in Burdett, Ricky and Rode, Philipp (2018): Shaping Cities in an Urban Age. Phaidon Press Ltd. London.
- Mehrotra, Rahul and Vera, Felipe, 'Ephemeral Urbanism', in Burdett, Ricky and Rode, Philipp (2018): Shaping Cities in an Urban Age. Phaidon Press Ltd. London.
- Sennett, Richard, 'Rupture, Accretion and Repair' in Burdett, Ricky and Rode, Philipp (eds) (2018): Shaping Cities in an Urban Age.

Phaidon Press Ltd. London.

- Roy, Ananya and Ong, Aihwa (eds) (2011) Worlding Cities: Asian Experiments and the Art of Being Global. Wiley-Blackwell. New Jersey
- Klaufus, Christien and Ouweneel, Arij (eds) (2015) Housing and Belonging in Latin America. Berghahn, New York and Oxford
- Echeverri, Alejandro (2016) 'Medellin redraws its neighbourhoods: Social Urbanism' in Mohammad al-Asad, Rahul Mehrotra (eds), Shaping Cities: Emerging Models of Planning Practice. Hatje Cantz Verlag, Berlin.
- Harvey, David (2012), Rebel Cities: From the Right to the City to the Urban Revolution, Verso. New York and London.
- Graham, S. and Marvin, S. (2001) Splintering Urbanism: networked infrastructures, technological mobilities and the urban condition London: Routledge.

Additional readings:

- Sennett, Richard, (2018): Building and Dwelling ethics for the city: Allen Lane. London
- Burdett, R and Sudjic, D (2011) Living in the Endless City.
- Burdett, R and Sudjic, D (2008) The Endless City, London, Phaidon.
- Davis, Mike (2007): Planet of Slums. Verso.
- Larice, M. and Macdonald, E. (eds) (2007) The Urban Design Reader. London and New York: Routledge.
- Dávila, Julio (2012): Urban Mobility and Poverty: Lessons from Medellin and Soacha, Colombia. Development Planning Unit, UCL and Universidad Nacional de Colombia.
- Mitlin, Diana and David Satterthwaite (2013): Urban Poverty in the Global South: Scale and Nature. Routledge.

Assessment: Essay (70%, 2000 words) and presentation (30%) in the AT.

Design and present a research method to assess a project or policy of your choice (30%) and submission of an essay looking critically at the social research methods used in the assessment of an existing policy or project (70%).

PP4A3E Half Unit

Cities and the Environment: Urban Environmental Transitions

This information is for the 2024/25 session.

Teacher responsible: Dr Philipp Rode FAW.8.01L

Availability: This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

Course content: Cities and the Environment explores critical aspects of environmental sustainability in relation to both urbanisation globally and urban change in individual cities. This is an applied course giving students the relevant tools to measure, analyse and assess environmental impact. It introduces debates on different green city paradigms and focuses specifically on approaches to urban climate change mitigation and adaptation. The course further examines implications for urban planning, governance and management.

Cities and the Environment aims to provide the students with an analytical understanding of environmental challenges linked to urban development. Based on these, students are introduced to planning approaches, policy instruments and governance arrangements enabling environmental sustainability and resilience, facilitating the transition to a green economy in cities.

Topics include: environmental sustainability, green economy, environmental impact assessments, climate change adaptation and mitigation in cities, climate resilience, urban environmental transition, resource consumption, pollution, biodiversity.

Teaching: The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 10 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. These live sessions will build upon the outcomes of

the asynchronous sessions. Live teaching will take place over three one-week periods (Modules 2, 3 & 4).

Formative coursework: Students will be expected to produce 1 essay in the WT.

500 word submission detailing the implementation logic of an urban environmental strategy of your choice

Indicative reading:

- GCEC (2014): Better Growth, Better Climate: The New Climate Economy Report. The Global Commission on the Economy and Climate (GCEC). (Chapter 2)
- Giddens, Anthony (2009): The politics of climate change. Polity. Cambridge; Malden, MA. (Chapter 5)
- Newman, P., T. Beatley and H. Boyer (2009): Resilient cities: responding to peak oil and climate change. Island Press.
- OECD (2012): Compact City Policies: A Comparative Assessment. OECD Green Growth Studies.
- Rode, Philipp (2018). Observations and Actions. Shaping Cities in an Urban Age. R. Burdett and P. Rode, Phaidon Press.
- Stern, Nicholas (2009): A blueprint for a safer planet: how to manage climate change and create a new era of progress and prosperity. Bodley Head. London. (Chapter 6)
- UN Habitat (2011): Global Report on Human Settlements 2011: Cities and Climate Change. Nairobi.
- Urry, John (2011): Climate Change and Society. John Wiley & Sons. (Chapter 10)
- Wheeler, Stephen Maxwell and Timothy Beatley (2014): The sustainable urban development reader. Routledge

Additional readings:

The Challenge

- Bicknell, J., D. Dodman and D. Satterthwaite (2012): Adapting Cities to Climate Change: Understanding and Addressing the Development Challenges. Taylor & Francis. (Part 1)
- Hickman, Robin and David Banister (2014). Transport, Climate Change and the City, Taylor & Francis. (Chapter 1)
- McGranahan, Gordon, Pedro Jacobi, Jacob Songsore, Charles Surjadi and Marianne Kjellen (2001): The citizens at risk: from urban sanitation to sustainable cities. Earthscan. (Chapter 2)
- New Scientist (2008). Special report: How our economy is killing the Earth. New Scientist.
- Newman, Peter (2006): The environmental impact of cities.
- Stern, Nicholas and Dimitri Zenghelis (2018). Un-locking cities. Shaping Cities in an Urban Age. R. Burdett and P. Rode, Phaidon Press.
- Sustainable Development Commission (2009). Prosperity without Growth.
- World Economic Forum (2019). The Global Risks Report 2019.

Analytics

- Ahmed, Kulsum and Ernesto Sanchez-Tria (2008). Strategic environmental assessment for policies: an instrument for good governance, The World Bank.
- Communities and Local Government (2009). Multi-Criteria Analysis: A Manual.
- Dietz, Simon and Eric Neumayer (2007). "Weak and strong sustainability in the SEEA: Concepts and measurement." Ecological Economics 61(4): 617-626.
- Dimitriou, Harry T, E John Ward and Marco Dean (2016). "Presenting the case for the application of multi-criteria analysis to mega transport infrastructure project appraisal." Research in Transportation Economics 58: 7-20.
- Economist Intelligence Unit and Siemens (2012). The Green City Index.
- Glasson, John and Riki Therivel (2013). Introduction to environmental impact assessment, Routledge.
- Rode, Philipp, Alexandra Gomes, et al (2017). Resource Urbanisms: Asia's divergent city models of Kuwait, Abu Dhabi, Singapore and Hong Kong. London LSE Cities. London School of Economics and Political Science.
- Satterthwaite, David (2008): Cities' contribution to global warming: notes on the allocation of greenhouse gas emissions.
- Science for Environment Policy (2018). Indicators for sustainable cities. In-depth Report 12. Bristol, European Commission DG Environment by the Science Communication Unit

- SDSN. (2018). "SDG Indicators and a Monitoring Framework."
- World Bank (2016). The Little Green Data Book.

Strategy

- Ahlfeldt, Gabriel and Elisabetta Pietrostefani (2017). Demystifying Compact Urban Growth: Evidence From 300 Studies From Across the World. London and Washington, Coalition for Urban Transitions and OECD
- Asian Development Bank (2016). GrEEEn Solutions for Livable Cities.
- Cervero, Robert, Erick Guerra and Stefan Al (2017). Beyond Mobility: Planning Cities for People and Places, Island Press.
- Crawford, J. and S. Davoudi (2012): Planning for climate change: strategies for mitigation and adaptation for spatial planners. Routledge.
- Greater London Authority (2018). London Environment Strategy. Gutman, Jeffrey and Adie Tomer (2016). Developing a Common Narrative on Urban Accessibility: Overview. The Brookings Institution.
- Heck, S., M. Rogers and P. Carroll (2014): Resource Revolution: How to Capture the Biggest Business Opportunity in a Century. Houghton Mifflin Harcourt Publishing Company. (Chapter 3)
- Raworth, Kate (2017). Doughnut economics: seven ways to think like a 21st-century economist, Chelsea Green Publishing.
- Rode, Philipp, Graham Floater, et al (2017). Accessibility in Cities: Transport and Urban Form. Disrupting Mobility: Impacts of Sharing Economy and Innovative Transportation on Cities. G. Meyer and S. Shaheen. Cham, Springer International Publishing: 239-273.
- UNEP (2011): Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication. (Cities Chapter)
- Urban Task Force (1999). Towards an urban renaissance: Report of the Urban Task Force chaired by Lord Rogers of Riverside, Executive Summary. London, DETR.

Governance

- Centre for London (2019). Green Light: Next Generation Road User Charging for a healthier, more liveable London.
- Geels, Frank W. (2012). "A socio-technical analysis of Low-Carbon transitions: introducing the multi-level perspective into transport studies." Journal of Transport Geography 24: 471-482.
- GIZ and ICLEI (2014). Operationalizing the Urban Nexus: Towards resource-efficient and integrated cities and metropolitan regions. GIZ Eschborn
- ICLEI (2016). GreenClimateCities Handbook for Local Governments.
- Looibach, Derk and Jan Rotmans (2010). "The practice of transition management: Examples and lessons from four distinct cases." Futures 42(3): 237-246.
- RAMSES (2017). Transition Handbook and Training Package. Science for cities in transition.
- Rode, Philipp, Catarina Heeckt, Nuno da Cruz (2019). National Transport Policy and Cities: Key policy interventions to drive compact and connected urban growth.
- Rode, Philipp, Graham Floater et al. (2012): Going Green: How cities are leading the next economy. LSE Cities, ICLEI and Global Green Growth Institute. London.
- Rode, Philipp (2018). Governing Compact Cities: How to connect planning, design and transport, Edward Elgar. (Chapters 2 and 3)
- Simpson, R. and M. Zimmermann (2012): The Economy of Green Cities. A World Compendium on the Green urban Economy. Springer. New York (Part 1)

Assessment: Essay (70%, 2000 words) and presentation (30%) in the WT.

Present an environmental strategy for an urban development project (30%) and submission of 2,000 word written report (70%).

PP4A4E Half Unit**Cities and the Economy: Urban Economic Development and Finance****This information is for the 2024/25 session.****Teacher responsible:** Dr Savvas Verdis FAW.8.01E**Availability:** This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.**Course content:** Cities and the Economy forms part of the Executive MSc in Cities. This is an applied course looking at the role of city government and firms in driving inclusive local economic development. The course introduces traditional and more progressive ways to measure and analyse the city economy as well as policies and tools available to attract investment and finance as well as improve the distributional effects of economic growth.

From a global economic level, we will look at the forces shaping urban development and the capacity of national, regional and local policies to influence these drivers. From a more local economic level, we will look at the make-up and sectorial composition of a city economy; how we can measure the economic impact of policies and projects and finally how we can finance and fund complex infrastructure projects.

Topics include: inclusive growth; economic inequalities; measuring growth and competitiveness over time, comparative vs competitive advantage, key performance indicators of a city economy, the role of infrastructure and megaprojects in driving competitiveness, managing city budgets, financing your city, global city indexes, special economic zones and other incentives.

Teaching: The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 10 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. These live sessions will build upon the outcomes of the asynchronous sessions. Live teaching will take place over three one-week periods (Modules 2, 3 & 4).**Formative coursework:** Students will be expected to produce 1 essay in the WT.

500 word submission describing the financing strategy of a project of your choice.

Indicative reading:

- Lee, Neil, 2018 Inclusive Growth in Cities: A sympathetic critique, LSE III Working Papers
- O'Sullivan, Arthur. 2012. Urban economics. New York: McGraw-Hill/Irwin.
- Peterson, George E., and Patricia Clarke Annez. 2007. Financing cities fiscal responsibility and urban infrastructure in Brazil, China, India, Poland and South Africa.
- Pike, A, Rodríguez-Pose, A & Tomaney, J. 2012. Local and Regional Development, Routledge.
- Raworth, Kate. 2017 Doughnut Economics. 2018. Random House
- World Bank, 2009. World Development Report. Reshaping Economic Geography, World Bank.

Additional readings:

- Brookings Institute. 2010 Municipal Finance of Urban Infrastructure.
- The Cities Alliance et al. 2007. Understanding Your Local Economy – A Resource Guide for Cities. The Cities Alliance.
- UN-HABITAT 2009. Guide to Municipal Finance. UN-HABITAT.
- Vliet W. v. 2002. Cities in a globalizing world: from engines of growth to agents of change. Environment and Urbanization.
- Zhang L.-Y. 2013. City Development Strategies and the Transition Towards a Green Urban Economy. The Economy of Green Cities: A World Compendium on the Green Urban Economy. Springer.

Assessment: Presentation (30%) in the WT.

Essay (70%, 2000 words) in the ST.

Pitch a financing strategy for a selected case study area to an expert panel (30%) and submission of a 2,000 word written report analysing the financing strategy of a project of your choice (70%).

PP4A5E**Urban Infrastructure and Strategic Planning****This information is for the 2024/25 session.****Teacher responsible:** Dr Philipp Rode FAW.8.01I and Prof Antony Travers CON6.06**Availability:** This course is available on the Executive MSc in Cities. This course is not available as an outside option.**Course content:** Urban infrastructure and strategic planning is a workshop based course providing practical insights on infrastructure development and strategic planning for cities. The course combines a series of lectures with studio-based group work on a case study city. Students are introduced to all key components of urban infrastructure, cutting across transport, energy, water, waste and digital network systems. A particular focus of this course is the interrelationship of transport infrastructure and urban form. This relationship forms the basis for an inquiry into strategic planning approaches and practical applications in cities around the world. Furthermore, the course covers important aspects of infrastructure governance, finance and regulation and examines implications for large-scale physical infrastructure as well as digital, smart city technologies. Infrastructure and strategic planning aims to provide the students with a praxis-oriented understanding of urban infrastructure development and strategic planning. The workshop-based nature of the course facilitates learning and skills development in relation to strategic development planning.

Topics include: urban infrastructure, transport, energy, water, waste, digital networks, strategic planning, smart cities, finance, privatisation, municipalisation, public private partnerships, design life, lock-in, phasing

Teaching: The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 20 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. The majority of these will be delivered during Module 5. In addition to these activities, students will undertake supervised collaboration sessions on a remote basis during the lead up to Module 5.**Formative coursework:** Students will be expected to produce 1 essay in the ST.

A 500 word formative statement outlining the structure of the and key deliverables of the group policy brief.

Indicative reading:

- Albrechts, Luis (2004): Strategic (spatial) planning re-examined. Pion Ltd.
- Belaieff, Antoine, Gloria Moy and Jack Rosebro (2007). Planning for a Sustainable Nexus of Urban Land Use, Transport and Energy, Blekinge Institute of Technology.
- Bulkeley, Harriet, Vanesa Castán Broto and Anne Maassen (2014). "Low-carbon transitions and the reconfiguration of urban infrastructure." Urban Studies 51(7): 1471-1486.
- Cervero, Robert and Jin Murakami (2009): Rail and Property Development in Hong Kong: Experiences and Extensions.
- Collier, Paul and Anthony J Venables (2016). "Urban infrastructure for development." Oxford Review of Economic Policy 32(3): 391-409.
- Delmon, Jeffrey (2011): Public-Private Partnership Projects in Infrastructure: An Essential Guide for Policy Makers. Cambridge University Press.
- Dimitriou, Harry T, E John Ward and Philip G Wright (2013). "Mega transport projects—Beyond the 'iron triangle': Findings from the OMEGA research programme." Progress in planning 86: 1-43.
- Dimitriou, Harry T. and Ralph Gakenheimer (2011): Urban Transport in the Developing World: A Handbook of Policy and Practice. Edward Elgar Publishing Limited.
- Ehtisham Ahmad, Dan Dowling, Denise Chan, Sarah Colenbrander, Nick Godfrey (2019). Scaling Up Investment for Sustainable Urban Infrastructure: A Guide to National and

- Subnational Reform, Coalition for Urban Transitions.
- Estache, Antonio and Marianne Fay (2009). Current debates on infrastructure policy. Commission on Growth and Development, The International Bank for Reconstruction and Development and The World Bank.
 - Graham, Stephen and Colin McFarlane (2014): *Infrastructural Lives: Urban Infrastructure in Context*. Taylor & Francis.
 - Gordon, Ian Richard and Tony Travers (2010). "London: planning the ungovernable city." *City, Culture and Society* 1(2): 49-55.
 - Guy, Simon, Simon Marvin, Will Medd and Timothy Moss (2012): *Shaping Urban Infrastructures: Intermediaries and the Governance of Socio-Technical Networks*. Taylor & Francis.
 - Hajer, Maarten and Hiddo Huitzing (2012). *Energetic society Urban Age Electric City Conference*. R. Burdett and P. Rode. London, LSE Cities. London School of Economics.
 - Lall, Somik Vinay, J Vernon Henderson and Anthony J Venables (2017). *Africa's cities: Opening doors to the world*, The World Bank.
 - Leipziger, Danny, Marianne Fay, Quentin T Wodon and Tito Yepes (2003). "Achieving the millennium development goals: the role of infrastructure."
 - Magdahl, J. E. (2012). From privatisation to corporatisation: exploring the strategic shift in neoliberal policy on urban water services. FIVAS-Association for International Water Studies.
 - Murthy, Sharmila L (2013). "The human right (s) to water and sanitation: history, meaning, and the controversy over-privatization." *Berkeley J. Int'l L.* 31: 89.
 - Peterson, George (2009): *Unlocking Land Values to Finance Urban Infrastructure*. World Bank.
 - Rode, Philipp (2018). *Ethiopia's Railway Revolution*. Urban Age Developing Urban Futures. London, LSE Cities.
 - Rode, Philipp (2019). "Infrastructural Ideals." LSE Cities Briefing Papers, London School of Economics and Political Science.
 - Stead, Dominic and Evert Meijers (2009): *Spatial Planning and Policy Integration: Concepts, Facilitators and Inhibitors*. Routledge.
 - Townsend, Anthony M. (2013): *Smart Cities: Big Data, Civic Hackers, and the Quest for a New Utopia*. W. W. Norton.
 - Travers, Tony (2009). "Transport infrastructure in London." *Oxford Review of Economic Policy* 25(3): 451-468.
 - UN Habitat (2009). *Planning Sustainable Cities - Global Report on Human Settlements 2009*. Nairobi.
 - Vasconcellos, Eduardo (2001): *Urban transport, environment, and equity: the case for developing countries*. Earthscan Publications.

Assessment: Essay (25%, 2500 words) in the ST.

Essay (50%, 10000 words) and presentation (25%) in the post-spring term.

Assessment 1: A 2,500 word group workshop briefing document to be submitted before Module 5 (25% of course grade).

Assessment 2: A 30 minute assessed group presentation to be delivered at the end of Module 5 (25% of course grade)

Assessment 3: A 10,000 word group policy brief to be submitted after Module 5 (50% of course grade).

PP4A6E

Urban Development and Master Planning

This information is for the 2024/25 session.

Teacher responsible: Prof Richard Burdett FAW 8.01J and Dr Savvas Verdis FAW 8.01E

Availability: This course is available on the Executive MSc in Cities. This course is not available as an outside option.

Course content: Urban Development and Master Planning is an applied group project based on a major regeneration site. Groups will be introduced to one of the regeneration sites project teams which will include: local planning officers, developers, planners, designers and financing teams. The groups will first immerse themselves in the host organisation as well as the site and understand some of the project challenges. The groups will then work in a collaborative environment in order to develop solutions to

the challenges set by the project teams.

Using some of the key assessment and planning tools developed in courses PP4A1E, PP4A2E, PP4A3E & PP4A4E of the Executive MSc in Cities, this project will encourage students to apply the most appropriate analysis, planning and finance methods to an actual development site.

Topics covered: land ownership, development goals, developing the brief, urban design and master planning strategies, wider urban context, phasing, capturing value, mix of uses, public vs private space, financing projects, residual values, negotiations between developers and public agencies, planning constraints and policies, affordable housing, lifecycle assessment, built form, density and integration.

Teaching: The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 20 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. The majority of these will be delivered during Module 5. In addition to these activities, students will undertake supervised collaboration sessions on a remote basis during the lead up to Module 5.

Formative coursework: Students will be expected to produce 1 essay in July.

A 500 word formative statement outlining the structure of the and key deliverables of the group policy brief.

Indicative reading:

- Adams D., C Watkins and M White (eds.), 2005, *Planning, Public Policy and Property Markets*, Oxford: Blackwell
- Campkin, Ben. *Remaking London: Decline and Regeneration in Urban Culture*. 2013.
- Carmona M, Tiesdell S, Heath T and Oc T (2010) *Public Places - Urban Spaces, The Dimensions of Urban Design (Second Edition)*, Oxford, Architectural Press
- Edwards, M., Brown, R., & Lee, R. (2014). *Just Space: towards a just, sustainable London*. In L. Lees, R. Imrie (Eds.), *Sustainable London? : the future of a global city* (pp. 75-104). Bristol: Policy Press.
- Syms P, 2002, *Land, Development and Design*, Oxford: Blackwell
- Urban Task Force, 1999. *Towards an urban renaissance: Mission statement*. London

Additional Readings:

- Baum, A. & Hartzell, D. (2012) 'Global Property Investment: Strategies, Structures, Decisions'. Wiley Blackwell.
- Swyngedow E, F Moulaert and A Rodriguez, 2002, 'Neoliberal urbanisation in Europe: Large-scale urban development projects and the New Urban Policy', *Antipode*, Vol. 34 (3), pp 542-577
- Travers, T; Scanlon, K; Whitehead, C. and Fernández-Arriagoitia, Melissa: *Public Spending Priorities in London GLA*. May 2010
- Fainstein S, 1994, *The City Builders: Property, Politics and Planning in London and New York*, Oxford: Blackwell.

Assessment: Essay (25%, 2500 words) in the ST.

Essay (50%, 10000 words) and presentation (25%) in the post-spring term.

Assessment 1: A 2,500 word group workshop briefing document to be submitted before Module 5 (25% of course grade).

Assessment 2: A 30 minute assessed group presentation to be delivered at the end of Module 5 (25% of course grade).

Assessment 3: A 10,000 word group policy brief to be submitted after Module 5 (50% of course grade).

PP4A7E

Urban Consultancy Project

This information is for the 2024/25 session.

Teacher responsible: Dr Philipp Rode 8.01I and Dr Savvas Verdis 8.01E

Availability: This course is compulsory on the Executive MSc in

Cities. This course is not available as an outside option.

Course content: The Consultancy Project is a six-month individual consultation undertaken by a student in the Executive MSc in Cities in their own organisation or for an external organisation. Through the consultancy project, students will apply the knowledge and skills acquired in the first six courses of the programme to craft policy or program improvements for public or private agencies and non-profit organisations.

Through in depth interviews with the organisation's leaders as well as the relevant stakeholders, students will focus on a specific project and offer advice on one or more of its design and implementation phases. These may include but are not limited to the concept, feasibility, design, assessment, delivery and/ or evaluation phases in the project cycle.

Examples of projects include design briefs, assessment of master plans or strategic plans, social, economic and environmental impact assessment of projects, project finance and greening of projects and policies.

Teaching: Each student will be allocated a supervisor, who will provide overall guidance on the project's development. Other members of staff may also advise as required. Students will be supported with face to face or web based tutorials throughout the duration of their consultancy project.

Formative coursework: Students will be expected to produce 1 essay in the AT.

A 500 word proposal brief for the consultation project that will be carried out independently by each student.

Indicative reading:

- Bryman, Alan. *Social Research Methods*, 2012. Oxford University Press.
- Cook, Curtis R. 2005. *Just enough project management the indispensable four-step process for managing any project, better, faster, cheaper*. New York: McGraw-Hill.
- Czerniawska, Fiona, and Paul May. 2006. *Management consulting in practice award-winning international case studies*. London: Kogan Page.
- Lindblom, Charles Edward, and David K. Cohen. 1979. *Usable knowledge: social science and social problem solving*. New Haven: Yale University Press.
- Office for Government Commerce. 2004. *Common Causes of Project Failure*. London: OGC.
- Prime Minister's Strategy Unit. 2004. *Strategy Survival Guide*. London.

Assessment: Project (100%, 6000 words) in the WT.

A consultancy report assessing an organisation's challenge and offering strategic advice on possible solutions at any stage of the project or policy cycle.

PP4B3E Half Unit Executive MPP Capstone Project

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Berliner

Availability: This course is available on the Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites for this course.

Course content: The Capstone project facilitates application of analytical tools developed on the programme. Students will undertake a group project (in teams usually of 3 to 5 people) relating to a public policy problem faced by the Civil Service. The group will have one week to work on an issue identified jointly by the Civil Service and LSE academics, investigating and developing a workable solution to the problem. They will then deliver a presentation, followed by a policy memo and two articles.

Teaching: A one-week modular teaching block.

Formative coursework: Feedback will be provided on work-in-progress during the project duration and on the presentation on the final day of the module.

Indicative reading: Readings that are specific to project work will be distributed at the beginning of the course. Useful preliminary

reading includes: Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979); Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989); Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006); Office for Government Commerce *Common Causes of Project Failure* (London: OGC, 2004); *Strategy Survival Guide* (London: Prime Minister's Strategy Unit. July 2004); C. R. Cook, *Just Enough Project Management* (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, *Dynamics in Groups and Teams: Groups as Complex Action Systems*, chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

Assessment: Presentation (20%), project (50%) and coursework (30%).

The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

1. Presentation (20%) on the final day of the module.
2. Policy memo (50%), summarising the proposal for the relevant minister, which incorporates the feedback from the presentation, due three weeks after the module (1500 words).
3. Two standard-length newspaper articles (30%), due three weeks after the module.

In the two articles (500 words each), the students should consider how their policy proposal would be reported in two different media outlets.

PP4G8E Half Unit Introduction to Public Policy (EMPA)

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Berliner

Availability: This course is compulsory on the Executive Master of Public Administration. This course is not available as an outside option.

Course content: This module provides a foundational introduction to social-scientific inquiry, economics, and political science and their application to public policy. Topics covered include: why policymaking benefits from adopting a social-scientific approach; the policy cycle; institutions and incentives; markets and market failures; and linking theory to practical policy making.

Teaching: A two-day modular teaching block.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance may be permitted in exceptional circumstances.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Essay (100%, 2000 words).

Assessment will consist of a 2,000 word essay. Essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

PP4G9E Half Unit Public Policy in Practice Workshop I (EMPA)

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Berliner

Availability: This course is compulsory on the Executive Master of Public Administration. This course is not available as an outside option.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by

the students and presentations by policy practitioners involved in the policy area.

Teaching: A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Essay (100%, 3000 words).

Assessment will consist of a 3,000 word essay. Essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

PP4J1E Half Unit

Introduction to Public Policy (EMPP)

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Berliner

Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.

Course content: This module provides a foundational introduction to social-scientific inquiry, economics, and political science and their application to public policy. Topics covered include: why policymaking benefits from adopting a social-scientific approach; the policy cycle; institutions and incentives; markets and market failures; and linking theory to practical policy making.

Teaching: A two-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over two days.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance may be permitted in exceptional circumstances.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Essay (100%, 2000 words).

Assessment will consist of a 2,000 word essay. Essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPP programme induction.

PP4J2E Half Unit

Public Policy in Practice Workshop I (EMPP)

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Berliner

Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

Teaching: A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Essay (100%, 3000 words).

Assessment will consist of a 3,000 word essay. Essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPP programme induction.

PP4J3E Half Unit

Public Policy in Practice Workshop III (EMPP)

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Berliner

Availability: This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.

Course content: The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

Teaching: A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Indicative reading: Readings that are specific to each policy area will be distributed at the beginning of the course.

Assessment: Essay (100%, 2000 words).

Assessment will consist of a 2,000 word reflective essay. Further details will be provided at the Executive MPP programme induction.

PP4J5E Half Unit

Fiscal Governance and Budgeting

This information is for the 2024/25 session.

Teacher responsible: Dr Joachim Wehner

Dr Paolo de Renzio

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: The course examines contemporary issues in fiscal governance and public budgeting in OECD countries and elsewhere. The focus is on executive and legislative actors and the institutional structures within which they make budgetary choices. Following an introduction to theoretical approaches to the study of budgeting, topics include medium-term frameworks, top-down budgeting, fiscal rules and fiscal councils, performance budgeting, legislative budgeting, fiscal decentralisation, budget transparency, audit and accountability.

Teaching: A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

The default mode of instruction is in-person in the classroom at LSE. Remote attendance is available in case of challenges preventing in-person attendance.

Formative coursework: One mock examination opportunity will be provided.

Indicative reading: Fiscal Governance in Europe by Mark Hallerberg, Rolf Strauch and Jürgen von Hagen (Cambridge University Press, 2009) introduces an important theoretical approach and is a good reference for several topics. The OECD Journal on Budgeting <http://www.oecd.org/gov/budget/journal> discusses current issues in applied budgeting. A full reading list will be distributed at the beginning of the course.

Assessment: Essay (50%, 2000 words) and online assessment (50%).

Online assessments take place on the third weekend after the module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

PP4V8E Half Unit

Policy Paper

This information is for the 2024/25 session.

Teacher responsible: Professor Daniel Berliner

Participating students will be assigned an academic supervisor with relevant knowledge of the topic and supervision experience.

Availability: This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

Pre-requisites: There are no formal pre-requisites but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors.

Course content: The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public policy. Executive MPA/ EMPP students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with an Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.

Teaching: The student's Academic Adviser will provide advice and guidance on this piece of work as required during the duration of the assessment.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT, WT and ST.

A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted well in advance of the assessment deadline. Students may only change their topic thereafter with the agreement of the Academic Adviser/ Programme Directors. Students will be given feedback on their proposal.

Indicative reading: A suitable programme of reading will be developed in consultation with the Academic Adviser. Useful background readings may include:

- Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 4th ed. (CQ Press, 2012);
- Catherine F. Smith, *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*, 3rd ed. (Oxford University Press, 2012).
- Charles Lindblom and David K. Cohen, *Usable Knowledge: Social Science and Social Problem Solving* (Yale University Press, 1979).
- Philip E. Tetlock, *Expert Political Judgment: How Good Is It? How Can We Know?* (Princeton University Press, 2006).

Assessment: Policy paper (100%) in the AT, WT and ST.

- 6,000 word policy paper

SO4A8E Half Unit

Leadership and Social Change

This information is for the 2024/25 session.

Teacher responsible: Dr George Kunnath (CBG 12.04)

Availability: This course is compulsory on the Postgraduate Certificate in Social and Economic Equity. This course is not available as an outside option.

Course content: The course responds to the needs of the AFSEE Fellows to develop critical skills and understandings of leadership within various contexts and themes indexed to transforming global inequality. This approach marries a structural analysis of global inequality and its manifestations with critical analysis, reflexive

thinking, as well as practical skills that will provide students with the tools to bring systemic change into being. Crucially, the course is heavily rooted in theories of practice, in which Fellows are introduced to and demonstrate a sound knowledge and critical appreciation of their field and its associated practice and research techniques, and show that these techniques can be successfully applied in revealing or challenging injustice and inequality. The course will consist of lectures, presentations, seminars and workshops. Lectures will introduce Fellows to key concepts, approaches and techniques for understanding and challenging inequality. Workshops and seminars will help Fellows clarify and deepen their understanding of points and issues raised in the lectures, through practical work carried out individually and in groups.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across WT and ST.

Week 1 – Reading Week of Winter Term - Leadership and Social Change

Week 2 – First Week after Spring Term - Leadership and Social Change

Teaching arrangements may be adjusted if online teaching is required at any point.

Formative coursework: There will be one piece of formative coursework, a 750 word essay outline for their policy report in response to a set question. The formative outline will be due in week 10 of Winter Term. Fellows will receive written feedback on the essay outline and will have the opportunity to discuss the written feedback with the Course Convenor. This formative coursework is directly related to the summative essay which will be due in Spring Term.

Indicative reading:

- Della Porta, D. (2015). *Social Movements in Times of Austerity*. Wiley.
- Fricker, M. (2013). Epistemic justice as a condition of political freedom? *Synthese*, 190(7), 1317-1332.
- Gaventa, J. (2006) Finding the Spaces for Change: A Power Analysis. *IDS Bulletin* 37 (6). November 2006.
- Green, D. (2016) *How Change Happens*. Oxford University Press. Also accessible as a free download at < <http://how-change-happens.com/download/>>
- Goss, S. (2015) *Systems Leadership: A View from the Bridge*. OPM.
- Glasius, M. and Ishkanian, A. (2015) Surreptitious symbiosis: engagement between activists and NGOs. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 26 (6). pp. 2620-2644.
- Ishkanian, A. and Peña Saavedra, A. (2019) The politics and practices of intersectional prefiguration in social movements: the case of Sisters Uncut. *Sociological Review*, 67 (5). 985 - 1001.
- Phillips, B. (2020) *How to Fight Inequality and Why That Fight Needs You*. Polity.
- Raworth, K (2018) *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. London. Random House Business.
- Seckinelgin, H. (2017) *The politics of global AIDS: institutionalization of solidarity, exclusion of context*. Springer International Publishing, Switzerland.
- Weldon, L. S. (2011). *When protest makes policy: how social movements represent disadvantaged groups*. Ann Arbor: University of Michigan Press.

Assessment: Presentation (30%) in the post-spring term.

Policy report (70%) in the ST.

70% Policy Report 2500 words.

S04E1E Half Unit

Foundations of Social and Economic Inequality

This information is for the 2024/25 session.

Teacher responsible: Dr George Kunnath (CBG 12.04) and Prof Armine Ishkanian (CBG 12.06)

Availability: This course is compulsory on the Postgraduate Certificate in Social and Economic Equity. This course is not available as an outside option.

This course is only available to Atlantic Fellows for Social and Economic Equities who are enrolled in the Postgraduate Certificate in Social and Economic Equity.

Course content: This course focuses on the foundations of social and economic equity – ‘foundations’ here means both historical foundations of these inequalities (including colonisation and post-colonial moments) as well as foundation understandings of what are inequalities.

The course considers the histories & legacies of inequalities and how these shape current realities, including issues around racial capitalism and the impacts of wealth inequalities. This historical (historiographical) look at inequalities then leads to an analysis of the approaches to defining & measuring inequality; the impacts of wealth inequality; and alternative economic models that can influence both how we understand inequalities and how we enact change to alleviate inequalities.

Specifically, course starts an overview lecture focusing on inequalities, power, and intersectionality. It moves onto a historical analysis – specifically looking at how the historical legacies of plantation shape and produce income and wealth inequalities in the present. This leads analysis of wealth inequalities (as opposed to income inequalities), its consequences, and how it can be tackled. The course uses racial capitalism to understand the links between the historical legacies of slavery and the contemporary issues of global wealth inequalities. At this point, the course moves to a more economic understanding of inequalities. It introduces students to an analysis of income inequalities and how these are measured in orthodox economics. From there, the course critically engages with alternative economic perspectives and how they shift the understandings of economic inequalities – this includes degrowth, heterodox, and feminist economics. The aim is to offer a broad understandings of the debates across ways of understanding economic inequalities that students can use in understanding specific contextual issues.

Aside from lectures and seminars, the course also includes additional learning events: a City of London Inequalities Walk and an LSE Inequalities Scavenger Hunt. The first links to the study of wealth inequalities as students understand how the geography and wealth in the city of London today links to colonial histories. The second brings the study of inequalities to the LSE, where students, through clues, discover LSE's own history in both maintain and challenging inequalities – the hunt is followed by a seminar where students link what they have been learning in the course to LSE's history as an academic institution.

Finally, the course hosts a roundtable with alumni of the programme who work in areas of economic change (through policy advocacy, national government, or social movements). This links theoretical concepts presented in the course to professional practice.

Teaching: 31 hours and 30 minutes of classes in the AT. This course will consist of approximately 30 hours of class teaching hours – including workshops, lectures, seminars, roundtables, and creative learning spaces over the course of nine days of intensive teaching. This will take place in the first full two weeks of September, prior to the beginning of Autumn Term.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

In week 4 of AT, students will submit a 300-word blog summary stating what they hope to write about in their summative blog post along with a 200-word outline of the post.

Indicative reading:

- BECKFORD G., 2021. ‘Plantation Society. Toward a General Theory of Caribbean Society’ in BARROW C., REDDOCK R.,

(ed.), *Caribbean Sociology. Introductory Readings*, Ian Randle Publishers and James Currey Publishers and Markus Wiener Publishers.

- OGLE, V., 2020. ‘Funk Money’: The End of Empires, The Expansion of Tax Havens, and Decolonization as an Economic and Financial Event. *Past & Present*, 249(1), pp.213-249.
- MELAMED, J., 2015. ‘Racial Capitalism.’ *Critical Ethnic Studies*, 1(1), pp.76-85.
- WORLD BANK GROUP (2006) *World Development Report*, particularly chapters 2: Inequalities within countries; chapter 3: Equit from a global perspective; and chapter 4: Equity and wellbeing.
- HICKEL, J., 2021. ‘The anti-colonial politics of degrowth’, *Political Geography*, 88, pp. 1-3.
- ALVES, C. & KVANGRAVEN, I. H. (2021) ‘Does economics need to be decolonised?’ *Economics Observatory*, available here: <https://www.economicsobservatory.com/economicsfest-does-economics-need-to-be-decolonised>
- GOSH, J., 2021. ‘Women in (Recognized) Work: Feminist Economics’, Lecture given to *New Economic Thinking*, available here: <https://www.youtube.com/watch?v=-l9yiFaFme8>

Assessment: Blog post (50%) in the AT Week 7.

Presentation (50%) in the WT Week 6.

The power-mapping and presentation is an assessment of both the powermap in-and-of itself and of the presentation where students are asked to explain the analysis used to make the power-map.

S04E2E

PGCert in Social and Economic Equity: Independent Project

This information is for the 2024/25 session.

Teacher responsible: Dr George Kunnath (CBG 12.04)

Availability: This course is compulsory on the Postgraduate Certificate in Social and Economic Equity. This course is not available as an outside option.

This course is only available to students doing the Postgraduate Certificate in Social and Economic Equity.

Course content: This course is to support the independent research project that students on the PGCertification in Social and Economic Equity complete as a part of the programme. The purpose of the project is for students to conduct an independent research project that integrates reflections on the learning they have undergone throughout programme year and applying it to a piece of practitioner-based research. This research is informed by particular theories in addressing social and/or economic inequalities within researcher in/on/about a particular professional practice in a particular context. The final output project must speak to a particular audience – an audience that could use the finding from the research to of the can take the form of an action research extended essay, a report with policy recommendations, a podcast mini-series, a short documentary, or an e-zine.

Teaching: 2 hours and 30 minutes of workshops in the AT. 2 hours and 30 minutes of workshops in the WT. 3 hours of workshops in the ST.

This course is to support the independent research project that students on the PGCertification in Social and Economic Equity complete as a part of the programme. The purpose of the project is for students to conduct an independent research project that integrates reflections on the learning they have undergone throughout programme year and applying it to a piece of practitioner-based research.

This research is informed by particular theories in addressing social and/or economic inequalities within researcher in/on/about a particular professional practice in a particular context. The final output project must speak to a particular audience. Outputs include:

- A policy report with recommendations (8000 words max)

- A draft of an academic article (8000 words max)
- A video documentary (45 minutes) + a literature review / reflection (2500 words)
- A podcast mini-series (3 episodes, each at least 20 minutes long) + a literature review / reflection (2500 words)
- A training handbook for practitioners drawing on research findings (8000 words max)
- An e-zine made up of a series of short articles / blogs presenting the research and / or graphic art, making arguments for action, etc (total 8000-words max across the articles)

This course consists of 8 hours of seminars, held throughout the academic year. There are 2.5 hours face-to-face during the first two weeks of September, which focus on project proposals.

Then, in Winter Term, there are an additional 2.5 hours focused on ethical thinking and reflexivity (and preparing ethical review forms) This will be online because students on this programme are 1) part-time, and 2) distanced. Therefore, they are not in London during this time.

The remaining 3 hours are in Spring Term (final week), face-to-face, and it will focus on discussions around the practical implications of conducting research on social change focused on practice.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

The formative assessment is a 1500 proposal for the research which is due week 0 of Winter Term.

Indicative reading:

- Tuhiwai Smith, L. (2008) *Decolonizing Methodologies: Research and Indigenous Peoples* 2nd edition. New York: Zed Books Ltd.
- Stuart, K. & Maynard, L. (2022) *The Practitioner Guide to Participatory Research with Groups and Communities*, Policy Press.
- Campbell, A. & Groundwater-Smith, S. (2007) *An Ethical Approach to Practitioner Research: Dealing with Issues and Dilemmas in Action Research*. New York: Routledge.
- Gaventa, J. & Cornwall, A. (2006) 'Challenging the Boundaries of the Possible: Participation, Knowledge and Power', *IDS Bulletin*, 3,6, pp. 122-128.
- Bradbury, H. (2015) *The SAGE Handbook of Action Research*, 3rd edition. Sage. Specifically, the following chapters:
1 'Chapter 36: Praxis – Retrieving the Roots of Action Research' by Olav Eikeland
2 'Chapter 47: Knowledge, Democracy, Community-based Action Research, the Global South and the Excluded Global North' by George Ladaah Openjuru, Namrata Jaitli, Rajesh Tandon, & Budd Hall
3 'Chapter 70: Radical Epistemology as Caffeine for Social Change' by Alfredo Ortiz Aragon & Juan Giles Macedo

Assessment: Research project (100%) in August.

The summative assessment is a project output (100% of final mark). The output can be:

- A policy report with recommendations (8000 words max)
- A draft of an academic article (8000 words max)
- A video documentary (45 minutes) + a literature review / reflection (2500 words)
- A podcast mini-series (3 episodes, each at least 20 minutes long) + a literature review / reflection (2500 words)
- A training handbook for practitioners drawing on research findings (8000 words max)
- An e-zine made up of a series of short articles / blogs presenting the research and / or graphic art, making arguments for action, etc (total 8000 words max across the articles)



MRes/PhD Programme Regulations

Key to Regulations

(H) means a half-unit course

(AT) means Autumn Term

(WT) means Winter Term

(ST) means Spring Term

MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track)

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Programme Structure - MRes

Programme code: TMRESAC1

Department: Accounting

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Training courses

Compulsory (examined):

Paper 1 AC502 Foundations of Accounting, Organisations and Institutions (0.5)

And

MY500 Fundamentals of Social Science Research Design (0.5)

Paper 2 MY551A Introduction to Quantitative Analysis (0.5)

Or

MY551W Introduction to Quantitative Analysis (0.5)

And one of the following 0.5 unit(s):

MY521 A Qualitative Research Methods (0.5)

MY521 W Qualitative Research Methods (0.5)

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

Depending on previous methods training students have undertaken, they are allowed to replace one or all of the required methods courses listed under Paper 2 with more advanced methods courses. Should a student, for instance, have had previous training in quantitative methods to the level taught in MY551, the student will be asked to replace that course with a more advanced course in quantitative methods, such as MY552 (Applied Regression Analysis).

Paper 3 Courses to the value of 1.0 unit from the following:

AC411 Accounting, Strategy and Control (0.5)

AC470 Accounting in the Global Economy (0.5) #

EH429 History of Economics: Ideas, Policy and Performativity (0.5)

EH430 Monetary and Financial History (1.0) # (not available 2024/25)

EH463 The Long-Run Analysis of Firms and Industries (0.5)

SO470 The Sociology of Markets (0.5) (not available 2024/25)

Any other graduate or research-level course available in the School with permission from the lead supervisor and doctoral programme director.

Training Courses

Compulsory (not examined):

AC500 Topics in Accounting Research (AOI) (0.0) examined in Year 2 of the MRes (as AC504)

Transferable skills

Compulsory (not examined):

Department of Accounting Research Forums (ARF's)
Accounting, Organisations and Institutions Research

Seminars and Workshops

Year 2

Training Courses

Compulsory (examined):

Paper 4 AC504 Topics in Accounting Research (AOI) (1.0)

Paper 5 AC599 Research Paper in Accounting (1.0)

*The AC599 Research Paper must be 6000-8000 words in length

Paper 6 Courses to the value of 1.0 units in relevant fields, including more specialised methods training, if not taken above, such as:

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

Any other graduate or research-level course available in the School with permission from the lead supervisor and doctoral programme director.

Transferable skills

Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0)

*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in the second year.

Department of Accounting Research Forums (ARF's):
Accounting, Organisations and Institutions Research
Seminars and Workshops

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Progression to Year 2 of the MRes in Accounting

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 50% or higher in papers 1, 2 and 3. With the permission of the MRes Programme Director, students missing the overall progression requirement by one paper may proceed to the second year but will subsequently need to re-sit and pass the paper to the necessary standard. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before progression to the second year can be permitted. Re-sits must be taken during the next available resit period.

Award of the MRes

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree.

The mark of Paper 5 (Research paper) and the highest marks to the value of 4 course units out of the remaining 5 course units taken will be used to determine the degree classification. Students are required to achieve a pass mark of 50% in Paper 5 (Research paper). A fail in one of the remaining four marks used for classification (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 440 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

An award cannot be made where the student receives a bad fail in any mark, even if it is not being used for the calculation of an award. Where a student receives a bad Fail mark they must resit on one occasion only in order to be considered as eligible for award of the degree.

Progression to PhD registration

For progression to PhD registration, students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in Paper 6 (50% or higher if Paper 6 is an MRes/PhD research course in another department, e.g. Finance or Economics) and marks of

65% or higher in Papers 4 and 5.

Students missing the overall progression requirement by one paper are permitted to provisionally progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing two papers may **exceptionally** be permitted to provisionally progress to PhD registration when they miss the progression requirement by 3 marks or less in each paper (with permission from the Doctoral Programme Director and MRes Accounting Sub-Board of Examiners) but will subsequently need to re-sit and pass these papers to the necessary standard to continue their PhD registration. Students failing to meet the progression requirements for more than 2 full units will need to re-sit and pass these papers to the necessary standard before continuing to PhD registration.

Should students not meet the progression requirements for Paper 5 (AC599), they will be asked to revise and resubmit their research paper within 3 months of having received their grade which will count as a re-sit attempt. Papers 4 and 6 must be retaken during the next available resit period.

Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach the required standard at resit.

The MRes Accounting Sub-Board of Examiners will meet twice: in late June/early July to receive and confirm the summer examination marks and to make progression decisions in relation to these; and in September to receive and confirm the AC599 marks and to make progression decisions in relation to these.

Programme Structure - PhD

Programme code: RPAC3

From Year 3 onwards
(if upgraded to PhD)

Training courses

Compulsory (not examined):

AC500 Topics in Accounting Research (AOI) (0.0) examined in Year 2 of the MRes (as AC504)

Transferable skills

Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0) Department of Accounting Research Forums (ARFs) Accounting, Organisations and Institutions Research Seminars and Workshops

*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in each of the years of their degree, starting in year 2.

Progression during PhD registration

Throughout the PhD registration, progression is monitored via bi-annual progress reviews by the departmental Research Student Assessment Review Committee. The Committee meets each year in January to assess a student's progress mid-year progress and in June to assess a student's end-of-year progress and make decisions on continued registration/de-registration. During their second year of the PhD, students will undergo a 'mid-term review'. As part of the mid-term review, students have to submit a solid draft of one complete core chapter, a less developed draft of one further core chapter, as well as a detailed outline for the rest of the PhD thesis with a timeline for completion. Students will be provided with an opportunity to defend their submitted written materials orally. The materials will

be reviewed by a Departmental Review Committee which will consist of the supervisory team and one internal reviewer drawn from the Department, who has not been involved in the supervision of the student. Students need to pass the 'mid-term review' to progress to the third year of their PhD studies.

The School allows students to submit their thesis in one of two formats:

- 1 a monograph that forms an integrated whole; or
- 2 a series of at least 3 papers

Students should liaise with their supervisor for advice on the format of their thesis and refer to the Regulations for Research Degrees for further details.

The Department of Accounting requires a paper-based thesis to contain at least 3 separate papers, one of which must be solo authored.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MRes/PhD in Accounting (EoA) (Economics of Accounting Track)

Programme Structure - MRes

Programme code: TMRESAC2

Department: Accounting

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Introductory Course

Students are required to attend the following before commencing the MRes/PhD programme:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Training courses

Compulsory (examined):

- | | | |
|---------|-------|-----------------------------|
| Paper 1 | EC411 | Microeconomics (1.0) # |
| Paper 2 | EC402 | Econometrics (1.0) # |
| Paper 3 | FM436 | Financial Economics (1.0) # |

Training courses

Compulsory (not examined):

AC506 Topics in Accounting Research (EoA) (0.0) (not available 2024/25) examined in Year 2 of the MRes (as AC501)

Transferable Skills

Compulsory (not examined):

Department of Accounting Research Forums (ARFs) Economics of Accounting Research Seminars and Workshops

Year 2

Training Courses

Compulsory (examined):

- | | | |
|---------|-------|--|
| Paper 4 | AC501 | Topics in Accounting Research (EoA) (1.0) (not available 2024/25) |
| Paper 5 | AC599 | Research Paper in Accounting (1.0)
*The AC599 Research Paper must be 6000-8000 words in length |
| Paper 6 | | Courses to the value of 1.0 unit in relevant fields, including:
FM502 Corporate Finance for Research Students (1.0) |

Any other graduate or research-level course available in the School with permission from the lead supervisor and doctoral programme director.

Transferable Skills

Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0)
Department of Accounting Research Forums (ARFs)
Economics of Accounting Research Seminars and Workshops

*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in each of the years of their degree, starting in Year 2.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Progression to Year 2 of the MRes in Accounting

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 50% or higher in papers 1, 2 and 3. With the permission of the MRes Programme Director, students missing the overall progression requirement by one paper may proceed to the second year but will subsequently need to re-sit and pass the paper to the necessary standard. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before progression to the second year can be permitted. Re-sits must be taken during the next available resit period.

Award of the MRes

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree.

The mark of Paper 5 (Research paper) and the highest marks to the value of 4 course units out of the remaining 5 course units taken will be used to determine the degree classification. Students are required to achieve a pass mark of 50% in Paper 5 (Research paper). A fail in one of the remaining four marks used for classification (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 440 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

An award cannot be made where the student receives a bad fail in any mark, even if it is not being used for the calculation of an award. Where a student receives a bad Fail mark they must resit on one occasion only in order to be considered as eligible for award of the degree.

Progression to PhD registration

For progression to PhD registration, students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in Paper 6 (50% or higher if Paper 6 is an MRes/PhD research course in another department, e.g. Finance or Economics) and marks of 65% or higher in Papers 4 and 5.

Students missing the overall progression requirement by one paper are permitted to provisionally progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing two papers may **exceptionally** be permitted to provisionally progress to PhD registration when they miss the progression requirement by 3 marks or less in each paper (with permission from the Doctoral Programme Director and MRes Accounting Sub-Board of Examiners) but will subsequently need to re-sit and pass these papers to the necessary standard to continue their PhD registration.

Students failing to meet the progression requirements for more than 2 full units will need to re-sit and pass these papers to the necessary standard before continuing to PhD registration.

Should students not meet the progression requirements for Paper 5 (AC599), they will be asked to revise and resubmit their research paper within 3 months of having received their grade which will count as a re-sit attempt. Papers 4 and 6 must be retaken during the next available resit period.

Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach the required standard at resit.

The MRes Accounting Sub-Board of Examiners will meet twice: in late June/early July to receive and confirm the summer examination marks and to make progression decisions in relation to these; and in September to receive and confirm the AC599 marks and to make progression decisions in relation to these.

Programme Structure - PhD

Programme code: RPAC4

From Year 3 onwards

(if upgraded to PhD)

Training courses

Compulsory (not examined):

AC506 Topics in Accounting Research (EoA)
(0.0) (not available 2024/25)

examined in Year 2 of the MRes (as AC501)

Transferable Skills

Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0)
Department of Accounting Research Forums (ARFs)
Economics of Accounting Research Seminars and Workshops

*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in each of the years of their degree, starting in Year 2.

Progression during PhD registration

Throughout the PhD registration, progression is monitored via bi-annual progress reviews by the departmental Research Student Assessment Review Committee. The Committee meets each year in January to assess a student's progress mid-year progress and in June to assess a student's end-of-year progress and make decisions on continued registration/de-registration. During their second year of the PhD, students will undergo a 'mid-term review'. As part of the mid-term review, students have to submit a solid draft of one complete core chapter, a less developed draft of one further core chapter, as well as a detailed outline for the rest of the PhD thesis with a timeline for completion. Students will be provided with an opportunity to defend their submitted written materials orally. The materials will be reviewed by a Departmental Review Committee which will consist of the supervisory team and one internal reviewer drawn from the Department, who has not been involved in the supervision of the student. Students need to pass the 'mid-term review' to progress to the third year of their PhD studies.

The School allows students to submit their thesis in one of two formats:

- 1 a monograph that forms an integrated whole; or
- 2 a series of at least 3 papers

Students should liaise with their supervisor for advice on the format of their thesis and refer to the Regulations for

Research Degrees for further details.

The Department of Accounting requires a paper-based thesis to contain at least 3 separate papers, one of which must be solo authored.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MRes/PhD in Anthropology

Programme Structure - MRes

Programme code: TMRESAN

Department: Anthropology

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Paper 1	AN471	Qualitative and Quantitative Methods for Anthropologists (1.0)
Paper 2	AN472	Evidence and Arguments in Anthropology and Other Social Sciences (1.0)
Paper 3	AN442	Supervised Reading Course and Fieldwork Preparation (1.0)
Paper 4	AN443	Research Proposal (1.0)
In addition students are required to complete the following courses, which are compulsory but not examined:		
Paper 5	AN500	Seminar on Anthropological Research (0.0)
Paper 6	All MRes students are required to audit one or two of the department's main lecture courses (to the value of 1.0 unit):	
	AN402	The Anthropology of Religion (1.0)
	AN405	The Anthropology of Kinship, Sex and Gender (1.0)
	AN451	Anthropology of Politics (0.5)
	AN456	Anthropology of Economy (1): Production and Exchange (0.5)
	AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)
	AN479	Anthropology of Law (0.5)

Award of the MRes in Anthropology

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree. The marks for AN471 and AN472 will count respectively as 25% of the total mark for the year. The research proposal, worth 50% of the total mark for the MRes year, will be examined (and the examination includes a viva). In order to be upgraded to PhD registration and allowed to commence fieldwork, students (a) must earn an average of 60 or more across all units; (b) must earn a minimum mark of 60 on the research proposal.

Progression to the PhD

If the above MRes requirements are met, students will be upgraded to PhD registration and will commence the fieldwork phase of the programme. The mandatory first year progress review of PhD students will be based on written reports about the early phase of fieldwork. The mandatory third year progress review for students in Anthropology is held in the third term (or, exceptionally, in the fourth term) after their return from fieldwork; this entails a viva with both supervisors and one external examiner.

Programme Structure - PhD

Programme code: RPAN2

In the programme regulations below Years 1 and 2 are listed as "fieldwork", with Years 3 and 4 being post-fieldwork, although in practice the timing/duration of these stages may vary to some extent between students.

Year 1 - Fieldwork

Year 2 - Fieldwork

Year 3

Paper 1	AN505	Advanced Professional Development in Anthropology (1.0)
Papers 2 & 3	Compulsory non-examined courses:	
	AN500	Seminar on Anthropological Research (0.0)
	AN503	Thesis Writing Seminar (0.0)

Year 4

Papers 4 & 5	Compulsory non-examined courses:	
	AN500	Seminar on Anthropological Research (0.0)
	AN503	Thesis Writing Seminar (0.0)

Local rules

The only permitted format for theses in the Department of Anthropology is that of a monograph that forms an integrated whole.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MRes/PhD in Economics

A PhD in Economics consists of two years of coursework, followed by a thesis which is expected to take three years. The coursework requirement involves three PhD-level core courses in microeconomics, macroeconomics and econometrics, three field courses and a supervised research paper.

Programme Structure - MRes

Programme code: TMRESEC

Department: Economics

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

First Year MRes

Introductory course

All students are required to attend the following introductory course in Year 1:

EC400	Introductory Course in Mathematics and Statistics (0.0) #
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Students are required to take the following MRes core courses:

Paper 1	EC441	Microeconomics for MRes students (1.0) #
Paper 2	EC442	Macroeconomics for MRes students (1.0)
Paper 3	EC443	Econometrics for MRes students (1.0) # or
	EC484	Econometric Analysis (1.0) #*A

Students who have completed EC484 to the required standard as part of their MSc do not have to take the course again. To substitute for EC484, students will take one unit from the following Field Selection List. The EC484 mark will be carried forward to count as the Paper 3 mark for progression to PhD registration. It will not count towards the award of the MRes degree:

Field Selection List

Second year or higher MRes

Students are required to take:

Paper 4 EC599 Research Paper in Economics (1.0) B
Papers 5

& 6 Courses to the value of 2.0 unit(s) from the following:
Field Selection List

Students are required to attend:

A. The following seminar where they must present their research:

EC501 Work in Progress Seminars (0.0)

B. The weekly departmental seminar series closest to their major field.

Field Selection List

- EC541 Topics in Advanced Econometrics for Research Students I (0.5)
- EC542 Topics in Advanced Econometrics for Research Students II (0.5)
- EC543 International Economics for Research Students I (0.5)
- EC544 International Economics for Research Students II (0.5)
- EC545 Labour Economics for Research Students I (0.5)
- EC546 Labour Economics for Research Students II (0.5)
- EC547 Public Economics for Research Students I (0.5)
- EC548 Public Economics for Research Students II (0.5)
- EC549 Development Economics for Research Students I (0.5)
- EC550 Development Economics for Research Students II (0.5)
- EC551 Economics of Industry for Research Students I (0.5)
- EC552 Economics of Industry for Research Students II (0.5)
- EC553 Microeconomic Theory for Research Students I (0.5) #
- EC554 Microeconomic Theory for Research Students II (0.5) #
- EC555 Macroeconomics for Research Students I (0.5)
- EC556 Macroeconomics for Research Students II (0.5)
- EC557 Political Economy for Research Students I (0.5) #
- EC558 Political Economy for Research Students II (0.5) #
- EC559 Environmental Economics for Research Students I (0.5)
- EC560 Environmental Economics for Research Students II (0.5)

Prerequisite Requirements and Mutually Exclusive Options

* means available with permission

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes

A: Permission must be obtained to sit EC484: it is intended for students with a strong econometric background and an interest in pursuing a PhD with econometrics as the primary field.

B: The EC599 Research Paper must be 5,000 - 10,000 words in length.

Programme Structure - PhD

Programme code: RPEC2

First year PhD Programme

Students who have been upgraded to PhD are required to work on their research and write a PhD thesis. In addition they are required to take:

Paper 7 Courses to the value of 1.0 unit(s) from the following:
Field Selection List

Students are also required to attend:

A. The following seminar where they must present their research:

EC501 Work in Progress Seminars (0.0)

B. The weekly departmental seminar series closest to their major field.

Students are required to work on their research and to write a PhD thesis.

Second and subsequent years PhD Programme

Students are required to attend:

A. The following seminar where they must present their research:

EC501 Work in Progress Seminars (0.0)

B. The weekly departmental seminar series closest to their major field.

Students are required to work on their research and to write a PhD thesis.

Field Selection List

- EC541 Topics in Advanced Econometrics for Research Students I (0.5)
- EC542 Topics in Advanced Econometrics for Research Students II (0.5)
- EC543 International Economics for Research Students I (0.5)
- EC544 International Economics for Research Students II (0.5)
- EC545 Labour Economics for Research Students I (0.5)
- EC546 Labour Economics for Research Students II (0.5)
- EC547 Public Economics for Research Students I (0.5)
- EC548 Public Economics for Research Students II (0.5)
- EC549 Development Economics for Research Students I (0.5)
- EC550 Development Economics for Research Students II (0.5)
- EC551 Economics of Industry for Research Students I (0.5)
- EC552 Economics of Industry for Research Students II (0.5)
- EC553 Microeconomic Theory for Research Students I (0.5) #
- EC554 Microeconomic Theory for Research Students II (0.5) #
- EC555 Macroeconomics for Research Students I (0.5)
- EC556 Macroeconomics for Research Students II (0.5)
- EC557 Political Economy for Research Students I (0.5) #
- EC558 Political Economy for Research Students II (0.5) #
- EC559 Environmental Economics for Research Students I (0.5)
- EC560 Environmental Economics for Research Students II (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Progression to Year 2 of MRes in Economics

In order to progress unconditionally from the first to the second year of MRes registration, students are required to achieve pass marks of 50% or higher in Papers 1, 2 and 3. With the permission of the MRes Programme Director, students missing the overall progression requirement by one paper may proceed to the second year, but will subsequently need to re-sit and pass the paper to the necessary standard for the award of the MRes degree and for progression to PhD registration at the end of year 2. Students missing the progression requirement by more than one paper are required to

pass those papers to the necessary standard before progression to the second year can be permitted.

Timing of Paper 7

While Paper 7 will generally be taken after progression to the PhD, students who have successfully progressed to Year 2 of the MRes programme may be permitted, with the approval of the Doctoral Programme Director, to take one or both half units of Paper 7 in their second year. For students who have taken one or both units of Paper 7 in their second year the progression and award regulations are adjusted as follows:

MRes award - Students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and 50% or higher in courses to the value of 1.0 unit in courses taken from Papers 5, 6 and any courses taken towards paper 7. Fail marks in courses to the value of 1.0 unit (but not bad fails of 29% or less) can be compensated by 60% or higher in courses to the value of 1.0 unit.

Progression to PhD registration - For PhD registration students are required to achieve 60% or higher in courses to the value of 4.0 units and 50% or higher in courses to the value of 2.0 units in MRes Papers 1, 2, 3, 4, 5, 6 and any courses taken towards paper 7, with 60% or higher achieved in at least two of MRes core Papers 1, 2, and 3.

Progression to Year 2 of PhD for students who complete Paper 7 in Year 2 of the MRes – In order to progress to the second year of PhD students are required to obtain an aggregate score of at least 300 in the six half units for Papers 5-7, with no bad fails of 29% or less.

Award of the MRes in Economics

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree. Students are required to achieve 50% or higher in Papers 1, 2, 3, 4 and in any two half units taken under Papers 5 or 6.

The eight classification marks from Papers 1 - 4 and further two highest marks (to the value of 1.0 unit) from Papers 5 or 6 will be used to determine the degree classification. Fail marks in courses to the value of 1.0 unit (but not bad fails of 29% or less) can be compensated by marks of 60% or higher in courses to the value of 1.0 unit, or an aggregate mark of 440 in the non-failed papers. Compensation shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

Progression to PhD registration

For PhD registration students are required to achieve 60% or higher in courses to the value of 4.0 units and 50% or higher in courses to the value of 2.0 units across MRes Papers 1, 2, 3, 4, 5 and 6, with 60% or higher achieved in at least two of MRes core Papers 1, 2, and 3.

Condoning marks: A mark between 55 - 59% in one of the Papers 1, 2 or 3 can be condoned by a mark of 70% or higher in another from Papers 1, 2, 3 or from a mark of 70% or higher in Paper 4 (the EC599 research paper). Students missing the overall progression requirement in courses to the value of 1.0 unit are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the courses to the value of 1.0 unit to the necessary standard to continue their PhD registration. Students missing the progression requirement by more than one unit are required to pass the courses to the necessary standard before PhD registration can be permitted.

Students failing a paper or missing progression marks will have to retake the courses within one year of the initial assessment. In exceptional circumstances, the MRes/PhD Economics Examination sub-board can grant permission to a candidate to resit at the next available opportunity. Students can resit courses only once. Students registered for the PhD remain subject to

the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.

A student can appeal against the Department's decision on progression to PhD according to the Appeals Regulations for Research Students <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/AppealsRegulationsForResearchStudents.pdf>.

Progression to Year 2 of PhD

In order to progress to the second year of PhD registration students are required to achieve an aggregate of at least 100 in the two half-units taken for Paper 7, with no bad fails of 29% or less.

Award of the PhD in Economics

Award of the PhD is contingent on progression requirements within the PhD and on the completion and defence of an original research thesis, in accordance with LSE regulations.

Special provisions for students who have completed an MSc degree within the Economics Department at LSE

Students who have completed EC484 to the required standard as part of their MSc do not have to take the course again. To substitute for EC484, students will take courses to the value of 1.0 unit from the Field Selection List. The EC484 mark will be carried forward to count as the Paper 3 mark for progression to PhD registration. It will not count towards the award of the MRes degree. With the approval of the Doctoral Programme Director, students who have completed an MSc degree within the Economics department at LSE will exceptionally be permitted to take their PhD qualifying field course (Paper 5) in the first year of the MRes.

Departmental Guidelines

The Department of Economics' guidelines state that a thesis can be either an integrated contribution or a series of distinct papers, provided that each paper advances the knowledge of the subject significantly and demonstrates originality and depth.

There is no minimum or maximum number of chapters for a thesis, but it should not exceed 100,000 words, including footnotes, but excluding bibliography and appendices.

Your thesis must meet the following criteria to be accepted for submission:

- It must consist of at least three substantive core chapters containing distinct research contributions. At least one of these core chapters should be single authored.
- The core chapters must demonstrate the capacity to do original research that meets professional standards of competence.
- It may contain some joint work, but we recommend that at least two chapters of the whole thesis should be single authored, in addition to at least one of the core chapters.
- It should review the literature in the area, but a literature review chapter does not count as a substantive contribution in its own right.

The thesis examiners will ultimately determine whether a thesis is acceptable. Your supervisor(s) will be able to give you the best advice on whether a paper is of suitable substance for a thesis chapter.

School Guidelines

In order to ensure that a thesis adheres to the School's regulations <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/>

Calendar/RegulationsForResearchDegrees.pdf (see page 4), you should also ensure that:

- The introduction chapter and a conclusion chapter interpret and critically evaluate the main findings in your own words;
- Jointly authored work is identified as such: you must clearly state your personal share in the investigation. The supervisor must certify this statement.
- Jointly authored work is introduced and interpreted in your own words.
- Outside editorial assistance for the thesis does not exceed the parameters outlined in the LSE's Statement on editorial help with a PhD thesis.
- Before you consider submitting your thesis, see the Regulations for Research Degrees in the Research section of the Calendar.

Editorial help with your thesis

You might wish to seek help from a third party in editing your thesis before you submit it for examination. You will need to read the School's Statement on Editorial Help <https://info.lse.ac.uk/current-students/phd-academy/assets/documents/StatementOnEditorialHelp.pdf>, provide a copy of it to any third party you use and declare what help you have received from a third party in the front pages of your thesis (see template for front pages of your thesis <https://info.lse.ac.uk/current-students/phd-academy/assets/documents/Template-for-Front-Pages-of-Thesis.pdf>).

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

MRes/PhD in Economics and Management

Programme Structure - MRes

Programme code: TMRESECMG

Department: Management

For students starting this programme of study in 2024/25

Year 1

Pre-sessional

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Training Course

Compulsory (not examined)

MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)

Paper 1 EC441 Microeconomics for MRes students (1.0) #

Paper 2 EC442 Macroeconomics for MRes students (1.0)

Paper 3 EC443 Econometrics for MRes students (1.0) # **or**

EC484 Econometric Analysis (1.0) #

Year 2

Research Practicums

Students will participate in Research Practicums with different members of the MES Faculty Research Group.

Seminar MG523 Work in Progress Seminar in Organisational and Institutional Economics (0.0)

Paper 4 MG598 Research Paper in Management (MRes PhD Programmes) (1.0)

Paper 5 MG524 The Economics of Organisations and Institutions (1.0) #

Paper 6 Courses to the value of one unit from the following field selection list:

Field Selection List

EC486 Econometric Methods (1.0)

EC541	Topics in Advanced Econometrics for Research Students I (0.5)
EC542	Topics in Advanced Econometrics for Research Students II (0.5)
EC543	International Economics for Research Students I (0.5)
EC544	International Economics for Research Students II (0.5)
EC545	Labour Economics for Research Students I (0.5)
EC546	Labour Economics for Research Students II (0.5)
EC547	Public Economics for Research Students I (0.5)
EC548	Public Economics for Research Students II (0.5)
EC549	Development Economics for Research Students I (0.5)
EC550	Development Economics for Research Students II (0.5)
EC551	Economics of Industry for Research Students I (0.5)
EC552	Economics of Industry for Research Students II (0.5)
EC553	Microeconomic Theory for Research Students I (0.5) #
EC554	Microeconomic Theory for Research Students II (0.5) #
EC555	Macroeconomics for Research Students I (0.5)
EC556	Macroeconomics for Research Students II (0.5)
EC557	Political Economy for Research Students I (0.5) #
EC558	Political Economy for Research Students II (0.5) #
EC559	Environmental Economics for Research Students I (0.5)
EC560	Environmental Economics for Research Students II (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPECMG2

Year 1

Seminar MG523 Work in Progress Seminar in Organisational and Institutional Economics (0.0)

Paper 7 Courses to the value of one unit (if not already taken in year 2 of the MRes) from the following field selection list:
Field Selection List

Years 2,3,4

Seminar MG523 Work in Progress Seminar in Organisational and Institutional Economics (0.0)

Field Selection List

EC486	Econometric Methods (1.0)
EC541	Topics in Advanced Econometrics for Research Students I (0.5)
EC542	Topics in Advanced Econometrics for Research Students II (0.5)
EC543	International Economics for Research Students I (0.5)
EC544	International Economics for Research Students II (0.5)
EC545	Labour Economics for Research Students I (0.5)
EC546	Labour Economics for Research Students II (0.5)
EC547	Public Economics for Research Students I (0.5)
EC548	Public Economics for Research Students II

	(0.5)
EC549	Development Economics for Research Students I (0.5)
EC550	Development Economics for Research Students II (0.5)
EC551	Economics of Industry for Research Students I (0.5)
EC552	Economics of Industry for Research Students II (0.5)
EC553	Microeconomic Theory for Research Students I (0.5) #
EC554	Microeconomic Theory for Research Students II (0.5) #
EC555	Macroeconomics for Research Students I (0.5)
EC556	Macroeconomics for Research Students II (0.5)
EC557	Political Economy for Research Students I (0.5) #
EC558	Political Economy for Research Students II (0.5) #
EC559	Environmental Economics for Research Students I (0.5)
EC560	Environmental Economics for Research Students II (0.5)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Progression

To progress unconditionally to registration on the Year 2 of MRes in Economics and Management students are required to achieve pass marks of 50% or higher in Papers 1, 2 and 3. With the agreement of the Department of Economics and the Programme Director, a student missing this requirement by one paper may be allowed to resit. Students are restricted to sitting a maximum of four exams, including resits and MG598 in Year 2. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before progression to the second year can be permitted.

Award (students take 6 units of papers but the award is calculated on papers 1-5): At the end of the second year of the MRes, students may be awarded the classification of the MRes degree consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree.

This mirrors the requirements of an award of MRes in Economics, that is students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and Paper 5. The marks in these papers will be used to calculate the overall award.

A fail in one of these five classification papers (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 440 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

Progression to PhD registration

To progress to PhD registration, students are required to achieve four marks of 60% or higher and two marks of 50% or higher in MRes Papers 1, 2, 3, 4, 5, 6 with at least two of the 60% or higher marks achieved in the MRes core Papers 1, 2 and 3. For Paper 6 if two half units are taken to fulfil the one unit requirement, then students must achieve a mark of 50% or higher in each 0.5 unit. For progression, the average of the two 0.5 unit course marks will be taken for Paper 6 will be used as the achieved mark.

Condoning marks: A mark between 55-59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in

either Papers 1, 2 or 3. A mark between 50 - 59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in the MG598 research paper.

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration within one year of the original examination. In exceptional circumstances, the Graduate Studies Sub-Committee can grant permission to a candidate to resit a paper at the next available opportunity. Students can resit each paper only once.

At the end of Year 2 there will be an Annual Progress Review to confirm the successful completion of second year course work with marks meeting the required standards, the quality and contribution of MG598 paper and satisfaction with progress and participation in the programme. Recommendation for registration to the PhD programme by the DoM PhD Committee for the following year will be based on the successful completion of the previous year, and on the expectation of the student will achieve the marks required in any resit exams.

PhD Progression

In the first year of the PhD programme (Year 3 of registration) students must complete courses to the value of one unit in either Economics or Management (Paper 7). They must achieve a grade of 50% in this 1 unit or both 0.5 units.

Students must also pass the PhD Review, during Year 3 of registration and defend their research design in viva voce. The students submit a research proposal that includes:

- 1) the research question(s);
- 2) a concise literature review through which the significance of the proposed research is articulated;
- 3) a discussion of research methodology;
- 4) a draft timeline of activity;
- 5) preliminary data collection and analysis or a 'pilot' study; and
- 6) discussion of research ethics and risks.

This material is evaluated by the academic assessors in two independently written reports submitted prior to a viva voce with the supervisor(s). The outcome of the review will be reported to the Department's PhD Committee at the next opportunity.

PhD progression, completion and submission

After passing the PhD Review students are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities. Each year the PhD progression will be on the recommendation of the annual review panel and agreed by the Department's PhD committee.

Rules for the composition and content of theses within this programme

There are two formats of PhD Examination in the Department of Management. These align with those set out in Regulation 48 of the Regulations for Research Degrees <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForResearchDegrees.pdf> that provide for two different formats of PhD submission/examination to be followed, as appropriate, according to the normal practice in your field.

The two formats approved by the Department of Management and applicable to this programme are:

1. A monographic thesis addressing a single subject in an integrated way.

Or

2. A set of publishable papers on a set of related topics within the context framed by an introductory

and concluding chapter, and adhering to the following guidance:

- An introduction to explain the justification for the research question and articulate the links between the papers.
- Papers may be written with others/co-authored. Candidates may find it helpful to use CRediT taxonomy to define their contribution and evaluate if their contribution to a paper is sufficient to warrant inclusion in their thesis.
- The candidate must solely write the introduction, all linking material and the discussion.
- A minimum of 3 papers. This is a standard number in the paper by thesis format, but it is up to the candidate to decide how many papers to include, considering the advice of their supervisor and the normal practice in their field of study.

Within Management the norms between fields are variable, and therefore it is important to understand this and discuss the practices and examination norms and how best to meet the expectations and requirements of the job market in your field with your supervisor and the Programme Director. The composition of your thesis should be discussed and agreed with your supervisor and the Programme Director.

Award of the PhD in Economics and Management

Award of the PhD is contingent on progression requirements within the PhD and on the completion and defence of an original research thesis, in accordance with LSE regulations.

MRes/PhD in Finance

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Programme Structure - MRes

Programme code: TMRESF1

Department: Finance

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Introductory course

Students are required to attend the following before commencing the MRes/PhD programme:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Training courses

Compulsory (examined):

- | | | |
|---------|-------|--|
| Paper 1 | EC441 | Microeconomics for MRes students (1.0) # |
| Paper 2 | EC442 | Macroeconomics for MRes students (1.0) |
| Paper 3 | EC443 | Econometrics for MRes students (1.0) # |

Transferable skills courses

Compulsory (not examined):

A. FM436 Financial Economics (1.0) #

B. Capital Markets Workshop

Optional (not examined):

- C. Workshop in Information Literacy: finding, managing and organising published research and data
- D. Any relevant seminars in related areas.

Year 2

Training courses

Compulsory (examined):

- | | | |
|---------|-------|---|
| Paper 4 | FM502 | Corporate Finance for Research Students (1.0) |
| Paper 5 | FM503 | Asset Pricing for Research Students (1.0) |
| Paper 6 | FM482 | Research paper in Finance (1.0) A |

Transferable skills courses

Compulsory (not examined):

A. FM505 PhD Seminar in Finance (1.0) B

B. Capital Markets Workshop

Optional (not examined):

C. Any relevant seminars in related areas.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes

A: The FM482 Research Paper must be 6,000 - 8,000 words in length.

B: Presentation requirements: Students are required to do an FM505 seminar presentation in the second year.

Programme Structure - PhD

Programme code: RPF12

Year 3

(if upgraded to PhD)

Training courses

Compulsory (examined):

Paper 7 FM505 PhD Seminar in Finance (1.0) A

Transferable skills courses

Compulsory (not examined):

A. Capital Markets Workshop

Footnotes

A: Students need to pass Paper 7 with a mark of 65% or higher.

Progression and upgrade requirements

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 50% or higher in papers 1, 2 and 3. Students who do not attain this standard may proceed to the second year with up to two resit papers, only with the permission of the MRes Programme Director, with the restriction that they can sit a maximum of four exams in year 2, which must be the two resits, either paper 4 or 5, and paper 6.

Award of the MRes in Finance

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Masters Degree. Students are required to achieve a pass mark of 50% in 5 of full-unit papers, which must include Paper 6 (Research paper) and four papers from Papers 1, 2, 3, 4, and 5. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 55% or higher in another paper.

Progression to PhD registration

For PhD registration students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in papers 4 and 5 and a mark of 65% or higher in Paper 6.

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.

Throughout the coursework portion of the MRes or MRes/PhD programme, students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.

A **finance thesis** should normally consist of a series of

at least three papers with one paper being solo-authored and it is expected that the papers be of publishable quality.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MRes/PhD in International Development

Programme Structure - MRes

Programme code: TMRESDV

Department: International Development

For students starting this programme of study in 2024/25

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Compulsory courses

1. DV501 Development History, Theory and Policy for Research Students (0.5)
2. DV502 Research Design in International Development (1.0)
3. Methodology course choice to the value of one full unit (at the 400 and 500 level). Course choices must be approved by the supervisor and Doctoral Programme Director.

4. Methodology or Theory course choice to the value of 0.5 units (at the 400 and 500 level). Courses may be chosen from the list of optional courses below or an unlisted course. Course choices must be approved by the supervisor and Doctoral Programme Director.

5. DV510 Research Design and Proposal in International Development (1.0)

Optional courses

6. The following courses are recommended options under Paper 4 above:

- DV507 Poverty (0.5)
- DV513 Environmental Problems and Development Interventions (0.5)
- DV515 Global Environmental Governance (0.5) (not available 2024/25)
- DV518 African Development (0.5)
- DV520 Complex Emergencies (0.5)
- DV524 International Institutions and Late Development (0.5) (not available 2024/25)
- DV528 Managing Humanitarianism (0.5)
- DV532 China in Developmental Perspective (0.5) (not available 2024/25)
- DV533 The Informal Economy and Development (0.5) (not available 2024/25)
- DV545 Research Themes in International Development (0.5) (not available 2024/25)
- DV560 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) (not available 2024/25)
- DV590 Economic Development Policy I (0.5) #
- DV591 Economic Development Policy II (0.5) (not available 2024/25)
- DV592 Economic Development Policy III: Government Policy Analysis (0.5) #
- GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5) (not available 2024/25)

The following course is a prerequisite for 400 and 500 level EC courses for students planning to take advanced Economics courses for their PhD research:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Award of the MRes in International Development

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree.

Programme Structure - PhD

Programme code: RPDV2

Upgrade to PhD

Upgrade to PhD is dependent upon:

1. Achieving an average of 65 in MRes taught courses.
2. Achieving a minimum of 65 in the Research Proposal. The Research Proposal Examiners will offer constructive advice and make one of four decisions:

- Unconditional approval
- Conditional approval
- Revise and resubmit
- Fail

Students who are required to Revise and Resubmit are usually expected to resubmit the proposal within three months. These students will obtain a conditional upgrade, with the approval of the Chair of the Research Degrees Subcommittee, dependent on any revised submission(s) meeting the departmental upgrade requirements by a fixed deadline set by the department. Students who are successful will be unconditionally upgraded to PhD.

The progress of each student will be reviewed at the end of each subsequent year.

Thesis composition

The thesis can be submitted either as a monograph, or as a series of papers. For candidates who choose to submit their thesis as a series of papers, there should be at least three papers, plus a substantial introduction, linking chapter and conclusion.

Notes on co-authored work:

- Co-authored papers are permitted, but normally at least two of the papers should be sole authored by the candidate.
- The introduction, the linking materials, and the conclusion must be solely the work of the candidate.
- Only one paper can be co-authored with the student's supervisor, with appropriate safeguards for the candidate.
- In any co-authored paper, normally the student must have conceived the idea and methodology and drafted the paper. The part played by all the authors must be clearly indicated. The student and their co-authors must all attest that the percentage of work stated is accurate, and a note to this effect must be included in the thesis.

The candidate should decide on the format of their thesis by the end of the first academic year following their upgrade from MRes to PhD. The decision should be made after discussion with their supervisor(s), and with the Doctoral Programme Director if necessary.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/

CourseAndProgrammeInfo/updatedPGFuture.htm.

MRes/PhD in Management (Employment Relations and Human Resources)

Programme Structure - MRes

Programme code: TMRESMGERH

Department: Management

For students starting this programme of study in 2024/25

Year 1

Research Practicum

Throughout the first 2 years of their programme students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations. These interactions are intended to allow students to explore in-depth research topics and shape research projects **besides** their main dissertation (MG598) in Year 2.

Research proposal

At the end of Year 1 students submit an initial "research proposal". Students will be expected to start work on developing this proposal over the summer period.

Training Course

Compulsory (not examined)

- MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)
- Paper 1 MG518 Employment Relations and Human Resource Management Seminar I (0.5) **or**
- MG519 Employment Relations and Human Resource Management Seminar II (0.5) (not available 2024/25)
- Paper 2 MY500 Fundamentals of Social Science Research Design (0.5)
- If an MRes student enters the programme with a previous research design training; alternative, advanced research design courses can be taken, such as MY556 Survey Methodology (0.5) with supervisor ad PhD Programme Director permission, timetable permitting.
- Paper 3 MY521A Qualitative Research Methods (0.5) **or**
- MY521W Qualitative Research Methods (0.5)
- If an MRes student enters the programme with previous qualitative methods training; alternative advanced qualitative methods courses such as: MY526 Doing Ethnography (0.5); MY527 Qualitative Research with Non-Traditional Data (0.5); MY528 Qualitative Text Analysis (0.5), can be taken with Supervisor permission, timetable permitting
- Paper 4 **One course to the value of 0.5 units from the following:**
- MY551A Introduction to Quantitative Analysis (0.5)
- MY551W Introduction to Quantitative Analysis (0.5)
- MY552A Applied Regression Analysis (0.5) #
- MY552W Applied Regression Analysis (0.5) #
- MY555 Multivariate Analysis and Measurement (0.5) #
- Or**
- If an MRes student enters the programme with previous quantitative methods training; alternative, advanced quantitative methods courses can be taken, with Supervisor permission, timetable permitting. Some examples are as follows:
- MY557 Causal Inference for Observational and Experimental Studies (0.5) #
- MY559 Quantitative Text Analysis (0.5) #
- MY561 Social Network Analysis (0.5)
- ST452 Probability and Mathematical Statistics I (0.5)
- ST501 Multilevel Modelling (0.5) #
- Paper 5 **One course to the value of 0.5 units from the following list:**
- EU443 European Models of Capitalism (0.5)
- EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #

- GI409 Conceptual Foundations in Gender, Development and Globalization (0.5)
- GI418 Feminist Economics and Policy: An Introduction (0.5) #
- GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5) (not available 2024/25)
- LL4H8 Employment Law (0.5)
- LL4H9 Human Rights in the Workplace (0.5)
- MG475 Organisational Theory and Practice (0.5)
- MG476 Corporate Social Responsibility and International Labour Standards (0.5) #
- MG4B7 Leading Organisational Change (0.5)
- MG4C2 Organisational Behaviour (0.5)
- MG4D2 International Employment Relations (0.5) #
- MG4D3 The Dark Side of the Organisation (0.5) # (not available 2024/25)
- MG4D4 Cross Cultural Management (0.5) # (not available 2024/25)
- MY523 Interview Methods for Social Science Research (0.5) #

Given the ER/HR domain is multidisciplinary, the student can take an equivalent, appropriate MSc or PhD level course that is aligned with the student's dissertation and research interest from within the Department of Management or from another department, with Supervisor permission, timetable permitting.

Year 2

- Paper 6 MG518 Employment Relations and Human Resource Management Seminar I (0.5) **or**
- MG519 Employment Relations and Human Resource Management Seminar II (0.5) (not available 2024/25)
- Paper 7 For Paper 7, students are expected to take MG527 and **courses to the value of 1.0 unit(s) from the elective course list for Paper 5.** Student may also take appropriate MSc or PhD level courses from within the Department of Management or from another department as agreed with their Supervisor and subject to timetabling constraints. For example, the supervisor and student may determine that the student requires further, advanced methods courses to successfully analyse dissertation data. Or, the supervisor and student may determine that theoretically based courses are required for the student.
- MG527 Advanced Quantitative Analysis for Research in Management (0.0) #
- And courses to the value of 1.0 unit(s) from:
- Paper 5 elective list*
- Paper 8 MG598 Research Paper in Management (MRes PhD Programmes) (1.0)

Annual Progress Reviews

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 60% in 2.5 units (5 classifications marks). Students that do not attain this standard may still be able to progress as follows, subject to approval by the Department of Management (DoM) PhD Committee:

Students may fall short of this requirement by up to 1 unit of marks; which may consist of up to a maximum of 0.5 unit mark of fail and/or a 0.5 unit mark of between 50-59. Students will resit at the next available opportunity. Where a student is resitting a course they have passed in order to meet the progression requirements the new mark will not show on the transcript or be used to calculate the award of the degree.

There will be regular student progress reviews each term by the DoM PhD committee. An Annual Progress review for Years 1 and 2 of the MRes/PhD programme will take place between May and July. The review will monitor

academic progress and include feedback from the Programme Director, Faculty group and student. All final progression decisions are reviewed and approved by the DoM PhD Committee.

End of Year 1: The APR in Year 1 will consider attendance in MY5A1, participation in the Research Practicums, supervision attendance, supervisor(s) progress reports and available scores on the MRes papers. Re-registration for the following year will be approved by the DoM PhD Committee, and on the expectation of the student will achieve the marks required in any resit exams.

End of Year 2: The APR in Year 2 will review the successful completion of second year course work with marks meeting the required standards, the quality and contribution of MG598 paper and satisfaction with progress and participation in the programme. Recommendation for registration to the PhD Programme by the DoM PhD Committee for the following year, will be based on the successful completion of the previous year, and on the expectation the student will achieve the marks required in any resit exams.

End of Year 3: Recommendation for registration in year 4 by the DoM PhD Committee will be based on students achieving the required grades in any resit exams and successfully passing the PhD review process.

For the PhD Review the student submits a research proposal that includes:

- 1) the research question(s);
- 2) a concise literature review through which the significance of the proposed research is articulated;
- 3) a discussion of research methodology;
- 4) a draft timeline of activity;
- 5) preliminary data collection and analysis or a 'pilot' study; and
- 6) discussion of research ethics and risks.

This material is evaluated by the academic assessors in two independently written reports submitted prior to a viva voce with the supervisor(s). The outcome of the review will be reported to the Department's PhD Committee at the next opportunity.

Year 4: Re-registration in year 5 will be based on continued satisfactory progress and the approval by the Programme Director and the DoM PhD Committee.

Award of the MRes in Management – Employment Relations and Human Relations

The award and classification of the MRes degree will be subject to the normal application of the School's Scheme for the Award of a five-unit Taught Master's Degree.

Progression to PhD registration

In order to progress and upgrade to PhD registration students must have taken and passed all 5 units (10 classification marks) with a grade of 60% or higher by the end of the programme. Students can compensate by achieving an aggregate of 600 marks (with no failed papers) which must include a grade of 60% in their core seminar. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students missing the overall progression requirement by 0.5 paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing to meet this standard will have their PhD registration discontinued. The final decision to register to the PhD Programme is taken by the DoM PhD Committee and is based on successful completion of the MRes requirements as specified above as well as satisfactory progress in their research activities and approval of the MG598 Research Proposal. In Year 3 students must also pass the PhD Review process by the end of the ST. This will be reported on to the DoM PhD Committee at the end of Year 3 along with any results from resits taken in that

year.

Students will have the opportunity to submit and defend their PhD Review proposal in the MT and the LT during year 3. If the student does not pass the PhD Review by the end of the ST, they will be given the opportunity to revise and resubmit their proposal by the following September on a specific date before registration for the progression to year 4.

Paper 5 elective list

EU443	European Models of Capitalism (0.5)
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
GI409	Conceptual Foundations in Gender, Development and Globalization (0.5)
GI418	Feminist Economics and Policy: An Introduction (0.5) #
GV517	Comparative Political Economy: New Approaches and Issues in CPE (0.5) (not available 2024/25)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
MG475	Organisational Theory and Practice (0.5)
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
MG4B7	Leading Organisational Change (0.5)
MG4C2	Organisational Behaviour (0.5)
MG4D2	International Employment Relations (0.5) #
MG4D3	The Dark Side of the Organisation (0.5) # (not available 2024/25)
MG4D4	Cross Cultural Management (0.5) # (not available 2024/25)
MY523	Interview Methods for Social Science Research (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPMGERHR

Years 3,5 If upgraded to PhD

Years 3-5

From Year 3, students are expected to meet regularly with their Supervisor(s) each term throughout Year 3-5. After their PhD Review, students are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

Rules for the composition and content of theses within this programme

There are two formats of PhD Examination in the Department of Management. These align with those set out in Regulation 48 of the Regulations for Research Degrees <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForResearchDegrees.pdf> that provide for two different formats of PhD submission/examination to be followed, as appropriate, according to the normal practice in your field.

The two formats approved by the Department of Management and applicable to this programme are:

1. A monographic thesis addressing a single subject in an integrated way.

Or

2. A set of publishable papers on a set of related topics within the context framed by an introductory and concluding chapter, and adhering to the following guidance:

- An introduction to explain the justification for the research question and articulate the links between the

papers.

- Papers may be written with others/co-authored. Candidates may find it helpful to use CRediT taxonomy to define their contribution and evaluate if their contribution to a paper is sufficient to warrant inclusion in their thesis.
- The candidate must solely write the introduction, all linking material and the discussion.
- A minimum of 3 papers. This is a standard number in the paper by thesis format, but it is up to the candidate to decide how many papers to include, considering the advice of their supervisor and the normal practice in their field of study.

Within Management the norms between fields are variable, and therefore it is important to understand this and discuss the practices and examination norms and how best to meet the expectations and requirements of the job market in your field with your supervisor and the Programme Director. The composition of your thesis should be discussed and agreed with your supervisor and the Programme Director.

MRes/PhD in Management (Marketing)

Programme Structure - MRes

Programme code: TMRESMGMK

Department: Management

For Students starting this programme of study in 2024/25

Year 1

Research Practicums

Research practicums

Throughout the first 2 years of their programme students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations. These interactions are intended to allow students to explore in-depth research topics and shape research projects besides their main dissertation (MG598) in Year 2.

Research proposal

At the end of Year 1 students submit an initial "research proposal". Students will be expected to start work on developing this proposal over the summer period.

Training Course

Compulsory (not examined):

MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)

Paper 1 MG512 Marketing I: Consumer Behaviour and Quantitative Modelling (0.5) **or**

MG520 Marketing II: Consumer Behaviour and Quantitative Modelling (0.5) (not available 2024/25)

Paper 2 Students on the Quantitative Modelling Marketing research track should choose between:

EC411 Microeconomics (1.0) #

EC486 Econometric Methods (1.0)

ST425 Statistical Inference: Principles, Methods and Computation (1.0) #

*EC411 includes a non credit bearing pre-session course EC400 which must be attended as a prerequisite.

Or

Students on the Consumer Behaviour Marketing research track take:

MY555 Multivariate Analysis and Measurement (0.5) #

And one from:

MY551A Introduction to Quantitative Analysis (0.5)

MY551W Introduction to Quantitative Analysis (0.5)

If the student enters the programme with previous quantitative methods training; alternative, advanced quantitative methods courses can be taken, with Supervisor permission, timetable permitting and approval of the course leader.

Paper 3 courses to the value of 1.0 unit(s) from the following:
EC443 Econometrics for MRes students (1.0) # **or**
EC486 Econometric Methods (1.0)

Or

courses to the value of 1.0 unit(s) from the following:

MY552A Applied Regression Analysis (0.5) #1

MY552W Applied Regression Analysis (0.5) #2

MY555 Multivariate Analysis and Measurement (0.5) #

MY557 Causal Inference for Observational and

Experimental Studies (0.5) #

If EC443 is chosen please note the following prerequisite: Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently.

Year 2

Note

From the start of AT in Year 2, students continue to shape their research proposal and will be given ongoing feedback, and the opportunity to develop ideas.

Paper 4 MG512 Marketing I: Consumer Behaviour and Quantitative Modelling (0.5) **or**

MG520 Marketing II: Consumer Behaviour and Quantitative Modelling (0.5) (not available 2024/25)

Paper 5 Courses to the value of 1.0 unit(s) from the following:
EC486 Econometric Methods (1.0)

EC545 Labour Economics for Research Students I (0.5)

EC546 Labour Economics for Research Students II (0.5)

MY552A Applied Regression Analysis (0.5) #

MY552W Applied Regression Analysis (0.5) #

MY555 Multivariate Analysis and Measurement (0.5) #

MY557 Causal Inference for Observational and

Experimental Studies (0.5) #

Students may also take alternative courses below if agreed with their supervisor and programme director and subject to timetabling constraints:

EC411 Microeconomics (1.0) #A

EC427 The Economics of Industry (1.0) #

EC484 Econometric Analysis (1.0) #3B

MY555 Multivariate Analysis and Measurement (0.5) #

PP454 Development Economics (1.0) #

ST405 Multivariate Methods (0.5) #

ST442 Longitudinal Data Analysis (0.5) #

ST443 Machine Learning and Data Mining (0.5) #

Paper 6 MG598 Research Paper in Management (MRes PhD Programmes) (1.0)

Annual Progress Reviews

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 60% in 2.5 units (5 classifications marks). Students that do not attain this standard may still be able to progress as follows, subject to approval by the Department of Management (DoM) PhD Committee:

Students may fall short of this requirement by up to 1 unit of marks; which may consist of up to a maximum of 0.5 unit mark of fail and/or a 0.5 unit mark of between 50-59. Students will resit at the next available opportunity. Where a student is resitting a course they have passed in order to meet the progression requirements the new mark will not show on the transcript or be used to calculate the award of the degree.

There will be regular student progress reviews each term by the DoM PhD committee. An Annual Progress review for Years 1 and 2 of the MRes/PhD programme will take place between May and July. The review will monitor academic progress and include feedback from the Programme Director, Faculty group and student. All final progression decisions are reviewed and approved by the DoM PhD Committee.

End of Year 1: The APR in Year 1 will consider attendance in MY5A1, participation in the Research Practicums, supervision attendance, supervisor(s) progress reports and the available scores on the MRes papers. Re-registration for the following year will be approved by the DoM PhD Committee, and on the expectation of the student will achieve the marks required in any resit exams.

End of Year 2: The APR in Year 2 will review the successful completion of second year course work with marks meeting the required standards, the quality and contribution of MG598 paper and satisfaction with progress and participation in the programme. Recommendation for registration to the PhD programme by the DoM PhD Committee for the following year will be based on the successful completion of the previous year, and on the expectation the student will achieve the marks required in any resit exams.

End of Year 3 Recommendation to re-register in year 4 by the DoM PhD committee will be based on students achieving the required grades in any resit exams and passing the PhD Review process.

For the PhD Review the student submits a research proposal that includes:

- 1) the research question(s)
- 2) a concise literature review through which the significance of the proposed research is articulated
- 3) a discussion of research methodology
- 4) a draft timeline of activity
- 5) preliminary data collection and analysis or a 'pilot' study

- 6) discussion of research ethics and risks

This material is evaluated by the academic assessors in two independently written reports submitted prior to a viva voce with the supervisor(s). The outcome of the review will be reported to the Department's PhD Committee at the next opportunity.

Year 4: Re-registration in year 5 will be based on continued satisfactory progress and the approval by the DoM PhD Committee.

Award of the MRes in Management – Marketing

The award and classification of the MRes degree will be subject to the normal application of the School's Scheme for the Award of a five-unit Taught Masters Degree.

Progression to PhD registration

In order to progress and upgrade to PhD registration students must have taken and passed all 5 units (10 classification marks) with a grade of 60% or higher by the end of the programme. Students can compensate by achieving an aggregate of 600 marks (with no failed papers) which must include a grade of 60% in their core seminar.

Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students missing the overall progression requirement by 0.5 paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing to meet this standard will have their PhD registration discontinued.

The decision to register to the PhD programme is taken by the DoM PhD committee and is based on successful completion of the MRes requirements as specified above as well as satisfactory progress in their research activities and the MG598 Research paper.

In Year 3 students must also pass the PhD Review by the end of the ST. This will be reported on to the DoM PhD committee at the end of Year 3, along with any results from resits taken in that year. Students will have the opportunity to submit and defend their PhD Review proposal in the AT and the WT during year 3. If the

student does not pass the PhD Review by the end of the ST, they will be given the opportunity to revise and resubmit their proposal by the following September on a specific date before registration for the progression to year 4.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1 : MY552A can not be taken with MY552W

2 : MY552W can not be taken with MY552A

3 : Before taking EC484 you must take EC451

Footnotes

A: EC411 may be taken if not chosen during the first year of MRes. EC411 includes a non credit bearing pre-session course EC400 which must be attended as a prerequisite.

B: Before taking EC484 you must take EC451

Introductory course. EC451 is taught in September. It consists of 45 hours of lectures and an additional 22 hours of classes, across a 3-week period.

Programme Structure - PhD

Programme code: RPMGMK

Years 3,5 If upgraded to PhD

Years 3-5

Year 3 students are expected to meet regularly with their Supervisor(s) each term throughout Years 3-5. After the PhD Review, students are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

Award of the PhD

The PhD is awarded according to the rules of LSE.

Rules for the composition and content of theses within this programme

There are two formats of PhD Examination in the Department of Management. These align with those set out in Regulation 48 of the Regulations for Research Degrees <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForResearchDegrees.pdf> that provide for two different formats of PhD submission/examination to be followed, as appropriate, according to the normal practice in your field.

The two formats approved by the Department of Management and applicable to this programme are:

1. A monographic thesis addressing a single subject in an integrated way.

Or

2. A set of publishable papers on a set of related topics within the context framed by an introductory and concluding chapter, and adhering to the following guidance:

- An introduction to explain the justification for the research question and articulate the links between the papers.
- Papers may be written with others/co-authored. Candidates may find it helpful to use CRediT taxonomy to define their contribution and evaluate if their contribution to a paper is sufficient to warrant inclusion in their thesis.
- The candidate must solely write the introduction, all linking material and the discussion.
- A minimum of 3 papers. This is a standard number in the paper by thesis format, but it is up to the candidate to decide how many papers to include, considering the advice of their supervisor and the normal practice in their field of study.

Within Management the norms between fields are

variable, and therefore it is important to understand this and discuss the practices and examination norms and how best to meet the expectations and requirements of the job market in your field with your supervisor and the Programme Director. The composition of your thesis should be discussed and agreed with your supervisor and the Programme Director.

MRes/PhD in Management (Organisational Behaviour)

Programme Structure - MRes

Programme code: TMRESMG0B

Department: Management

For students starting this programme of study in 2024/25

Year 1

Research Practicum

Throughout the first 2 years of their programme students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations. These interactions are intended to allow students to explore in-depth research topics and shape research projects **besides** their main dissertation (MG598) in Year 2.

Research proposal

At the end of Year 1 students submit an initial "research proposal". Students will be expected to start work on developing this proposal over the summer period.

Training Course

Compulsory (not examined):

- | | | |
|---------|--------|--|
| | MG5A1 | A Social Sciences Perspective of Academic Research in Management (0.0) |
| Paper 1 | MG505 | Research in Organisational Behaviour Seminar I (0.5) or |
| | MG525 | Research in Organisational Behaviour Seminar II (0.5) (not available 2024/25) |
| Paper 2 | MG4C2 | Organisational Behaviour (0.5) or |
| | PB431 | Social Psychology of Economic Life: Advanced Topics (0.5) |
| | | or equivalent to be agreed with their supervisor and programme director. |
| Paper 3 | MY500 | Fundamentals of Social Science Research Design (0.5) |
| | | If an MRes student enters the programme with a previous research design training; alternative, advanced research design courses can be taken, such as MY556 Survey Methodology (0.5) with supervisor permission, timetable permitting |
| Paper 4 | MY521A | Qualitative Research Methods (0.5) or |
| | MY521W | Qualitative Research Methods (0.5) |
| | | If an MRes student enters the programme with previous qualitative methods training; alternative advanced qualitative methods courses such as: MY526 Doing Ethnography (0.5); MY527 Qualitative Research with Non-Traditional Data (0.5); MY528 Qualitative Text Analysis (0.5), can be taken with supervisor permission, timetable permitting. |
| Paper 5 | | One from the following: |
| | MY551A | Introduction to Quantitative Analysis (0.5) |
| | MY551W | Introduction to Quantitative Analysis (0.5) |
| | MY552A | Applied Regression Analysis (0.5) # |
| | MY552W | Applied Regression Analysis (0.5) # |
| | MY555 | Multivariate Analysis and Measurement (0.5) # |
| | | If an MRes student enters the programme with previous quantitative methods training; alternative, advanced quantitative methods courses can be taken, with supervisor permission, timetable permitting. Some examples are as follows: |
| | MY557 | Causal Inference for Observational and Experimental Studies (0.5) # |

- | | |
|-------|---|
| MY559 | Quantitative Text Analysis (0.5) # |
| MY561 | Social Network Analysis (0.5) |
| ST452 | Probability and Mathematical Statistics I (0.5) |
| ST501 | Multilevel Modelling (0.5) # |

Given the Organisational Behaviour domain is multidisciplinary, the student can take an equivalent, appropriate MSc or PhD level course that is aligned with the student's dissertation and research interest from within the Department of Management or from another department, with supervisor permission, timetable permitting.

Year 2

- | | |
|---------|---|
| Note: | From the start of AT in Year 2 students continue to shape their research proposal and will be given ongoing feedback, and the opportunity to develop ideas. |
| Paper 6 | MG505 Research in Organisational Behaviour Seminar I (0.5) or |
| | MG525 Research in Organisational Behaviour Seminar II (0.5) (not available 2024/25) |
| Paper 7 | MG527 Advanced Quantitative Analysis for Research in Management (0.0) # |

And

Courses to the value of 1.0 unit(s) from the following:

- | | |
|---------|--|
| MG475 | Organisational Theory and Practice (0.5) |
| MG476 | Corporate Social Responsibility and International Labour Standards (0.5) # |
| MG512 | Marketing I: Consumer Behaviour and Quantitative Modelling (0.5) |
| MY528 | Qualitative Text and Discourse Analysis (0.5) # |
| MY551A | Introduction to Quantitative Analysis (0.5) |
| MY551W | Introduction to Quantitative Analysis (0.5) |
| MY552A | Applied Regression Analysis (0.5) # |
| MY552W | Applied Regression Analysis (0.5) # |
| MY555 | Multivariate Analysis and Measurement (0.5) # |
| Paper 8 | MG598 Research Paper in Management (MRes PhD Programmes) (1.0) |

Annual Progress Review

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 60% in 2.5 units (4 classifications marks). Students that do not attain this standard may still be able to progress as follows, subject to approval by the Department of Management (DoM) PhD Committee:

Students may fall short of this requirement by up to 1 unit of marks; which may consist of up to a maximum of 0.5 unit mark of fail and/or a 0.5 unit mark of between 50-59. Students will resit at the next available opportunity. Where a student is resitting a course they have passed in order to meet the progression requirements the new mark will not show on the transcript or be used to calculate the award of the degree.

There will be regular student progress reviews each term by the DoM PhD committee. An Annual Progress review for Years 1 and 2 of the MRes/PhD programme will take place between May and July. The review will monitor academic progress and include feedback from the Programme Director Faculty group and student. All final progression decisions are reviewed and approved by the DoM PhD Committee.

End of Year 1: The APR in Year 1 will consider attendance in MY5A1, participation in the Research Practicums, supervision attendance, supervisor(s) progress reports and available scores on the MRes papers. Re-registration for the following year will be approved by the DoM PhD Committee, and on the expectation of the student will achieve the marks required in any resit exams.

End of Year 2: The APR in Year 2 will review the successful completion of second year course work with marks meeting the required standards, the quality and contribution of MG598 paper and satisfaction

with progress and participation in the programme. Recommendation for registration to the PhD Programme by the DoM PhD Committee in the following year will be based on the successful completion of the previous year, and on the expectation the student will achieve the marks required in any resit exams.

End of Year 3: Recommendation to re-register in year 4 by the DoM PhD Committee will be based on students achieving the required grades in any resit exams and successfully passing the PhD Review.

For the PhD Review, the student submits a research proposal that includes:

- 1) the research question(s);
- 2) a concise literature review through which the significance of the proposed research is articulated;
- 3) a discussion of research methodology;
- 4) a draft timeline of activity;
- 5) preliminary data collection and analysis or a 'pilot' study; and
- 6) discussion of research ethics and risks.

This material is evaluated by the academic assessors in two independently written reports submitted prior to a viva voce with the supervisor(s). The outcome of the review will be reported to the Department's PhD Committee at the next opportunity.

Year 4: Re-registration in year 5 will be based on continued satisfactory progress and the approval by the DoM PhD Committee.

Award of the MRes in Management – Organisational Behaviour

The award and classification of the MRes degree will be subject to the normal application of the School's Scheme for the Award of a five-unit Taught Master's Degree.

Progression to PhD registration

In order to progress and upgrade to PhD registration students must have taken and passed all 5 units (10 classification marks) with a grade of 60% or higher by the end of the programme. Students can compensate by achieving an aggregate of 600 marks (with no failed papers) which must include a grade of 60% in their core seminar.

Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students missing the overall progression requirement by 0.5 paper are permitted to progress to PhD registration but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing to meet this standard will have their PhD registration discontinued.

The decision to register to the PhD programme is taken by the DoM PhD committee and is based on successful completion of the MRes requirements as specified above as well as satisfactory progress in their research activities and the MG598 Research paper.

In Year 3 students must also pass the PhD Review by the end of the ST. This will be reported to the DoM PhD committee at the end of Year 3 along with any results from resits taken in that year. Students will have the opportunity to submit and defend their PhD Review proposal in the AT and the WT during year 3. If the student does not pass the PhD Review by the end of the ST, they will be given the opportunity to revise and resubmit their proposal by the following September on a specific date before registration for the progression to year 4.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPMGOB

Years 3,5 If upgraded to PhD

Years 3-5

From year 3, students are expected to meet regularly with their Supervisor(s) each term. After their PhD Review, students are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

Award of the PhD

The PhD is awarded according to the rules of LSE.

Rules for the composition and content of theses within this programme

There are two formats of PhD Examination in the Department of Management. These align with those set out in Regulation 48 of the Regulations for Research Degrees <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForResearchDegrees.pdf> that provide for two different formats of PhD submission/examination to be followed, as appropriate, according to the normal practice in your field.

The two formats approved by the Department of Management and applicable to this programme are:

1. A monographic thesis addressing a single subject in an integrated way.

Or

2. A set of publishable papers on a set of related topics within the context framed by an introductory and concluding chapter, and adhering to the following guidance:

- An introduction to explain the justification for the research question and articulate the links between the papers.
- Papers may be written with others/co-authored. Candidates may find it helpful to use CRediT taxonomy to define their contribution and evaluate if their contribution to a paper is sufficient to warrant inclusion in their thesis.
- The candidate must solely write the introduction, all linking material and the discussion.
- A minimum of 3 papers. This is a standard number in the paper by thesis format, but it is up to the candidate to decide how many papers to include, considering the advice of their supervisor and the normal practice in their field of study.

Within Management the norms between fields are variable, and therefore it is important to understand this and discuss the practices and examination norms and how best to meet the expectations and requirements of the job market in your field with your supervisor and the Programme Director. The composition of your thesis should be discussed and agreed with your supervisor and the Programme Director.

MRes/PhD in Political Science

Programme Structure - MRes

Programme code: TMRESPOLSC

Department: Government

For students starting this programme of study in 2024/25

Students complete and are examined in courses to the value of four full units.

Please note that places are limited on some optional courses.

Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.

Year 1

Paper 1 **Research Design**

Paper 2 GV5X1 Research Design in the Social Sciences (1.0)
Methods courses
 Students take courses under A, B or C to the value of one unit:

A) Quantitative research topics

MY552A Applied Regression Analysis (0.5) #
 MY552W Applied Regression Analysis (0.5) #
 MY557 Causal Inference for Observational and Experimental Studies (0.5) #
 GV481 Quantitative Analysis for Political Science (0.5)
 GV4G1 Applied Quantitative Methods for Public Policy and Political Science (0.5) # (not available 2024/25)
 GV4J6 Game Theory for Research (0.5) #

B) Qualitative research topics

GV4N1 Qualitative Analysis for Political Science (0.5)
 GV513 Qualitative Methods in the Study of Politics (0.5) (not available 2024/25)
 MY551A Introduction to Quantitative Analysis (0.5)
 MY551W Introduction to Quantitative Analysis (0.5)

C) Political theory research topics

GV504 Research Methods in Political Theory (1.0)
 If these courses have already been taken, other methods courses may be substituted with the approval of the Doctoral Programme Director.

Paper 3 **Field seminars**

Courses to the value of 1.0 unit from the following:

GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5) (not available 2024/25)
 GV5X2 Research Paper in Conflict Studies and Comparative Politics (1.0)
 GV5XA Research Paper in Conflict Studies and Comparative Politics (0.5)
 GV5XB Research Paper in Conflict Studies and Comparative Politics (0.5)
 GV5X3 Research Paper in Political Behaviour (1.0)
 GV5XC Research Paper in Political Behaviour (0.5)
 GV5XD Research Paper in Political Behaviour (0.5)
 GV5X4 Research Paper in Global Politics (1.0)
 GV5XE Research Paper in Global Politics (0.5)
 GV5XF Research Paper in Global Politics (0.5)
 GV5X5 Research Paper in Political Science and Political Economy (1.0)
 GV5XG Research Paper in Political Science and Political Economy (0.5)
 GV5XH Research Paper in Political Science and Political Economy (0.5)
 GV5X6 Research Paper in Political Theory (1.0)
 GV5XJ Research Paper in Political Theory (0.5)
 GV5XK Research Paper in Political Theory (0.5)
 GV5X7 Research Paper in Public Policy and Administration (1.0)
 GV5XL Research Paper in Public Policy and Administration (0.5)
 GV5XM Research Paper in Public Policy and Administration (0.5)

Any research methods or specialist subject course taught anywhere in the School, with the approval of the Course Convenor and the Doctoral Programme Director, or any course from the following if not already taken under Paper 2 above:

Paper 2 options list

Paper 4 **Research Prospectus**

GV599 Research Prospectus in Political Science (1.0)

Paper 2 options list

GV481 Quantitative Analysis for Political Science (0.5)
 GV4G1 Applied Quantitative Methods for Public Policy and Political Science (0.5) # (not available 2024/25)
 GV4J6 Game Theory for Research (0.5) #
 GV4N1 Qualitative Analysis for Political Science (0.5)

GV504 Research Methods in Political Theory (1.0)
 GV513 Qualitative Methods in the Study of Politics (0.5) (not available 2024/25)
 MY551A Introduction to Quantitative Analysis (0.5)
 MY551W Introduction to Quantitative Analysis (0.5)
 MY552A Applied Regression Analysis (0.5) #
 MY552W Applied Regression Analysis (0.5) #
 MY557 Causal Inference for Observational and Experimental Studies (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Programme Structure - PhD

Programme code: RPPOLSCI

Years 1, 2, 3, 4

A. Research and write a dissertation
 B) Participate in at least one Doctoral Workshop in the Government Department or elsewhere in the School in each year. For example:

GV501 Doctoral Workshop: Political Theory (0.0)
 GV503 Political Philosophy Research Seminar (0.0)
 GV514 Political Science and Political Economy Doctoral Workshop (0.0)

C) Second year students have the option of taking the following courses. Permission to attend is at the discretion of the course convenor:

EC557 Political Economy for Research Students I (0.5) #
 EC558 Political Economy for Research Students II (0.5) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Award of the MRes

The award and classification of the MRes is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree

Conditions for progression to PhD

1. Award of the MRes with at least a Merit;

And

2. Award of GV599 with at least a Merit;

And

3. Successfully passing an oral hearing, consisting of a short presentation by the student and questions from the Research Prospectus Approval Committee.

The Research Prospectus Approval Committee will look for: a clear explanation of the research question(s) and motivation(s); an account of relevant related scholarly work; a discussion of methods, approaches, or challenges; and a plan to conduct the work within four years. The Department will publish more detailed guidance on assessment criteria.

The Research Prospectus Approval Committee normally consists of one supervisor or advisor of the student, at least one member of the Department's Doctoral Programme Committee, and an external assessor (usually the External Examiner for the MRes in Political Science). The Doctoral Programme Director chairs the Research Prospectus Approval Committee.

The Research Prospectus Approval Committee will make one of four decisions: Unconditional Approval, Conditional Approval, Revise and Resubmit, and Fail. Students with Conditional Approval have to submit a revised Research Prospectus to their Supervisor, normally within four weeks. The Doctoral Programme Director decides whether the conditions have been met, in consultation with the supervisor. Students who are required to Revise and Resubmit are usually expected to resubmit within three months. Resubmitted work

is assessed by at least two members of the Research Prospectus Approval Committee. The Committee has discretion to conduct a second oral hearing if this is deemed necessary for the upgrade decision. If a second hearing is conducted, at least two members of the committee take part. Students who fail to pass, either at the first oral hearing or after Revise and Resubmit, will not be upgraded to PhD status.

In exceptional circumstances, the Research Prospectus Approval Committee can recommend to the Research Degrees Subcommittee to upgrade students who do not meet progression condition 1 (Award of MRes degree with at least a Merit). Such a recommendation must be based on very strong performance in certain subjects that offset weaknesses in others and an exceptionally strong Research Prospectus. Personal circumstances affecting assessment performance may also be taken into account.

Award of the PhD

The PhD is awarded according to the rules of LSE and the department, as follows:

The thesis to be submitted EITHER as:

1 a monograph; **or**

2 a series of papers, with an introduction, critical discussion, and conclusion.

A paper-based thesis must contain at least three separate papers and a substantial introduction, conclusion, and some linking material to ensure the overall coherence of the thesis submitted. The total word count should not exceed that of a monograph PhD thesis (which should not exceed 100,000 words, including footnotes but excluding bibliography and appendices), unless special permission has been granted by the Research Degrees Subcommittee Chair).

Joint Authorship in a Paper-Based PhD Thesis

Introduction, conclusion and linking material must be solely the work of the candidate, and at least one paper must be single authored by the candidate.

With the permission of the supervisor, the remaining papers included may be co-authored. However, if more than one paper is co-authored, the candidate must demonstrate that their contribution to the co-authored papers is substantial, and that the total overall quality and originality of the candidate's submission is not compromised. To this purpose, the candidate must submit a written statement explaining the respective contributions of the co-authored papers in relation to the PhD, and their own respective contribution to the co-authored papers in relation to their co-authors. This statement must be endorsed by the supervisor and received by the Doctoral Programme Director, normally at least 6 months prior to submission. Submission of a thesis with more than one co-authored paper is only permitted after receiving written permission from the candidate's supervisor and the Doctoral Programme Director.

MPhil/PhD Programme Regulations

Key to Regulations

(H) means a half-unit course

(AT) means Autumn Term

(WT) means Winter Term

(ST) means Spring Term

MPhil/PhD in Cities Programme

Programme Code: RPCP

Department: Sociology

For students starting this programme of study in 2024/25

(This programme has been discontinued. Last year of entry 2022/23)

The MPhil/PhD in Cities is an interdisciplinary degree offered through the Sociology Department. Research within this programme addresses not only works within the discipline of sociology but also other fields that comprise urban studies, such as architecture, design, urban geography, urban history, and planning. A Cities PhD thesis should assume a scholarly audience that includes sociologists as well as other urbanists. Through theory, empirical focus and/or methods, students must engage with urban space as a conceptual category, significant contextual feature, or object of analysis.

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**
Year 1

Training courses

Compulsory (examined):

SO500 Aims and Methods Research Class for MPhil Students (1.0)

Students may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

Optional (examined):

MY500 Fundamentals of Social Science Research Design (0.5)

MY521A Qualitative Research Methods (0.5)

MY521W Qualitative Research Methods (0.5)

MY551A Introduction to Quantitative Analysis (0.5)

MY551W Introduction to Quantitative Analysis (0.5)

MY552A Applied Regression Analysis (0.5) #

MY552W Applied Regression Analysis (0.5) #

Other courses from Sociology master's programmes

Specialist research courses:

SO491 Quantitative Social Research Methods (0.5)

SO492 Qualitative Social Research Methods (0.5)

SO511 Research Seminar in Political Sociology (0.0) (not available 2024/25)

SO521 Research Seminar on Cities and Space (0.0) (not available 2024/25)

Transferable skills course

Workshop in Information Literacy: finding, managing and organising published research and data

Year 2 and/or Year 3

Training courses

Compulsory (not examined):

SO501 Data Analysis Workshop (0.0) A

Year 3 and/or Year 4

Training courses

Optional (not examined):

SO505 Becoming a Professional Sociologist (0.0) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes

A: SO501 is required.

Progression and upgrade requirements

In the Spring term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors. This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register. The following benchmarks are used by the MPhil/PhD Board to determine if students are progressing appropriately:

By Spring Term Year 1 for Full Time Students:

Submission of Formative Essay for SO500, including approvals from the Ethics Committee and Health and Safety

By Spring Term Year 2 for Full Time Students: Upgrade from MPhil to PhD Student

By Spring Term Year 3 for Full Time Students: Successful completion of the Third Year Progression Package

In addition, students are expected to have completed requirements as laid out by the supervisory team. The PhD is an individual project and will require research and writing tailored to that project.

Full time students are required to have submitted their Upgrade materials in Week 6 of the Autumn Term of Year 2, and to have successfully defended their research design in viva voce by the end of the Autumn Term of Year 2. Upon successful completion, the student will upgrade from MPhil to PhD student. All full-time research students are required to have made the transition from MPhil to PhD (upgrading) student within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD student by the end of their third year, and to submit their thesis within eight years.

The decision to upgrade a student from MPhil to PhD is taken by a panel consisting of two academics from the Department. For upgrade, students submit a 10,000 word research proposal that includes: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) preliminary data collection and analysis or a 'pilot' study; and 5) discussion of research ethics and risks. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel. A written report is made by the panel on the basis of both the written upgrade submission and the viva. Students should aim to have a complete a first draft of their thesis in years three to four and allow three to six months for revision and submission. To facilitate this, students are required to submit a Third Year Progression Package no later than Week 6 of the Winter Term in the 3rd Year for full time students. The decision to progress a student from the third to the fourth year is taken by a panel consisting of two academics from the LSE with at least one being from the Sociology Department. Students are to submit: a) two draft chapters (an introduction and a substantive chapter) totalling no more than 20,000 words; b) a thesis outline; c) a timeline for completion and d) a bibliography. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel.

Award of the PhD

The PhD is awarded according to the rules of LSE and the department, as follows:

A thesis to be submitted by monograph. The thesis will:

- 1 consist of the candidate's own account of their investigations. Work already published, either by the candidate or jointly with others, may be included only if it forms an integral part of the thesis and so makes a relevant contribution to its main theme and is in the same format as the rest of the thesis. The student must clearly state the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow researchers;

- 2 be an integrated whole and present a coherent argument;

- 3 be written in English and must be presented in line with published School guidance;

- 4 include a full bibliography and references

MPhil/PhD in Data, Networks and Society

Programme Code: RPDNS

Department: Media and Communications

For students starting this programme of study in 2024/25

These regulations apply to students entering in or after the 2017/18 academic year.

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory (not examined):

Any two of the following:

MC402 The Audience in Media and Communications (0.5) #

MC408 Theories and Concepts in Media and Communications (0.5) #

MC409 Media, Technology and Everyday Life (0.5) #

MC418 Communication: Cultures and Approaches (0.5) #

MC424 Media and Communication Governance (0.5) #

MC425 Interpersonal Mediated Communication (0.5) #

MC430 Data in Communication and Society (0.5)

MC433 Technology and Justice (0.5) # (not available 2024/25)

MC434 Digital Platforms and Media Infrastructures (0.5) #

MC440 Children, Youth and Media (0.5) #

Plus:

The following full-unit course

MC5M2 Advanced Methods of Research in Media & Communications (Specialisation Quantitative Analysis) (1.0)

Optional (examined/not examined):

Other graduate courses relevant to research subject and agreed with supervisor.

Transferable skills courses

Compulsory (not examined):

MC500 Research Seminar for Media and Communications (0.0)

Optional (not examined):

LN988 Thesis Writing (0.0) #

Modern Foreign Language courses offered by the Language Centre or other graduate seminars of relevance to research subject.

Presentation requirements:

At least one presentation annually in the following:

MC500 Research Seminar for Media and Communications (0.0)

And a poster presentation at the MC500 Mini-Conference in WT11

Year 2

Training courses

Optional (examined/not examined):

Students can take either another qualitative or quantitative analysis course offered by the Department of Methodology. Courses must be approved by the supervisor and discussed with the MC5M1/MC5M2 convenor.

Transferable skills courses

Compulsory (not examined):

MC500 Research Seminar for Media and Communications (0.0)

Annual Joint PhD Symposium for Second Years and above, at Goldsmiths, Westminster and City

Presentation requirements:

At least one presentation annually in the following:

MC500 Research Seminar for Media and Communications (0.0)

And a poster presentation at the MC500 Mini-Conference in WT11

Other graduate seminars of relevance to research subject.

Year 3

Transferable skills courses

Optional (not examined):

MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Year 4

Transferable skills courses

Optional (not examined):

MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Research Students are expected to complete their research.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee in week 4 of Summer Term in their first year (part-time students can submit their Proposal in week 4 of Summer Term in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with any examination/s for quantitative methodological courses, the thesis proposal will form part of the evaluation process, and, together with an upgrade viva, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year. In the Summer term of each year the progress of each student registered in the Department is assessed and a decision made as to whether students can proceed to the next academic session. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student reregister as an MPhil student or a recommendation that the student not be allowed to re-register.

PhD completion and submission

Submission of the final thesis will be in accordance with the relevant regulations. With approval from the supervisor(s), the thesis will consist either of a monograph that forms an integrated whole; or alternatively, a series of papers, with an introduction, critical discussion, and conclusion. A thesis that contains only joint papers is not acceptable. It must contain linking materials which must be solely the work of the candidate; the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow

researchers must be clearly stated by the student; the introduction and conclusion should be serious pieces which clearly explain the intellectual link between the papers and the conclusion, and what they add together to knowledge of the field.

MPhil/PhD in Demography (Social/Formal)

Programme Code: RPDES F

Department: Methodology

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Optional (not examined):

In their first year, a student may be required to take specified courses in demography and/or research methodology which are most relevant to their PhD project. The courses most commonly required are:

MY500 Fundamentals of Social Science Research Design (0.5)

MY521A Qualitative Research Methods (0.5)

MY521W Qualitative Research Methods (0.5) 1

MY551A Introduction to Quantitative Analysis (0.5)

MY551W Introduction to Quantitative Analysis (0.5)

MY552A Applied Regression Analysis (0.5) #

MY552W Applied Regression Analysis (0.5) # 2

MY599 Department of Methodology MPhil/PhD Students Seminar (0.0)

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

Year 2

Training courses

Optional (not examined):

Students are encouraged to audit or take for credit courses which are useful to them, with the agreement of their supervisors.

Year 3

Training courses

Optional (not examined):

Students are encouraged to audit or take for credit courses which are useful to them, with the agreement of their supervisors.

Year 4

Training courses

Optional (not examined):

Students are encouraged to audit or take for credit courses which are useful to them, with the agreement of their supervisors.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

1: MY521W can not be taken with MY521A

2: MY552W can not be taken with MY552A

Progression and Upgrade requirements: In the Summer Term of their first year, candidates will produce a 10,000 word 'first year review' that outlines the aims and methods of their thesis: this means summarising the key literature(s), motivating their specific research questions, and highlighting the planned contributions of their work. A first-year review document typically includes a general introduction, a comprehensive literature review (covering relevant empirical and theoretical work), a motivation of the research questions and hypotheses, and an indication of the literature(s) that the candidate

is seeking to contribute to (i.e. the gaps in knowledge that will be addressed). Candidates will also give an oral presentation of their proposal at the Department of Methodology PhD day where all PhD students present their work, and which takes place in June each year. Written and oral work will be assessed by two academics (not members the supervisory team), normally members of Department of Methodology staff, although sometimes from other Departments in the School. This work has to reach an acceptable standard to enable students to progress to the second year. It is particularly important that the first-year review clearly states the objectives of the doctoral research and indicates how the empirical work will be carried out. If the panel deems the first-year review to be not suitably clear, they can choose not to accept the submitted document and give the candidate up to a month to implement clarifications to the document. This decision will be taken maximum one week after the Department of Methodology PhD Day. Examples of unclear work might include (but not be limited to):

- A first-year review that does not state clear research questions.
- A first-year review that does not adequately review the specific literatures that the empirical work is contributing to;
- A first-year review that does not give enough methodological detail, showing how the design will produce data that allows the candidate to address the theoretical issues at stake in a systematic and rigorous way.

After the first-year candidates will spend more time on independent study under the guidance of their supervisor(s). This will involve the collection, organization and analysis of data, and writing up the results. During their second year of registration, they will typically submit three (minimum) draft chapters of their thesis plus a short introduction and a detailed plan for its completion. The three draft chapters will typically include a detailed literature review, specification of research problem(s) and two empirical chapters. If candidates are pursuing a paper-based thesis, their upgrading documents will typically include a short introduction, a literature review and at least two empirical papers. Whether a traditional or paper-based thesis, the material will be evaluated by an upgrading committee (two academics, not necessarily of the Department of Methodology or even the LSE) who will recommend transferral to PhD registration if their work is judged to be of sufficient quality and quantity. Throughout the MPhil/PhD and PhD, candidates will attend the Institute's research seminar and other specialist workshops and seminars related to their interests. The student must present at every Department of Methodology PhD day.

Department of Methodology local rules for the

composition of PhD theses (to be read in conjunction with the Regulations for Research Degrees <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForResearchDegrees.pdf>)

A PhD thesis may take the form either of a monograph, or a paper-based format. The decision on the appropriate format is approved by the supervisory team. Paper based theses will:

- Consist of a minimum of 3 publishable empirical papers (normally 6,000-10,000 words), of which at least one is single-authored. Other papers may be co-authored.
- Include linking materials which integrate the contribution as a whole, normally including an Introduction (2,000-4,000 words), Literature Review (8,000-10,000 words) and Conclusion (2,000-4,000

words). Linking materials must be single-authored.

MPhil/PhD in Economic Geography

Programme Code: RPECGY

Department: Geography and Environment

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the courses listed below. Students may take courses other than those listed but must discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Compulsory (examined):

1. Relevant subject-specific training courses to the value of 1.0 unit:

GY400 The Economics of Urbanisation (0.5) #

GY404 Inclusive Growth (0.5) #

GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)

GY410 Economics of Local and Regional Development (0.5)

GY413 Regional Development and Policy (0.5) #

GY447 The Economics of Regional and Urban Planning (0.5) #

GY457 Applied Urban and Real Estate Economics (1.0) #

EC411 Microeconomics (1.0) #

Other relevant subject-specific training courses can be chosen subject to supervisor and course manager approval.

Students who select EC411 are also required to take the following introductory course:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Note: Students who join the PhD programme after having completed either MSc in Local Economic Development or MSc in Real Estate Economics and Finance cannot retake the same courses or be waived the one unit of subject-specific training.

2. Relevant advanced research methods courses to the value of 1.0 unit:

GY428 Applied Quantitative Methods (0.5) #

GY460 Techniques of Spatial Economic Analysis (0.5) #

MY500 Fundamentals of Social Science Research Design (0.5)

MY521A Qualitative Research Methods (0.5)

MY521W Qualitative Research Methods (0.5)

MY526 Doing Ethnography (0.5) #

MY556 Survey Methodology (0.5) #

MY557 Causal Inference for Observational and Experimental Studies (0.5) #

MY559 Quantitative Text Analysis (0.5) #

Other relevant advanced research methods courses can be chosen subject to supervisor and course manager approval.

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 2

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 3

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 4

Training courses

Optional (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Optional (not examined):

GY500 Research Project Seminar (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Progression and upgrade requirements: Once on the MPhil/PhD programme students will go through a First Year Progress Review, taking place in the Summer Term of the first year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year (third year of the 1+3 programme) is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. Students are asked to discuss their research paper/thesis outline during an Upgrade Meeting in front of an Upgrading Committee normally formed by main supervisor, review supervisor and a third member of staff with relevant expertise. The material is evaluated by the Upgrading Committee, who will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Postgraduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal

annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

Composition and content of the thesis:

1. General

For the award of a PhD a student is required to submit (normally within four years of full-time registration, or part-time equivalent) a thesis which:

- Forms a distinct contribution to the knowledge of the subject and affords evidence of originality by the discovery of new facts and/or by the exercise of independent critical power
- Gives a critical assessment of the relevant literature, describes the method of research and its findings, and includes a discussion on those findings, and indicates in what respects they appear to the candidate to advance the study of the subject; and so demonstrates a deep and synoptic understanding of the field of study, and;
- Demonstrates research skills

What these criteria mean in practice will vary between topics and with the conventions of the different sub-disciplines of our various PhD programmes. Supervisors are responsible for providing guidance as to what they imply for a student's particular research project, though ultimately it is examiners who decide whether to recommend the award of the PhD.

2. Form

Subject to approval of a student's supervisors, in relation to conventions and publication practices in the field appropriate to your research, your thesis can take either of two forms:

- (i) The monographic PhD is written as an integrated whole. Such a thesis is a monograph of up to 100,000 words.

More details about the specific requirements can be found in the School's Regulations for Research Degrees, which can be found in the LSE Calendar.

- (ii) A set of publishable papers – on a set of related topics – within a context framed by an introduction, critical discussion, and conclusion. Candidates who are being examined may submit such a thesis, subject to the approval of their supervisor, and the following provisos:
 - (a) The thesis must meet all general academic requirements expected of the traditional thesis and should similarly reflect what can be expected from 3 years of effective full-time research.
 - (b) It should normally include either:
 - (i) At least three single-authored papers of publishable quality; or
 - (ii) At least two single-authored papers plus at least two jointly-authored papers (to which the candidate has made a major contribution) of such quality, subject to provision to the examiners of a clear, agreed statement from supervisors and other authors of the respective contributions to each.

Other possible combinations of joint- and single-authored papers might be sufficient to constitute a PhD thesis. If the structure of the student's thesis deviate from either (i) or (ii) here above, the student should seek explicit approval from their supervisors and from the Director of Doctoral Studies.

- (c) All papers should be primarily the result of research undertaken during the period of registration for the degree.
- (d) The thesis should include a substantial introduction and a conclusion, which are expected to highlight the contributions of the papers to knowledge in the relevant field and demonstrate how the set of papers meets the general requirements set out for a PhD above.

It is recommended that paper-based PhD submissions include an integrated bibliography at the end of the

thesis – even where there are separate bibliographies for the different papers. If a student has any doubts, please discuss this matter with your supervisors.

A student should discuss with their supervisors which PhD form is more suitable for their PhD work even if the norm may be very clear in relation to their specific field of research; the specific circumstances and aspects of the student's research topic are to be considered

MPhil/PhD in Economic History

Programme Code: RPEH

Department: Economic History

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (examined):

Unless already taken as part of the master's degree:

EH401 Historical Analysis of Economic Change (0.5)

EH402 Quantitative Analysis in Economic History I (0.5)

EH520 Approaches to Economic and Social History (0.0)

And, where appropriate, a pre-sessional statistics course.

Optional (not examined):

Supervisors may require students in their first or subsequent years of study to take other relevant economic history courses, methodological courses provided by the Department of Methodology or the Institute of Historical Research or skills training courses as required for their thesis topic.

Transferable skills courses

Compulsory (not examined):

EH590 Thesis Workshop in Economic History (0.0)

Year 2

Training courses

Compulsory (not examined):

EH590 Thesis Workshop in Economic History (0.0)

Year 3

Training courses

Compulsory (not examined):

EH590 Thesis Workshop in Economic History (0.0)

Year 4

Training courses

Compulsory (not examined):

EH590 Thesis Workshop in Economic History (0.0)

Progression and upgrade requirements: During the Summer Term students are required to submit at least one draft thesis chapter and a 3-5 page thesis outline to the department's Graduate Review Committee.

Students taking one or more MSc examination may, with the support of their supervisor, apply to defer their submission of work to no later than the start of the 7th week of the Summer Term. The Committee will interview all students during the Summer Term, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. All students are expected to gain broad knowledge of the subject from graduate level course work in their first year and active participation in workshops, seminars and conferences to complement the expertise gained from intense thesis research.

By the Summer Term of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview students, and if the submitted work is of an acceptable standard,

students will be upgraded from MPhil to PhD. Students may defer the upgrade decision until their third year for fieldwork or other reasons, but only with the support of their supervisor.

Format of submitted thesis:

A PhD thesis in Economic History can take one of two forms:

- 1 a monograph of up to 100,000 words, **or**
- 2 a series of papers, such that the thesis:
 - consists of at least three publishable papers that are thematically connected,
 - includes an introduction that articulates the connection between your papers.

Co-operation with a co-author(s) on part of the thesis is permitted, subject to the following conditions.

- The thesis must contain, at least, the equivalent of three main chapters or papers of which you are the sole author. This allows, for example, the replacement of one sole-authored paper (or chapter) with two co-authored papers (or chapters).
- The paper(s) (or chapter(s)) written with a co-author must not contain the core findings of your thesis.
- Your co-author cannot be your supervisor.

MPhil/PhD in Environmental Economics

Programme Code: RPENEC

Department: Geography and Environment

For students starting this programme of study in 2024/25 In addition to progressing with their research, students are expected to take the courses listed below to the value of 3 examined units. Students may take courses other than those listed, but must discuss this with their supervisor and seek the approval of the Programme Director.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Compulsory (examined):

Students cannot repeat courses which they have already taken. Where such courses are compulsory for this programme, students may take alternative courses, subject to agreement with supervisors and approval from the Programme Director.

3 units in total:

1. EC411 Microeconomics (1.0) #

Students must also take the following introductory course:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Note: Students who have previously successfully completed this course, or an equivalent course at another institution, may ask for the requirement to take EC400 and EC411 to be waived.

2. GY426 Environmental and Resource Economics (1.0) #

3. Advanced research methods courses(s) to the value of 1.0 unit. Typical course choices include:

GY428 Applied Quantitative Methods (0.5) # A

EC402 Econometrics (1.0) #

EC426 Public Economics (1.0) #

MY555 Multivariate Analysis and Measurement (0.5) #

MY556 Survey Methodology (0.5) #

MY557 Causal Inference for Observational and Experimental Studies (0.5) #

MY559 Quantitative Text Analysis (0.5) #

Students may also audit the following course:

GY520 Environmental Regulation: Implementing Policy (1.0)

Students may take courses other than those listed,

subject to agreement with supervisors and approval from the Programme Director.

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 2

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 3

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 4

Training courses

Optional (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Optional (not examined):

GY500 Research Project Seminar (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Footnotes

A: Students who have graduated from the MSc in Environmental Economics and Climate Change cannot repeat courses taken as part of their master's programme and therefore cannot take GY428 from the list above.

Progression and Upgrade requirements for Routes 1 and 2

Once on the MPhil/PhD programme, students will go through a First Year Progress Review taking place in the Summer Term of their first year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

There will be a progress review meeting between the student and the supervisor(s) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Importantly, progression is also dependent on students having **passed all** required examinations and obtained **at least one merit**, and having **presented their work satisfactorily** in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrading committee that will recommend transferral to PhD registration if the work

is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's supervisor(s), and a third member of staff with relevant expertise. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

Composition and content of the thesis:

1. General

For the award of a PhD a student is required to submit (normally within four years of full-time registration, or part-time equivalent) a thesis which:

- Forms a distinct contribution to the knowledge of the subject and affords evidence of originality by the discovery of new facts and/or by the exercise of independent critical power
- Gives a critical assessment of the relevant literature, describes the method of research and its findings, and includes a discussion on those findings, and indicates in what respects they appear to the candidate to advance the study of the subject; and so demonstrates a deep and synoptic understanding of the field of study, and;
- Demonstrates research skills.

What these criteria mean in practice will vary between topics and with the conventions of the different sub-disciplines of our various PhD programmes. Supervisors are responsible for providing guidance as to what they imply for a student's particular research project, though ultimately it is examiners who decide whether to recommend the award of the PhD.

2. Form

Subject to approval of a student's supervisors, in relation to conventions and publication practices in the field appropriate to your research, your thesis can take either of two forms:

- (i) The monographic PhD is written as an integrated whole. Such a thesis is a monograph of up to 100,000 words.

More details about the specific requirements can be found in the School's Regulations for Research Degrees, which can be found in the LSE Calendar.

- (ii) A set of publishable papers – on a set of related topics – within a context framed by an introduction, critical discussion, and conclusion. Candidates who are being examined may submit such a thesis, subject to the approval of their supervisor, and the following provisos:
 - (a) The thesis must meet all general academic requirements expected of the traditional thesis and should similarly reflect what can be expected from 3 years of effective full-time research.
 - (b) It should normally include either:
 - (i) At least three single-authored papers of publishable quality; or
 - (ii) At least two single-authored papers plus at least two jointly-authored papers (to which the candidate has made a major contribution) of such quality, subject to provision to the examiners of a clear, agreed statement from supervisors and other authors of the respective contributions to each.

Other possible combinations of joint- and single-authored papers might be sufficient to constitute a PhD thesis. If the structure of the student's thesis deviate from either (i) or (ii) here above, the student should seek explicit approval from their supervisors and from the Director of Doctoral Studies.

- (c) All papers should be primarily the result of research undertaken during the period of registration for the degree.
- (d) The thesis should include a substantial introduction and a conclusion, which are expected to highlight the contributions of the papers to knowledge in the relevant field and demonstrate how the set of papers meets the general requirements set out for a PhD above.

It is recommended that paper-based PhD submissions include an integrated bibliography at the end of the thesis – even where there are separate bibliographies for the different papers. If a student has any doubts, please discuss this matter with your supervisors.

A student should discuss with their supervisors which PhD form is more suitable for their PhD work even if the norm may be very clear in relation to their specific field of research; the specific circumstances and aspects of the student's research topic are to be considered.

MPhil/PhD in Environmental Policy and Development

Programme Code: RPENPD

Department: Geography and Environment

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**
Year 1

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Relevant subject-specific training to the value of one unit.

Compulsory (examined):

GY473 Economic Development and the Environment (0.5) # **and** GY574 Politics of Environment and Development (0.5)

Or

GY465 Concepts in Environmental Regulation (0.5) **and** GY475 Issues in Environmental Governance (0.5)

Compulsory (examined):

Relevant advanced research methods course(s) to the value of 1.0 unit from the following::

MY500 Fundamentals of Social Science Research Design (0.5)

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

MY521A Qualitative Research Methods (0.5) **or**

MY521W Qualitative Research Methods (0.5)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 2

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 3

Training courses

Year 4

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

Training courses**Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses**Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

Progression and Upgrade requirements

Once on the MPhil/PhD programme, students will go through a First Year Progress Review taking place in the Summer Term of their first year. For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and justification for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year. Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrade committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's main supervisor, review supervisor and a third member of staff with relevant expertise. The committee will recommend transfer to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Post-Graduate Studies Director for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the

student is asked to produce specific written documents to be evaluated by a review panel.

Composition and content of the thesis:**1. General**

For the award of a PhD a student is required to submit (normally within four years of full-time registration, or part-time equivalent) a thesis which:

- Forms a distinct contribution to the knowledge of the subject and affords evidence of originality by the discovery of new facts and/or by the exercise of independent critical power'
- Gives a critical assessment of the relevant literature, describes the method of research and its findings, and includes a discussion on those findings, and indicates in what respects they appear to the candidate to advance the study of the subject; and so demonstrates a deep and synoptic understanding of the field of study, and;
- Demonstrates research skills

What these criteria mean in practice will vary between topics and with the conventions of the different sub-disciplines of our various PhD programmes. Supervisors are responsible for providing guidance as to what they imply for a student's particular research project, though ultimately it is examiners who decide whether to recommend the award of the PhD.

2. Form

Subject to approval of a student's supervisors, in relation to conventions and publication practices in the field appropriate to your research, your thesis can take either of two forms:

- (i) The monographic PhD is written as an integrated whole. Such a thesis is a monograph of up to 100,000 words.

More details about the specific requirements can be found in the School's Regulations for Research Degrees, which can be found in the LSE Calendar.

- (ii) A set of publishable papers – on a set of related topics – within a context framed by an introduction, critical discussion, and conclusion. Candidates who are being examined may submit such a thesis, subject to the approval of their supervisor, and the following provisos:
 - (a) The thesis must meet all general academic requirements expected of the traditional thesis and should similarly reflect what can be expected from 3 years of effective full-time research.
 - (b) It should normally include either:
 - (i) At least three single-authored papers of publishable quality; or
 - (ii) At least two single-authored papers plus at least two jointly-authored papers (to which the candidate has made a major contribution) of such quality, subject to provision to the examiners of a clear, agreed statement from supervisors and other authors of the respective contributions to each.

Other possible combinations of joint- and single-authored papers might be sufficient to constitute a PhD thesis. If the structure of the student's thesis deviate from either (i) or (ii) here above, the student should seek explicit approval from their supervisors and from the Director of Doctoral Studies.

- (c) All papers should be primarily the result of research undertaken during the period of registration for the degree.
- (d) The thesis should include a substantial introduction and a conclusion, which are expected to highlight the contributions of the papers to knowledge in the relevant field and demonstrate how the set of papers meets the general requirements set out for a PhD above.

It is recommended that paper-based PhD submissions include an integrated bibliography at the end of the thesis – even where there are separate bibliographies for

the different papers. If a student has any doubts, please discuss this matter with your supervisors.
A student should discuss with their supervisors which PhD form is more suitable for their PhD work even if the norm may be very clear in relation to their specific field of research; the specific circumstances and aspects of the student's research topic are to be considered.

MPhil/PhD in European Studies

Programme Code: RPEU

Department: European Institute

For students starting this programme of study in 2024/25
In addition to progressing with their research, students are expected to take the listed research training and transferable skills courses. Students may take courses in addition to those listed and should discuss this with their supervisor. For a complete list of courses please refer to the Handbook for Research Degree Students.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (not examined):

EU550 Research Workshop in European Studies (0.0)

Optional (examined):

MY552A Applied Regression Analysis (0.5) # **or**

MY552W Applied Regression Analysis (0.5) #

Further training courses provided by the Department of Methodology and agreed with their supervisors.

Transferable skills courses

Optional (not examined):

EU455 Concepts in Political Economy (0.5)

Relevant courses provided by the Library, Teaching and Learning Centre and Methodology Institute.

Year 2

Training courses

Compulsory (not examined):

EU550 Research Workshop in European Studies (0.0)

Students expected to take relevant course(s) in the Department of Methodology or in other departments as agreed with their supervisors.

Transferable skills courses

Optional (not examined):

EU455 Concepts in Political Economy (0.5)

Year 3

Training courses

Compulsory (not examined):

EU550 Research Workshop in European Studies (0.0)

Optional (not examined):

GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5) (not available 2024/25)

IR555 International Political Economy Research Workshop (0.0)

Transferable skills courses

Optional (not examined):

EU455 Concepts in Political Economy (0.5)

Year 4

Transferable skills courses

Optional (not examined):

EU550 Research Workshop in European Studies (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Upgrading to PhD/Targets for Progress

Year 1 - For a standard thesis: a research proposal (approximately 2,500 words) and abstract of the whole thesis (one page); a sample chapter (approximately 8,000 words); a chapter synopsis, and a timetable for completion. For a thesis as a series of publishable

papers: a research proposal (approximately 2,500 words) and an abstract covering the three prospective papers; a full draft of the introduction or a full draft of one of the papers (approximately 8,000 words); and a timetable for completion.

Year 2 - For a standard thesis: at least two further substantive chapters (of approximately 5,000-7,000 words each). For a thesis as a series of publishable papers: at least one fully written paper (approximately 10,000 words); and outlines of the other two papers (approximately 2,000 words).

Year 3 - For a standard thesis: a full draft of all core chapters and agreed timetable for completion. For a thesis as a series of publishable papers: full drafts of all three papers and agreed timetable for completion of the thesis.

Within the scope provided by the Regulations for Research Degrees, and subject to approval from the Doctoral Programme Director, it is for students and supervisors to agree the format and content of the thesis.

MPhil/PhD in Gender

Programme Code: RPGE

Department: Gender Studies

For students starting this programme of study in 2024/25
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (examined):

Upgrade (first year programme)

Compulsory (not examined):

Lectures only:

GI424 Gender Theories: An Interdisciplinary Approach (0.5)

Lectures, seminars and workshops:

GI402 Gender, Knowledge and Research Practice (0.5)

Optional (not examined):

GI499 Dissertation - Independent Research Project (1.0)

Quantitative and/or qualitative training courses provided in the Department of Methodology, as agreed with supervisor.

Audit any course from the Department of Gender Studies menu:

GI403 Gender and Media Representation (0.5)

GI407 Globalisation, Gender and Development (1.0) (not available 2024/25)

GI409 Conceptual Foundations in Gender, Development and Globalization (0.5)

GI410 Screening the 21st Century: Cinema and Cultural Critique (0.5) #

GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) #

GI413 Gender, Race and Militarisation (0.5)

GI499 Dissertation - Independent Research Project (1.0)

GV4H3 Feminist Political Theory (0.5)

Audit of relevant courses on other master's programmes with agreement of the supervisor

Transferable skills courses

Compulsory (not examined):

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

Relevant courses provided by the Library, Teaching and Learning Centre and Department of Methodology.

Year 2**Training courses****Optional (students should agree with their supervisor whether the courses taken will also be examined):**

Quantitative and/or qualitative training courses provided in the Department of Methodology as agreed with supervisor.

Audit any course from the Department of Gender Studies menu as above.

Audit of relevant courses on other master's programmes with agreement of the supervisor.

Transferable skills courses**Compulsory (not examined):**

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

Year 3**Training courses****Optional (students should agree with their supervisor whether the courses taken will also be examined):**

Quantitative and/or qualitative training courses provided in the Department of Methodology and/or Department of Gender Studies as agreed with supervisor.

Audit any course from the Department of Gender Studies menu as above.

Audit of relevant courses on other master's programmes with agreement of the supervisor.

Transferable skills courses**Compulsory (not examined):**

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

Year 4**Training courses****Optional (examined/not examined):**

Quantitative and/or qualitative training courses provided in the Department of Methodology, as agreed with supervisor.

Audit any course from the Department of Gender Studies menu as above.

Audit of relevant courses on other master's programmes with agreement of the supervisor.

Transferable skills courses**Compulsory (not examined):**

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

In the first year students will go through their Upgrade Viva. This is held in the summer term and materials should be submitted by the given date in the handbook. Students submit a draft chapter and a research proposal for consideration by a panel of their supervisor and advisor (and one other person with appropriate expertise). The research proposal follows:

- a draft chapter of up to 10,000 words, normally a literature review which situates the research and intended contribution in the relevant literature;
- a research design document of 4-5 pages outlining the research rationale, research question and objectives, and the ethical, epistemological and methodological issues relevant to the research;
- a 2 page chapter outline of the thesis with an indication of chapter contents;
- a timeline for completion.

The nature of the chapter should be agreed with the supervisor. Both parts of the assessment focus on the student's own research and draw on material and debates engaged in GI424 and GI402 where relevant.

Students must the viva before progressing to their second year. If unsuccessful at first sit, students have the opportunity to retake once more at the end of September. Part-time student submissions are calculated pro-rata for Upgrading.

Expectations for successful Upgrading:

- GI402 participation;
- MSc core course GI424 attendance;
- GI500 training seminars participation;
- additional relevant course(s) attendance;
- regular supervision meetings participation;
- Events: Research Seminars, Public Lectures, Third Year Presentations attendance.

Having successfully Upgraded, all students will have an annual review with their supervisor and advisor to ensure satisfactory progress.

Format

Currently there is one general mode of PhD Examination encouraged and supported in the Department of Gender Studies. However, by agreement amongst student, supervisors, and the Doctoral Programme Director it may be possible to pursue a PhD through papers.

The current mode available is a monographic thesis addressing a single subject in an integrated way.

In line with school regulations an alternative is possible:

1 A set of publishable papers on a set of related topics within the context framed by an introductory and concluding chapter, and adhering to the following guidance:

- An introduction to explain the justification for the research question and articulate the links between the papers.
- A concluding chapter which includes a summary of the preceding chapters.
- A minimum of 3 papers. This is a standard number in the paper by thesis format, but it is up to the candidate to decide how many papers to include, considering the advice of their supervisor and the normal practice in their field of study.

Guidance

Because interdisciplinary approaches in Gender Studies vary, it is important to understand this and discuss how to best meet the expectations and requirements of the job market in your field with your supervisor and the Doctoral Programme Director.

MPhil/PhD in Health Policy and Health Economics

Programme Code: RPHPHE

Department: Health Policy

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take training, research methodology, and transferable skills courses.

Paper Course number, title (unit value)

Year 1**Training courses****Compulsory (examined):**

HP500 Advanced Health Policy and Health Economics (1.0)

Optional (examined):

Students are expected to take two relevant half-unit courses, as agreed with their Supervisors. The options include those listed below:

Graduate-level courses offered by the Department of Health Policy

Or

MY405 Research Design for Policy and Programme Evaluation (0.5)

- MY500 Fundamentals of Social Science Research Design (0.5)
- MY521A Qualitative Research Methods (0.5) 1
- MY521W Qualitative Research Methods (0.5) 2
- MY551A Introduction to Quantitative Analysis (0.5) 3
- MY551W Introduction to Quantitative Analysis (0.5) 4
- MY552A Applied Regression Analysis (0.5) # 5
- MY552W Applied Regression Analysis (0.5) # 6
- MY565 Intermediate Quantitative Analysis (0.5) #
- ST501 Multilevel Modelling (0.5) #
- ST542 Longitudinal Data Analysis (0.5) #

Or

Where regulations permit and subject to Supervisor and Doctoral Programme Director approval, students may take courses instead of those listed above.

Year 2

Training courses

Compulsory (not examined):

- HP500 Advanced Health Policy and Health Economics (1.0)

Optional (examined / not examined):

Audit of relevant courses from those offered in the Department of Health Policy, as agreed with Supervisors. Audit of relevant courses on other MSc programmes, where regulations permit and as agreed with Supervisors.

Year 3

Training courses

Compulsory (not examined):

- HP500 Advanced Health Policy and Health Economics (1.0)

Transferable skills courses

Optional (not examined):

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website. Departmental and research seminar series Training offered by the PhD Academy, Teaching and Learning Centre, and LSE LIFE.

Year 4

Training courses

Compulsory (not examined):

- HP500 Advanced Health Policy and Health Economics (1.0)

Optional (examined/not examined):

Audit of relevant courses from those offered in the Department of Health Policy, as agreed with Supervisors. Audit of relevant courses on other MSc programmes, where regulations permit and as agreed with Supervisors.

Transferable skills courses

Optional (not examined):

Departmental and research seminar series Training offered by the PhD Academy, Teaching and Learning Centre, and LSE LIFE.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: MY521A can not be taken with MY521W
- 2: MY521W can not be taken with MY521A
- 3: MY551A can not be taken with MY551W
- 4: MY551W can not be taken with MY551A
- 5: MY552A can not be taken with MY552W
- 6: MY552W can not be taken with MY552A

The Department encourages students throughout their PhD programme to attend, and where appropriate, present at conferences in relation to their particular research topic.

Progression rules

Students are initially registered as MPhil, and will be able to upgrade to PhD registration following their first year of

full-time enrolment, subject to successful completion of the Major Review. Progress is assessed by the student's Supervisors in consultation with the Doctoral Programme Director.

In the ST of every academic year, the progress of each student registered in the Department is discussed with the Supervisory Panel. The Panel decides whether to recommend to the School that students be permitted to proceed to the next year of study.

If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by Supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.

Upgrade requirements

Each student is required to undergo Major Review (also known as Upgrade) at the end of their first year of full-time study. In order to earn the Upgrade, the candidate – (1) Must have attended a minimum of 80% of the compulsory course in Advanced Health Policy and Health Economics (based on their time at LSE); (2) Must have achieved a minimum average grade of 60% across the two half unit taught courses; (3) Must have submitted a 5,000-word thesis proposal including a research question, literature review, description of methodology, plans for data collection, and a timetable through to completion. Where relevant, there will be assessment of any ethics review required for the student's research undertaken in accordance with the School's research ethics policies.

Candidates are subject to a viva voce and marking of their thesis proposal by two non-supervisory members of the Department, where students will be required to earn a minimum grade of 60%. Following Major Review, a decision is taken whether to upgrade the student from MPhil to the PhD programme.

Targets for progress

For students who successfully upgrade to PhD enrolment there will be another review in the second and third years of full-time study. Progression will be conditional upon fulfilling the requirements agreed and approved by the Supervisors and the Doctoral Programme Director.

Year 2

Progression to Year 3 will be conditional upon students having achieved a pass (50%) in both the two taught courses, taken within their first two years of FT registration;

For a thesis as a monograph: submission of a thesis document, including an abstract of the whole thesis, a chapter synopsis, and a substantive first chapter (approx. 10,000 words), and an updated timetable through to completion.

For a thesis as a series of publishable papers: submission of an abstract for each of the three prospective papers, a full draft of the introduction or a full draft of one of the papers (approx. 10,000 words), and an updated timetable through to completion.

Year 3

For a thesis as a monograph: submission of full draft with all core chapters, and agreed timetable through to completion of the thesis.

For a thesis as a series of publishable papers: full drafts of all three papers and agreed timetable for the completion of the thesis.

Teaching opportunities

The Department employs Graduate Teaching Assistants (GTAs) to teach and lead seminars on a number of postgraduate courses. First-year MPhil/PhD students are normally not permitted to teach. Research students are encouraged to undertake some teaching following successful Major Review. Students who undertake teaching are offered the opportunity to pursue a

Postgraduate Certificate in Higher Education.

Rules

The Department of Health Policy will allow your thesis to be submitted as a monograph or as a series of publishable papers.

Year 2: For a thesis as a monograph, submission of a thesis document, including an abstract of the whole thesis, a chapter synopsis, and a substantive first chapter (approx. 10,000 words), and an updated timetable through to completion needs to be submitted.

For a thesis as a series of publishable papers, submission of an abstract for each of the three prospective papers, a full draft of the introduction or a full draft of one of the papers (approx. 10,000 words), and an updated timetable through to completion needs to be submitted.

Year 3: If a monograph, a submission of a full draft with all core chapters and an agreed timetable to completion of the thesis will need to be submitted. If a series of publishable papers, full drafts of all three papers and agreed timelines for the completion of the thesis must be submitted.

You must gain permission in writing from your Supervisor as to which format you are choosing before commencing any work.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm.

MPhil/PhD in Human Geography and Urban Studies

Programme Code: RPHUGY

Department: Geography and Environment

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**

Year 1

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Compulsory (examined):

1. The following core course:

GY403 Contemporary Debates in Human Geography (0.5)

Note:

Students who have graduated from MSc Human in Geography and Urban Studies cannot repeat courses taken as part of their master's programme. In order to fulfil their obligation to sit for one full unit of subject-specific training, students who have already taken GY403 must instead take courses to the value of one unit from the list of options on the relevant MSc degrees.

2. Course(s) to the value of a half unit from the list of options available on MSc in Human Geography and Urban Studies (Research). Other relevant courses can be chosen subject to supervisor and course manager approval.

3. Relevant advanced qualitative research methods course(s) to the value of 1.0 unit from the following:

MY500 Fundamentals of Social Science Research

Design (0.5)

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

MY521A Qualitative Research Methods (0.5) **or**

MY521W Qualitative Research Methods (0.5)

Other relevant advanced research methods courses can be chosen subject to supervisor and course manager approval.

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

And

GY503 Writing the World (0.0)

Year 2

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

GY503 Writing the World (0.0)

Year 3

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

GY503 Writing the World (0.0)

Year 4

Training courses

Optional (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

GY503 Writing the World (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and Upgrade requirements

Once on the MPhil/PhD programme, students will go through a First Year Progress Review taking place in the Summer Term of their first research year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

Normally, there will be a progress review meeting between the student and the supervisor(s) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress to the second year. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive

revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrading committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's supervisors and a third member of staff with relevant expertise. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

Composition and content of the thesis:

1. General

For the award of a PhD a student is required to submit (normally within four years of full-time registration, or part-time equivalent) a thesis which:

- Forms a distinct contribution to the knowledge of the subject and affords evidence of originality by the discovery of new facts and/or by the exercise of independent critical power'
- Gives a critical assessment of the relevant literature, describes the method of research and its findings, and includes a discussion on those findings, and indicates in what respects they appear to the candidate to advance the study of the subject; and so demonstrates a deep and synoptic understanding of the field of study, and;
- Demonstrates research skills

What these criteria mean in practice will vary between topics and with the conventions of the different sub-disciplines of our various PhD programmes. Supervisors are responsible for providing guidance as to what they imply for a student's particular research project, though ultimately it is examiners who decide whether to recommend the award of the PhD.

2. Form

Subject to approval of a student's supervisors, in relation to conventions and publication practices in the field appropriate to your research, your thesis can take either of two forms:

- (i) The monographic PhD is written as an integrated whole. Such a thesis is a monograph of up to 100,000 words.

More details about the specific requirements can be found in the School's Regulations for Research Degrees, which can be found in the LSE Calendar.

- (ii) A set of publishable papers – on a set of related topics – within a context framed by an introduction, critical discussion, and conclusion. Candidates who are being examined may submit such a thesis, subject to the approval of their supervisor, and the following provisos:
 - (a) The thesis must meet all general academic requirements expected of the traditional thesis and should similarly reflect what can be expected from 3 years of effective full-time research.
 - (b) It should normally include either:
 - (i) At least three single-authored papers of publishable quality; or
 - (ii) At least two single-authored papers plus at least two

jointly-authored papers (to which the candidate has made a major contribution) of such quality, subject to provision to the examiners of a clear, agreed statement from supervisors and other authors of the respective contributions to each.

Other possible combinations of joint- and single-authored papers might be sufficient to constitute a PhD thesis. If the structure of the student's thesis deviate from either (i) or (ii) here above, the student should seek explicit approval from their supervisors and from the Director of Doctoral Studies.

- (c) All papers should be primarily the result of research undertaken during the period of registration for the degree.
- (d) The thesis should include a substantial introduction and a conclusion, which are expected to highlight the contributions of the papers to knowledge in the relevant field and demonstrate how the set of papers meets the general requirements set out for a PhD above.

It is recommended that paper-based PhD submissions include an integrated bibliography at the end of the thesis – even where there are separate bibliographies for the different papers. If a student has any doubts, please discuss this matter with your supervisors.

A student should discuss with their supervisors which PhD form is more suitable for their PhD work even if the norm may be very clear in relation to their specific field of research; the specific circumstances and aspects of the student's research topic are to be considered.

MPhil/PhD in International History

Programme Code: RPIH

Department: International History

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory (not examined):

HY501 International History Research Student Workshop (0.0)

Year 2

Training courses

Optional (not examined):

HY509 International History Research Seminar (0.0) #
HY510 Contemporary International History Research Seminar (0.0)

Year 3

Training courses

Optional (not examined):

HY509 International History Research Seminar (0.0) #
HY510 Contemporary International History Research Seminar (0.0)

Year 4

Training courses

Optional (not examined):

HY509 International History Research Seminar (0.0) #
HY510 Contemporary International History Research Seminar (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

On being admitted, all students are formally registered for an MPhil. By 13 June (Week 8 Summer Term) of their first year (1 March of their second year for

part-time students) they are required to submit three hardcopies of their dossier containing (1) the provisional title of their thesis, together with the provisional titles of their chapters; (2) a bibliography, setting out as comprehensively as possible the primary published and unpublished sources they intend to use, along with the books, articles, unpublished theses and other sources they will consult; (3) an historiographical essay, evaluating the contributions of other scholars to their subject, and indicating clearly how their own thesis will contribute to it; and (4) a draft chapter of approximately 10,000 words based largely upon primary sources. The dossier will be read by three members of the Department , and students will be required to undergo a 20-30 minute viva. After the viva you will be informed of the outcome and will receive a joint report from the panel. If the Committee deems the dossier/viva satisfactory, the Department will recommend the student for transfer of registration from MPhil to PhD status. If it is less than satisfactory it will be examined by the Committee who will determine whether the student should be allowed to resubmit revised upgrade materials, which may be permitted once. The review and viva process is designed to determine whether the student is likely to meet the requirements of a PhD, and whether the chosen topic is suitable for a doctoral dissertation.

Composition of theses submitted for examination

Only monographic theses are permitted. Theses by papers are not permitted. Within the framework set out in the Regulations for Research Degrees, the specific composition of the monograph will be decided between the student and supervisor(s).

MPhil/PhD in International Relations

Programme Code: RPIR

Department: International Relations

For students starting this programme of study in 2024/25 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory (not examined):

IR501 Methods in International Relations Research (0.0)

Compulsory (examined):

Research Methods Training

Students are required to take compulsory assessed courses to the combined value of one unit from the range of quantitative and qualitative research methods topics listed below.

Student selection of research methods should be agreed in consultation with student’s supervisor. Students could take a different research methods course from those listed below, if this was better suited to their topic but this would need to be approved by their supervisor first.

- DV560 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) (not available 2024/25)
- GV513 Qualitative Methods in the Study of Politics (0.5) (not available 2024/25)
- IR517A Special Topics in International Relations (0.5)
- IR517W Special Topics in International Relations (0.5)
- MY500 Fundamentals of Social Science Research Design (0.5)
- MY521A Qualitative Research Methods (0.5) 1
- MY521W Qualitative Research Methods (0.5) 2
- MY525 Case Studies and Comparative Methods for

- Qualitative Research (0.5) #
- MY526 Doing Ethnography (0.5) #
- MY528 Qualitative Text and Discourse Analysis (0.5) #
- MY551A Introduction to Quantitative Analysis (0.5) 3
- MY551W Introduction to Quantitative Analysis (0.5) 4
- MY552A Applied Regression Analysis (0.5) # 5
- MY552W Applied Regression Analysis (0.5) # 6
- MY555 Multivariate Analysis and Measurement (0.5) #
- MY556 Survey Methodology (0.5) #
- MY557 Causal Inference for Observational and Experimental Studies (0.5) #
- MY559 Quantitative Text Analysis (0.5) #
- MY561 Social Network Analysis (0.5)
- MY565 Intermediate Quantitative Analysis (0.5) #
- MY570 Computer Programming (0.5)
- MY574 Applied Machine Learning for Social Science (0.5) #

Compulsory (not examined):Research Cluster Workshops

Students are required to attend one of the following International Relations Research Cluster Workshops:

- IR502 International Relations Theory/Area/History Research Workshop (0.0)
- IR504 Security and Statecraft Research Workshop (0.0)
- IR507 International Institutions, Law and Ethics Research Workshop (0.0)
- IR555 International Political Economy Research Workshop (0.0)

Transferable Skills Courses

- MY580 Methodology Short Courses (0.0)

Year 2

Training courses

Compulsory (not examined)

Research Cluster Workshops

Students are required to attend one of the following International Relations Research Cluster Workshops:

- IR502 International Relations Theory/Area/History Research Workshop (0.0)
- IR504 Security and Statecraft Research Workshop (0.0)
- IR507 International Institutions, Law and Ethics Research Workshop (0.0)
- IR555 International Political Economy Research Workshop (0.0)

Year 3

Research Cluster Workshop

Compulsory (not examined)

Research Cluster Workshops

Students are required to attend one of the following International Relations Research Cluster Workshops:

- IR502 International Relations Theory/Area/History Research Workshop (0.0)
- IR504 Security and Statecraft Research Workshop (0.0)
- IR507 International Institutions, Law and Ethics Research Workshop (0.0)
- IR555 International Political Economy Research Workshop (0.0)

Year 4

Research Cluster Workshop

Compulsory (not examined)

Research Cluster Workshops

Students are required to attend one of the following International Relations Research Cluster Workshops:

- IR502 International Relations Theory/Area/History Research Workshop (0.0)
- IR504 Security and Statecraft Research Workshop (0.0)
- IR507 International Institutions, Law and Ethics Research Workshop (0.0)
- IR555 International Political Economy Research

Workshop (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: MY521A can not be taken with MY521W

2: MY521W can not be taken with MY521A

3: MY551A can not be taken with MY551W

4: MY551W can not be taken with MY551A

5: MY552A can not be taken with MY552W

6: MY552W can not be taken with MY552A

Progression and upgrade requirements

All MPhil/PhD students at LSE are initially registered with MPhil status. Continued re-registration and upgrade are dependent on satisfactory progress being made. Upgrade to PhD registration will normally happen at the end of the first academic year and no later than within 18 months of initial registration in line with Research Degrees Regulations.

Upgrade: In order to progress to PhD registration, students must normally have met the progression requirements outlined below:

- Achieved a mark of at least 50% in each of the required examined graduate-level course units in Research Methods training
- Have made satisfactory progress in their research: this will be assessed by a face to face Review panel involving two academic staff members and including the views of the supervisor. Review panels will be formed in consultation with the supervisor.

Material to be submitted to the Review panel for upgrade must include: a research outline and one draft chapter of no more than 10,000 words. The proposal, which should illustrate the student's command of the theoretical and empirical literature related to their topic, will be a clear statement of the theoretical and methodological approach they will take. This should demonstrate the coherence and feasibility of the proposed research and thesis. The submission will also include a timetable to completion, which should identify any periods of fieldwork necessary to the research.

The material submitted will be also discussed and commented upon at IR501 lab sessions.

Regular attendance at IR501 and the IR Research Cluster Workshop will be taken into account for progression: at least 80% attendance is expected. In the unlikely event where a student is successful at passing the upgrade panel but requires a second attempt at completing the Research Methods Courses, they may be authorised to be upgraded but would be required to pass the course by the end of their Second Year in order to re-register.

Progress review: After the first year Review panel, progress will be reviewed annually as per Regulations for Research Degrees. Continued re-registration will be dependent on satisfactory progress being made.

In Year 2, students will be expected to submit two additional draft chapters and a timetable to completion which will be reviewed by the same panellists as in Year 1. The two chapters should be substantially new work, but may include revised material from Year 1.

A virtual panel meeting will be scheduled and make recommendations on further progression based on progress made and quality of work submitted, as well as attendance at a Cluster Workshop.

Students in their third year of registration will be required to submit an annual progress report at the end of June, including a timetable to completion clearly setting out the work completed and remaining on the student's research, as well as their commitment to a Research Cluster.

These will need to be approved by the supervisor and reviewed by the Doctoral Programme Director in order to

authorise re-registration.

Requirements for all theses submitted for the degrees of MPhil and PhD in International Relations

The full requirements of a thesis are set out in the Regulations for Research Degrees.

A PhD thesis in International Relations, in addition to meeting the criteria outlined above, can take either of two forms and:

- 1 consist either of a monograph that forms an integrated whole and present a coherent argument; or,
- 2 alternatively, consist of a series of three or more publishable papers, with an introduction, critical discussion and conclusion, which may be submitted instead of a conventional thesis.

A thesis that contains only joint papers is not acceptable, and the Department will only allow one paper to be jointly authored. The thesis must contain linking materials which must be solely the work of the candidate. The part played by the candidate in any work done jointly with the supervisor(s) and/or fellow researchers must be clearly stated by the student;

Within the scope provided by the Regulations for Research Degrees, the format of the thesis will be agreed with and approved by the supervisor(s) who will ensure that the format conforms to the Department's requirements.

MPhil/PhD in Law

Programme Code: RPLL

Department: Law School

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1**Training courses****Compulsory:**

1. The following core course:
LL500 Doctoral Research Seminar series (0.0)
2. PhD seminar series:
Staff seminar series
3. One other relevant course offered by any department or other unit within the School

Year 2**Training courses****Optional (not examined):**

- LL500 Doctoral Research Seminar series (0.0)
- PhD Seminar Series
- Staff Seminar Series

Year 3**Training courses****Optional (not examined):**

- LL500 Doctoral Research Seminar series (0.0)
- PhD Seminar Series (compulsory for Year three students - not examined)
- Staff Seminar Series

Year 4**Transferable skills courses****Optional (not examined):**

- LL500 Doctoral Research Seminar series (0.0)
- PhD Seminar Series
- Staff Seminar Series

Progression and upgrade requirements

Upgrade to PhD takes place at the end of the first year, progression being conditional on submission of a satisfactory statement of the research question and a satisfactory sample chapter towards the end of the Spring Term.

MPhil/PhD in Management - Information Systems and Innovation

Programme Code: RPMGIS

Department: Management

For students starting this programme of study in 2024/25

Paper **Course number, title (unit value)**

Year 1

Transferable skills course

Compulsory (not examined)

MG500 Information Systems PhD Seminar Series and Workshops (0.0)

Research Practicums

Throughout the first year students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations.

Training Course

Compulsory (not examined)

MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)

Paper 1 MG522 Research Design and Theoretical Foundations for Information Systems and Digital Innovation (1.0)

Paper 2 MY521A Qualitative Research Methods (0.5)
or

MY521W Qualitative Research Methods (0.5)

And

MY551A Introduction to Quantitative Analysis (0.5)
or

MY551W Introduction to Quantitative Analysis (0.5)

Paper 3 MG509 Contemporary Digital Innovation Research (0.5)

Plus courses to the value of 0.5 unit(s) from

the following options:

MY523 Interview Methods for Social Science Research (0.5) #

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

MY552A Applied Regression Analysis (0.5) #

MY552W Applied Regression Analysis (0.5) #

MY555 Multivariate Analysis and Measurement (0.5) #

MY561 Social Network Analysis (0.5)

MY580 Methodology Short Courses (0.0)

Year 2

Paper 4 MG599 Research Proposal Paper in Management (1.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

All students are expected to gain broad knowledge of the subject from graduate level course work in their first year and active participation in workshops, seminars, and conferences to complement the expertise gained from intense thesis research. Students are expected to meet regularly with their Supervisor(s) each term throughout the programme.

Timeline of activities

The normal duration of PhD study is four years of full-time study including the time spent as an MPhil student in years 1 and 2.

Award of the PhD

The PhD is awarded according to the rules of LSE.

Year 1

Courses (as described above)

Year 2

MG599 Research Proposal and Upgrade panel

Autumn Term by Week 6: Students submit their Research Proposal* for upgrade to PhD (MG599).

Autumn Term by Week 11: The Upgrade Panel, in the form of a viva voce to assess the research proposal.

The Upgrade Panel will consist of two ISI faculty as assessors and the student's two supervisors. If the submitted work is of an acceptable standard, students will be upgraded from MPhil to PhD. Should the submitted work fall short of an acceptable standard, then the Upgrade Panel can decide either to ask for further work to be submitted no later than at the end of the Winter Term or recommend to the Department's Annual Progression meeting that the student should not be allowed to continue their studies.

By the end of Year 2: Students must have progressed to PhD registration to continue their studies.

Year 3

Winter Term by Week 6: Students submit their Progression Package: a) two draft chapters (an introduction and a substantive chapter) totalling no more than 20,000 words; b) a thesis outline; and c) a timeline for completion and d) a bibliography. The material is then assessed in a viva voce by a panel taken from the MPhil / PhD Board.

Year 4

By the end of Year 4: Submission of PhD thesis and scheduling of viva.

Annual Progression

In the Summer term of each year the progress of each student is discussed at the ISI MPhil / PhD Board, which is a general meeting of all ISI research student supervisors, the ISI PhD Programme Director, and the ISI Faculty Group Lead. The ISI MPhil / PhD Board will recommend that students who are deemed to have made satisfactory progress during the year be permitted to re-register for the following year. Those deemed not to have made satisfactory progress either be refused permission to re-register or be required to produce satisfactory written work over the summer as a condition for re-registration in the autumn.

All progression and upgrade recommendations by the ISI MPhil / PhD Board must be approved at the next appropriate DoM PhD Committee meeting.

Progression to year 2

For progression to year 2 (and hence upgrade to PhD) students are required to achieve marks of 60%+ in the three year one papers.

Students who achieve 50-59 in a half unit course in year one can only progress to year two if approved by the DoM PhD Programme Director and will be required to resit and is not an automatic right. The general progress of the student will be taken into consideration when deciding to allow a resit. Resits should be taken at the next available opportunity.

Students who achieve 50-59 in more than one half unit (or equivalent) in year one will not normally be permitted to progress to the second year.

Rules for the composition and content of theses within this programme

There are two formats of PhD Examination in the Department of Management. These align with those set out in Regulation 48 of the Regulations for Research Degrees <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForResearchDegrees.pdf> that provide for two different formats of PhD submission/examination to be followed, as appropriate, according to the normal practice in your field.

The two formats approved by the Department of Management and applicable to this programme are:

1. A monographic thesis addressing a single subject in an integrated way.

Or

2. A set of publishable papers on a set of related topics within the context framed by an introductory

and concluding chapter, and adhering to the following guidance:

- An introduction to explain the justification for the research question and articulate the links between the papers.
- Papers may be written with others/co-authored. Candidates may find it helpful to use CRediT taxonomy to define their contribution and evaluate if their contribution to a paper is sufficient to warrant inclusion in their thesis.
- The candidate must solely write the introduction, all linking material and the discussion.
- A minimum of 3 papers. This is a standard number in the paper by thesis format, but it is up to the candidate to decide how many papers to include, considering the advice of their supervisor and the normal practice in their field of study.

Within Management the norms between fields are variable, and therefore it is important to understand this and discuss the practices and examination norms and how best to meet the expectations and requirements of the job market in your field with your supervisor and the Programme Director. The composition of your thesis should be discussed and agreed with your supervisor and the Programme Director.

MPhil/PhD in Mathematics

Programme Code: RPMA

Department: Mathematics

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory (not examined):

Courses designed for research students in Mathematics, chosen in consultation with their lead supervisor. All first-year research students are required to attend a minimum of four taught courses. For those students working in financial mathematics this will usually comprise a number of units organised by the London Graduate School in Mathematical Finance (LGSMF; www.londonmathfinance.org.uk). Students working in other areas of mathematics will usually be required to take courses from the selection offered by the London Taught Course Centre (LTCC; www.ltcc.ac.uk). Lead supervisors will advise on taught course selection and students will need to obtain approval for their course choice from their lead supervisor. A student may, with the agreement of their lead supervisor and the Doctoral Programme Director, substitute one or more LSE Master's Course for courses offered by either the LGSMF or the LTCC. Courses offered by the LGSMF, the LTCC or LSE Master's Courses with more than 20 teaching hours are normally counted as two courses of the four courses required. Students also have the option of attending or auditing LSE Taught Masters modules, where appropriate.

Transferable skills courses

Compulsory (not examined):

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

Optional (not examined):

MA422 Research Topics in Financial Mathematics (0.0)

Year 2

Training courses

Optional (not examined):

Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance.

Transferable skills courses

Compulsory (not examined):

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

Optional (not examined):

MA422 Research Topics in Financial Mathematics (0.0)

Year 3

Training courses

Optional (not examined):

Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance.

Transferable skills courses

Compulsory (not examined):

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

Optional (not examined):

MA422 Research Topics in Financial Mathematics (0.0)

Year 4

Training courses

Optional (not examined):

Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance.

Transferable skills courses

Compulsory (not examined):

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

Optional (not examined):

MA422 Research Topics in Financial Mathematics (0.0)

Teaching opportunities:

All students are offered the opportunity to teach for the department, subject to a successful interview and language requirements.

Progression and upgrade requirements

Students are initially registered for the MPhil, and will be able to upgrade to PhD registration during their second year, dependent on satisfactory progress. Progress is assessed regularly by the student's supervisors, in consultation with the Doctoral Programme Director, on the basis of the extent to which the agreed research goals have been achieved. Any upgrade is dependent on the successful completion of a Major Review, the date of which is determined by the Doctoral Programme Director in consultation with the lead supervisor.

Local rules for the format of a PhD thesis

A thesis can be submitted in one of two formats:

1. a monograph that forms an integrated whole; or
2. a series of papers with linking material that outlines and discusses the key contributions of the papers and places them in the wider literature. The thesis must contain substantial material which is solely the work of the candidate. A jointly authored paper can only be included in the thesis if the candidate contributed substantially to it. All papers need to be included in the same format as the rest of the thesis. An exception from the requirement of having at least three papers in a paper-based thesis will be made for a thesis whose overall scope and contribution is in line with regulations 50 and 51 of the Regulations for Research Degrees <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance->

and-Review-Office/Assets/Documents/Calendar/RegulationsForResearchDegrees.pdf.
The student needs the approval of their lead supervisor for the format of the thesis.

MPhil/PhD in Media and Communications

Programme Code: RPME
Department: Media and Communications
For students starting this programme of study in 2024/25
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper **Course number, title (unit value)**
Year 1

Training courses	
Compulsory (not examined):	
MC401	Mediated Resistance and Activism (0.5) # (not available 2024/25)
MC402	The Audience in Media and Communications (0.5) #
MC403	Contemporary Issues in Media and Communications Policy (0.5) #
MC407	International Media and The Global South (0.5) #
MC408	Theories and Concepts in Media and Communications (0.5) #
MC409	Media, Technology and Everyday Life (0.5) #
MC416	Representation in the Age of Globalisation (0.5) #
MC418	Communication: Cultures and Approaches (0.5) #
MC420	Identity, Transnationalism and the Media (0.5) # (not available 2024/25)
MC422	Critical Studies in Media and Journalism (0.5) #
MC423	Global Media Industries (0.5) #
MC424	Media and Communication Governance (0.5) #
MC425	Interpersonal Mediated Communication (0.5) #
MC427	Digital Media Futures (0.5) #
MC428	Media Culture and Neoliberalism in the Global South (0.5) #
MC430	Data in Communication and Society (0.5)
MC433	Technology and Justice (0.5) # (not available 2024/25)
MC434	Digital Platforms and Media Infrastructures (0.5) #
MC436	Mediating the Past (0.5) #
MC437	Media, Data and Social Order (0.5) #
MC438	Mediated Feminisms (0.5) #
MC439	Media, Technology, and the Body (0.5) # (not available 2024/25)
MC440	Children, Youth and Media (0.5) #

And
One of the following courses:
For students who want to specialise in qualitative methods:
MC5M1 Advanced Methods of Qualitative and Quantitative Research in Media & Communications (Specialisation Qualitative Analysis) (0.5)
Plus an additional qualitative analysis course taught at the methodology department.
Or for students who want to specialise in quantitative methods or who have a scholarship that requires quantitative methods training (e.g. ESRC):
MC5M2 Advanced Methods of Research in Media & Communications (Specialisation Quantitative Analysis) (1.0) A

Optional (examined/not examined):

Other graduate courses relevant to research subject and agreed with supervisor.

Transferable skills courses
Compulsory (not examined):
MC500 Research Seminar for Media and Communications (0.0)

Optional (not examined):
Courses to the value of 0.0 unit(s) from the following:
LN988 Thesis Writing (0.0) #
Modern Foreign Language courses offered by the Language Centre.
Other graduate seminars of relevance to research subject.

Presentation requirements:
At least one presentation annually at following:
MC500 Research Seminar for Media and Communications (0.0)

And a poster presentation at the MC500 Mini-conference in WT11

Year 2

Training courses
Optional (examined/ not examined):
Students can take either another qualitative or quantitative analysis course offered by the Department of Methodology. Courses must be approved by the supervisor and discussed with the MC5M1/MC5M2 convenor.

Transferable skills courses
Compulsory (not examined):
MC500 Research Seminar for Media and Communications (0.0)

Presentation requirements:
At least one presentation annually in the following:
MC500 Research Seminar for Media and Communications (0.0)
And a poster presentation at the MC500 Mini-Conference in WT11
Other graduate seminars of relevance to research subject.

Year 3

Transferable skills courses
Optional (not examined):
MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Year 4

Transferable skills courses
Optional (not examined):
MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Research Students are expected to complete their research.

Prerequisite Requirements and Mutually Exclusive Options
means there may be prerequisites for this course. Please view the course guide for more information.

Footnotes
A: Students wishing to select this option must seek approval from the Programme Director. Approval is subject to timetabling constraints.

Progression and upgrade requirements
Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee in week 4 of Summer Term in their first year (part-time students can submit their Proposal in week 4 of Summer Term in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with any examination/s for quantitative methodological courses, the thesis proposal will form part of the evaluation process, and, together with an upgrade viva, will determine whether students are permitted to upgrade

from MPhil to PhD and continue into their second year. In the Summer term of each year the progress of each student registered in the Department is assessed and a decision made as to whether students can proceed to the next academic session. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student re-register as an MPhil student or a recommendation that the student not be allowed to re-register.

PhD completion and submission

Submission of the final thesis will be in accordance with the relevant regulations. With approval from the supervisor(s), the thesis will consist either of a monograph that forms an integrated whole; or alternatively, a series of papers, with an introduction, critical discussion, and conclusion. A thesis that contains only joint papers is not acceptable. It must contain linking materials which must be solely the work of the candidate; the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow researchers must be clearly stated by the student; the introduction and conclusion should be serious pieces which clearly explain the intellectual link between the papers and the conclusion, and what they add together to knowledge of the field.

MPhil/PhD in Philosophy

Programme Code: RPPH

Department: Philosophy, Logic and Scientific Method

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor. All programmes of study should be agreed with the supervisor at the start of the year.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory (examined/ not examined):

PH501 Philosophical Problems Seminar (0.0)

Students who have never taken a paper in formal logic at degree must take the following (examined):

PH502 Logic and Probability (1.0)

Students who have already taken a formal logic course should choose one further MSc course not already taken as part of an MSc degree. Students have three options regarding assessment for this course: (i) they can take the examination for the course, (ii) they can choose to write two assessed essays, one at the end of each of the first two terms, or (iii) they can (with the course teacher's approval) choose to write a single, more substantial assessed essay at the end of the second term, producing a first draft of the essay at the end of the first term.

Either

A further MSc course (again one not taken as part of the MSc course) plus one term unit of PhD level seminars.

The seminars on offer are:

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

If students choose to take a further MSc course, they can either decide to be examined or instead choose to write two assessed essays, one at the end of each of the first two terms. PhD level seminars are not examined and assessment is solely based on essays.

Or

Three term units of PhD level seminars with associated coursework. Taking three term units means that students can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms. Seminars must be taken with associated course work.

Transferable skills courses

Optional (not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

Year 2

Training courses

Optional (not examined):

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

Optional (examined/not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

Year 3

Training courses

Optional (not examined):

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

Optional (examined/not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

Year 4

Training courses

Optional (not examined):

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

Optional (examined/not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

Progression and upgrade requirements

Successful completion of work required for each year is a necessary condition for re-registration in the following year; and for upgrading from MPhil to PhD status.

During the first year students must write a first chapter of the thesis as well as an outline (research plan) of the rest of the thesis. The chapter should be around 40 pages and **needs to be submitted on 1 September**; the research plan should be around 10 pages and needs to be submitted at the end of Spring Term, the exact date to be confirmed at the start of the academic year. This upgrading will normally take place after the successful completion of Year 1 requirements in Case A, and after the successful completion of Year 2 requirements in Case B. In both cases once you are registered for the PhD that registration will be backdated to the start of your MPhil/PhD studies.

Dissertation submission

The Department allows PhD dissertations in two formats:

1. a more traditional monograph-style dissertation which forms an integrated whole,
2. a collection of papers, known as a "dissertation by papers".

A **dissertation by papers** in Philosophy should conform to the following rules (note that these may differ to rules adopted in other departments).

1. The dissertation must contain **at least three substantial papers**. These papers need not be as tightly integrated as in a monograph-style dissertation, but

there should nonetheless be some connections between them. They should all fall within the same general area of philosophy (e.g., ethics, or philosophy of science) and should share some common themes or concepts.

2. In addition to the papers, the dissertation must also contain a substantial **introduction**, which explains the aims of the papers and how they are connected. (Other sorts of content, e.g., a conclusion or appendix, are permitted but not required).

3. It is permitted for some of the papers to be co-authored, but the majority should not be. In cases of co-authored work, the contribution of the candidate in producing this work should be substantial and must be clearly stated in the dissertation.

4. The total word count of the dissertation—including all papers, the introduction, and any other material— should normally fall in the range **50,000 to 80,000 words**. Longer dissertations are permitted up to the LSE limit of 100,000 words. Shorter dissertations are permitted if the work is of exceptional quality and there is no strong intellectual reason for adding further content. (Note that the same policy applies to monograph-style dissertations).

MPhil/PhD in Psychological and Behavioural Science

Programme Code: RPPB
Department: Psychological and Behavioural Science
For students starting this programme of study in 2024/25
The MPhil/PhD programme includes taught courses on both methodology and theory. The precise courses students are required to attend varies and exemptions may apply depending on prior experience and qualifications. These matters should be discussed and agreed with the supervisor in the first formal supervision meeting.

Paper	Course number, title (unit value)
Years 1-4	

Training courses
Students are asked to complete 10 hours of research training in each year of study, which should be agreed with your supervisor according to your needs. Taught classes can be accessed within the Department of Psychological and Behavioural Science, as well as in departments across LSE including Methodology. Methodology courses available include Qualitative Research Methods, Survey Methodology, Applied Regression Analysis and Multivariate Analysis and Measurement. Training courses are offered through our PhD academy and with affiliate institutions. Access is subject to agreement with the relevant course convenors (e.g. according to space considerations).

Transferable skills courses
Compulsory (not examined):
PB500 Current Research in Psychological and Behavioural Science (0.0)
Weekly seminars including plenary and specialist sessions in Autumn Term, Winter Term and Spring Term.

Progression and upgrade requirements
The first year Extended Essay and the second year Upgrade chapters (see below) are examined by a three-person thesis committee, which includes the student's supervisor, as well as two other academic colleagues.

Targets for progress
Year 1 - Extended Essay of 6,000 words, submitted on first day of Winter Term.
Year 2 - Upgrade viva. Two draft chapters of 10,000 words each (total of 20,000 words), submitted on first day of Winter Term. These chapters form the basis of an oral examination by three person thesis committee

usually four to six weeks after submission. Success in this examination results in upgrade from MPhil to PhD status.

Year 3 - Completed first draft by end of three years.

Teaching experience
Graduates will usually gain some teaching experience and have had the opportunity to develop teaching skills.

The Department of Psychological and Behavioural Science allows for two formats of PhD:
1. The "thesis (aka monograph) format" is the traditional PhD format. Candidates produce several chapters examining a single subject in an integrated way, similar to the format and structure of a book. This remains the most common format, and it is expected that most PhD candidates will use this format.
2. The "article format" is a more recent PhD format which has become common in experimental domains. Candidates produce distinct papers which are combined with integrative material to address a single subject. The defining feature of this format is that some of the "chapters" can be articles which either have been published or prepared for publication. This format tends only to be suitable for PhD projects which comprise a series of distinct (but inter-related) empirical studies.

Extra guidelines for "article format" PhD
The thesis should comprise three to six publishable articles minimally framed by an introduction, critical discussion, and conclusion. Articles are normally co-authored with supervisors (this is a more general requirement about the papers written on your PhD topic while being under supervision). Articles and chapters both count as "papers" – the most important part is that they are publishable quality. They do not have to have been submitted, and even if they have been submitted and accepted this does not automatically entail that the Committee will find them suitable within the larger context of the project.

MPhil/PhD in Regional and Urban Planning Studies

Programme Code: RPRP
Department: Geography and Environment
For students starting this programme of study in 2024/25
In addition to progressing with your research, you are expected to take the courses listed below. You may take courses other to those listed but must discuss this with your supervisor.

Paper	Course number, title (unit value)
Year 1	
	Training courses
	Compulsory (not examined):
	GY502 Staff / Research Students Seminars (0.0)
	Compulsory (examined):
	1. Courses to the value of one unit from the relevant MSc degrees
	2. Relevant subject-specific training courses to the value of 1.0 unit:
	GY428 Applied Quantitative Methods (0.5) #
	GY460 Techniques of Spatial Economic Analysis (0.5) #
	MY500 Fundamentals of Social Science Research Design (0.5)
	MY521A Qualitative Research Methods (0.5) 1
	MY521W Qualitative Research Methods (0.5) 2
	MY526 Doing Ethnography (0.5) #
	MY528 Qualitative Text and Discourse Analysis (0.5) #
	MY556 Survey Methodology (0.5) #
	MY557 Causal Inference for Observational and Experimental Studies (0.5) #
	MY559 Quantitative Text Analysis (0.5) #

Methods courses: other relevant subject-specific training courses can be chosen subject to supervisor and course manager approval

Note: Students who join the PhD programme after having completed an MSc Regional and Urban Planning Studies or another Department of Geography MSc cannot retake the same courses or be waived the one unit of subject-specific training.

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 2

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Year 3

Training courses

Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Transferable skills courses

Compulsory (not examined):

GY500 Research Project Seminar (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course.

Please view the course guide for more information.

1: MY521A can not be taken with MY521W

2: MY521W can not be taken with MY521A

Progression and upgrade requirements: Once on the MPhil/PhD programme you will go through a First Year Progress Review, taking place in the Summer Term of your first year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year (third year of the 1+3 programme) is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. Students are asked to discuss their research paper/thesis outline during an Upgrade Meeting in front of an Upgrading Committee normally formed by main supervisor, review supervisor and a third member of staff with relevant expertise. The material is evaluated by the Upgrading Committee, who will recommend transferral to PhD registration if the

work is judged to be of sufficient quality and quantity.

The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

Composition and content of the thesis:

1. General

For the award of a PhD a student is required to submit (normally within four years of full-time registration, or part-time equivalent) a thesis which:

- Forms a distinct contribution to the knowledge of the subject and affords evidence of originality by the discovery of new facts and/or by the exercise of independent critical power'
- Gives a critical assessment of the relevant literature, describes the method of research and its findings, and includes a discussion on those findings, and indicates in what respects they appear to the candidate to advance the study of the subject; and so demonstrates a deep and synoptic understanding of the field of study, and;
- Demonstrates research skills

What these criteria mean in practice will vary between topics and with the conventions of the different sub-disciplines of our various PhD programmes. Supervisors are responsible for providing guidance as to what they imply for a student's particular research project, though ultimately it is examiners who decide whether to recommend the award of the PhD.

2. Form

Subject to approval of a student's supervisors, in relation to conventions and publication practices in the field appropriate to your research, your thesis can take either of two forms:

- (i) The monographic PhD is written as an integrated whole. Such a thesis is a monograph of up to 100,000 words.

More details about the specific requirements can be found in the School's Regulations for Research Degrees, which can be found in the LSE Calendar.

- (ii) A set of publishable papers – on a set of related topics – within a context framed by an introduction, critical discussion, and conclusion. Candidates who are being examined may submit such a thesis, subject to the approval of their supervisor, and the following provisos:
 - (a) The thesis must meet all general academic requirements expected of the traditional thesis and should similarly reflect what can be expected from 3 years of effective full-time research.
 - (b) It should normally include either:
 - (i) At least three single-authored papers of publishable quality; or
 - (ii) At least two single-authored papers plus at least two jointly-authored papers (to which the candidate has made a major contribution) of such quality, subject to provision to the examiners of a clear, agreed statement from supervisors and other authors of the respective contributions to each.

Other possible combinations of joint- and single-authored papers might be sufficient to constitute a PhD thesis. If

the structure of the student's thesis deviate from either (i) or (ii) here above, the student should seek explicit approval from their supervisors and from the Director of Doctoral Studies.

- (c) All papers should be primarily the result of research undertaken during the period of registration for the degree.
- (d) The thesis should include a substantial introduction and a conclusion, which are expected to highlight the contributions of the papers to knowledge in the relevant field and demonstrate how the set of papers meets the general requirements set out for a PhD above.

It is recommended that paper-based PhD submissions include an integrated bibliography at the end of the thesis – even where there are separate bibliographies for the different papers. If a student has any doubts, please discuss this matter with your supervisors.

A student should discuss with their supervisors which PhD form is more suitable for their PhD work even if the norm may be very clear in relation to their specific field of research; the specific circumstances and aspects of the student's research topic are to be considered.

MPhil/PhD in Social Policy

Programme Code: RPSA

Department: Social Policy

For students starting this programme of study in 2024/25
In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

SP420 Understanding Policy Research (Advanced) (0.5) #

Optional (not examined):

If not already taken previously:

- MY500 Fundamentals of Social Science Research Design (0.5)
 - MY521A Qualitative Research Methods (0.5) 1
 - MY521W Qualitative Research Methods (0.5) 2
 - MY525 Case Studies and Comparative Methods for Qualitative Research (0.5) #
 - MY551A Introduction to Quantitative Analysis (0.5) 3
 - MY551W Introduction to Quantitative Analysis (0.5) 4
- Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

Transferable skills courses

Compulsory (not examined):

SP501 Research Student Seminar (0.0)

Optional (not examined):

Relevant courses provided by the Library, Teaching and Learning Centre and Department of Methodology.

Year 2

Training courses

Optional (not examined):

- MY552A Applied Regression Analysis (0.5) # 5
- MY552W Applied Regression Analysis (0.5) # 6
- MY555 Multivariate Analysis and Measurement (0.5) #

Transferable skills courses

Optional (not examined):

SP501 Research Student Seminar (0.0)

Year 3

Transferable skills courses

Optional (not examined):

SP501 Research Student Seminar (0.0)

Year 4

Transferable skills courses

Optional (not examined):

SP501 Research Student Seminar (0.0)

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

- 1: MY521A can not be taken with MY521W
- 2: MY521W can not be taken with MY521A
- 3: MY551A can not be taken with MY551W
- 4: MY551W can not be taken with MY551A
- 5: MY552A can not be taken with MY552W
- 6: MY552W can not be taken with MY552A

Progression and upgrade requirements

Each student is required to undertake Major Review in the summer term of their first year (second year for part-time students). For Major Review they must submit a 10,000 word document with a detailed thesis proposal, their research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. They are interviewed on this document by senior staff who make the decision on upgrading.

Each year post-Major Review, every student is expected to submit a 1,000 to 2,000 word progress report, approved by supervisors, to the Doctoral Programme Director(s).

Each pre-Major Review student is expected to make a presentation on their proposed research to the SP501 seminar prior to the submission of their major review document and to address issues raised by the Doctoral Programme Director(s).

Composition of Theses

PhD theses, whether comprising papers or in book format are normally expected to contain a minimum of three substantive chapters / papers of which a minimum of two should be sole authored. Theses are also normally expected to contain a substantive introduction and conclusion which locate the thesis within the general field to which it makes a contribution.

MPhil/PhD in Social Research Methods

Programme Code: RPMI

Department: Methodology

For students starting this programme of study in 2024/25

Paper Course number, title (unit value)

Year 1

Training courses

Optional (examined):

In the first year, students will typically spend a portion of their time taking some methodological and/or substantive courses. These are selected in discussion with the supervisors dependent on assessed needs. The courses will normally be some of the research courses taught by the Department of Methodology (any courses with course codes MY5**) but they may also include courses from other LSE departments.

The supervisors may require that a student be formally assessed for some such courses, and that the results of these assessments be included as part of the conditions for progression to the second year. Any such conditions will be communicated to the student in writing early in the Michaelmas term of Year 1.

Courses that are not formally required for progression can be either assessed (taken for credit) or audited. Students should agree with their supervisors which courses they will take for credit and which courses they will audit.

Optional (not examined):

Courses that are not formally required for progression can be either assessed (taken for credit) or audited.

Students should agree with their supervisors which courses they will take for credit and which courses they will audit.

Year 2

Training Courses

Optional (not examined):

Students are encouraged to audit or take for credit further courses which are useful to them, with the agreement of their supervisors.

Year 3

Training courses

Optional (not examined):

Students are encouraged to audit or take for credit further courses which are useful to them, with the agreement of their supervisors.

Year 4

Training courses

Optional (not examined):

Students are encouraged to audit or take for credit further courses which are useful to them, with the agreement of their supervisors.

Progression and upgrade requirements

The major milestones and targets for progress during the programme are the following:

Year 1: First-year progress review and presentation at the PhD day

Year 2: Upgrade from MPhil to PhD status

Year 3: Third-year progress review

Year 4: Completion and submission of the PhD thesis
In the Summer Term of their first year of registration (full-time equivalent), students will submit a 10,000-word first-year review document that outlines the aims, methods and theoretical motivation of their thesis, and provides a plan for the programme of work leading to the final thesis. In essence, this document is the extended, in-depth research proposal for the PhD research, in a form which takes into account the student's work in the first year. Students will also give an oral presentation of this document at the PhD Day. The written review document and oral presentation will be assessed by a review panel of two academics who are not on the supervisory team. This work has to reach an acceptable standard to enable the student to progress to the second year.

In the Summer Term of their second year, students will submit a document for consideration for upgrade from the MPhil to the PhD programme. This document should consist of a minimum of three draft chapters of the thesis, plus a detailed plan and timetable for the completion of the remainder of the PhD and a short introduction which links together the other parts of the document. The upgrade materials will be evaluated by an upgrade panel which will consist of two academics, not necessarily from the Department of Methodology. The panel will conduct an oral examination where the student will have an opportunity to defend the upgrade materials. The panel will then recommend transfer to PhD registration if in their judgement the student's progress and plans for the remaining work are of a sufficient quality and quantity that the work can reasonably be expected to lead, by the end of the student's fourth year of registration, to a thesis which will meet the requirements of a PhD thesis as stated in the LSE Regulations.

In the Summer Term of their third year of registration, students will submit a progress report. The focus of the third-year progress review is whether the student is making timely progress towards the goal of finishing the work and submitting the PhD thesis within the normal maximum of four years of registration. The report will be assessed by a review panel who will also conduct an interview with the student.

Throughout their MPhil/PhD studies, students will attend

the Department's research seminar and other specialist workshops and seminars related to their interests. Each student must give a presentation of their work at every Department of Methodology PhD day.

Teaching opportunities

The Department strongly encourages MPhil/PhD students to engage in teaching and offers a number of opportunities as Graduate Teaching Assistants (GTAs) on its methodology courses. A Postgraduate Certificate in Higher Education is offered to those who wish to pursue it.

Department of Methodology local rules for the composition of PhD theses

(to be read in conjunction with the Regulations for Research Degrees <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForResearchDegrees.pdf>)

A PhD thesis may take the form either of a monograph, or a paper-based format. The decision on the appropriate format is approved by the supervisory team.

Paper based theses will:

- Consist of a minimum of 3 publishable empirical papers (normally 6,000-10,000 words), of which at least one is single-authored. Other papers may be co-authored.
- Include linking materials which integrate the contribution as a whole, normally including an Introduction (2,000-4,000 words), Literature Review (8,000-10,000 words) and Conclusion (2,000-4,000 words). Linking materials must be single authored.

Note for prospective students: For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

MPhil/PhD in Sociology

Programme Code: RPSO

Department: Sociology

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1

Training courses

Compulsory (examined):

SO500 Aims and Methods Research Class for MPhil Students (1.0)

Students may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

Optional (examined):

MY500 Fundamentals of Social Science Research Design (0.5)

MY521A Qualitative Research Methods (0.5) 1

MY521W Qualitative Research Methods (0.5) 2

MY551A Introduction to Quantitative Analysis (0.5) 3

MY551W Introduction to Quantitative Analysis (0.5) 4

MY552A Applied Regression Analysis (0.5) # 5

MY552W Applied Regression Analysis (0.5) # 6

Other courses from Sociology Masters programmes
Specialist research courses:

- SO491 Quantitative Social Research Methods (0.5)
 SO492 Qualitative Social Research Methods (0.5)
 SO511 Research Seminar in Political Sociology (0.0) (not available 2024/25)
 SO521 Research Seminar on Cities and Space (0.0) (not available 2024/25)

Transferable skills courses**Optional (not examined):**

Methods software training workshop

And

Workshop in Information Literacy: finding, managing and organising published research and data

Year 2 and/or Year 3**Training courses****Compulsory (not examined):**

SO501 Data Analysis Workshop (0.0) A

Year 3 and/or Year 4**Training courses****Optional (not examined):**

SO505 Becoming a Professional Sociologist (0.0) #

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

1: MY521A can not be taken with MY521W

2: MY521W can not be taken with MY521A

3: MY551A can not be taken with MY551W

4: MY551W can not be taken with MY551A

5: MY552A can not be taken with MY552W

6: MY552W can not be taken with MY552A

Footnotes

A: SO501 is required.

Progression and upgrade requirements

In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors. This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register. The following benchmarks are used by the MPhil/PhD Board to determine if students are progressing appropriately:

By Spring Term Year 1 for Full Time Students:

Submission of Formative Essay for SO500, including approvals from the Ethics Committee and Health and Safety

By Spring Term Year 2 for Full Time Students: Upgrade from MPhil to PhD Student

By Spring Term Year 3 for Full Time Students: Successful completion of the Third Year Progression Package

In addition, students are expected to have completed requirements as laid out by the supervisory team. The PhD is an individual project and will require research and writing tailored to that project.

Full time students are required to have submitted their Upgrade materials in Week 6 of the Autumn Term of Year 2, and to have successfully defended their research design in viva voce by the end of the Autumn Term of Year 2. Upon successful completion, the student will upgrade from MPhil to PhD student. All full-time research students are required to have made the transition from MPhil to PhD (upgrading) student within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD student by the end of their third year, and to submit their thesis within eight years.

The decision to upgrade a student from MPhil to PhD is taken by a panel consisting of two academics from

the Department. For upgrade, students submit a 10,000 word research proposal that includes: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) preliminary data collection and analysis or a 'pilot' study; and 5) discussion of research ethics and risks. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel. A written report is made by the panel on the basis of both the written upgrade submission and the viva.

Students should aim to have a complete a first draft of their thesis in years three to four and allow three to six months for revision and submission. To facilitate this, students are required to submit a Third Year Progression Package no later than Week 6 of the Winter Term in the 3rd Year for full time students. The decision to progress a student from the third to the fourth year is taken by a panel consisting of two academics from the LSE with at least one being from the Sociology Department. Students are to submit: a) two draft chapters (an introduction and a substantive chapter) totalling no more than 20,000 words; b) a thesis outline; c) a timeline for completion and d) a bibliography. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel.

Award of the PhD

The PhD is awarded according to the rules of LSE and the department, as follows:

A thesis to be submitted by monograph. The thesis will:

1. consist of the candidate's own account of their investigations. Work already published, either by the candidate or jointly with others, may be included only if it forms an integral part of the thesis and so makes a relevant contribution to its main theme and is in the same format as the rest of the thesis. The student must clearly state the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow researchers;
2. be an integrated whole and present a coherent argument;
3. be written in English and must be presented in line with published School guidance;
4. include a full bibliography and references.

MPhil/PhD in Statistics

Programme Code: RPST

Department: Statistics

For students starting this programme of study in 2024/25

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper Course number, title (unit value)

Year 1**Training courses****Compulsory (examined)**

ST505 Statistical Modelling and Data Analysis (0.5) #

ST552 Probability and Mathematical Statistics I (0.5)

And one of:

ST510 Foundations of Machine Learning (0.5) #

ST553 Probability and Mathematical Statistics II (0.5)

#

Students may take a different course option with the agreement of both the supervisor and PhD Programme Director.

Optional (not examined):

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined):

Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College.

Transferable skills courses**Compulsory (not examined):**

One presentation.

Attendance of departmental seminars appropriate to the student's field of study

Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):

Courses provided by the Department of Methodology.

Year 2**Training courses****Optional (not examined):**

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined):

Masters or PhD level courses relevant to research and agreed by supervisor in department, the School or University of London College.

Transferable skills courses**Compulsory (not examined)**

Two presentations.

Attendance of departmental seminars appropriate to the student's field of study

Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):

Courses provided by the Department of Methodology.

Year 3**Training courses****Optional (not examined):**

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined):

Masters or PhD level courses relevant to research and agreed by supervisor in department, the School or University of London College.

Transferable skills courses**Compulsory (not examined):**

Two presentations.

Attendance of departmental seminars appropriate to the student's field of study

Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):

Courses provided by the Department of Methodology.

Year 4**Training courses****Optional (not examined):**

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined):

Masters or PhD level courses relevant to research and agreed by supervisor in department, the School or University of London College.

Transferable skills courses**Compulsory (not examined):**

Attendance of departmental seminars appropriate to the student's field of study

Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):

Courses provided by the Department of Methodology.

Prerequisite Requirements and Mutually Exclusive Options

means there may be prerequisites for this course. Please view the course guide for more information.

Progression and upgrade requirements

Formal assessment is made towards the end of each Spring Term. This assessment is based on a combination of course evaluation, the evaluation of a preliminary research project, and on statements made by the student and the supervisors in the progress report form. Performance in the compulsory taught courses will contribute to the decision on a student's progression to the next year. Students are also required to complete a supplementary report, providing in more detail an outline of their current research.

The MPhil/PhD Evaluation Committee will meet during the Spring Term in order to oversee the progress of students and to decide on whether to recommend to the School that students be permitted to proceed to the next year of study. The outcome of this progress review may be progression, progression to the next year with conditions, or de-registration from the programme. The following benchmarks are used by the MPhil/PhD Evaluation Committee to determine if students are progressing appropriately:

- By Spring Term Year 1 (full-time students):
 1. Pass at least two courses from the ones taken. At least one has to be either ST552 or ST505;
 2. In the case of students failing one course, they should have demonstrated serious engagement and serious attempts in all assessments;
 3. Present their research topic at the annual presentation events.
- By Spring Term Year 2 (full-time students): Upgrade from MPhil to PhD status and present their research findings at the annual presentation events (Successful completion of 1. and 2. above is required for an upgrade)
- By Spring Term Year 3 (full-time students): Submit a plan for completion and present their research findings at the annual presentation events

In addition, students are expected to have completed requirements as directed by the supervisory team, according to the needs of their individual PhD project. All full-time students are required to have made the transition from MPhil to PhD status within two years of first registration and to have submitted their PhD thesis within four years.

It is expected that the student is assessed for upgrade within the first 18 months of registration. The student is required to submit a written report of literature searches,

research findings and related work, together with a written research plan. The student presents her/his work to date and findings to a panel (comprised of the first and/or second supervisor and another expert in the field of the research undertaken by the student) and answers questions from the panel. If satisfactory progress has been made, the programme director will recommend that registration be upgraded to PhD status. The department's research committee also monitors the progress of PhD students.

Teaching opportunities

The department employs Graduate Teaching Assistants (GTAs) to teach a number of its undergraduate and postgraduate courses. In particular ST102, Elementary Statistical theory, and ST107, Quantitative Methods, are taught to a large number of students across the School and require a significant number of classes. Research students are encouraged to undertake some teaching from year two onwards. First year MPhil/PhD students are normally not permitted to teach, although some marking may be available during the year or for the external degree at the end of the year. A Postgraduate Certificate in Higher Education is offered to those who wish to pursue this.

Thesis Guidelines

A PhD thesis must form a distinct contribution to the knowledge of the subject. It must advance original ideas or hypotheses with suitable arguments and evidence, and exercise independent critique. A thesis must give a critical assessment of the relevant literature, describe the method of research and its findings. It must include a discussion of those findings and their significance in advancing the knowledge of the field.

As we have different research groups, in practice the criteria will vary between topics and within the overarching theme of each research group. Supervisors are responsible for providing guidance, but ultimately the candidate is responsible for the decisions on their thesis. It is ultimately the examiners who decide whether to recommend that the candidate is worthy of being awarded a PhD.

Format

Aligning with the LSE regulations for research degree (Rule 48), <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForResearchDegrees.pdf> there are two modes of PhD thesis approved by the Department of Statistics:

- A monograph that forms an integrated whole;

Or

- A set of publishable papers on a set of topics and adhering to the following guidance:
 1. Include an introductory chapter at the beginning of the thesis which includes a brief overview of the field, summarizes the papers, and provides a rationale for their inclusion in the thesis. Links between the papers should be articulated clearly.
 2. Inclusion of co-authored papers is considered on a case-by-case basis, and any form of co-authorship should be discussed with the candidate's supervisor.
 3. The norm is three papers, but deviation can take place depending on the overall quality and nature of the papers submitted/to be submitted. The whole manuscript should constitute a significant contribution to the research area. Both quality and quantity of the produced work will be considered.

Research Course Guides

AC500

Topics in Accounting Research (AOI)

This information is for the 2024/25 session.

Teacher responsible: Prof Michael Power MAR 3.43

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This is an advanced course for doctoral and postdoctoral students focusing on the institutional and organisational context of accounting practices in their broadest sense. The seminars are generally based on key readings at the interface between accounting, organisation studies, regulation and management. Discussions will be focused on the analysis of accounting and calculative practices in context drawing on a wide range of approaches. The course provides students also with training in qualitative methods in accounting research, including document analysis; interviewing techniques and transcript analysis; ethnographic methods in accounting; and theory building from data.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of both AT and WT.

Indicative reading: There is no single text for this course and the seminars will be based on pre-distributed readings.

Assessment: First year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) will not normally be formally assessed but they will receive formative feedback on written work as agreed with the Course Director.

Second year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) are formally assessed by:

- (i) A referee report of a working paper (25% weighting). This will normally be assigned in week 5 of Winter Term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC500 and AC504. It will be designed to be completed within a three-day (72 hour) period in the Spring Term.

In addition, all students participating in the course are expected to present and discuss their own work in progress as well as other published works discussed in this course. Students will receive feedback on their presentations, so that they can develop and improve their presentation skills.

AC501 Not available in 2024/25

Topics in Accounting Research (EoA)

This information is for the 2024/25 session.

Teacher responsible: Dr Xi Li MAR 3.40

Availability: This course is compulsory on the MRes/PhD in Accounting (Economics of Accounting Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This is a readings-based course dealing with advanced issues in accounting research methods. Its primary focus is to study accounting and financial reporting issues from an economics perspective. While much research studied in the course will be empirical archival in nature, the course also emphasises the importance of theory and research design in developing high quality research. The course covers a wide range of accounting issues including the design of and choices between alternative accounting methods, the use of accounting numbers in economic decision making, assessment of financial reporting quality, the economic consequences of financial reporting, and the interactions between financial reporting, legal and economic institutions, and corporate governance.

Teaching: 20 hours of lectures in the AT. 20 hours of lectures in the

WT.

There will be a reading week in week 6 of both AT and WT.

Assessment: Report (25%) and take-home assessment (75%).

Second year MRes/PhD students in Accounting (Economics of Accounting Track) are formally assessed by:

- (i) A referee report of a current working paper (25% weighting). This will normally be assigned in Week 5 of Winter Term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC501 and AC506. It will be designed to be completed within a three-day (72 hour) period in the summer.

First year MRes/PhD students in Accounting (Economics of Accounting Track) will not normally be formally assessed but they will receive feedback in the form of formative assessments. In addition, all students participating in the course are expected to present research papers being studied and will receive feedback on their presentations aimed at developing and improving their presentation skills.

AC502 Half Unit

Foundations of Accounting, Organisations and Institutions

This information is for the 2024/25 session.

Teacher responsible: Dr Andrea Mennicken MAR 3.24

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is also offered for students from other MPhil/PhD or MRes/PhD programmes, with the approval and written permission of the PhD in Accounting Programme Director (Accounting, Organisations and Institutions Track).

Course content: The object of the course is to provide students with exposure to advanced analyses of the accounting process within and between organisations, both public and private, and across societies more generally. Students will be required to engage with studies of accounting practices to understand how they are shaped by their institutional contexts, have behavioural consequences and can represent different values. The course will focus on how efforts to design internal and external accounting practices are both a function of specific economic and political interests, but are also shaped by social and political aspirations. The role of accountants and other agents of accounting processes will be addressed.

Overall, the course is intended to cultivate an understanding of the inter-relationships between technical, organisational and institutional issues. While some technical accounting knowledge will be helpful, it is not essential and each seminar will provide the necessary technical foundations.

Indicative topics include:

Foundations of Reporting, Calculation and Disclosure; Transnational Regulation and Standardisation; Accounting and the Notion of "Entity"; Audit and Assurance: The Audit Society; Organisational Boundaries, Structure and Control; Performance, Accountability Incentives; Accounting for Sustainability; Organisational Failure as a Process.

Teaching: Teaching will be delivered in the form of two weekly 90-minute sessions over 10 weeks during the Autumn Term. Each session contains a variety of technical content, practical exercises, and case analyses.

This course has a reading week in Week 6 of AT.

Formative coursework: Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned cases and discussion questions.

Indicative reading: Chapman, Cooper & Miller (eds), *Accounting, Organizations and Institutions* (Oxford, 2009); Hopwood & Miller (eds), *Accounting as Social and Institutional Practice*, (Cambridge, 1994); Power, *The Audit Society*, (Oxford, 1999); Mennicken &

Espeland, "What's new with numbers" Annual Review of Sociology (2019); Power, "Modelling the microfoundations of the audit society: Organizations and the logic of the audit trail". Academy of Management Review (2021); Mennicken & Salais (eds), The New Politics of Numbers (Cham, 2022).

Assessment: Essay (100%, 8000 words) in the ST.

AC504

Topics in Accounting Research (AOI)

This information is for the 2024/25 session.

Teacher responsible: Professor Michael Power MAR 3.43

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This is an advanced course for doctoral and postdoctoral students focusing on the institutional and organisational context of accounting practices in their broadest sense. The seminars are generally based on key readings at the interface between accounting, organisation studies, regulation and management. Discussions will be focused on the analysis of accounting and calculative practices in context drawing on a wide range of approaches. The course provides students also with training in qualitative methods in accounting research, including document analysis; interviewing techniques and transcript analysis; ethnographic methods in accounting; and theory building from data.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

There will be a reading week in week 6 of both AT and WT.

Indicative reading: There is no single text for this course and the seminars will be based on pre-distributed readings.

Assessment: Report (25%) and take-home assessment (75%).

Second year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) are formally assessed by:

(i) A referee report of a working paper (25% weighting). This will normally be assigned in week 5 of Winter Term to be worked on during the following week (6) when there is no class meeting.

(ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC500 and AC504. It will be designed to be completed within a three-day (72 hour) period in the Spring term.

First year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) will not normally be formally assessed but they will receive formative feedback on written work as agreed with the Course Director. In addition, all students participating in the course are expected to present and discuss their own work in progress as well as other published works discussed in this course. Students will receive feedback on their presentations, so that they can develop and improve their presentation skills.

AC506 Not available in 2024/25

Topics in Accounting Research (EoA)

This information is for the 2024/25 session.

Teacher responsible: Dr Xi Li MAR 3.40

Availability: This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This is a readings based course dealing with advanced issues in accounting research methods. Its primary focus is to study accounting and financial reporting issues from an economics perspective. While much research studied in the course will be empirical archival in nature, the course also

emphasises the importance of theory and research design in developing high quality research. The course covers a wide range of accounting issues including the design of and choices between alternative accounting methods, the use of accounting numbers in economic decision making, assessment of financial reporting quality, the economic consequences of financial reporting, and the interactions between financial reporting, legal and economic institutions, and corporate governance.

Teaching: 20 hours of lectures in the AT. 20 hours of lectures in the WT.

There will be a reading week in week 6 of both AT and WT.

Assessment: First year MRes/PhD students in Accounting (Economics of Accounting Track) will not normally be formally assessed but they will receive feedback in the form of formative assessments.

Second year MRes/PhD students in Accounting (Economics of Accounting Track) are formally assessed by:

(i) A referee report of a current working paper (25% weighting). This will normally be assigned in Week 5 of Winter term to be worked on during the following week (6) when there is no class meeting.

(ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC501 and AC506. It will be designed to be completed within a three-day (72 hour) period in the summer.

In addition, all students participating in the course are expected to present research papers being studied and will receive feedback on their presentations aimed at developing and improving their presentation skills.

AC507

Accounting Work in Progress Seminars

This information is for the 2024/25 session.

Teacher responsible: Dr Xi Li, MAR 3.40 and Dr Tommaso Palermo, MAR 3.23

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is not available as an outside option.

Course content: Research students present their work in progress to faculty and peers. Outside speakers may also be invited from time to time.

Teaching: The frequency of meetings to be determined according to the number of students, but the group will meet regularly (e.g. fortnightly) throughout the session.

Assessment: This course is not examinable.

AC599

Research Paper in Accounting

This information is for the 2024/25 session.

Teacher responsible: Dr Xi Li, MAR 3.40 and Dr Tommaso Palermo, MAR 3.23.

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is not available as an outside option.

Course content: Students produce a research paper related to the student's designated major field, to be submitted at the end of August.

Teaching: There are no direct teaching hours.

Formative coursework: Feedback on progress will be provided by the student's MRes/PhD supervisor/supervisory team.

Students will be asked to prepare and submit a detailed outline of their research paper, on which they will receive feedback in

the Autumn term. They will meet regularly with their supervisor/supervisory team throughout the year to further develop their research question, receive feedback on the proposed research design, data collection and analysis (if applicable), and writing up.
Assessment: Research paper (100%) in August.

AN500

Seminar on Anthropological Research

This information is for the 2024/25 session.

Teacher responsible: Dr Nicholas Long, Prof Deborah James and Prof Katherine Gardner

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: Seminar on Anthropological Research

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 12 hours of seminars in the ST.

There is a reading week in Week 6 of the AT and WT.

Assessment: This course is not assessed.

AN503

Thesis Writing Seminar

This information is for the 2024/25 session.

Teacher responsible: Dr Andrea Pia, Dr Gisa Weszkalnys and Dr Yazan Doughan

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option. This seminar is for 3rd and 4th year post-fieldwork students.

Course content: Students present draft dissertation chapters to their cohort.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 14 hours of seminars in the ST.

The contact hours listed above are the minimum expected. This course has reading week in Week 6 of the AT and WT.

Assessment: This course is not assessed.

AN505

Advanced Professional Development in Anthropology

This information is for the 2024/25 session.

Teacher responsible: Dr Harry Walker and Dr Mareike Winchell

Availability: This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

Course content: This seminar course has two main aims. First, it examines key theoretical concepts and approaches in Anthropology at an advanced level that may be relevant to post-fieldwork doctoral candidates. It may focus on widely ranging thematic areas, e.g. recent developments in cognitive anthropology and/or in material culture studies and/or in anthropological studies of ontology. The aim is to enhance the ability of students to engage with such debates at an advanced level. Second, the course aims to enhance the professional development of doctoral students by providing them with advice and support in relation to their career progression.

Teaching: 10 hours of seminars in the AT. 10 hours of seminars in the WT. 8 hours of seminars in the ST.

The contact hours listed above are the minimum expected.

Assessment: This course is not assessed.

DV501 Half Unit

Development History, Theory and Policy for Research Students

This information is for the 2024/25 session.

Teacher responsible: Prof James Putzel

Availability: This course is compulsory on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Available with the permission of the teacher responsible.

Course content: The course integrates the concepts and perspectives of a range of disciplines to consider: major trends of development and change in modern history and interpretations of them in the social sciences and contemporary economic and social theory and their bearing on the policy and practice of development. The course critically discusses concepts of 'development' and the historical evolution of paradigms of development thinking and policy. With reference to comparative historical experience, we explore the role of states and markets in development and/underdevelopment, colonial legacies and path dependencies, and developmental states in comparative perspective. We examine the impact of pro-market reforms, globalisation and financialisation, and challenges to the reigning development paradigm.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. This course is delivered through a combination of lectures and seminars in the Autumn Term. Students attend the lectures and seminars of DV400. Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to make one presentation, usually jointly with another student, and to submit a formative essay of no more than 3000 words by the first day of Week 7.

Indicative reading: The following are recommended basic readings for the course:

A Kohli, *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge, 2004).
 A Sen, *Development as Freedom* (Anchor, 1999).
 HJ Chang, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002).
 HJ Chang, *Economics: The User's Guide* (Penguin, 2014)
 K Gardner and D Lewis, *Anthropology and Development: Challenges for the Twenty-First Century* (Pluto, 2015)
 D Rodrik, *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth* (Princeton University Press, 2008)
 J Ferguson, *The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho* (Cambridge, 1990).

M Jerven, *Poor Numbers: How we are misled about African development statistics and what to do about it* (Cornell, 2013).
 United Nations, "Transforming Our world: the 2030 Agenda for Sustainable Development" (SDGs) A/RES/70/1 (25 September 2015).

Assessment: Essay (100%, 5000 words) in January.

DV502

Research Design in International Development

This information is for the 2024/25 session.

Teacher responsible: Dr Arjan Gjonca

Availability: This course is compulsory on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: This course is designed for engagement with methodological and research design issues in International Development research. Sessions are organized around methodological research design and practical issues (e.g., case studies, data collection and manipulation, fieldwork and ethics),

and presentations of research projects. The aim of this course is to help PhD students engage with research design in development contexts. Students will learn how to develop their research question, choose a feasible strategy for engaging with data, and match data collection and analytic methods to the aims of the PhD project. Students will also reflect on the relation of their project to wider development theory. The course will help students, during their first year, to turn research ideas into well-structured projects that make a valuable contribution to knowledge.

Students will have opportunities to present their own research proposals and get feedback from peers and teaching staff. In making their presentations students are asked to provide (a) background material about the particular issue at hand, (b) a clear statement of the research questions and/or hypotheses that are being addressed, and (c) discussion of the research methods to be employed. Students should inform their supervisor(s) of the date when they are scheduled to make a presentation.

Teaching: 15 hours of seminars in the AT. 10 hours of seminars in the WT.

Indicative reading: Borgman, C. L. (2015). *Big data, little data, no data: Scholarship in the networked world*. MIT press.

Brady, Henry E., and David Collier. (Eds.) 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. New York: Rowman & Littlefield. 2nd edition.

Crawford, G., Jaspersen, L. J., Kruckenberg, L., Loubere, N., & Morgan, R. (Eds.). (2017). *Understanding global development research: fieldwork issues, experiences and reflections*. Sage.

Geddes, Barbara. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Ann Arbor, MI: University of Michigan Press.

Merry, S. E., Davis, K. E., & Kingsbury, B. (Eds.). (2015). *The quiet power of indicators: measuring governance, corruption, and rule of law*. Cambridge University Press.

Mkandawire, T. (2005). *African intellectuals: Rethinking politics, language, gender and development*. Zed Books.

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. sage.

Schensul, J and LeCompte, M. (2016) *The Ethnographer's Toolkit (Ethnographer's Toolkit, Second Edition)*, 7 Volumes (paperback), AltaMira Press.

Assessment: Essay (30%) in January.

Research design (70%) in the WT.

This is a PhD level research design course. Students submit two summative pieces of work: a critical analysis essay (2500 words), and an analysis of their research design and methodology (3000 words). They will also give presentations and receive feedback on their work in progress. The presentations are part of formative rather than summative work and are an important part of professional development. The main learning outcomes are to help the PhD students develop a high-quality research design.

DV507 Half Unit Poverty

This information is for the 2024/25 session.

Teacher responsible: Dr Sohini Kar

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: The course is an interdisciplinary analysis of poverty. With attention to both the macro-level political economy of poverty and the micro-level lived experiences of the poor, we will examine how and why poverty persists in developing countries and analyse policy interventions and their outcomes. The course is interdisciplinary in focus, drawing on a range of methodological approaches to poverty, and does not require any prior mathematical or statistical qualification.

The course begins with an examination of the definition and measurement of poverty. We will then consider social mobility, followed by the spatial dimensions of poverty, including urban and

rural poverty. We will then turn to issues of work and employment, social protection, and the politics of poverty, followed by weeks on environmental poverty, and private sector involvement, including the question of financial inclusion. The course will end with focus on successful cases of pro-poor development.

Teaching: 15 hours of lectures and 15 hours of seminars in the AT. Student on this course will have a reading week in Week 6.

Formative coursework: Students will give at least one class presentation, and submit one formative essay of 1500 words.

Indicative reading:

- Javier Auyero, *Patients of the State: The Politics of Waiting in Argentina* (Duke University Press 2012)
- Abhijit Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (Public Affairs/Penguin 2011)
- Anirudh Krishna, *Broken Ladder: The Paradox and Potential of India's One Billion* (Cambridge University Press 2017)
- Tania Li *Land's End: Capitalist Relations on an Indigenous Frontier* (Duke University Press 2014)
- Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (Harvard University Press Ananya Roy, 2011)
- *Poverty Capital: Microfinance and the Making of Development* (Routledge 2010)

Assessment: Essay (100%, 5000 words) in the ST.

Assessment will be 100% on final 5,000 word essay. The topic of the essay will be related to the course, but the specific question will be developed with each student prior to the end of term. The research-based essay will enable students to develop a literature review that will complement their research interests, while the course syllabus will provide a key set of resources for students to consult in developing their research topic.

DV510

Research Design and Proposal in International Development

This information is for the 2024/25 session.

Teacher responsible: Professor Tiziana Leone

Availability: This course is compulsory on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: Students will work with their academic supervisors to structure a doctoral research proposal that has the potential to make a significant contribution to knowledge and that reflects a sophisticated mastery of advanced theoretical and methodological tools from one or more academic disciplines related to international development. They will learn how to identify good research questions that are embedded in the current academic literature, and how to apply recognisable, defensible and academically sophisticated methodologies to address those questions. The doctoral research proposal itself will identify a key research question(s) for investigation, a justification well embedded in existing academic literature for why the topic is theoretically and empirically important, and a well-developed theoretical and methodological framework for researching the question(s).

Teaching: Students will meet their supervisors three times a term during their first year of study in accordance with the LSE's regulations for Research Degrees. Their proposals will be developed over the course of these meetings. There will be one DV510 proposal writing workshop in the Summer Term at which students will present their draft proposals and receive feedback.

Formative coursework: Students will submit at least one full draft of their proposal to their supervisors, for detailed feedback. Partial drafts may also be submitted, along with preparatory work that the supervisor may assign in the course of AT, WT and ST, all of which will receive detailed feedback.

Indicative reading: The reading list for each student will be determined by the research they propose undertaking.

Assessment: Research proposal (100%) in August.

A research proposal of 10,000 words to be submitted in August.

DV513 Half Unit

Environmental Problems and Development Interventions

This information is for the 2024/25 session.

Teacher responsible: Prof Tim Forsyth

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: This course is for students who wish to study social and political aspects of environmental change and its implications for international development. The aim is to summarise the key current debates about 'environment and development' from perspectives of social and political theory with special reference to institutional theory, livelihoods, and inclusive policy interventions.

The course is structured to analyse the challenges of making well-informed environmental interventions in the face of poverty and vulnerability, and then seeking practical solutions to these dilemmas. The course first considers the nature of environmental problems within a 'development' context, and what this means for environmental science and norms as applied in developing countries. Themes include assessing environmental science and expertise in concerning adaptation to population growth, resource scarcity, deforestation, desertification, vulnerability to 'natural' disasters, and risks associated with climate change, including questions of gender and environment. As the course progresses, it considers debates about policy interventions such as common property regime theory; theories of the state and environment (including resistance and social movements); community-based natural resource management and Sustainable Livelihoods; adaptation to climate change; forests; and urban environmental policy (these latter themes involve debates on multi-level, multi-actor governance involving the connections of local development and global climate change policy). The main theoretical content of the course is institutional theory, drawing on both rational choice, but also cultural, historical, and political approaches to institutions

Teaching: 15 hours of lectures and 10 hours of seminars in the AT. This course is delivered through a combination of lectures and seminars in the AT.

Student on this course will have a reading week in Week 6.

Formative coursework: Students will have the opportunity to produce 1 essay in AT

Indicative reading: A detailed weekly reading list will be provided online via Moodle. Students are not advised to buy a single textbook for this course but to read selectively and critically from various sources. The following books might be useful introductions:

- Adams, W.M. 2019. *Green Development: environment and sustainability in a developing world*. 4th edition. London: Routledge.
- Forsyth, T. 2003. *Critical Political Ecology: the politics of environmental science*, London, Routledge
- Jones, S. and Carswell, G. 2004. *The Earthscan reader in environment, development and rural livelihoods*. London; Sterling, VA : Earthscan.
- Kohler, P. (2019) *Science Advice and Global Environmental Governance: Expert Institutions and the Implementation of International Environmental Treaties*, London and New York: Anthem Press.
- Neumann, R. 2005. *Making Political Ecology*, London: Hodder Arnold.
- Nightingale, A. (ed) 2019. *Environment and Sustainability in a Globalizing World*, London: Routledge.
- Ostrom, E., Stern P.C., Diet, T., Dulsak, N. and Stonich, S. (eds.) 2002 *The Drama of the Commons: Understanding Common Pool Resource Management*. Washington, D.C.: National Academy Press.

- L Schipper and I Burton (eds) (2008) *The Earthscan Reader on Adaptation to Climate Change*, London: Earthscan.

Assessment: Essay (100%, 5000 words) in the WT.

DV515 Half Unit Not available in 2024/25

Global Environmental Governance

This information is for the 2024/25 session.

Teacher responsible: Prof Kathryn Hochstetler
Dr Tasha Fairfield

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: This course is for a MRes/PhD student who wishes to study the politics of global environmental policy from the perspective of environmental governance and international development. The aim is to summarise debates about 'global' environmental problems and to review the contributions of debates about 'governance' to political solutions. The main theoretical focus of the course is on understanding the evolution of environmental policy regimes at multiple scales and with multiple actors. The guiding empirical focus is on the role of developing countries in global environmental governance and the effects of environmental policy regimes on their development strategies and outcomes. Some of this draws upon debates within International Relations, but this course also considers other theoretical literatures about environmental politics. Only part of global environmental governance takes place in formal spheres specifically devoted to environmental topics. Thus, while about half the course focuses on global efforts to solve environmental problems, especially in international negotiations, the other half examines economic institutions like trade and financial institutions and their intersections with environment and development concerns. Non-state actors including business actors and civil society actors are also considered.

To make the course focused, it considers primarily anthropogenic climate change, biodiversity and forests, and human movement in response to environmental change.

Teaching: 15 hours of lectures and 10 hours of seminars in the WT.

Student on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Indicative reading: A detailed reading list will be presented at the beginning of the term. There is no single textbook for this course, but we recommend the following as a basic background reading list:

- Betsill, M. and Corell, E. (eds). 2007. *NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations*, MIT Press.
- Biermann, F, Pattberg, P. and Zelli, F. (eds). 2010. *Global Climate Governance Beyond 2012: Architecture, Agency and Adaptation*, Cambridge University Press.
- Ciplet, D., J.T. Roberts, and M.R. Khan. 2015. *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*. MIT Press.
- Kopinski, D. and Q. Sun. 2014. *New Friends, Old Friends? The World Bank and Africa When the Chinese Are Coming*. *Global Governance: A Review of Multilateralism and International Organizations* 20(4): 601-623.
- Najam, A. 2005. *Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement*. *International Environmental Agreements* 5: 303-321.
- Newell, P. and J.T. Roberts (eds). 2016. *The Globalization and Environment Reader*. Wiley.
- Neilson, T.D. 2014. *The Role of Discourses in Governing Forests to Combat Climate Change*. *International Environmental Agreements: Politics, Law and Economics* 14(3): 265-280.
- Raustiala, K. and D. Victor. 2004. *The Regime Complex for Plant Genetic Resources*. *International Organization* 58(2): 277-309.

- Warner, K. 2018. Coordinated Approaches to Large-scale Movements of People: Contributions of the Paris Agreement and the Global Compacts for Migration and on Refugees. *Populations and Environment* 39(4): 384-401.

Assessment: Essay (100%, 5000 words) in the ST.

DV518 Half Unit African Development

This information is for the 2024/25 session.

Teacher responsible: Dr Laura Mann, CON.7.10

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: Taking the work of the late Thandika Mkandawire as its inspiration, DV418: African Development applies a critical lens to questions of economic and social development in African countries. It focuses on the role that knowledge and technology play in development and takes a multi-disciplinary approach, combining theory from economics, economic sociology, and science and technology studies (STS) to the topic. Students are not required to have any background in economics to follow and enjoy the course.

The first two weeks explore why foreign scholarship and donor agendas have become so dominant in framing how development is understood in African countries, and how the more transformative visions of the independence era were dismantled by structural adjustment policies and the attack on African civil servants, middle class professionals, business owners and institutions of higher education and science. We encourage students to look beyond the donor-led vision of poverty reduction and think about development as ultimately being autonomy and self-determination. Students are then given a solid foundation into some of the core processes that strengthen this autonomy; 1) domestic resource mobilisation (or the strengthening of domestic sources of finance in place of aid), 2) structural transformation (or the shifting of the workforce out of commodity production into more knowledge-intensive activities) and 3) transformative social policy (or the linking of poverty reduction to broader nation-building and development goals). Students are asked to grapple with the challenges and contingencies of such policy-making: the difficulties of balancing competing demands across regions and class interests, the pressures of domestic political contestation in shaping long-term planning and the risks posed by the global economy in the form of price swings and long-term commodity cycles. The final weeks of the course confront new emerging trends such as the growing penetration of digital technology firms and connectivity into African markets as well as the emergence of new donors such as China, Korea and Brazil. In all cases, we ask students to scrutinise how these new developments reshape the task of structural change.

Teaching: 15 hours of lectures and 15 hours of seminars in the WT. Student on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course:

1. Thandika Mkandawire and Charles Soludo, (1999) *Our Continent, Our Future: African Perspectives on Structural Adjustment*. Dakar/Trenton, NJ: CODESRIA / African World Publications.
2. Mkandawire, T. (2001) "Thinking About Developmental States in Africa." *Cambridge Journal of Economics*, 25(3): 289-313.
3. Mkandawire, T. (2005) "Targeting and Universalism in Poverty Reduction" Geneva: UNRISD. Available electronically here. Pages 7-23.
4. Mkandawire, T. (2010) "On Tax Efforts and Colonial Heritage in Africa" *Journal of Development Studies* 46(10): 1647-69.
5. Mkandawire, Thandika (2014) "The Spread of Economic

Doctrines and Policymaking in Postcolonial Africa." *African Studies Review* 57(01):171-98.

6. Mkandawire, Thandika (2015) "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." *World Politics*:1-50.
7. Mkandawire, Thandika. (2017) "State Capacity, History, Structure, and Political Contestation in Africa." In M. A. Centeno, A. Kohli, D. J. Yashar, & D. Mistree (Eds.), (pp. 184-216).
8. Mann, L. (2014) "Wasta! The long-term implications of education expansion and economic liberalisation on politics in Sudan" *Review of African Political Economy* 41(142): 561-578.
9. Mann, L. (2017) 'Left to Other Peoples' Devices? A Political Economy Perspective on the Big Data Revolution in Development' *Development and Change* 49(1): 3-36.
10. Mann, L. and G. Iazzolino (2019) "See, nudge, control and profit: Digital platforms as privatized epistemic infrastructures" *Platform Politiick, A Series, ITforChange*, March 2019. Available electronically here.
11. Khan, M. H. (2000) "Chapter Two: Rents, efficiency and growth" In *Rents, rent-seeking and economic development: Theory and evidence in Asia*, 21-68.
12. Oqubay, A. (2015) *Made in Africa: Industrial Policy in Ethiopia* Oxford: Oxford University Press.
13. Young, A. (2018) *Transforming Sudan: Decolonization, Economic Development, and State Formation*. Cambridge: Cambridge University Press.
14. Mamdani, M. (2007) *Scholars in the Marketplace: The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005*. Dakar, Senegal: CODESRIA.
15. Gray, H. (2018) *Turbulence and Order in Economic Development: Economic Transformation in Tanzania and Vietnam*. Oxford: OUP.
16. Nyabola, N. (2018) *Digital Democracy, Analogue Politics: How the Internet is Transforming Kenya* London: Zed Books.
17. UNCTAD. *Economic Development in Africa: From Adjustment to Poverty Reduction: What is New?* Geneva: United Nations, 2002.
18. Vishnu Padayachee (ed), *The Political Economy of Africa*. London: Routledge, 2010.
19. Whitfield, L., et al. (2015). *The Politics of African Industrial Policy: A Comparative Perspective*. Cambridge, Cambridge Univ Press.
20. Obamba, M. O. (2013) "Uncommon knowledge: World Bank policy and the unmaking of the knowledge economy in Africa" *Higher Education Policy* 26(1): 83-108.
21. Naidu, V. (2019) "Knowledge Production in International Trade Negotiations is a High Stakes Game" *Africa at LSE Blogpost*, June 14th 2019. Available electronically here.
22. Cramer, C. and Johnston, D., Oya, C. and J. Sender (2015) "Fairtrade Cooperatives in Ethiopia and Uganda: Uncensored" *Review of African Political Economy* 41 (1): 115-S127. (9 pages)
23. Perez, C. (2009) "Technological revolutions and techno-economic paradigms" *Cambridge Journal of Economics*, 34(1): 185-202.
24. Murphy, J. T., Carmody, P. P. and B.B. Surborg (2014) 'Industrial transformation or business as usual? Information and communication technologies and Africa's place in the global information economy', *Review of African Political Economy*, 41(140): 264-283.
25. UNCTAD (2007) "Reclaiming Policy Space: Domestic Resource Mobilisation and Developmental States" Geneva: UNCTAD. Available electronically here. Pages 6-54.
26. Di John, J. (2005) "The Political Economy of Taxation and Resource mobilisation in sub-Saharan Africa," in Padazachee (Ed.) *The Political Economy of Africa*. London: Routledge. Pages 110-131.
27. Ndikumana, L. and J. K. Boyce (2003) "Public debts and private assets: explaining capital flight from sub-Saharan African countries" *World Development* 31(1): 107-130.
28. Usman, Z. (2018) "The 'Resource Curse' and Constraints to Reforming Nigeria's Oil Sector" In Levan and Ukata (Eds.) *The Oxford Handbook of Nigerian Politics* Oxford: Oxford University Press. Pages 520-545.

29. Selolwane, M. D. (2007) "Statecraft in Botswana: Renegotiating Development, Legitimacy and Authority," In Agbese and Ge Kieh Jr. (Eds.) *Reconstituting the State in Africa* Basingstoke: Palgrave. Pages 33-47.
30. Clapham, C. (2018) "The Ethiopian developmental state" *Third World Quarterly* 39(6): 1151-65.
31. Saunders, R. and A. Caramento (2018) "An extractive developmental state in Southern Africa? The cases of Zambia and Zimbabwe." *Third World Quarterly* 39(6): 1166-90.
32. Hickey, S. (2008) "Conceptualising the Politics of Social Protection in Africa," in *Social Protection for the Poor and the Poorest: Concepts, Policies and Politics* Barrientos, A. and D. Hulme (Eds.) Houndmills: Palgrave Macmillan. Pages 247-263.
33. Ouma, M. and J. Adesina (2019) "Solutions, exclusion and influence: Exploring Power Relations in the Adoption of Social Protection Policies in Kenya" *Critical Social Policy* 39(3): 376-395.
34. Ulriksen, M. S. (2012). "Welfare Policy Expansion in Botswana and Mauritius: Explaining the Causes of Different Welfare Regime Paths." *Comparative political studies* 45(12): 1483-1509.
35. Gabor, D. and S. Brooks (2016) "The digital revolution in financial inclusion: international development in the fintech era" *New Political Economy* 22(4): 423-436.
36. Dafe, F. (2019/2020) "Ambiguity in international finance and the spread of financial norms: the localization of financial inclusion in Kenya and Nigeria" *Review of International Political Economy*. In press.
37. Suri, T. and W. Jack (2016) "The long-run poverty and gender impacts of mobile money" *Science* 354(6317): 4-9.
38. Bateman, M. Duvendack, M. and N. Loubere (2019) "Is fintech the new panacea for poverty alleviation and local development? Contesting Suri and Jack's M-Pesa findings published in Science" *Review of African Political Economy*. In press.
39. Breckenridge, K. (2005) "The Biometric State: The Promise and Peril of Digital Government in the new South Africa," *Journal of Southern African Studies* 31(2): 267-282.
40. Murphy, J. T., Carmody, P., and Surborg, B. (2014) "Industrial transformation or business as usual? Information and communication technologies and Africa's place in the global information economy" *Review of African Political Economy* 41(140): 264-283.

Assessment: Essay (100%, 5000 words) in the ST.

DV520 Half Unit Complex Emergencies

This information is for the 2024/25 session.

Teacher responsible: Prof David Keen CON 6.06

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: When genocides, civil wars and famines are reported on television in countries such as Syria, Sudan or Yemen, we are often left with a sense of confusion. Why is this happening? Why do these disasters keep recurring? And which actors are driving the process? This course looks behind the headlines to get a deeper understanding of the causes and functions of humanitarian disasters.

By re-thinking common conceptions of conflict (such as the idea that war is a contest between two or more sides aiming to 'win'), the course offers new ways of thinking about war, humanitarian intervention and peacebuilding. Who benefits from conflict? Who benefits from famine? How do these benefits shape the information we receive? How is the 'enemy' defined, and whose interests do these changing definitions serve? And how can one make peace a peace that doesn't propel society back into war? The course offers an understanding of the complex fault-lines that lie behind oversimplistic news coverage. It also expands our understanding of disasters to take account of the fact that many disasters (from climate change to 'migration crisis', from Covid to democratic crisis) are now 'coming home' as far as Western

democracies are concerned.

The course draws on detailed empirical case-studies — including the course-leader's own fieldwork in Sudan, Sierra Leone, Sri Lanka, Iraq, Guatemala, France and on the Syria/Turkey border. The course makes use of the political thought of Hannah Arendt and Michel Foucault, showing how they can help us to deconstruct the interests and the language that muddle our understanding of the causes and functions of contemporary disasters — in whichever part of the world they are found.

The course is interdisciplinary and looks at the political, economic and psychological functions of violence, though it requires no specialist knowledge of any particular discipline.

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the WT.

This course is delivered through a combination of lectures and seminars in the WT.

Student on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. A useful text, which is designed in large part around the course, is David Keen, *Complex Emergencies* (Polity, 2008).

Other texts of interest include:

- David Keen, *The Functions and Legitimization of Suffering in Calais*, *International Migration* (2020), <https://onlinelibrary.wiley.com/doi/epdf/10.1111/imig.12800>
- Ruben Andersson and David Keen. 2019. *Partners in Crime? The impacts of Europe's outsourced migration control on peace, stability and rights*. Saferworld: London, July, <https://www.saferworld.org.uk/resources/publications/1217-partners-in-crime-the-impacts-of-europeas-outsourced-migration-controls-on-peace-stability-and-rights> ;
- Arlie Russell Hochschild, *Strangers in their Own Land* (The New Press, 2016), Ruben Andersson, *Illegality Inc.: Clandestine Migration and the Business of Bordering Europe*. Oakland: University of California Press.
- David Keen, *Useful Enemies: When Waging Wars is More Important than Winning Them* (Yale University Press, 2012);
- Stathis Kalyvas, *The Logic of Violence in Civil War* (Cambridge University Press, 2006);
- Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge University Press, 2005);
- Amartya Sen, *Poverty and Famines* (Oxford University Press, 1981);
- Frances Stewart and Valpy Fitzgerald (eds.), *War and Underdevelopment*, Volumes 1 and 2 (Oxford University Press, 2001);
- Jeremy Weinstein, *Inside Violence: The Politics of Insurgent Violence* (Cambridge University Press, 2007);
- Tim Allen, *Trial Justice: The International Criminal Court and the Lord's Resistance Army* (Zed Press, 2006);
- Chris Dolan, *Social Torture: The Case of Northern Uganda, 1986-2006* (Berghahn, 2009);
- Zoe Marriage, *Not Breaking the Rules, Not Playing the Game: International Assistance to Countries in Conflict* (Hurst and Co., 2006);
- David Keen, *Conflict and Collusion in Sierra Leone* (James Currey, 2005);
- David Keen, *Endless War? Hidden Functions of the 'War on Terror'* (Pluto, 2006);
- Christopher Cramer, *Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries* (Hurst and Co., 2006);
- Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Lynne Rienner, 2000);
- Hugo Slim, *Killing Civilians: Method, Madness and Morality in War* (Hurst and Co., 2008).

Assessment: Essay (100%, 5000 words) in the ST.

DV524 Half Unit Not available in 2024/25 International Institutions and Late Development

This information is for the 2024/25 session.

Teacher responsible: Prof Kenneth Shadlen CON.6.07

Availability: This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Please note all students are asked to submit a brief statement of 150 words (max) on why they want to take the course.

2/3 of the spaces should go to ID and joint degree students, distributed on a random basis.

1/3 go to non-ID/joint students, distributed on a random basis.

Everyone else goes on the waitlist, and as spots open the course leader will allocate these, without regard to degree/dept, on the basis of the brief statements.

Course content: This course examines the politics of the international economy. We analyse the overarching rules and regulations that structure the international economy, and thereby provide context for development policy, and we assess the role of a range of actors (e.g. governments, firms, non-state actors) in shaping and reshaping the international economic order. We are particularly interested in understanding the ways that developing countries respond to and participate in international regimes and organisations, and how changes in global economic governance affect opportunities for economic development. The first week, which synthesises a variety of explanations of the role that international organisations play in global politics, establishes the theoretical spine for the course. We then examine governance in international sovereign debt and finance, public and private. We analyse the politics of debt relief for the poorest and most heavily-indebted countries, where most of the debt is owed to public creditors; and we analyse the politics of debt restructuring for middle-income countries where significant shares of the debt is owed to private/commercial creditors. The course then turns to the politics of international trade, investment, and intellectual property. This cluster of five sessions is organised around a dialogue between multilateral and regional frameworks for integration into the global economy, with the World Trade Organisation (WTO) serving as our principal point of reference. We examine the emergence of the WTO, both in terms of the substance of the Uruguay Round agreements and as an inter-governmental organisation with its own set of procedures for agenda-setting, rule-making, and dispute-settlement. We then examine emerging arrangements for global governance in the areas of foreign investment and intellectual property. And, then we focus explicitly on the resurgence of new, North-South, bilateral and regional trade agreements, considering the implications of such agreements for development and the factors that contribute to their proliferation. In concluding the course, taking a step back and reviewing the term's material from a "birds-eye view," we analyse contrasting trajectories of change in two development regimes, one regarding "industrial transformation" and mobility in the international division of labour, and another regarding "humanitarianism" and poverty reduction.

Teaching: 20 hours of lectures and 13 hours and 30 minutes of seminars in the WT. 2 hours of lectures in the ST. There will be a reading week in Week 6.

Indicative reading: A detailed reading list is presented at the beginning of term.

Assessment: Exam (50%, duration: 2 hours) in the spring exam period.

Essay (50%, 4000 words) in the ST.

DV528 Half Unit Managing Humanitarianism

This information is for the 2024/25 session.

Teacher responsible: Professor Stuart Gordon, CON 8.02

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: The course looks at international, national and local responses to conflict and natural disasters. Building on an analysis of the causes, construction and consequences of humanitarian disasters, this course focuses on humanitarian actors (including aid workers, journalists, medics, government officials, soldiers, politicians and peace negotiators). It considers the principles and the politics of humanitarian action, exploring the overlaps and tensions between practices of humanitarian assistance and humanitarian intervention and how humanitarian institutions shape and are shaped by systems of global governance and state power. It asks how humanitarianism relates to ideas about human rights and justice, and the politics of securitisation. It considers why humanitarian organisations and governments respond to some crises and not to others as well as the critique of humanitarian assistance and the ways in which the UN and NGO communities have sought to professionalise their activities. The course also looks at how recipients of humanitarian aid respond to these programmes, and in some cases subvert or transform them into quite different projects. Case studies will be drawn primarily from Africa, Central and South Asia and Latin America. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. This course is delivered through a combination of lectures and seminars in the AT.

Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

Students will be expected to produce 1 piece of coursework in the AT, due by 17:00 on the Friday of Week 5.

This will be a formative 1000 word essay drawn from the list of formative seminar questions, and upon which the student will receive feedback.

Indicative reading: Stuart Gordon and Antonio Donini 'Romancing Principles and Human Rights - Are Humanitarian Principles Salvageable?' *International Review of the Red Cross* / Volume 97 / Issue 897-898 / June 2015, pp 77-109;

M. Barnett, (2011). *Empire of Humanity: A History of Humanitarianism*, Ithaca: Cornell University Press;

M. Barnett, M. Barnett & T. G. Weiss (Eds.), 2008. *Humanitarianism in Question Politics Power and Ethics*, Ithaca: Cornell University Press;

A. De Waal, 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. Oxford: James Currey;

G. Loescher, (2001). *The UNHCR and World Politics*, Oxford University Press;

D. Rieff, (2002). *A Bed for the Night: Humanitarianism in Crisis*, Vintage/Random House.

Assessment: Essay (100%, 3000 words) in the AT.

DV531 Development Management

This information is for the 2024/25 session.

Teacher responsible: Prof Elliott Green

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available to students in Year 2 or above of the MRes/PhD in International Development only. It is also available to students in Year 1 of the MRes/PhD in International Development,

in lieu of DV501, with permission.

Course content: Why are some countries rich and others poor? Why are some governed well and others badly? This course employs a political economy approach to examine the causes of development, identify the underlying obstacles to development, and evaluate potential solutions. It focuses on the principles governing the institutions, politics, and organisations through which policies, programmes and projects are produced and implemented. Attention is given to the different kinds of authority, incentives and accountability mechanisms that govern the relationships between leaders, managers and recipients. It reviews ongoing debates about the best ways of designing state agencies, private firms and NGOs, by showing how centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice. It explores the dynamics of different forms of democratic and authoritarian states, the determinants of good and poor governance, and how social, political and economic forces interact to drive change and stability. In order to enable students to make practical judgments about institutional reform programmes in various contexts, competing approaches to development are critically and constructively analyzed in light of case studies.

The course is divided into several parts: Analytical Assumptions, Government and Governance, Private Sector, and Civil Society. On completing the course students should be able to:

(i) use theory to identify the causes of actual development challenges, (ii) identify and assess relevant case study material to inform development practice; and (iii) employ the insights developed throughout the course to formulate policy recommendations and plans of action for improving development.

Teaching: This course is delivered through a combination of lectures and seminars in the AT & WT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Students are expected to attend all these sessions. Lectures will focus on the theoretical debates driving current policy practice in the development community, while seminars will relate these to practical problems of implementation, drawing on case studies, class exercises, and the personal experience of participants. Seminars will discuss topics covered in the lecture, and will be conducted on the basis either of a student presentation or a class exercise.

There will be a revision session in early ST.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: A detailed weekly reading list is provided at the first course meeting. Background readings include: Brett, E.A. (2009) *Reconstructing Development Theory*; Faguet, J.P. 2012. *Decentralization and Popular Democracy: Governance from Below in Bolivia*. Ann Arbor: University of Michigan Press; Chang, H. 2003, *Rethinking development economics*, Anthem Press; London, Intermediate Technology; Kohli, A. 2004 *State-directed development: political power and industrialization in the global periphery*, Cambridge, Cambridge University Press; Linz, J. & A. Stepan, *Problems of democratic transition and consolidation*, Johns Hopkins; Olson, M. 1982 *The rise and decline of nations*, Yale University Press; North, D. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press. Putnam, R. D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press; Rodrik, D. (Ed.). 2003. *In Search of Prosperity: Analytical Narratives on Economic Growth*. Princeton University Press; Sen, A., 1999 *Development as Freedom*. Oxford University Press; Stiglitz, J. 2002 *Globalization and its discontents*, Allen Lane, 2002; World Bank, *World Development Report, 2004, Making services work for poor people*, Washington, World Bank.

Assessment: Assessment path 1

Essay (100%, 10000 words) in the ST.

Assessment path 2

Exam (60%, duration: 3 hours) in the spring exam period.

Essay (40%, 5000 words) in the ST.

The research paper will be co-marked by the course convenor and the student's PhD supervisor.

DV532 Half Unit Not available in 2024/25 China in Developmental Perspective

This information is for the 2024/25 session.

Teacher responsible: Prof Jude Howell CON. 8.02

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Course content: This course looks at China from a comparative developmental perspective, locating the discussion of China within the interdisciplinary field of development studies. It examines China's developmental trajectory since 1949, explaining the fundamental shift in developmental path from late 1978 onwards. It considers China's role in low-income countries, as a model of innovation, as a voice for developing country concerns and as an important aid donor. It reflects on China's recent achievements in reducing poverty and places these in comparative context. The course considers the governance challenges posed by rapid economic reform, the attempts to reform the Party-state and to manage social tensions. It examines the social dimensions of rapid economic reform and the implications for social policies. It looks at the emergence of NGOs and other forms of civil society organising and considers changing state-society relations. Finally it considers China's role as aid donor and its emergence as a global economic and political power. The course will enable students to obtain an understanding of key developmental issues and discussions about China and to link these discussions to broader debates and theories in development studies.

Teaching: This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

In addition, one introductory seminar session in MT and one essay preparation session in MT.

Students on this course will have a reading week in Week 6.

Formative coursework: Students have the opportunity to receive feedback on a formative essay of 1,500 words. Students will also receive feedback on their seminar performance. Students are welcome to come to course convenor's office hours to discuss any issues.

Indicative reading:

- Ang Yuen Yuen, 2016, *How China Escaped the Poverty Trap*, Cornell University
- Friedman, Eli 2014, *Insurgency Trap. Labour Politics in Post-Socialist China*. Cornell University Press.
- Harneit-Sievers, A., Marks, S., and Naidu, S., 2010, *Chinese and African perspectives on China in Africa*, Pambazuka Press;
- Howell, Jude, 2003, *Governance in China*. Rowman and Littlefield Inc., Lanham;
- Heilmann, Sebastian and Elizabeth Perry, 2011, *Mao's Invisible Hand: The Political Foundations of Adaptive Governance in China*, Harvard University Press
- Hung, Ho-fung (ed) (2009) *China and the Transformation of Global Capitalism*. Baltimore, John Hopkins University Press;
- Lardy, Nicolas, 2014, *Markets Over Mao. The Rise of Private Business in China*, Washington, Peter Institute for International Economics;
- Leung, Joe C.B. and Yuebin Xu, 2015, *China's Social Welfare*. Polity Press, Cambridge.
- Yao Shujie, 2005, *Economic Growth, Income Distribution and Poverty Reduction in Contemporary China*, RoutledgeCurzon, London and New York;
- White, Gordon, Jude Howell and Shang Xiaoyuan, 1996, *In Search of Civil Society. Market Reform and Social Change in Contemporary China*. Oxford University Press, Oxford;
- M.H. Whyte (ed), 2009, *One Country, Two Societies. Rural/Urban*

Inequality in China.

Assessment: Essay (100%, 5000 words) in the WT.

DV533 Half Unit Not available in 2024/25 The Informal Economy and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Kate Meagher CON 7.11

Availability: This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is only available to research students in other departments with permission from the course convener (space permitting).

Course content: The expansion of the informal economy, which now employs more than 60% of the world's workers, represents a central paradox of contemporary development thinking. The COVID-19 pandemic has further exposed the pervasive role of informal employment across the globe, as well as drawing attention to the importance of informal economic systems for social provisioning in times of crisis. Practitioners, policy makers and academics seek a clearer understanding of the impact of informal economies on poverty, employment, governance and inclusive development. In a globalising environment, are large informal economies a poverty trap or an engine of growth? Do they stimulate entrepreneurship and popular empowerment, or promote criminality and exploitation? How does a greater understanding of the size and organization of informal economies affect policy on urban service provision, social protection or taxation? What are the implications of the informal economy for social cohesion and popular politics in the countries of the Global South?

This course will explore how high levels of informality are shaping processes of growth and governance in the Global South. The effect of informality on new policy narratives of inclusive growth will be a central theme in the course. Using a comparative institutional approach, we will examine informal economies in a range of regional contexts, including Africa, the Middle East, South and East Asia, and Latin America, highlighting variations in activities, relations with the state, linkages with the global economy, and development outcomes. Key issues covered in the course include the impact of the informal economy on labour markets, weak states, gender empowerment, urban services, the gig economy, social protection, taxation, and popular politics. Attention will be focused on the potential as well as risks of large informal economies in the face of contemporary development challenges, drawing on empirical evidence and comparative case studies from across the developing world.

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

Formative coursework: Formative coursework will involve a 2,000 word essay during the term and at least one presentation.

Indicative reading: 1. Portes, Alejandro, Manuel Castells and Lauren A. Benton, eds. (1989) *The Informal Economy: Studies in Advanced and Less Developed Countries*. Baltimore: John Hopkins University Press.

2. Perry et al. (2007) *Informality: Exit and Exclusion*, World Bank (available on Google Books).

3. ILO (2018) *Women and men in the informal economy: a statistical picture (third edition)* / International Labour Office – Geneva: ILO.

4. Brehman, J. (2013). *At work in the informal economy of India: a perspective from the bottom up*. OUP.

5. Fernandez-Kelly, P. and J. Shefner, eds. (2006) *Out of the Shadows: Political Action and the Informal Economy in Latin America*. Philadelphia: Penn State University Press.

6. Ghosh, Jayati, ed. (2021) *Informal Women Workers in the Global*

South. London and New York: Routledge.

7. Kabeer, Naila (2008) *Mainstreaming Gender in Social Protection for the Informal Economy*. London: Commonwealth Secretariat.

8. Kinyanjui, Mary Njeri (2014) *Women in the Informal Economy in Urban Africa: From the Margins to the Centre*. London: Zed Books.

9. Kuruvilla, S., Lee, C. K., & Gallagher, M., eds. (2011). *From iron rice bowl to informalization: Markets, workers, and the state in a changing China*. Cornell University Press.

10. Levy, Santiago (2008) *Good Intentions, Bad Outcomes: Social Policy, Informality and Economic Growth in Mexico*. Brookings Institution.

11. Lindell, I., ed. (2010) *Africa's Informal Workers: Collective Agency, Alliances and Transnational Organizing in Urban Africa*. London: Zed Books.

12. Meagher, K. (2010) *Identity Economics: Social Networks and the Informal Economy in Nigeria*, Oxford: James Currey.

Assessment: Essay (100%, 5000 words) in the ST.

DV545 Half Unit Not available in 2024/25 Research Themes in International Development

This information is for the 2024/25 session.

Teacher responsible: Dr Arjan Gjonca

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available as an option for students enrolled on the MRes/PhD in International Development only.

Course content: The objectives of the course are: a) to introduce students to specialized dimensions of development which will facilitate their career paths by engaging with new issues not covered in standard courses; and/or b) to facilitate student engagement with novel dimensions of the interface between policy practice and development academe.

Students enrolled on DV545 follow an independent course of study on an approved topic. They will be matched with an adviser (any member of staff in the department who is not their primary supervisor), who will support them in producing the final research paper. There are no set lectures or seminars for this course, though students will be encouraged to make good use of the weekly lectures in the ID Cutting Edge Issues in Development Thinking & Practice seminar series, which feature speakers from different development organisations and research institutes.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT. This will involve a plan for the summative research paper (1500-2000 words) on which the student will receive feedback and topic approval.

Indicative reading: Boone, C. (2014). *Property and political order in Africa: Land rights and the structure of politics*. Cambridge University Press

Faguet, Jean-Paul (2012) *Governance from below: decentralization and popular democracy in Bolivia*. University of Michigan Press, Ann Arbor, USA.

Getachew, A. (2019). *Worldmaking after empire: The rise and fall of self-determination*. Princeton University Press.

Kar, S. (2018). *Financializing Poverty*. Stanford University Press.

Keen, David (2012). *Useful Enemies*, Yale University Press.

Meagher, K., Mann, L., & Bolt, M. (eds.). (2016). "Making the Right Connections: Globalization, Economic Inclusion and African Workers". Routledge.

McDonald, D. A. (ed.). (2016). *Making public in a privatized world: The struggle for essential services*. Zed Books Ltd..

Mkandawire, T. (ed.) (2004). *Social policy in a development context: Introduction*. In *Social policy in a development context* (pp. 1-33).

Palgrave Macmillan, London.

Shadlen, Kenneth C (with Sebastian Hauss) (eds) (2011). *Politics of Intellectual Property: Contestation over the Ownership, Use and Control of Information* Edward Elgar.

Venugopal, R. (2018). *Nationalism, development and ethnic conflict in Sri Lanka* (Vol. 5). Cambridge University Press.

Assessment: Essay (100%, 5000 words) in the ST.

DV560 Half Unit Not available in 2024/25

Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference

This information is for the 2024/25 session.

Teacher responsible: Dr Tasha Fairfield CON 6.02

Availability: This course is available on the MPhil/PhD in International Relations and MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be selected for DV560 based on a written statement of interest (max 150 words). Priority will be given to students on the programs listed above, if demand exceeds places.

Course content: The way we intuitively approach qualitative case research is similar to how we read detective novels. We consider various different hypotheses to explain what occurred—whether the emergence of democracy in South Africa, or the death of Samuel Ratchett on the Orient Express—drawing on the literature we have read (e.g. theories of regime change, or other Agatha Christie mysteries) and any salient previous experiences we have had. As we gather evidence and discover new clues, we continually update our beliefs about which hypothesis provides the best explanation—or we may introduce a new alternative that occurs to us along the way.

Bayesianism provides a natural framework that is both logically rigorous and grounded in common sense, that governs how we should revise our degree of belief in the truth of a hypothesis—e.g., “mobilisation from below drove democratization in South Africa by altering economic elites’ regime preferences,” (Wood 2001), or “a lone gangster sneaked onboard the train and killed Ratchett as revenge for being swindled”—given our relevant prior knowledge and new information that we obtain during our investigation. Bayesianism is enjoying a revival across many fields, and it offers a powerful tool for improving inference and analytic transparency in qualitative research.

This course introduces basic principles of Bayesian reasoning with the goal of helping us leverage our common-sense understandings of inference and hone our intuition when conducting causal analysis with qualitative evidence. We will examine the foundations of Bayesian probability as well as concrete applications to single case studies, comparative case studies, comparative historical analysis, and multi-methods research. Students will practice applying Bayesian reasoning to assess the strength and quality of inferences in published studies, drawing on exemplars of qualitative research from various fields of socio-political analysis including development studies, comparative politics, international relations, and policy analysis. Students will also apply Bayesian principles to various aspects of their own dissertation research in progress—e.g., generating or revising hypotheses, selecting cases, identifying weaknesses in salient background literature, and assessing the inferential weight of available evidence.

Upon completing the course, students will be equipped with a concrete set of Bayesian-inspired best practices to deploy in their own research, as well as widely-applicable analytic skills that will help them to better evaluate and critique socio-political analysis.

Teaching: This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Students will attend DV460 lectures and seminars in LT. Additional teaching and learning support in writing the final project will be agreed between the instructor and the student's PhD supervisor. Students on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1

exercise and 1 project in the WT.

Students will receive written and oral formative assessment on in-class exercises, which will ask them to explain key Bayesian concepts (e.g., the “weight of evidence”) in their own words and apply them to concrete examples (e.g. use Bayes’ rule to derive an inference from several pieces of evidence).

In addition, students will receive oral feedback on the first section of their final project, which will set up rival hypotheses to be compared in light of case evidence.

Indicative reading: Methodological foundations:

Tasha Fairfield and Andrew Charman, “A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science,” *Perspectives on Politics* 17(1):154-167, 2019; Andrew Bennett, “Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis,” in Andrew Bennett and Jeffrey Checkel, eds, *Process Tracing in the Social Sciences: From Metaphor to Analytic Tool*, Cambridge University Press, 276–98, 2015; Tasha Fairfield and Andrew Charman, “Explicit Bayesian Analysis for Process Tracing,” *Political Analysis* 25(363-380), 2017; Macartan Humphreys and Alan Jacobs, “Mixing Methods: A Bayesian Approach,” *American Political Science Review* 109(4):653-673, 2015; Timothy McKeown, “Case Studies and the Statistical Worldview,” *International Organization* 53(1):161-190, 1999.

Qualitative research exemplars:

Alan Jacobs, “How Do Ideas Matter? Mental Models and Attention in German Pension Politics,” *Comparative Political Studies* 42 (2) 2008; Tasha Fairfield and Candelaria Garay, “Redistribution under the Right in Latin America: Electoral Competition and Organized Actors in Policymaking,” *Comparative Political Studies* 50 (14) 1871-1906, 2017; Kenneth Schultz, “Fashoda Revisited” (Chapter 6) in *Democracy and Coercive Diplomacy*, Cambridge, 2001; Dan Slater, “Revolutions, Crackdowns, and Quiescence: Communal Elites and Democratic Mobilization in Southeast Asia,” *American Journal of Sociology* 115 (1) 203-254, 2009; Elisabeth Wood, “An Insurgent Path to Democracy: Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador,” *Comparative Political Studies* 34 (8) 862-888, 2001.

Assessment: Project (100%, 5000 words) in the ST.

Students can choose from two options in consultation with the course instructor and the PhD supervisor, taking into account how far along they are in the research process:

- Conduct a full Bayesian scrutiny of a published work relevant to their dissertation topic, preferably one that analyses more than a single case. Students will be asked to pay attention to some nuanced aspects of Bayesian inference, including logical dependence among multiple pieces of evidence, and they will provide quantified assessments of priors, weight of evidence, and their posterior degree of confidence in the author's argument relative to rival explanations in light of the evidence.
- Directly apply Bayesian reasoning to their own dissertation research in progress. Students will devise at least two rival hypotheses to compare (preferably three), assess and justify priors in light of salient background literature they have read, and assess the weight of any available evidence they possess from their preliminary research and/or provide a Bayesian rationale for case selection. Students will be asked to pay attention to some nuanced aspects of Bayesian inference, including logical dependence among multiple pieces of evidence, and they will provide quantified assessments of the weight of evidence and their degree of confidence in each hypothesis relative to the rivals in light of their background information and preliminary evidence.

DV590 Half Unit

Economic Development Policy I

This information is for the 2024/25 session.

Teacher responsible: Dr Diana Weinhold CON 6.03

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

Enrolment will be controlled through the use of a pre-quiz (see DV490 Moodle page for details).

Pre-requisites: DV494 or an equivalent background in the econometrics of quantitative causal inference.

Course content: This course explores the foundations of applied macroeconomic policy analysis with applications to the theory and empirics of long-run growth in developing countries. Throughout the course, lectures provide analytical but non-technical overviews of broad themes in long-run growth and development policy, including growth theory, institutions and history, economic geography, globalization, inequality, balance of payments and financial crises, debt, industrial policy and international aid. There is a strong emphasis on how the body of knowledge has evolved over time via the synthesis of theoretical advances and rigorous empirical testing.

The seminars give students an opportunity to repeatedly practice and improve their analytical skills by working through methodologically-focussed problem sets based on top academic journal articles addressing issues from the lectures on macroeconomic development.

Teaching: 20 hours of lectures and 15 hours of seminars in the AT. This course is delivered through a combination of lectures and seminars in the MT.

Student on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include Mastering 'Metrics: the Path from Cause to Effect, by Angrist & Pischke, Princeton University Press (2014); and The Quest for Growth by W. Easterly, MIT Press (2001)

Assessment: Essay (100%, 5000 words) in the ST.

DV591 Half Unit Not available in 2024/25 Economic Development Policy II

This information is for the 2024/25 session.

Teacher responsible: Dr Sandra Sequeira CON.6.05

Availability: This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available as an option for students enrolled in the MRes/PhD in International Development only.

Course content: This course examines the microeconomic foundations of economic policy-making in developing countries. Classes will combine economic theory and rigorous empirical analysis to better understand the impact of economic development policy on development goals. We will focus on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future.

The course is structured around three main themes:

(i) Human Development: health policy, education policy and intra-household dynamics

(ii) Institutions and Markets: labour markets, state capacity for public service delivery and private sector development

(iii) Behavioural Economics and Development Policy Design: the importance of psychology in explaining economic behaviour and how it can inform better development policy design

Teaching: This course is delivered through a combination of lectures and seminars in the WT. Seminars will be 90 minutes duration and lectures will be 120 minutes duration. There will be a weekly workshop run by a Teaching Fellow for students to ask questions about the material.

Seminars start in week 1 and there will be a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

Indicative reading: Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, Development Economics (1998) which will serve as the course text, and W Easterly, The Quest for Growth.

Assessment: Essay (100%, 5000 words) in the ST.

DV592 Half Unit

Economic Development Policy III: Government Policy Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Joana Naritomi CON.6.12

Availability: This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Entry onto the course might be limited at the discretion of the instructor.

Pre-requisites: DV494 or equivalent.

Course content: This course explores key issues in government policies in developing countries. The course will draw on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future. It begins introducing concepts from public economics to discuss the scope and impacts of government interventions. In particular, the course will cover issues related to market failures, redistribution, public goods and externalities. The course will also discuss theoretical and empirical work on the economic consequences of government interventions, with particular focus economic incidence, efficiency trade-offs and unintended consequences of policies. In the second part, it focuses on challenges in raising government revenue and delivering public service in the developing world context, where limited state and fiscal capacity impose important constraints in policymaking. Beyond these topics, the course will provide background on relevant analytical tools in quantitative research, and develop skills to interpret empirical evidence in development economics.

Coursework will include a combination of class discussions, problem sets, presentations and computer-lab based sessions for students to explore programming and statistical skills.

Students are strongly encouraged to take DV491/591, as a highly complementary course that will also apply the empirical methods taught in DV490/590 to topics in Human Development, Institutions and Markets, Social Networks, Economic History and Cultural Economics, and Behavioural Economics and Development Policy Design.

Teaching: 20 hours of lectures and 15 hours of seminars in the WT.

This course is delivered through a combination of lectures and seminars in the WT.

Student on this course will have a reading week in Week 6.

Formative coursework: Students will be expected to produce 1 piece of coursework in the WT.

Indicative reading: 1 Alatas, V., Purnamasari, R., Wai-Poi, M., Banerjee, A., Olken, B. A., & Hanna, R. (2016). "Self-targeting: Evidence from a field experiment in Indonesia." *Journal of Political Economy*, 124(2), 371-427.

2 Baird, Sarah, Craig McIntosh, and Berk Özler. "Cash or condition? Evidence from a cash transfer experiment." *The Quarterly journal of economics* 126, no. 4 (2011): 1709-1753.

3 Bandiera, O., Prat, A. and Valletti, T. 2009. "Active and Passive Waste in Government Spending: Evidence from a Policy Experiment." *American Economic Review*, 99(4): 1278-1308.

4 Besley, T. and Ghatak. 2004. "Public Goods and Economic Development". in *Policies for Poverty Alleviation* (ed.) Abhijit Banerjee, Roland Benabou, and Dilip Mookherjee.

5 Chetty, R and Looney, A (2005) "Income Risk and the Benefits of Social Insurance: Evidence from Indonesia and the United States" in Ito, T and Rose, A K, *Fiscal Policy and Management in East Asia*, NBER-EASE, Volume 16, University of Chicago Pres.

6 Gruber. J. 1994. "The Incidence of Mandated Maternity Benefits," *American Economic Review*, 84(3), 622-641.

7 Miguel, Edward, and Michael Kremer. 2004. "Worms: identifying impacts on education and health in the presence of treatment externalities." *Econometrica* 72.1: 159-217.

8 Jensen, Anders. 2022. "Employment Structure and the Rise of the Modern Tax System." *American Economic Review*, 112 (1): 213-34.

9 Pomeranz, Dina. 2015. "No Taxation without Information: Deterrence and Self-Enforcement in the Value Added Tax." *American Economic Review*, 105(8): 2539-69.

10 Weigel, J.L., 2020. The participation dividend of taxation: How citizens in Congo engage more with the state when it tries to tax them. *The Quarterly Journal of Economics*, 135(4), pp.1849-1903.

Assessment: Essay (100%, 5000 words) in the ST.

EC501

Work in Progress Seminars

This information is for the 2024/25 session.

Teacher responsible: Various.

Availability: This course is compulsory on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: Research students present their work to faculty and peers in the designated field. Outside speakers are also invited from time to time.

Teaching: Seminars EC501: seminar groups covering the major PhD field options, i.e. Capital Markets, Development and Growth, Econometric Theory, Industrial Economics, International Economics, Labour Economics, Macroeconomics/Monetary Economics, Microeconomic Theory, Political Theory, Public Economics. The frequency of meetings to be determined according to the number of students in each specialism, but generally each group will meet weekly throughout the session.

Assessment: This course is not examinable.

EC518 Not available in 2024/25

Topics in Advanced Econometrics for Research Students

This information is for the 2024/25 session.

Teacher responsible: Prof Francisco Hidalgo SAL.4.20 and Prof Taisuke Otsu SAL.4.25

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: See course content for EC485. Additionally, this course will examine more advanced theories and applications in Econometric Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: 20 hours of EC485 Topics in Advanced Econometrics lectures and 10 hours of EC518 lectures in each of the AT and the WT.

This course is delivered through lectures totalling a minimum of 60 hours across Autumn Term and Winter Term. There are no classes. Attendance at lectures is compulsory.

Indicative reading: See reading list for EC485. Additional readings will be recommended at the start of the course.

Assessment: Assessment path 1

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the

January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Assessment path 2

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (25%, duration: 1 hour, reading time: 15 minutes) in the spring exam period.

Essay (25%, 2000 words) in the ST.

EC532 Not available in 2024/25

International Economics for Research Students

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Sampson SAL.2.34, Prof Daniel Sturm SAL.2.35, Dr Isabela Manelici SAL.2.29 and Dr Dmitry Mukhin SAL.1.24

Prof Dave Donaldson TBC

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: This course is concerned with the latest developments in international economics. The course builds on techniques introduced in MSc International Economics (EC421) to take students to the research frontier. The course covers international trade, economic geography and urban economics, and international macroeconomics.

The course is based around research papers. Topics covered vary from year to year as the research frontier expands. A list of representative topics in international trade includes: micro-econometric studies of international trade (in developed and developing countries alike), quantitative trade models, firm heterogeneity and trade, and foreign direct investment. In addition, the course will also cover topics in economic geography and urban economics. A list of representative topics in international macroeconomics includes: international business cycles, determinants of international capital flows, portfolio choice and risk sharing, monetary and fiscal policy in open economies, theoretical and empirical work on the real exchange rate and international financial crises (e.g., currency attacks and sovereign defaults).

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 60 hours across Autumn Term and Winter Term. Attendance is compulsory.

Indicative reading: Readings will be from journal articles; a list will be supplied at the start of term.

Assessment: Coursework (50%) in the AT.

Coursework (50%) in the WT.

Two take-home assignments per term. Each assignment will carry equal weight. Take-home assignments may require students to analyse data, empirically solve a computational exercise, solve theoretical models, assess recent research, or prepare a research proposal.

EC533 Not available in 2024/25

Labour Economics for Research Students

This information is for the 2024/25 session.

Teacher responsible: Prof Yona Rubinstein CKK.5.32, Prof John Van Reenen SAL.2.27A, Prof Alan Manning SAL.2.36 and Prof Stephen Machin SAL.2.06A

Availability: This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Management (Marketing). This course is not available as an outside option.

Course content: The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, to provide them with the tools for conducting independent research in the field, and to provide a perspective on areas of ongoing research. The course has a strong applied focus. For each major topic covered we will investigate the main available theories in light of their testable implications, discuss the advantages and limitations of existing empirical work and assess policy options.

Topics include:

- Imperfect competition in the labour market (monopsony); minimum wages; immigration.
- Managerial and personnel economics; productivity; human capital; inequalities (labour share of income, CEO pay, wage inequality and new technologies).
- Intergenerational mobility; trade and labour; trade unions; alternative work arrangements; crime and the labour market.
- The economics of entrepreneurship and self-employment; labour market discrimination; human traits and labour market skills; the family and the labour market; trade and firms.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 60 hours across Autumn Term and Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Take-home assessment (100%) in the ST.

EC534 Not available in 2024/25 Public Economics for Research Students

This information is for the 2024/25 session.

Teacher responsible: Prof Johannes Spinnewijn SAL.3.24, Prof Camille Landais SAL.3.23 and Dr Kate Smith SAL.3.16
Prof David Seim TBC

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: The course will cover the economics of the public sector, including material on taxation, public expenditures and political economics. The course, which covers both theory and empirics, aims to give students a broad overview of this growing field and bring them to the research frontier.

The specific topics covered may vary from year to year, but the following general areas would typically be included:

- Income and wealth inequality
- Behavioural responses to taxes and transfers
- Optimal taxation
- Dynamic taxation
- Behavioural public economics
- Social insurance
- Optimal public good provision

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 60 hours across Autumn Term and Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of the term. Although the course will not be based on a textbook as such, it will make extensive use of:

- Handbook of Public Economics Vol. 1-4 (A.J. Auerbach and M. Feldstein, eds.)
- Lectures in Public Economics, A.B. Atkinson and J.E. Stiglitz, Princeton University Press, 2015.

Clarification of assessment

Assessment: Problem sets (30%) and exercise (40%) in the AT and

WT.

Take-home assessment (30%) in the ST.

The assessment for this course is as follows:

- Two problem sets, one due in AT and one in WT (30%)
- An "extended replication exercise" (40%), consisting of:
 - a written referee report on a paper (AT)
 - a replication of a paper (empirical paper or paper based on simulations) and an extension of that paper (which requires developing a research design, positioning the question of the extension in the literature, etc.) (WT)
- A take-home exam in the ST (30%)

EC535 Not available in 2024/25 Development Economics for Research Students

This information is for the 2024/25 session.

Teacher responsible: Prof Maitreesh Ghatak SAL.3.08A, Prof Nava Ashraf SAL.3.17 and Dr Gharad Bryan SAL.3.10
Dr Clare Balboni (TBC)

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: The course will cover advanced topics in development economics where current research is active. It is intended to introduce research students in economics to the latest research in development economics and to serve as an input into the research work of these students.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 60 hours across Autumn Term and Winter Term. Attendance is compulsory.

Formative coursework: Student will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Problem sets (100%) in the AT and WT.

There will be six take home problem sets, three in AT and three in WT. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving a theoretical exercise, or evaluating a recent unpublished working paper. Each problem set will carry equal weight.

EC536 Not available in 2024/25 Economics of Industry for Research Students

This information is for the 2024/25 session.

Teacher responsible: Dr Pasquale Schiraldi SAL.4.22, Prof Alessandro Gavazza SAL.4.02 and Prof Martin Pesendorfer SAL.4.19

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: The main goal is to familiarize students with selected theoretical and empirical topics in industrial organization and to put students in a position to do their own research. Classical IO theory, well established empirical techniques including estimation of demand, production and models of strategic interaction and topics at the forefront of current IO research will be covered.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 60 hours across Autumn Term and Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a

list will be supplied at the start of term.

Assessment: Problem sets (100%) in the AT and WT.

8 take home problem sets (two for each part - four in AT and four in WT). Each problem set will carry equal weight. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving an analytical problem or evaluating a recent unpublished working paper.

EC537 Not available in 2024/25 Microeconomic Theory for Research Students

This information is for the 2024/25 session.

Teacher responsible: Dr Matthew Levy SAL.3.21, Dr Andrew Ellis SAL.3.09, Dr Francesco Nava SAL.3.20 and Dr Christopher Sandmann SAL.4.24

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Pre-requisites: Students must have completed Microeconomics for MRes students (EC441).

Course content: The objective of this course is to provide students with a graduate level introduction to advanced topics and contemporary developments in Microeconomic Theory. Topics may include:

- Classic static and dynamic game theory
- Contract theory
- Decision theory
- Bounded rationality
- Psychology and economics.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 60 hours across Autumn Term and Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Osborne M, and Rubinstein A, A Course in Game Theory, MIT Press, 1994. Fudenberg D, and Tirole J, Game Theory, MIT Press, 1991

Assessment: Essay (25%) and essay (25%) in the AT. Essay (25%) and essay (25%) in the WT.

EC539 Not available in 2024/25 Macroeconomics for Research Students

This information is for the 2024/25 session.

Teacher responsible: Prof Matthias Doepke SAL.1.18, Prof Philippe Aghion SAL.2.30, Dr Maarten De Ridder SAL.1.11 and Dr Jonathon Hazell SAL.1.10

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: Surveys the most recent development in macroeconomics, with an emphasis on technical detail and directions for further research opened up by the material. The goal is to put the students on the research path by bringing them to the research frontier.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

30 hours of lectures in the AT. 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 60 hours across Autumn Term and Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Assignment (100%) in the ST.

EC540 Not available in 2024/25 Political Economy for Research Students

This information is for the 2024/25 session.

Teacher responsible: Prof Torsten Persson TBA, Prof Gilat Levy SAL.4.31, Prof Valentino Larcinese CON.5.02 and Dr Ethan Ilzetzki SAL.1.11

Availability: This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management, MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: MRes Economics first year core courses for Economics students, EC400 and adviser's approval for Government students. EC400, EC411 (or equivalent) and course convener's approval for all other students.

Course content: The course will provide students with the economic methodology and tools for the analysis of political decision making and its effect on public policy – e.g., how institutions such as elections, legislative bargaining, political parties or non-democratic regimes shape redistributive policies, fiscal policies, and the size of government. We will also consider different aspects of selection in politics: who is selected to be a politician or a political leader, and how those selected use their political power. In addition, we will study how political attitudes, beliefs, and norms shape policies. The course will focus on analytical models, their testable implications, and on empirical work relying on micro data.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

The course is delivered through lectures totalling a minimum of 60 hours across Autumn Term and Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Political Economics by T. Persson and G. Tabellini, MIT Press 2002; Special Interest Politics by G. Grossman and E. Helpman, MIT Press 2001; Positive Political Theory 1, Collective Preference, by D. Austen-Smith and J. Banks, Michigan, 2000; Positive Political Theory 2, Strategy and Structure, by D. Austen-Smith and J. Banks, Michigan, 2005; Who Becomes a Politician?, by E. Dal Bo, F. Finan, O. Folke, and J. Rickne, QJE 2017; Gender Quotas and the Mediocre Man, by T. Besley, O. Folke, T. Persson, and J. Rickne, AER 2017; Economic and Social Insiders, but Political Insiders, by E. Dal Bo, F. Finan, O. Folke, and J. Rickne, RE Stud (forthcoming); Identity, Beliefs, and Political Conflict, G. Bonomi, N. Gennaioli and G. Tabellini, QJE, 2021. Alesina, Alberto, and Andrea Passalacqua, 2016. "The Political Economy of Government Debt." Chap. 33 in Handbook of Macroeconomics, vol. 2, edited by John B. Taylor and Harald Uhlig. Amsterdam: Elsevier.

Assessment: Essay (100%, 2000 words) in the ST.

EC541 Half Unit Topics in Advanced Econometrics for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Prof Taisuke Otsu SAL.4.25

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: See course content for EC485. Additionally, this course will examine more advanced theories and applications in Econometric Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research. Additional topics in this field are explored in Topics in Advanced Econometrics for Research Students II in the Winter Term.

Teaching: 20 hours of EC485 Topics in Advanced Econometrics lectures and 10 further hours of lectures in the AT.

This course is delivered through lectures totalling a minimum of 30 hours across Autumn Term. There are no classes. Attendance at lectures is compulsory.

Indicative reading: Please consult the reading list for EC485. Additional readings will be recommended at the start of the course.

Assessment: Exam (100%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

EC542 Half Unit

Topics in Advanced Econometrics for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Prof Francisco Hidalgo

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: See course content for EC485. Additionally, this course will examine more advanced theories and applications in Econometric Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research. Additional topics in this field are explored in Topics in Advanced Econometrics for Research Students I in the Autumn Term.

Teaching: 20 hours of EC485 Topics in Advanced Econometrics lectures and 10 further hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 30 hours across Winter Term. There are no classes. Attendance at lectures is compulsory.

Indicative reading: Please consult the reading list for EC485. Additional readings will be recommended at the start of the course.

Assessment: Assessment path 1

Exam (100%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

Assessment path 2

Exam (50%, duration: 1 hour, reading time: 15 minutes) in the spring exam period.

Essay (50%, 2000 words) in the ST.

EC543 Half Unit

International Economics for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Sampson SAL.2.34 and Prof Daniel Sturm SAL.2.35

Dr Catherine Thomas MAR 6.29

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: This course is concerned with the latest developments in international economics. The course builds on techniques introduced in MSc International Economics (EC421) to take students to the research frontier. The course covers international trade, as well as economic geography and urban economics.

The course is based around research papers. Topics covered vary from year to year as the research frontier expands. A list of representative topics in international trade includes: micro-econometric studies of international trade (in developed and developing countries alike), quantitative trade models, firm heterogeneity and trade, and foreign direct investment. In addition, the course will also cover topics in economic geography and urban economics.

Additional topics are explored in International Economics for

Research Students II in the Winter Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the AT.

This course is delivered through lectures totalling a minimum of 30 hours across Autumn Term. Attendance is compulsory.

Indicative reading: Readings will be from journal articles; a list will be supplied at the start of term.

Assessment: Coursework (100%) in the AT.

Two take-home assignments. Each assignment will carry equal weight. Take-home assignments may require students to analyse data, empirically solve a computational exercise, solve theoretical models, assess recent research, or prepare a research proposal.

EC544 Half Unit

International Economics for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Dr Isabela Manelici SAL 2.29 and Dr Dmitry Mukhin SAL 1.24

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: This course is concerned with the latest developments in international economics. The course builds on techniques introduced in MSc International Economics (EC421) to take students to the research frontier. The course covers themes in international trade, and international macroeconomics.

The course is based around research papers. Topics covered vary from year to year as the research frontier expands. Representative topics in international trade includes: firm heterogeneity and trade, and foreign direct investment. Representative topics in international macroeconomics include: international business cycles, determinants of international capital flows, portfolio choice and risk sharing, monetary and fiscal policy in open economies, theoretical and empirical work on the real exchange rate and international financial crises (e.g., currency attacks and sovereign defaults).

Additional topics are explored in International Economics for Research Students I in the Autumn Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 30 hours across Winter Term. Attendance is compulsory.

Indicative reading: Readings will be from journal articles; a list will be supplied at the start of term.

Assessment: Coursework (100%) in the WT.

Two take-home assignments. Each assignment will carry equal weight. Take-home assignments may require students to analyse data, empirically solve a computational exercise, solve theoretical models, assess recent research, or prepare a research proposal.

EC545 Half Unit

Labour Economics for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Prof Alan Manning SAL.2.36 and Prof John Van Reenen SAL.2.27A

Availability: This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Management (Marketing). This course is not available as an outside option.

Course content: The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, to provide them with the tools for conducting independent research in the field, and to provide a perspective on areas of ongoing research. The course has a strong applied

focus. For each major topic covered we will investigate the main available theories in light of their testable implications, discuss the advantages and limitations of existing empirical work and assess policy options. Topics are likely to include:

- Imperfect competition in the labour market (monopsony); minimum wages; immigration.
- Managerial and personnel economics; productivity; human capital; inequalities (labour share of income, CEO pay, wage inequality and new technologies).

Additional topics are explored in Labour Economics for Research Students II in the Winter Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the AT.

This course is delivered through lectures totalling a minimum of 30 hours in Autumn Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Take-home assessment (100%) in the WT.

EC546 Half Unit Labour Economics for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Prof Yona Rubinstein CKK5.32
Dr Christiane Szerman TBC

Availability: This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Management (Marketing). This course is not available as an outside option.

Course content: The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, to provide them with the tools for conducting independent research in the field, and to provide a perspective on areas of ongoing research. The course has a strong applied focus. For each major topic covered we will investigate the main available theories in light of their testable implications, discuss the advantages and limitations of existing empirical work and assess policy options. Topics are likely to include:

- The inequality and distributional consequences of labour market policies.
 - The economics of entrepreneurship: self-employment and business entrepreneurship; labour market discrimination; human traits and labour market skills; the family and the labour market
- Additional topics are explored in Labour Economics for Research Students I in the Autumn Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 30 hours in Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Take-home assessment (100%) in the ST.

EC547 Half Unit Public Economics for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Prof Johannes Spinnewijn SAL.3.24
Prof David Seim TBC

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: The course will cover the economics of the public sector, including material on taxation, public expenditures and political economics. The course, which covers both theory and

empirics, aims to give students a broad overview of this growing field and bring them to the research frontier.

The specific topics covered may vary from year to year. The following are likely to be included:

- Social insurance design: unemployment Insurance (and moral hazard); Health Insurance (and adverse Selection); social security; incidence.
- Inequality; intergenerational mobility; efficiency, labour supply and taxable income; employment protection.

Additional topics are explored in Public Economics for Research Students II in the Winter Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the AT.

This course is delivered through lectures totalling a minimum of 30 hours in Autumn Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of the term. Although the course will not be based on a textbook as such, it will make extensive use of:

- Handbook of Public Economics Vol. 1-4 (A.J. Auerbach and M. Feldstein, eds.)
- Lectures in Public Economics, A.B. Atkinson and J.E. Stiglitz, Princeton University Press, 2015.

Clarification of assessment

Assessment: Coursework (100%) in the AT.

Coursework may include problem sets or other take home assignments, referee reports or a replication exercise.

EC548 Half Unit Public Economics for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Dr Kate Smith SAL.3.16 and Dr Xavier Jaravel SAL.3.15

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: The course will cover the economics of the public sector, including material on taxation, public expenditures and political economics. The course, which covers both theory and empirics, aims to give students a broad overview of this growing field and bring them to the research frontier.

The specific topics covered may vary from year to year. The following are likely to be included:

- Structural methods with applications to public economics questions.
- Externalities and internalities
- Business taxation
- Tax evasion and compliance
- Inequality
- Public goods and public provision of private goods
- Private provision of public goods

Additional topics are explored in Public Economics for Research Students I in the Autumn Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 30 hours in Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of the term. Although the course will not be based on a textbook as such, it will make extensive use of:

- Handbook of Public Economics Vol. 1-4 (A.J. Auerbach and M. Feldstein, eds.)
- Lectures in Public Economics, A.B. Atkinson and J.E. Stiglitz, Princeton University Press, 2015.

Clarification of assessment

Assessment: Coursework (100%) in the WT.

Coursework may include problem sets or other take home assignments, referee reports or a replication exercise.

EC549 Half Unit

Development Economics for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Prof Maitreesh Ghatak SAL.3.08A
Dr Michael Callen SAL.3.18

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: The course will cover advanced topics in development economics where current research is active. It is intended to introduce research students in economics to the latest research in development economics and to serve as an input into the research work of these students.

Additional topics are explored in Development Economics for Research Students II in the Winter Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the AT.

This course is delivered through lectures totalling a minimum of 30 hours in Autumn Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Problem sets (100%) in the AT.

There will be three assessment exercises in AT. These assessment exercises may include preparing a research paper proposal, an empirical exercise analysing data, a computation exercise, solving a theoretical exercise, or evaluating a recent unpublished working paper. Each assessment exercise will carry equal weight

EC550 Half Unit

Development Economics for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Dr Gharad Bryan SAL.3.10
Dr Clare Balboni (TBC)

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: The course will cover advanced topics in development economics where current research is active. It is intended to introduce research students in economics to the latest research in development economics and to serve as an input into the research work of these students.

Additional topics are explored in Development Economics for Research Students I in the Autumn Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 30 hours in Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Problem sets (100%) in the WT.

There will be three assessment exercises in WT. These assessment exercises may include preparing a research paper proposal, an empirical exercise analysing data, a computation exercise, solving a theoretical exercise, or evaluating a recent unpublished working paper. Each assessment exercise will carry equal weight

EC551 Half Unit

Economics of Industry for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Dr Pasquale Schiraldi SAL.4.22 and Prof Martin Pesendorfer SAL.4.19

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: The main goal is to familiarize students with selected theoretical and empirical topics in industrial organization and to put students in a position to do their own research. Classical IO theory, well established empirical techniques including estimation of demand, production and models of strategic interaction and topics at the forefront of current IO research will be covered.

Additional topics are explored in Economics of Industry for Research Students II in the Winter Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the AT.

This course is delivered through lectures totalling a minimum of 30 hours in Autumn Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Problem sets (100%) in the AT.

4 take home problem sets in AT. Each problem set will carry equal weight. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving an analytical problem or evaluating a recent unpublished working paper.

EC552 Half Unit

Economics of Industry for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Prof Alessandro Gavazza SAL.4.02
Dr Eduard Boehm TBC

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: The main goal is to familiarize students with selected theoretical and empirical topics in industrial organization and to put students in a position to do their own research. Classical IO theory, well established empirical techniques including estimation of demand, production and models of strategic interaction and topics at the forefront of current IO research will be covered.

Additional topics are explored in Economics of Industry for Research Students II in the Winter Term. The two half unit courses are designed to complement each other.

Additional topics are explored in Economics of Industry for Research Students I in the Autumn Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 30 hours in Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Problem sets (100%) in the WT.

4 take home problem sets in WT. Each problem set will carry equal weight. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving an analytical problem or evaluating a recent unpublished working paper.

EC553 Half Unit Microeconomic Theory for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Dr Matthew Levy SAL.3.21 and Dr Francesco Nava SAL.3.20

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Pre-requisites: Students must have completed Microeconomics for MRes students (EC441).

Course content: The objective of this course is to provide students with a graduate level introduction to advanced topics and contemporary developments in Microeconomic Theory on the research frontier.

Topics may include:

- Behavioural economics: reference-dependent preferences, anticipatory utility and self-control
- Coasian dynamics: classical Coasian results and remedies, differentiated durable goods and competition.

Additional topics are explored in Microeconomics for Research Students II in the Winter Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the AT.

This course is delivered through lectures totalling a minimum of 30 hours in Autumn Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Osborne M, and Rubinstein A, A Course in Game Theory, MIT Press, 1994. Fudenberg D, and Tirole J, Game Theory, MIT Press, 1991

Readings will be mainly from journal articles; a list will be supplied at the start of each section.

Assessment: Essay (50%) and essay (50%) in the AT.

EC554 Half Unit Microeconomic Theory for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Dr Christopher Sandmann SAL.4.24
Dr Paula Onuchic, TBC

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Pre-requisites: Students must have completed Microeconomics for MRes students (EC441).

Course content: The objective of this course is to provide students with a graduate level introduction to advanced topics and contemporary developments in Microeconomic Theory on the research frontier.

Topics may include:

- Auction theory
- Screening and multi-contracting
- Search and matching
- Information and Learning: properties of knowledge and information, comparisons of information structures, learning, and information design.

Additional topics are explored in Microeconomics for Research Students I in the Autumn Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 30 hours in Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles and class notes. A list of readings will be supplied at the start of each section, and class notes and slides will be provided concurrently with the lectures.

Assessment: Essay (50%) and essay (50%) in the WT.

EC555 Half Unit Macroeconomics for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Prof. Rachel Ngai, SAL 1.15
Prof. Matthias Doepke, SAL.1.18

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: Surveys the most recent development in a range of macroeconomics topics, with an emphasis on technical detail and directions for further research opened up by the material. The goal is to put the students on the research path by bringing them to the research frontier.

Additional topics are explored in Macroeconomics for Research Students II in the Winter Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the AT.

This course is delivered through lectures totalling a minimum of 30 hours across Autumn Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Assignment (100%) in the WT.

EC556 Half Unit Macroeconomics for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Prof Philippe Aghion SAL.2.30
Dr Maarten De Ridder SAL.1.11
Dr Jonathon Hazell SAL.1.10

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

Course content: Surveys the most recent development in a range of macroeconomics topics, with an emphasis on technical detail and directions for further research opened up by the material. The goal is to put the students on the research path by bringing them to the research frontier.

Additional topics are explored in Macroeconomics for Research Students I in the Autumn Term. The two half unit courses are designed to complement each other.

Teaching: 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 30 hours across Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: Assignment (100%) in the ST.

EC557 Half Unit Political Economy for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Prof Torsten Persson TBA and Prof Gilat Levy SAL.4.31

Availability: This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: MRes Economics first year core courses for Economics students, EC400 and adviser's approval for Government students. EC400, EC411 (or equivalent) and course convener's approval for all other students.

Course content: The course provides students with the economic methodology and tools for the analysis of political decision

making and its effect on public policy. The course will focus on analytical models, their testable implications, and on empirical work relying on micro data across a range of topics at the frontier of the literature. For example, how institutions such as elections, legislative bargaining, political parties or non-democratic regimes shape redistributive policies, fiscal policies, and the size of government. We will also consider different aspects of selection in politics: who is selected to be a politician or a political leader, and how those selected use their political power. In addition, we will study how political attitudes, beliefs, and norms shape policies. Additional topics in this field are also explored in the half unit Political Economy for Research Students II in the WT. The two half units are designed to complement each other.

Teaching: 30 hours of lectures in the AT.

The course is delivered through lectures totalling a minimum of 30 hours across Autumn Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Political Economics by T. Persson and G. Tabellini, MIT Press 2002; Special Interest Politics by G. Grossman and E. Helpman, MIT Press 2001; Positive Political Theory 1, Collective Preference, by D. Austen-Smith and J. Banks, Michigan, 2000; Positive Political Theory 2, Strategy and Structure, by D. Austen-Smith and J. Banks, Michigan, 2005; Who Becomes a Politician?, by E. Dal Bo, F. Finan, O. Folke, and J. Rickne, QJE 2017; Gender Quotas and the Mediocre Man, by T. Besley, O. Folke, T. Persson, and J. Rickne, AER 2017

Assessment: Coursework (100%) in the WT.

EC558 Half Unit

Political Economy for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Dr Ethan Ilzetzki SAL.1.11 and Prof Valentino Larcinese CON.5.02

Availability: This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: MRes Economics first year core courses for Economics students, EC400 and adviser's approval for Government students. EC400, EC411 (or equivalent) and course convener's approval for all other students.

Course content: This course provides students with the economic methodology and tools for the analysis of political decision making and its effect on public policy. The course will focus on analytical models, their testable implications, and on empirical work across a range of topics at the frontier of the literature. Topics are likely to include the political economy of macroeconomics, with several applications relating to fiscal policy and broad exposure to dynamic modelling tools. In addition, several lectures will be devoted to the political economy of mass media. Additional topics in this field are also explored in the half unit Political Economy for Research Students I in the AT. The two half units are designed to complement each other.

Teaching: 30 hours of lectures in the WT.

The course is delivered through lectures totalling a minimum of 30 hours across Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: Alesina, Alberto, and Andrea Passalacqua, 2016. "The Political Economy of Government Debt." Chap. 33 in Handbook of Macroeconomics, vol. 2, edited by John B. Taylor and Harald Uhlig. Amsterdam: Elsevier; Alesina, Alberto and Guido Tabellini, 1990. "A Positive Theory of Fiscal Deficits and Government Debt," Review of Economic Studies, 57(3); Battaglini, Marco and Stephen Coate, 2008. "A Dynamic Theory of Public Spending, Taxation, and Debt," American Economic Review 98(1); Timothy Besley and Torsten Persson, 2009. "The Origins of State Capacity: Property Rights, Taxation, and Politics," American Economic Review, vol. 99(4), pages 1218-44, September; Alesina, Alberto, and Paola Giuliano. 2015. "Culture and Institutions."

Journal of Economic Literature, 53(4): 898-944; DellaVigna Stefano and Matthew Gentzkow (2010). Persuasion: empirical evidence, Annual Review of Economics, 2: 643-669; Prat, Andrea and David Stromberg (2013): The political economy of mass media, in Advances in economics and econometrics, Ed, D. Acemoglu, Manuel Arellano, Eddie Dekel, Cambridge University Press, pp. 135-187; Groseclose, Timothy and J. Milyo (2005). A Measure of Media Bias. Quarterly Journal of Economics. 120(4): 1191-1237; Larcinese, Valentino, Riccardo Puglisi and James M. Snyder, "Partisan Bias in Economic News: Evidence on the Agenda-Setting Behavior of U.S. Newspapers". Journal of Public Economics

Assessment: Coursework (100%) in the ST.

EC559 Half Unit

Environmental Economics for Research Students I

This information is for the 2024/25 session.

Teacher responsible: Dr Clare Balboni SAL 3.13 and Dr Gharad Bryan SAL.3.10

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course will cover advanced topics in environmental economics where current research is active. It is intended to introduce research students in economics to the latest research in environmental economics and to serve as an input into the research work of these students.

The course will explore literature at the research frontier in three core areas:

- Valuing environmental benefits and harms: valuing benefits; air pollution damages; climate change damages; adaptation; discounting; uncertainty.
- Environmental policy design: environmental policy instruments; cost effective environmental policy; second best environmental policy.
- Innovation, diffusion and the environment: directed technical change; climate change innovation; industrial and place-based policies; diffusion and adoption.

Teaching: 30 hours of lectures in the AT.

This course is delivered through lectures totalling a minimum of 30 hours across Autumn Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: The course combines theory and empirics and has a strong applied focus. There is no textbook for the course. Students will instead be required to engage with academic papers at the frontier of the literature, as well as with historic seminal works.

The following are examples of some essential readings students can expect to engage with, though the course will evolve with the literature in this field:

- Chay, K.Y. and Greenstone, M., 2005. Does air quality matter? Evidence from the housing market. Journal of political Economy, 113(2), pp.376-424.
- Deryugina, T., Heutel, G., Miller, N.H., Molitor, D. and Reif, J., 2019. The mortality and medical costs of air pollution: Evidence from changes in wind direction. American Economic Review, 109(12), pp.4178-4219.
- Burgess, R., Deschenes, O., Donaldson, D. and Greenstone, M., 2017. Weather, climate change and death in India. University of Chicago, pp.577-617.
- Barreca, A., Clay, K., Deschenes, O., Greenstone, M. and Shapiro, J.S., 2016. Adapting to climate change: The remarkable decline in the US temperature-mortality relationship over the twentieth century. Journal of Political Economy, 124(1), pp.105-159.
- Nordhaus, W.D., 2007. A review of the Stern review on the economics of climate change. Journal of economic literature, 45(3), pp.686-702.
- Borenstein, S., Bushnell, J., Wolak, F.A. and Zaragoza-Watkins,

M., 2019. Expecting the unexpected: Emissions uncertainty and environmental market design. *American Economic Review*, 109(11), pp.3953-3977.

- Carlson, C., Burtraw, D., Cropper, M. and Palmer, K.L., 2000. Sulfur dioxide control by electric utilities: What are the gains from trade?. *Journal of political Economy*, 108(6), pp.1292-1326.
- Acemoglu, D., Aghion, P., Bursztyn, L. and Hemous, D., 2012. The environment and directed technical change. *American economic review*, 102(1), pp.131-166.

Assessment: Problem sets (100%) in the AT.

There will be three assessment exercises in AT. These assessment exercises may include preparing a research paper proposal, an empirical exercise analysing data, a computation exercise, solving a theoretical exercise, or evaluating a recent unpublished working paper. Each assessment exercise will carry equal weight.

EC560 Half Unit

Environmental Economics for Research Students II

This information is for the 2024/25 session.

Teacher responsible: Prof Robin Burgess SAL.3.03 and Prof Philippe Aghion SAL.2.30

Availability: This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course will cover advanced topics in environmental economics where current research is active. It is intended to introduce research students in economics to the latest research in environmental economics and to serve as an input into the research work of these students. This course complements Environmental Economics for Research Student I in the Autumn Term.

The course explores the literature on the implementation of adaptive and mitigation policies. In particular:

- Growth and the environment;
- Adaptation and social protection;
- Climate justice;
- Conservation and biodiversity: terrestrial and oceans;
- Clean air and water;
- Energy equality;
- Cost of environmental regulation;
- Behavioural economics and environmental policy;
- Trade and the environment;
- Migration and the environment.

Teaching: 30 hours of lectures in the WT.

This course is delivered through lectures totalling a minimum of 30 hours across Winter Term. Attendance is compulsory.

Formative coursework: Students will discuss papers in lectures.

Indicative reading: The course combines theory and empirics and has a strong applied focus. There is no textbook for the course. Students will instead be required to engage with academic papers at the frontier of the literature, as well as with historic seminal works.

The following are examples of some essential readings students can expect to engage with, though the course will evolve with the literature in this field:

- Jayachandran, S., 2022. How economic development influences the environment. *Annual Review of Economics*, 14, pp.229-252.
- Banzhaf, S., Ma, L. and Timmins, C., 2019. Environmental justice: The economics of race, place, and pollution. *Journal of Economic Perspectives*, 33(1), pp.185-208.
- Dasgupta, P., 2021. The economics of biodiversity: the Dasgupta review. Hm Treasury.
- Burgess, R., Colmer, J. M., & Greenstone, M. (2023). The economics of marine conservation. Working Paper.
- Duflo, E., Greenstone, M., Pande, R. and Ryan, N., 2013. Truth-telling by third-party auditors and the response of polluting firms: Experimental evidence from India. *The Quarterly Journal of*

Economics, 128(4), pp.1499-1545.

- Kremer, M., Leino, J., Miguel, E. and Zwane, A.P., 2011. Spring cleaning: Rural water impacts, valuation, and property rights institutions. *The Quarterly Journal of Economics*, 126(1), pp.145-205.
- Burgess, R., Greenstone, M., Ryan, N. and Sudarshan, A., 2020. The consequences of treating electricity as a right. *Journal of Economic Perspectives*, 34(1), pp.145-169.
- Abito, J.M., 2020. Measuring the welfare gains from optimal incentive regulation. *The Review of Economic Studies*, 87(5), pp.2019-2048.
- Allcott, H., 2011. Social norms and energy conservation. *Journal of public Economics*, 95(9-10), pp.1082-1095.
- Barrows, G. and Ollivier, H., 2021. Foreign demand, developing country exports, and CO2 emissions: Firm-level evidence from India. *Journal of Development Economics*, 149, p.102587.

Assessment: Problem sets (100%) in the WT.

There will be three assessment exercises in WT. These assessment exercises may include preparing a research paper proposal, an empirical exercise analysing data, a computation exercise, solving a theoretical exercise, or evaluating a recent unpublished working paper. Each assessment exercise will carry equal weight.

EC599

Research Paper in Economics

This information is for the 2024/25 session.

Teacher responsible: Various.

Availability: This course is compulsory on the MRes/PhD in Economics. This course is not available as an outside option.

Course content: A research paper, between 5,000 and 10,000 words, related to the student's designated major field, to be submitted in Spring term.

Assessment: Dissertation (100%, 10000 words) in the ST.

EH510

Seminar on Modern Economic History

This information is for the 2024/25 session.

Teacher responsible: Prof Tirthankar Roy SAR 616

Availability: This course is available on the MPhil/PhD in Economic History. This course is available as an outside option to students on other programmes where regulations permit.

For research students. Also open to other EH graduate students and attended by LSE and other faculty.

Course content: The seminar provides a context in which research students can discuss with a range of seminar presenters from inside and outside LSE presentations of different aspects of economic development during the modern period.

Teaching: 10 hours of seminars in the AT. 10 hours of seminars in the WT. 8 hours of seminars in the ST.

EH520

Approaches to Economic and Social History

This information is for the 2024/25 session.

Teacher responsible: Prof Mary Morgan SAR 609 and Prof Leigh Gardner SAR 507

Availability: This course is available on the MPhil/PhD in Economic History. This course is not available as an outside option.

This course is primarily structured for 1st year MPhil students in the Department of Economic History, for whom attendance is compulsory.

Second year MPhil students are expected to attend the session in

Week 3 only.

Course content: Approaches to Economic and Social History

Teaching: 20 hours of seminars and 2 hours of workshops in the AT. 20 hours of seminars in the WT. 8 hours of seminars and 6 hours of workshops in the ST.

All students are expected to participate in the Summer Term workshop

Formative coursework: Written work and presentations as required by the Doctoral Programmes Director.

Indicative reading: There is no indicative reading list for this course as readings are updated annually to reflect student's interests.

Assessment: This course has no summative assessment.

EH590

Thesis Workshop in Economic History

This information is for the 2024/25 session.

Teacher responsible: Prof Tirthankar Roy SAR 616

Availability: This course is compulsory on the MPhil/PhD in Economic History. This course is not available as an outside option.

Course content: Thesis workshop in Economic History.

Teaching: 22 hours of seminars in the AT. 22 hours of seminars in the WT. 14 hours of seminars in the ST.

Assessment: This course is not examined.

EU550

Research Workshop in European Studies

This information is for the 2024/25 session.

Teacher responsible: Prof Simon Glendinning CBG.7.01, Prof Christopher Anderson CBG.6.05, Dr Abigail Innes CBG.6.03 and Prof Jonathan Hopkin CBG.6.01

Availability: This course is compulsory on the MPhil/PhD in European Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is recommended for those second and third year PhD students in the Government Department whose research focuses on European topics.

Course content: Presentation and detailed discussion of PhD related research, outlines and progression. Discussion of thesis chapters and related doctoral research, with an emphasis on research design and methodology. Practice conference panel sessions. A detailed syllabus is fixed at the start of each term.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across the Autumn and Winter Terms. It will be delivered through online and/or in-person seminars.

Assessment: There is no examination for this course. Regular attendance and active participation is required. All students are required: to present at least one substantial chapter/paper draft; to act as a discussant on another paper; and to read papers in advance of the seminar in which they are discussed.

FM502

Corporate Finance for Research Students

This information is for the 2024/25 session.

Teacher responsible: Dr Ashwini Agrawal, Prof Amil Dasgupta, Prof Dirk Jenter, Prof Martin Oehmke, and Dr Paul Voss

Availability: This course is compulsory on the MRes/PhD in Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Doctoral students in the Departments of Finance and Economics, and other students with the permission of the PhD Finance Programme Director.

This course is not capped; any eligible student that requests a place will be given one.

Course content: The first half of this course focuses on the theory of corporate finance. The theory half of the course can, in turn, be subdivided into two parts. The first part reviews some of the classical concepts in corporate finance, using tools from game theory and contract theory to study incentive and information problems at the level of the firm, and examines how financial contracts can be designed to mitigate these problems. This part of the course also considers how takeovers and ownership concentration can help to mitigate conflict of interests among insiders and investors in firms. The second part focuses on the theory of financial intermediation. This component first reviews classic theories of banking while also introducing students to recent developments in the field. The course then introduces students to asset managers as financial intermediaries, examining their role in financial markets and corporate governance. The second half of the course will consider empirical research in corporate finance. Several lectures will be devoted to understanding and applying commonly used research methodologies, such as randomized control trials, instrumental variables in linear regressions, regression discontinuity designs, event studies, and structural estimation techniques. There will also be extensive discussion of subtopics within empirical corporate finance, such as firm financial policy, investment behaviour, control transactions, corporate governance, financial intermediation, household finance, consumer finance, and overlapping topics with industrial organization and labour economics. For each topic, time will be devoted to assessing current levels of active research and open questions for further work. A significant portion of time will also be spent critically evaluating empirical papers through referee reports and discussions. Students will also have the opportunity to consider various processes that different researchers follow to generate ideas, collect data, write papers, and manage the publication process.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

Indicative reading: Readings will be mainly based on books and journal articles including:

Tirole, Jean, *The Theory of Corporate Finance*, 2006, Princeton University Press.

Freixas, X. and Rochet, J.C., *The Microeconomics of Banking*, 1997, MIT Press.

J. Wooldridge, *Econometric Analysis of Cross-Section and Panel Data*, Cambridge: The MIT Press, 2002.

M. Roberts and T. Whited: "Endogeneity in Empirical Corporate Finance," *Handbook of the Economics of Finance*, vol. 2.

Assessment: Continuous assessment (100%).

FM503

Asset Pricing for Research Students

This information is for the 2024/25 session.

Teacher responsible: Prof Ian Martin, Dr Cameron Peng, Prof Christopher Polk, Prof Dimitri Vayanos

Availability: This course is compulsory on the MRes/PhD in Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not capped; any eligible student that requests a place will be given one.

Course content: The course is divided into two parts, one relating to theoretical asset pricing and one to empirical asset pricing. The theoretical part covers dynamic models of frictionless markets, both in discrete and in continuous time, and models with frictions. The frictionless material includes the theory of no-arbitrage and the scholastic discount factor; return predicatability and excess volatility; derivatives; and equilibrium models of financial markets.

The frictions material includes micro models of frictions such as, asymmetric information, costs of search and market participation, and leverage constraints, and models showing how the frictions affect equilibrium prices of stocks, government bonds, and currencies.

The second half of the course is an introduction to empirical asset pricing with a focus on stylized facts and the ability of asset-pricing theories to explain those findings. We first study single and multifactor models of the cross-section of average returns, focusing on the variety of methods that one can use to estimate and test such models. We next examine time-series predictability, with an emphasis on the present-value models that facilitate an understanding of those patterns, both in the aggregate and at the level of the firm. With that evidence and those methods in hand, we then study neoclassical extensions of the CAPM – including the Consumption CAPM (CCAPM), conditional versions of the CAPM and CCAPM, and the Intertemporal CAPM – that aim to explain those important stylized facts. Finally, we depart from the neoclassical paradigm, studying topics that include price-level tests of market efficiency, key findings related to institutional trading, demand-based asset pricing, behavioural and household finance and belief formation.

Teaching: 30 hours of lectures in the AT. 30 hours of lectures in the WT.

Indicative reading:

- John Campbell, 1999, Asset prices, consumption, and the business cycle, in J. B. Taylor and M. Woodford, Eds., *Handbook of Macroeconomics*, Volume 1C, Elsevier Science B.V
- John Campbell, 2017, *Financial Decisions and Markets: A Course in Asset Pricing*, Princeton University Press
- John Cochrane, 2004, *Asset Pricing*, Princeton University Press
- David Kreps, 2020, *The Black-Scholes-Merton Model as an Idealization of Discrete-Time Economies*, Econometric Society Monograph, Cambridge University Press.
- Andrei Shleifer, 2000, *Inefficient Markets: An Introduction to Behavioral Finance*, Clarendon Lectures in Economics, Oxford University Press.
- Kenneth Singleton, 2006, *Empirical Dynamic Asset Pricing*, Princeton University Press

Assessment: Continuous assessment (100%).

FM505

PhD Seminar in Finance

This information is for the 2024/25 session.

Availability: This course is compulsory on the MRes/PhD in Finance. This course is not available as an outside option.

Course content: This is a seminar course for PhD students in the early stages of their research to present their work in progress. Outside speakers may also be invited from time to time.

Teaching: 10 hours of seminars in the AT. 10 hours of seminars in the WT. 6 hours of seminars in the ST. Other meetings to be arranged as necessary.

Assessment: Essay (100%, 10000 words) in August. A 10,000 word essay on a topic to be agreed with the student's supervisor. This essay is to be submitted by the end of August.

GI500

Doctoral Workshop: Department of Gender Studies

This information is for the 2024/25 session.

Teacher responsible: Prof Clare Hemmings

Availability: This course is compulsory on the MPhil/PhD in Gender. This course is not available as an outside option.

Course content: The first aim of the workshop is to give students experience and practice in critically assessing and providing

feedback on one another's work. Students typically submit thesis chapter drafts (or draft articles if PhD by publication) for workshopping and build skills of critique and receiving feedback as they go forward. First year students are expected to present their work in progress towards their upgrade. Second and third year students (unless away on fieldwork) are expected to share some part of their dissertation research at least once per year.

The second aim of the workshop is to enhance professional training and personal development for PhD students. These have included 'attending conferences', 'writing for publication', 'taking effective notes', 'monograph proposal process' and so on. These are typically spread through the year, but are concentrated in ST. These also include early career researchers and faculty where appropriate.

Teaching: The seminar will run on a fortnightly basis in AT, WT, and ST, with occasional additional longer workshops without outsider researchers.

Indicative reading: PhD chapters and articles suggested by students relevant to their topic.

Assessment: No summative assessment, but attendance and participation is considered part of the overall formal assessment of progress, including upgrade at the end of the first year and annually thereafter. Students are normally expected to attend GI500 until the end of their third year.

Students should refer to the PhD handbook for advice on milestones.

GV501

Doctoral Workshop: Political Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Lea Ypi

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option.

Compulsory for PhD students in the Department of Government specialising in political theory.

Course content: An opportunity for students to present chapters or papers related to their current research for critical discussion.

Teaching: There are typically 5 sessions in AT and 5 sessions in WT, and a variable number of sessions in ST, totalling around 18 hours of workshops across the terms. The precise schedule will be made available at the start of each term. There will be a reading week in Week 6 of both the AT and WT.

GV503

Political Philosophy Research Seminar

This information is for the 2024/25 session.

Teacher responsible: Prof Lea Ypi

Availability: This course is available on the MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit. Compulsory for all PhD students in the Department of Government specialising in political theory. Other interested students are welcome to attend, if numbers permit.

Course content: Guest speakers present papers and initiate discussion at seminars.

Teaching: There are typically 5 sessions in AT and 5 sessions in WT, and a variable number of sessions in ST, totalling around 18 hours of workshops across the terms. The precise schedule will be made available at the start of each term. There will be a reading week in Week 6 of both the AT and WT.

Assessment: No assessment

GV504

Research Methods in Political Theory

This information is for the 2024/25 session.

Teacher responsible: Prof Kai Spiekermann

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option.

Course content: This course provides an introduction to the philosophical and methodological foundations of political theory. It aims to give doctoral students a comprehensive conceptual toolbox that can be brought to bear on many different substantive problems and research questions in political theory and neighbouring fields and will prepare doctoral students for choosing and reflecting on their methodological approach. The course runs in concurrence with the Political Philosophy Research Seminar and the Doctoral Workshop in Political Theory, complemented by a reading group in the Winter Term on methodological questions in political theory.

Teaching: This course is made up of seminars totalling 10 hours in the Winter Term. There will be a reading week in WT Week 6.

The seminars run in concurrence with GV501 and GV503, for which attendance is compulsory if students are taking GV504. These courses are made up of 18 hours of workshops/seminars each, which run throughout the Autumn, Winter and Spring Terms.

Formative coursework: Regular presentations in the reading group.

Indicative reading: Possible readings will be discussed during a preparatory meeting in the AT.

Assessment: Essay (50%, 4000 words) in the WT.

Essay (50%, 4000 words) in the ST.

The essay topics will be chosen in consultation with the course convenor, but typically, one will reflect on a paper given by a visiting speaker in the Political Philosophy Research Seminar, and the other on one or more of the readings for the Winter Term Reading Group.

GV513 Half Unit Not available in 2024/25

Qualitative Methods in the Study of Politics

This information is for the 2024/25 session.

Teacher responsible: TBC

Availability: This course is available on the MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit. Other PhD students must request permission from the class teacher, which is routinely granted subject to capacity.

Course content: This course introduces and critically evaluates a range of qualitative techniques and methods in political science. It builds students' capability to select, reject, and deploy them in research design and practice.

The course begins with debates over the place of qualitative methods in political science, and the question of how to match ideas to methods. The rest of the course is devoted to exploring a range of qualitative techniques, including case selection, case studies and process tracing, comparisons, interviews and field research, qualitative comparative analysis, and "mixed methods". The content of each week will be integrated as closely as possible with participants' own research projects (even if qualitative work constitutes only a small part thereof). The course is relevant for political scientists, but also students of development and international relations.

Teaching: 20 hours of seminars in the Lent Term, complemented by small-group work outside of the seminars. This course includes a reading week in LT Week 6. This year, some or all of this teaching may be delivered through a combination of online and on-campus seminars.

Indicative reading: G. King, R. Keohane, and S. Verba, *Designing Social Inquiry: Scientific inference in qualitative research* (Princeton, 1994). Antoinette Burton ed., *Archive Stories: Facts,*

Fictions, and the Writing of History (Duke University Press, 2006); David Collier and Henry Brady, *Rethinking Social Inquiry* (Rowman and Littlefield 2010); John Gerring, *Case Study Research: Principles and Practices* (Cambridge University Press 2007).

Assessment: Essay (30%, 2500 words) in the WT.

Project (70%, 3000 words) in the ST.

Students are assessed by two pieces of work:

(1) An essay answering one question from a list to be provided in Lent Term (up to 2500 words)

The deadline for this work will fall into Week 9 of Lent Term. It will be worth 30% of the final mark.

(2) A thorough critique of an article applying one or more of the methods discussed in this course, focused on its research design and execution (3000 words). The deadline for this work will fall into the first week of Summer Term. It will be worth 70% of the final mark.

GV514

Political Science and Political Economy Doctoral Workshop

This information is for the 2024/25 session.

Teacher responsible: Dr Aliz Toth

Availability: This course is available on the MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Mainly for second and subsequent year research students and staff in the Department of Government and elsewhere in the School involved in research in political science and/or political economy. First year MRes and research students are welcome to attend.

Course content: The PSPE Doctoral Workshop/Work in Progress Seminar is intended as a setting in which research students from the Department of Government present and receive feedback on early stage and ongoing research projects. In weeks when research students do not present, LSE PhD students, LSE staff, and visiting scholars from other departments will present. The seminar aims to foster a strong and lively research community and as such, welcome empirical or theoretical work linked in any way to politics or political economy.

Teaching: The workshop will meet every week, totalling a minimum of 40 hours' meeting time across the Autumn, Winter and Spring Terms.

Assessment: Not assessed.

GV517 Half Unit Not available in 2024/25

Comparative Political Economy: New Approaches and Issues in CPE

This information is for the 2024/25 session.

Teacher responsible: Prof Catherine Boone and Prof David Soskice

Availability: This course is available on the MPhil/PhD in European Studies, MRes/PhD in International Development, MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

This course is open to research students (MRes, MPhil and PhD) from any of the LSE departments. If you request a place and meet the criteria, you are likely to be given a place.

Course content: This half-unit seminar will be run as a workshop organized for research students at all levels who are working on topics in the Comparative Political Economy (CPE) of advanced capitalist and developing countries. The first seminar meetings will kick-off with overview discussions of different analytic strategies for conceptualizing variation in national economic structure,

explaining change in economic structure, and understanding the political causes and effects thereof. Subsequent meetings will workshop participants' research proposals and thesis chapters. Sessions will interlink with the CP CPE seminar series in the Government Department. The seminar is designed for MRes, MPhil and PhD students (research students) across the School wanting to engage with themes, controversies, and research frontiers in CPE, and to get feedback on their own research from scholars with shared interests. Our goal is to nurture innovation in doctoral-level CPE research at the LSE.

In general, CPE research is situated in the context of a changing global economy, but often focused on describing and explaining transformation at the level of nation states. Drivers of change can be found in the locus and organization of political power and political representation, in technological change, and/or in the dynamics of capital and geopolitics. Our seminar explores both productive connections and tensions that emerge across different explanatory models. Course themes generally emerge around the major topic areas of redistribution, accumulation, and domestic governance and regulatory regimes. A great many questions fit into these areas and our idea is that the seminars will enable students to raise issues related to their research.

Teaching: This course provides a minimum of 30 hours of seminars in the Winter Term. There will be a reading week in WT Week 6.

Formative coursework: For formative work, feedback will be provided on the student's first presentation of their dissertation proposal or chapter.

Indicative reading: (Recommended readings will be tailored for each student)

Anke Hassel and Bruno Palier, eds, *Growth and Welfare in Advanced Capitalist Economies: How have Growth Regimes Evolved* (CUP, 2021).

Jacob Hacker et al., *The American Political Economy: Politics, Markets, and Power* (CUP, 2022).

Torben Iversen and David Soskice, *Democracy and Prosperity: Reinventing capitalism through a turbulent century* (CUP, 2019).

Carles Boix, *Democratic Capitalism at the Crossroads: Technological Change and the Future of Politics* (Princeton, 2020). Jonathan Rodden, *Why Cities Lose: The Deep Roots of the Urban-Rural Divide* (Basic, 2019).

Richard Baldwin, *The Globotics Upheaval: Globalization, Robotics, and the Future of Work* (London: W&N, 2019), Chs. 4, 7.

Catherine Boone, *Inequality and Cleavage in African Politics: Regionalism by Design* (Cambridge, 2024).

Adnan Naseemullah, forthcoming in 2023. *The Political Economy of National Development*. *World Development* (forthcoming).

Mark Thatcher and Tim Vlandas, *Foreign States in Domestic Markets: Sovereign Wealth Funds and the West* (OUP, 2021).

Roselyn Hsueh, *Micro-Institutional Foundations of Capitalism: Sectoral Pathways to Globalization in China, India, and Russia* (CUP, 2022).

Frances McCall Rosenbluth and Margaret Weir, eds. *Who gets what? The New Politics of Insecurity* (CUP, 2021).

Gary Gereffi, *Global Value Chains and Development: Redefining the contours of 21st century capitalism* (CUP, 2018).

Scott Rozelle and Natalie Hell, *Invisible China: How the Urban-Rural Divide Threatens China's Rise* (U. of Chicago Press, 2020).

Assessment: Coursework (100%, 10000 words) in the ST.

Each student will submit a 20-25 page (double spaced) research paper, dissertation proposal, or draft dissertation chapter as the basis of assessment for this course.

GV599

Research Prospectus in Political Science

This information is for the 2024/25 session.

Teacher responsible: Dr Omar McDoom

Availability: This course is compulsory on the MRes/PhD in Political Science. This course is not available as an outside option.

For MRes/PhD students in Political Science only.

Course content: A research paper, not to exceed 10,000 words, related to the student's designated major field, to be submitted in August.

Assessment: Research project (100%, 10000 words) in August.

GV5X1

Research Design in the Social Sciences

This information is for the 2024/25 session.

Teacher responsible: Dr Omar McDoom

Availability: This course is compulsory on the MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Course content: The aim of this course is to help MRes/PhD students develop a research design. Students will learn how to find their research questions, choose a feasible data collection or modelling strategy, and match data collection and analytic methods to the aims of the PhD project. We also consider the relation of political theory and political science. This course is therefore designed to be a primer in asking the right questions, exploring the options available to us and understanding the consequences of the design decisions that we make. Accordingly, this course is ultimately about turning good research questions into systematic projects that deliver interesting and worthwhile results. We also debate issues in research ethics and provide advice on publication strategies, peer review and academic careers. Students will have opportunities to present their own research designs and get feedback from peers and teachers.

Teaching: This course is delivered through seminars (20 hours in Autumn Term and 20 hours in Winter Term), and includes reading weeks in Week 6 of AT and WT.

Formative coursework: This is a PhD level Research Design course. Students submit two summative pieces of work: a referee report as well as their research design. They will also give presentations and receive extensive feedback on their work in progress. These are part of formative rather than summative assessment and are an important part of professional development. The main learning outcomes are to help the MRes/PhD students develop professional research designs.

Indicative reading: King, G., R. Keohane & S. Verba (1994) *Designing Social Inquiry*. Princeton UP.

Box-Steffensmeier, J., H. Brady & D. Collier (eds) (2008) *The Oxford Handbook of Political Methodology*. OUP.

Dunning, T. (2012) *Natural Experiments in the Social Sciences: A Design-Based Approach*. CUP.

Dryzek, J., B. Honig & A. Phillips (eds.) (2008) *The Oxford Handbook of Political Theory*. OUP.

Assessment: Essay (25%, 2500 words) in the AT. Research project (75%) in the ST.

GV5X2

Research Paper in Conflict Studies and Comparative Politics

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are

required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Spring term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X3

Research Paper in Political Behaviour

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Spring term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X4

Research Paper in Global Politics

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Spring term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X5

Research Paper in Political Science and Political Economy

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval where applicable.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Spring term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X6

Research Paper in Political Theory

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Spring term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5X7

Research Paper in Public Policy and Administration

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor.

Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Spring term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XA Half Unit

Research Paper in Conflict Studies and Comparative Politics

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XB Half Unit

Research Paper in Conflict Studies and Comparative Politics

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term

submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XC Half Unit

Research Paper in Political Behaviour

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XD Half Unit

Research Paper in Political Behaviour

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XE Half Unit

Research Paper in Global Politics

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XF Half Unit

Research Paper in Global Politics

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XG Half Unit

Research Paper in Political Science and Political Economy

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant

MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XH Half Unit

Research Paper in Political Science and Political Economy

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XJ Half Unit

Research Paper in Political Theory

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XK Half Unit Research Paper in Political Theory

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XL Half Unit Research Paper in Public Policy and Administration

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GV5XM Half Unit

Research Paper in Public Policy and Administration

This information is for the 2024/25 session.

Teacher responsible: MRes/PhD Political Science Programme Director

Availability: This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

Course content: Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

Teaching: Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

Formative coursework: A plan for the research paper on which the students receive feedback and topic approval.

Assessment: Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Autumn term submit in Week 1 of the Winter term; modules taken in the Winter term submit in Week 1 of the Spring term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

GY500

Research Project Seminar

This information is for the 2024/25 session.

Teacher responsible: Prof Olmo Silva, Prof Simon Dietz, Dr Austin Zeiderman, Prof Michael Mason and Dr Romola Sanyal

Availability: This course is compulsory on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies and MPhil/PhD in Regional and Urban Planning Studies. This course is not available as an outside option.

Attendance is compulsory for all MPhil/PhD students in the Department of Geography and Environment, unless a student is conducting approved fieldwork.

Course content: Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques. These will either be scheduled in person, on campus; or in live online meetings.

Teaching: A series of workshops, running throughout the year, organised by each of the three research clusters in the Department of Geography & Environment (Economic Geography; Environmental Economics & Policy; Urbanisation, Planning and Development).

Formative coursework: All students attending this course will be required to present their own research once each year.

Assessment: This course is not intended as preparation for any particular examination.

GY502

Staff / Research Students Seminars

This information is for the 2024/25 session.

Teacher responsible: Dr Sefi Roth, Dr Ryan Centner and Dr Felipe Carozzi

Availability: This course is compulsory on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies and MPhil/PhD in Regional

and Urban Planning Studies. This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics and MPhil/PhD in Human Geography and Urban Studies. This course is available with permission as an outside option to students on other programmes where regulations permit. For all MPhil/PhD students registered in the Department of Geography and Environment and staff. Other interested students may attend.

Course content: Topical seminar series involving presentations by speakers from both inside and outside the Department on aspects of their own research.

Teaching: There are three different seminar series taking place regularly throughout the year, organised by each of the three research clusters in the Department of Geography & Environment. The Economic Geography cluster seminar series is organized in conjunction with the Spatial Economics Research Centre (SERC); the Environmental Economics & Policy cluster seminar series is organized together with the Grantham Research Institute on Climate Change and the Environment; and the Urbanisation, Planning and Development seminar series. The timing and length of each seminar series vary across research clusters and schedules and format are subject to change depending on the availability of speakers.

Assessment: This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline.

GY503

Writing the World

This information is for the 2024/25 session.

Teacher responsible: Dr Austin Zeiderman

Availability: This course is compulsory on the MPhil/PhD in Human Geography and Urban Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The word "geography" derives from a Greek term whose literal translation is "earth description" or "writing the world." At a basic level, it refers to the art of producing written accounts of people and their environments based on first-hand knowledge. The institutionalization of geography in the nineteenth century paralleled the professionalization of academic disciplines in the service of empire and capital. This course provides a space for reengaging with the practice of "writing the world" as a shared intellectual pursuit.

GY503 has two main objectives, both of which are designed to support the intellectual and career development of doctoral students in human geography and related disciplines. The first objective is to provide advanced training in research-based writing. The second objective is to foster critical engagement with texts of a geographical nature. Both objectives are to be achieved collectively by bringing together doctoral students and academic staff to meet regularly throughout the year.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a series of workshops across Autumn, Winter and Summer Terms.

This course includes a reading week in Week 6 of Autumn Term and Week 6 of Winter Term.

The core participants in GY503 are doctoral students at all stages. Academic staff and postdoctoral fellows from the Department of Geography & Environment are also strongly encouraged to participate.

Formative coursework: Doctoral students participating in this course may have the opportunity to workshop a draft of their written work (approximately 10,000 words) once during the year. Example of suitable submissions include working drafts of thesis

chapters, journal articles, and research proposals. Participants are expected to attend all meetings and to have read the specified materials beforehand.

GY520

Environmental Regulation: Implementing Policy

This information is for the 2024/25 session.

Teacher responsible: Dr Richard Perkins, Prof Michael Mason, Dr Meredith Whitten and Dr Eugenie Dugoua.

Availability: This course is available on the MPhil/PhD in Environmental Economics and MPhil/PhD in Environmental Policy and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

This course cannot be taken with GY465 Concepts in Environmental Regulation or GY475 Issues in Environmental Governance or GY420 Environmental Regulation: Implementing Policy.

Course content: This course provides critical insights into the characteristics, processes and evolving dynamics of environmental policy, regulation, and governance. In the AT, the course considers different rationales for environmental regulation and the influence of different interest groups over public environmental policy making. The course proceeds to examine the characteristics, design, and performance of different policy instruments, together with various factors impacting policy implementation processes. The WT component is designed to highlight key issues in environmental governance. A basic premise is that governing sustainability transitions requires us to consider environmental decision-making and action by an increasingly diverse set of actors – including private ones. The themes covered in the WT illustrate the challenges, approaches, and tools of environmental governance by these actors: governing technological change, corporate social responsibility, sustainable finance, civil regulation, and international negotiations.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across both Autumn Term and Winter Term.

This course includes a reading week in Week 6 of Autumn Term and Winter Term.

Formative coursework: Students are expected to prepare one formative piece of coursework in the AT: feedback will be provided. In the WT, students are required to give one presentation on an agreed topic.

Indicative reading: While there is no one single text that covers all aspects of the course, you are strongly advised to consult the following:

AT

- Bell, S., McGillivray, D., Pedersen, O., Lees, E., and Stokes, E. (2017). *Environmental Law* (9th edition). Oxford: Oxford University Press.
- Carter, N. (2018). *The Politics of the Environment: Ideas, Activism, Policy* (3rd edition). Cambridge: Cambridge University Press.
- Randall, A. (2011). *Risk and Precaution*. Cambridge: Cambridge University Press.

WT:

- Barrett, S. (2005). *Environment and Statecraft: The Strategy of Environmental Treaty-Making*. Oxford: Oxford University Press.
- Blowfield, M. and A. Murray (2019). *Corporate Responsibility: A Critical Introduction* (4th edition). Oxford: Oxford University Press.
- Cato, M.S., (2022). *Sustainable Finance: Using the Power of*

Money to Change the World. Berlin: Palgrave Macmillan/Springer Cham.

Assessment: Essay (100%, 6000 words) in the ST.

GY574 Half Unit

Politics of Environment and Development

This information is for the 2024/25 session.

Teacher responsible: Dr Kasia Paprocki and Dr Tanya Matthan

Availability: This course is compulsory on the MPhil/PhD in Environmental Policy and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Available to other MPhil/PhD students with relevant permission

Course content: This course explores key themes at the intersection of development and environmental politics. Specifically, the course is centred on the applications of political ecology, critical development studies, and materialist human geography to topics in environment and development. In exploring the complex relationships between historical dynamics of development, inequality, and the environment, it covers a range of important natural resource and environmental issues, such as climate change, conservation, waste, and decolonizing environmental governance.

Teaching: In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Winter Term.

This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 1 project in the AT.

Indicative reading:

- Li, T. M. (2007). *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham: Duke University Press.
- West, P (2006) *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.
- Curley, A (2021) "Resources is just another word for colonialism." In M. Himley, E. Havice, & G. Valdivia (Eds.), *The Routledge Handbook of Critical Resource Geography* (pp. 79-89). London: Routledge.
- Sealey-Huggins, L (2018) "The Climate Crisis is a Racist Crisis": Structural Racism, Inequality and Climate Change." In A. Johnson, R. Joseph-Salisbury, & B. Kamunge (Eds.), *The Fire Now: Anti-Racist Scholarship in Times of Explicit Racial Violence* (pp. 99-113). London: Zed Books.
- Brockway, L. (1979). Science and Colonial Expansion: The Role of the British Royal Botanic Gardens. *American Ethnologist*, 6(3), 449-465.
- Collins, Y. A. (2019). Colonial residue: REDD+, territorialisation and the racialized subject in Guyana and Suriname. *Geoforum*, 106, 38-47.
- Kashwan, P., Duffy, R., Massé, F., Asiyambi, A. P., & Marijnen, E. (2021). From Racialized Neocolonial Global Conservation to an Inclusive and Regenerative Conservation. *Environment: Science and Policy for Sustainable Development*, 63(4), 4-19.
- Táíwó, O. m. O. (2022). *Reconsidering Reparations*. New York: Oxford University Press.
- Whyte, K. P. (2017). Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene. *English Language Notes*, 55(1-2), 153-162.

Assessment: Essay (100%, 6000 words) in the ST.

HP500

Advanced Health Policy and Health Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Justin Parkhurst, Dr Mylene Lagarde, Dr Huseyin Naci and Dr Ranjeeta Thomas

Availability: This course is compulsory on the MPhil/PhD in Health Policy and Health Economics. This course is not available as an outside option.

Course content: The PhD programme is centred around this core course and all students registered in their 1st, 2nd or 3rd year are expected to attend.

Alongside a set of bespoke lectures, the course includes a journal club where key articles are critically appraised and a series of seminars given by faculty in the Department of Health Policy and external speakers, thereby guaranteeing exposure to different materials, research areas, and theoretical perspectives and analytical techniques.

Students will be required to participate in work-in-progress seminars where students present work relating to their theses and contribute fully to discussions on their colleagues' work. The course will provide students with insights into the breadth of work in the areas of health and social care policy and health economics, and will act as a supportive critical forum for discussion of each PhD student's work-in-progress.

Teaching: Over the course of the academic year, 24 hours of lectures and 24 hours of seminars will take place. Students on the course will have reading weeks in Week 6 of both Autumn and Winter Terms.

Formative coursework: Students will be expected to produce two one-hour presentations over the course of the academic year. In one of these, the student is to contribute to the course's journal club by critically appraising an important contribution to the health policy or health economics literature. In the other instance, students will present work-in-progress, thereby showing understanding of the concepts of the course and its application in designing their PhD thesis.

Indicative reading: Tim Bhattacharya, Timothy Hyde, and Peter Tu: *Health Economics* (Palgrave Macmillan 2014)

Robert H. Blank and Viola Desidera Burau: *Comparative Health Policy*, 3rd edition (Palgrave Macmillan 2013)

Peter Burnham: *Research Methods in Politics*, 2nd edition (Palgrave Macmillan 2008)

Michael F Drummond et al.: *Methods for the Economic Evaluation of Health Care Programmes* (Oxford University Press 2015)

Sherry Glied and Peter Smith: *The Oxford Handbook of Health Economics* (Oxford University Press 2013)

Andrew M Jones ed.: *The Elgar Companion to Health Economics*, 2nd edition (Edward Elgar 2013)

Stephen Morris et al.: *Economic Analysis in Health Care*, 2nd edition (Wiley 2013)

Assessment: Oral examination (100%).

Summative assessment in the first year of full-time PhD enrolment will consist of a 5,000 word thesis document detailing students' thesis proposal, including research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. Students are subject to a viva voce and marking of this document by the two non-supervisory members of the department who make the decision on upgrading. Students will be required to achieve a Pass. Please note, this is a Pass, Pass (with amendments) or Fail course.

HY501

International History Research Student Workshop

This information is for the 2024/25 session.

Teacher responsible: Prof Joanna Lewis SAR G.02

Availability: This course is compulsory on the MPhil/PhD in

International History. This course is not available as an outside option.

Course content: The workshop aims to introduce students to effective archival research, issues in the preparation of a thesis and means of launching a career in academic or related fields; and the opportunity to present research in progress.

Students yet to pass their upgrade from MPhil to PhD attend the Introductory Workshop, which meets weekly in the Autumn Term. Meetings are devoted to research and interviewing techniques and mainly practical issues of historical research.

Students due to be upgraded attend the Advanced Workshop held in the Winter and the Spring Terms, the frequency of meetings depending upon the number of participants. The meetings are intended primarily as a forum for reviewing research in progress, with a view to enabling students to pass their upgrade.

Teaching: See above

Assessment: This course is not assessed.

HY509 Not available in 2024/25 International History Research Seminar

This information is for the 2024/25 session.

Teacher responsible: Prof Joanna Lewis SAR G.02

Availability: This course is available on the MPhil/PhD in International History. This course is not available as an outside option.

MA/MSc students are welcome to attend.

Pre-requisites: There are no pre-requisites for attending but students wanting to present their research need to have passed their upgrades to PhD status.

Course content: This research seminar is convened by PhD students in International History and offers the opportunity for second, third and fourth year PhD students to present their research for discussion in conversation with others. Staff from within the department as well as invited guests from beyond the LSE will participate as discussants and presenters.

Teaching: See above

Assessment: This course is not assessed.

HY510 Contemporary International History Research Seminar

This information is for the 2024/25 session.

Teacher responsible: Dr Elizabeth Ingleson SAR 2.06

Availability: This course is available on the MPhil/PhD in International History, as well as to PhD students from other departments.

Course content: This seminar is a joint collaboration between the London School of Economics and Tufts University. The LSE-Tufts Seminar in Contemporary International History provides a workshop space for advanced PhD students and early career researchers from institutions across the world on any aspect of 20th or 21st century international history, broadly defined. The seminar covers a wide range of different historical approaches including research exploring transnational networks, non-state actors, and geographies beyond the Global North. The seminar is structured as a space for works-in-progress whereby presenters submit a 15-20 page paper for discussion with the commentator and seminar participants.

Teaching: Hybrid: In-person seminars in London and Boston with an online option.

Indicative reading: See the webpage for the course for further details.

Assessment: The course is not assessed.

IR501

Methods in International Relations Research

This information is for the 2024/25 session.

Teacher responsible: Professor Chris Alden, Professor Tomila Lankina

Availability: This course is compulsory on the MPhil/PhD in International Relations. This course is not available as an outside option.

Course content: The main objective of this course is to offer students an introduction to and route map through the principal approaches to contemporary research in the main branches of International Relations and to help students identify the appropriate methods for their own thesis. The course will investigate the relationship between theory and method in the conduct of research. It will encourage students to think about the trade-offs and tensions involved in choosing specific methods and research designs. Our aim is to facilitate student learning so that each research student can comprehend, critically interrogate and engage with scholarship employing diverse methodological toolkits. The end result aimed for is well-rounded and professional academics that are familiar and hence intellectually at ease with the plurality of methodological and theoretical approaches available to those conducting cutting edge research in International Relations.

The course therefore aims to expose students to, and generate awareness of, a variety of research methods in the discipline irrespective of the particular approach students employ in their doctoral work, and at the same time help them develop a detailed research plan for their own research. The course will aim to promote an environment of mutual support and encouragement amongst first year research students, maximising the potential for cross fertilization between different projects. The course will also develop students' presentational skills in a group setting.

Teaching: 14 hours of seminars and 9 hours of workshops in the AT. 14 hours of seminars and 9 hours of workshops in the WT.

Formative coursework: Students will be expected to draft and present sections of their research plan in the Autumn Term and to prepare and present a full research plan at the end of the Winter Term.

Indicative reading:

- Calerco, Jessica McCrory. 2020. *The Field Guide to Grad School: Uncovering the Hidden Curriculum*. Princeton University Press.
- Gerring, John. 2012. *Social Science Methodology: A Unified Framework*, 2nd edition. Cambridge: Cambridge University Press.
- Luker, Kristin. 2008. *Salsa Dancing Into the Social Sciences*. Harvard University Press.
- Schwartz-Shea, Peregrine, and Dvora Yanow. 2012. *Interpretative Research Design: Concept and Processes*. London: Routledge.
- Goertz, Gary, and James Mahoney. 2012. *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press.
- Kapiscewski, Diana, Lauren MacLean, and Benjamin Read. 2015. *Field Research in Political Science: Practices and Principles*. Cambridge: Cambridge University Press.
- Yanow, Dvora, and Peregrine Schwartz-Shea (eds.). 2014. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 2nd edition. New York: M E Sharpe.

Assessment: This course is not assessed.

IR502

International Relations Theory/Area/History Research Workshop

This information is for the 2024/25 session.

Teacher responsible: Professor John Sidel and Dr Martin Bayly

Availability: This course is open to all interested MPhil/PhD students and faculty in the Department of International Relations. It is available with permission as an outside option to students on

other programmes where regulations permit.

Course content: The department was present at the creation of international theory. Its scholars and research students have long played leading roles in inventing and developing the discipline's paradigms and approaches. In recent decades, international theory has moved beyond its European roots, enhanced by the theories and histories of other peoples and places. Area studies specialists, historians, and scholars from other fields increasingly situate their work in international and global contexts, creating new, interdisciplinary meeting points between IR and other fields in the humanities and social sciences. IR502 is part of the research-training programme for all research students working in the often overlapping spaces of international theory, area studies, and history. The workshop provides a forum in which faculty and research students can present their work on topics including everything from Global, Postcolonial and Feminist IR to IR's traditional paradigms. The papers are circulated in advance.

Teaching: A minimum of 6 hours of seminars in the AT. A minimum of 6 hours of seminars in the WT. Some of these may be delivered online.

Assessment: This course is not assessed.

IR504

Security and Statecraft Research Workshop

This information is for the 2024/25 session.

Teacher responsible: Professor Peter Trubowitz and Dr Lauren Sukin

Availability: This course is available on the MPhil/PhD in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

It is open to all interested research students and faculty with the Department and is available with permission to students on other programmes.

Course content: IR504 is part of the research-training programme for all research students working in the area of security and statecraft broadly defined. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. It provides a forum in which research students can present their work, discuss the theoretical and methodological problems involved, examine common challenges in conducting research in this area and obtain feedback on their work. Research in this area draws on diverse theoretic and methodological approaches, and ranges across levels of analysis, regions, and eras. Specific foci of research include diplomacy, foreign and security relations, foreign policy analysis, comparative strategy, identity and security, war and society, state-building, peace-building and conflict resolution, revolutions, human security and genocide.

Teaching: A minimum of 6 hours of seminars in the AT. A minimum of 6 hours of seminars in the WT. Some of these may be delivered online.

Assessment: This course is not assessed.

IR507

International Institutions, Law and Ethics Research Workshop

This information is for the 2024/25 session.

Teacher responsible: Dr Mathias Koenig-Archibugi and Dr Ulrich Sedelmeier

Availability: This course is available on the MPhil/PhD in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is open to all interested research students and faculty

in the Department of International Relations.

Course content: IR507 is part of the research-training programme for all research students working on the theory, history and/or practice of international institutions, international law and ethics. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. Research in this area runs from the study of intergovernmental and nongovernmental institutions and global governance, to the politics of international law, to the ethical and normative dimensions of global politics. It includes, but is not limited to, the study of international institutions such as the European Union, North Atlantic Treaty Organisation, and the International Criminal Court and international issues such as human rights, humanitarian intervention, climate change, global health and international crime.

Teaching: A minimum of 6 hours of seminars in the AT. A minimum of 6 hours of seminars in the WT. Some of these may be delivered online.

Assessment: This course is not assessed.

IR509

International Relations Research Design Workshop

This information is for the 2024/25 session.

Teacher responsible: Prof Tomila Lankina

Availability: This course is compulsory on the MPhil/PhD in International Relations. This course is not available as an outside option.

This workshop is compulsory for all second year International Relations Department (IRD) research students and open to other interested IRD research students.

Course content: This workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist research students in designing a well-thought out and manageable thesis. It seeks to do so by providing a forum students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront and preparing students for their upgrade Research Panel in the summer.

Teaching: 12 hours of seminars in the AT.

Assessment: This course is not assessed.

IR517A Half Unit

Special Topics in International Relations

This information is for the 2024/25 session.

Teacher responsible: PhD Programme Director

Availability: This course is available on the MPhil/PhD in International Relations. This course is not available as an outside option.

Course content: Students enrolled on IR511A follow an independent course of study on an approved topic with their supervisor(s) who will support them in producing the final research paper. There are no set lectures or seminars for this course, though students are expected to attend and participate in the Departmental research workshop most closely aligned with their research interests.

The objectives of the course are to facilitate student engagement with specialised literature at an advanced level relevant to their area of research.

Teaching: Students will meet with their supervisor(s) on a fortnightly basis to discuss the readings, develop their research question, and receive feedback on their work.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Students will produce a plan for the research paper (1500 words) by the end of Week 4 of the AT on which the student will receive feedback and topic approval from their supervisor(s) which will be shared with the PhD Programme Director."

Indicative reading: There is no indicative reading list for this course. Readings will be developed by the student's supervisor(s) and the student to reflect the research student's interests. These will be shared with the PhD Programme Director.

Assessment: Essay (100%, 4000 words) in the WT Week 2.

A 4,000 word research paper on a topic agreed between the student and their supervisor(s) to be submitted by the beginning of Week 2 of the WT, with written feedback to be shared with the PhD Programme Director. This will count towards 100% of the final mark

IR517W Half Unit Special Topics in International Relations

This information is for the 2024/25 session.

Teacher responsible: PhD Programme Director

Availability: This course is available on the MPhil/PhD in International Relations. This course is not available as an outside option.

Course content: Students enrolled on IR517W follow an independent course of study on an approved topic with their supervisor(s) who will support them in producing the final research paper. There are no set lectures or seminars for this course, though students are expected to attend and participate in the Departmental research workshop most closely aligned with their research interests.

The objectives of the course are to facilitate student engagement with specialised literature at an advanced level relevant to their area of research.

Teaching: Students will meet with their supervisor(s) on a fortnightly basis in the Winter Term to discuss the readings, develop their research question, and receive feedback on their work.

Formative coursework: Students will be expected to produce 1 essay in the WT.

Students will produce a plan for the research paper (1500 words) by the end of Week 4 of the WT on which the student will receive feedback and topic approval from their supervisor(s) which will be shared with the PhD Programme Director.

Indicative reading: There is no indicative reading list for this course. Readings will be developed by the student's supervisor(s) and the student to reflect the research student's interests. These will be shared with the PhD Programme Director.

Assessment: Essay (100%, 4000 words) in the ST Week 2.

A 4,000 word research paper on a topic agreed between the student and their supervisor(s) to be submitted by the beginning of Week 2 of the ST, with written feedback to be shared with the PhD Programme Director. This will count towards 100% of the final mark

IR555 International Political Economy Research Workshop

This information is for the 2024/25 session.

Teacher responsible: Professor Jeffrey Chwieroth and Dr Victoria Paniagua

Availability: This course is open to all interested MPhil/PhD students and faculty in the Department of International Relations.

It is available with permission as an outside option to students on other programmes where regulations permit.

Course content: IR555 is part of the research-training programme for all research students working in the area of international political economy: the relationship between states and markets in a global context. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. Research in this area works at multiple levels of analysis and draws on an array of theoretic and methodological approaches from several disciplines. Both historical and contemporary questions are addressed across a range of issues including: trade, migration, global environmental politics, international economic organisations, economic diplomacy, international finance, foreign investment, exchange rates, and monetary relations.

Teaching: A minimum of 6 hours of seminars in the AT. A minimum of 6 hours of seminars in the WT. Some of these may be delivered online.

Assessment: This course is not assessed.

LL500

Doctoral Research Seminar series

This information is for the 2024/25 session.

Teacher responsible: Professor Thomas Poole

Availability: This course is compulsory on the MPhil/PhD in Law and MPhil/PhD in Law (Socio-Legal Theory). This course is not available as an outside option.

Course content: The course aims to equip students with the skills required to undertake advanced legal research. The focus in the AT is on methodological and theoretical issues arising in legal scholarship (with readings of Foucault, Geertz, Butler and others). The focus in the WT is on the various stages of the PhD process, and on preparation for professional life in academic law beyond the PhD. In the ST an Upgrade Conference is held at which first year research students present their work-in-progress.

Teaching: There will be 22 hours in Autumn Term and 22 hours in Winter Term. There will be a Reading Week in Week 6 of Autumn and Winter terms.

Assessment: There are no examination arrangements. However, attendance is compulsory for first year research students. Research students in other years may also attend.

MA500

Mathematics: Seminar on Combinatorics, Games and Optimisation

This information is for the 2024/25 session.

Teacher responsible: Dr Ahmad Abdi and Prof Bernhard Von Stengel

Availability: This course is compulsory on the MPhil/PhD in Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other members of the research community are welcome to attend.

Course content: The seminar ranges over many areas of pure and applied mathematics. The emphasis is on topics in discrete mathematics, operations research and game theory. The seminar is regarded as an important part of research students' formal training and they are expected to attend and contribute.

Teaching: 33 hours of seminars and 33 hours of seminars in the AT. 33 hours of seminars and 33 hours of seminars in the WT. 21 hours of seminars and 21 hours of seminars in the ST.

MA501

Research Student Seminar

This information is for the 2024/25 session.

Teacher responsible: Prof Jozef Skokan COL 3.04, Prof Julia Boettcher, Dr Ahmad Abdi and Prof Johannes Ruf

Availability: This course is compulsory on the MPhil/PhD in Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other members of the research community are welcome to attend.

Course content: The seminars range across many areas of pure, applied and financial mathematics. The emphasis is on topics in discrete mathematics, algorithms, operations research, game theory, financial mathematics and control theory. The seminars are regarded as an important part of research students' formal training and they will all be expected to attend and contribute. Throughout the academic year, students are also invited to give presentations. There are additional reading groups aimed at students working in financial mathematics and discrete mathematics. These are compulsory for students working in this area but other students of the MPhil/PhD in Mathematics are welcome to attend.

Teaching: PhD Seminar on Combinatorics, Games and Optimisation (MA501.1): 11 one-and-a-half-hour seminars in the AT and WT. 7 one-and-a-half-hour seminars in the ST.

LGSMF Portfolio Optimisation Seminar (MA501.2): 11 three-hour seminars in the WT. 7 three-hour seminars in the ST.

Financial Mathematics Reading Group Seminar (MA501.3): 11 three-hour seminars and 11 one-hour seminars in the AT and WT. 7 three-hour seminars and 7 one-hour seminars in the ST.

Discrete Mathematics Reading Group Seminar (MA501.4): 11 three-hour seminars in the AT and WT. 7 three-hour seminars in the ST.

Approximately 80-90 meetings of between 1 and 3 hours throughout the AT, WT, and ST, dependent on speakers. See http://www2.lse.ac.uk/maths/Seminars/Research_Seminars.aspx for schedule and more details.

MC500

Research Seminar for Media and Communications

This information is for the 2024/25 session.

Teacher responsible: Professor Ellen Helsper

There will also be guest contributions from other academic staff from the Department of Media and Communications.

Availability: This course is compulsory on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option. This course is compulsory for doctoral researchers in the first and second years of the Doctoral Programmes in the Department of Media and Communications. Doctoral researchers in later years of study in the Department are welcome and encouraged to attend.

Course content: The aim of the course is to raise awareness of theoretical, conceptual and methodological issues in the interdisciplinary field of media and communications research and to develop students skills with respect to theory building, research design and implementation. The course focuses, in particular, on the key conceptual issues and analytical strategies required in media and communication research, with special reference to the study of the changing environment of media production, dissemination and consumption, under conditions of globalization and digitization of information

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

Indicative reading: Readings will be agreed upon by the teachers and students for each week. These will be made available on Moodle one week in advance.

An indicative reading list for theories can be found on the MC408

course guide.

An indicative reading list for methodology can be found on the MC5M2A and MC5M2B course guides.

Assessment: This course is based predominantly on student presentations on their work in progress.

Formative (e.g. the theoretical and methodology chapters, end of year reflection document) and summative assessments (e.g. upgrade and final vivas) associated with the PhD programme are seen as part of the assessment on this course and space is made in the course to write these documents and prepare for these examinations.

MC501

Advanced Doctoral Workshop in Media and Communications

This information is for the 2024/25 session.

Teacher responsible: Professor Lilie Chouliarakis

Availability: This course is available on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option.

Pre-requisites: Students must have completed Research Seminar for Media and Communications (MC500).

Course content: The series is intended to offer students guidance and support in the writing-up of their thesis. The approach to the series is student-centred, practice-oriented and dialogic, focusing on students' work - hence the term 'workshop'. Specifically, participants commit to submitting a draft of one of their PhD chapters and comment on others' submissions, in the course the academic term. The curriculum consists therefore of individual students' work, each week concentrating on a single student's draft (maximum 5000 words) submitted together with a relevant academic reading. Through a system of signing-up and pairing, each ninety-minute session is set up in two parts: the first part is a twenty-minute dialogue between the writer and their discussant, who introduces and comments on the writer's work; the second part is a full hour's exchange of ideas by all - the expectation being that everyone commits to reading the submitted draft. The role of the DPD is to gently guide group interaction and, when necessary, provide input as much on the submission as on subsequent discussion points. The role of the DPD is not to substitute the supervisor but to ensure that the discussion is conducted in an informal, friendly and non-intimidating way.

Teaching: 20 hours of workshops in the AT. 20 hours of workshops in the WT.

MC5M2

Advanced Methods of Research in Media & Communications (Specialisation Quantitative Analysis)

This information is for the 2024/25 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is compulsory on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option. This course is available for those who are on ESRC scholarships and students who are quantitatively oriented.

Course content: This course aims to provide students with methodological grounding in media and communications.

Harvard style seminars combine insight into epistemology and ontology of academic research, alongside practical instruction in several methods commonly deployed in our field, including interviews, surveys, textual analysis and more. Recognising the interdisciplinary character of media and communications research, course content will draw from this arena as well as disciplines such as computer science, sociology, cultural studies, linguistics,

psychology, and anthropology. The integral links between theory and method will be underscored, as will crucial issues of ethics and reflexivity. Support will be provided in the development of key skills, from crafting a research question through to study design and methods writing.

Please note, MC5M2 includes within it **MY465: Intermediate Quantitative Analysis**. This is a compulsory element and automatically included within the MC5M2 course code; no separate registration is necessary. Full details about this course, including structure, content, and assessment, can be found via the MY465 course page.

If students want **more advanced quantitative analysis training**, they can register for an additional course in WT (see MC5M2 handbook for course suggestions). These are not automatically included in the registration for MC5M2.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 50 hours across the AT and the WT. This course includes a reading week in Week 6 of term.

1. **Advanced Principles of Social Research:** A series of ten two-hour Harvard style student assisted seminars led by media and communications faculty in the WT. Students are required to participate in all ten workshops.

2. **Intermediate Quantitative Analysis: Intermediate Quantitative Analysis:** Students take MY465 Intermediate Quantitative Analysis delivered through a combination of classes and lectures totalling a minimum of 30 hours across the AT. This course is compulsory and automatically included when students register for MC5M2.

Formative coursework: 1 Advanced Principles of Social Research: All students are expected to complete advance readings and weekly assignments, and help prepare one seminar. Students submit their formative assignment consisting of a methods chapter in ST1.

2 **Intermediate Quantitative Analysis:** Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises during the AT.

Indicative reading:

- Braun, V & Clarke, V. (2022). *Thematic Analysis: A Practical Guide*. London: SAGE.
- Brennen, B. S. (2017). *Qualitative Research Methods of Media Studies*. New York: Routledge.
- Couldry, N. (2000). *Inside Culture: Re-Imagining the Method of Cultural Studies*. London: SAGE.
- Costa, E., Lange, P. G., Haynes, N. & Sinanan, J. (2022). *The Routledge Handbook to Media Anthropology*. London: Routledge.
- Hansen, A & Machin, D. (2018). *Media and Communication Research Methods*. London: Springer.
- Jeppesen, S. & Sartoretto, S. (2020). *Media Activist Research Ethics: Global Approaches to Negotiating Power in Social Justice Research*. Cham, Switzerland: Palgrave.
- Jøregensen, M. & Phillips, L. (2002). *Discourse Analysis as Theory and Method*. London: Sage Publications.
- Kubitscho, S. & Kraun, A., eds. *Innovative Methods in Media and Communication Research*. Cham, Switzerland: Palgrave.
- Mason, J. (2018). *Qualitative Researching*. 3rd edition. London: SAGE.
- Miller, T. Birch, M. Mauthner, M & Jessop, J. (2014). *Ethics in Qualitative Research*. London: SAGE.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

1. One assessment relating to Intermediate Quantitative

Analysis: One exam in the January exam period for MY465 (see Methodology Department course guides).

Students must pass all components of MC5M2.

MC5M8

Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2024/25 session.

Teacher responsible: Professor Ellen Helsper

Availability: This course is available on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option.

Course content: 1 Advanced Principles of Social Research:

A series of ten two-hour Harvard style student assisted seminars led by media and communications faculty in the WT. Students are required to participate in all ten workshops.

2 **Quantitative Data Literacy:** Students take MY464 Critical Data Literacy for Media and Communications This course is compulsory and automatically included when students register for MC5M2B.

3 **Qualitative Analysis:** Students take (or audit) an additional course taught by the Department of Methodology focussed on qualitative methods. Students must enrol for this course separately and review the course guide.

Teaching: This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 35 hours across the AT and the WT. This course includes a reading week in Week 6 of term.

1 **Advanced Principles of Social Research:** Delivered through Harvard Style seminars totalling 20 hours across the WT.

2 **Quantitative Data Literacy:** Delivered through a combination of classes and lectures (MY464) totalling 30 hours in the AT.

3 **Qualitative Analysis:** Students take (or audit) an additional course taught by the Department of Methodology focussed on qualitative methods. Students must enrol for this course separately and review the course guide.

Formative coursework: 1 Advanced Principles of Social

Research: All students are expected to complete advance readings and weekly assignments, and help prepare one seminar. Students submit their formative assignment consisting of a methods chapter in the first week of ST.

2 **Quantitative Data Literacy:** Self-guided computer exercises implementing principles covered in the lectures with weekly online homework on the material covered in the lectures and exercises during the AT.

3 **Qualitative Analysis:** Students take (or audit) an additional course taught by the Department of Methodology focussed on qualitative methods. Students must enrol for this course separately and review the course guide.

Indicative reading:

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- De Vries, R. (2018) *Critical Statistics: Seeing beyond the headlines*. London, UK: Macmillan International.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). *Mass Communication Research Methods*. Basingstoke: Palgrave Macmillan.
- Jensen, K. B., & Jankowski, N. W. (1991). *A Handbook of Qualitative Methodologies for Mass Communication Research*.

London; New York: Routledge.

- Jørgensen, M. W., & Phillips, L. J. (2002). *Discourse analysis as theory and method*. London: Sage.
- Fairclough, N. (2001). *Language and power*. London: Pearson Education.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

One assessment relating to Quantitative Data Literacy: One exam in the January exam period for MY464.

The Principles of Social Research element of the course will be assessed as part of each student's upgrade process at the end of the first year of doctoral study.

Students will also be expected to complete the necessary assessment for any Qualitative Analysis course they take. If a student audits, they will not be required to submit a summative assessment.

MG500

Information Systems PhD Seminar Series and Workshops

This information is for the 2024/25 session.

Teacher responsible: Dr Edgar Whitley MAR 4.32

Availability: This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is not available as an outside option.

Course content: This seminar series provides a forum for research students in management to present work in progress. Outside speakers may be invited from time to time.

Teaching: This course is delivered through seminars totalling a minimum of 40 hours across the Autumn Term and Winter Term. This course includes a reading week in Week 6 of each term. In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Assessment: There is no formal assessment, but all students are expected to attend the workshops and must email the course teacher to explain any absences and PhD students should normally present their work at one session per year.

MG505 Half Unit

Research in Organisational Behaviour Seminar I

This information is for the 2024/25 session.

Teacher responsible: Dr Lourdes Sosa MAR 5.40 and Dr Niranjana Janardhanan MAR 5.33

Availability: This course is compulsory on the MRes/PhD in Management (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources). This course is not available as an outside option.

This course is available with permission as an outside option to students on other programmes.

Course content: This course seeks to provide PhD students with a foundational understanding of established research in Organisational Behaviour with the objective of encouraging them

to design novel research that advances the field. Specifically, this course will introduce students to the evaluation of established research in micro- and macro-level Organisational Behaviour, progressing through units of analysis from psychology research to organisational theory.

Teaching: 30 hours of seminars in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Formative feedback on the individual presentation and essay will be provided throughout the course. Students will be expected to review their plan for presentation in office hours beforehand, and to informally present work in progress throughout the course for continuous feedback.

Indicative reading: Indicative readings include:

Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36-59.

Hewlin, P. F. (2009). Wearing the cloak: Antecedents and consequences of creating facades of conformity. *Journal of Applied Psychology*, 94, 727-741.

Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765-780.

Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34, 410-476.

Kellogg, K.C. (2014). Brokerage Professions and Implementing Reform in an Age of Experts. *American Sociological Review*, 79(5): 912-941.

Borgatti, S.P., & Lopez-Kidwell V. (2016). Chapter 4: Network Theory. In J. Scott, P.J. Carrington, eds. *The SAGE Handbook of Social Network Analysis* (SAGE Publications Ltd. London).

Assessment: Essay (100%, 4000 words) in the ST.

MG509 Half Unit

Contemporary Digital Innovation Research

This information is for the 2024/25 session.

Teacher responsible: Dr. Will Venters, MAR.4.13

Availability: This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The course introduces students to a range of contemporary digital innovation research themes. Different themes will be introduced by members of the ISI faculty group, drawing on their research interests and expertise. The aim is to ground students in the traditional conceptualisations of IS and use this as the base for exploring the theoretical challenges brought about by a variety of digital innovations and to understand how these theoretical challenges are grounded in the relevant academic literature.

Teaching: This course is delivered through two hour seminars across Autumn Term.

This course includes a reading week in Week 6.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce a formative 1000 word preparatory essay in the AT by the start of week 7.

Indicative reading:

- Berente, N., Gu, B., Recker, J., and Santhanam, R. (2021). Managing artificial intelligence, *MIS Quarterly* 45(3), 1433–1450.
- Berente, N., Seidel, S., and Safadi, H. (2019). Research Commentary—Data-Driven Computationally Intensive Theory Development, *Information Systems Research* 30(1), 50–64.

- Bonina, C., Koskinen, K., Eaton, B., and Gawer, A. (2021). Digital platforms for development: Foundations and research agenda, *Information Systems Journal* 31(6), 869–902.
- de Reuver, M., Sørensen, C., and Basole, R. C. (2018). The Digital Platform: A Research Agenda, *Journal of Information Technology* 33(2), 124–135.
- Hodapp, D., and Hanelt, A. (2022). Interoperability in the era of digital innovation: An information systems research agenda, *Journal of Information Technology* 37(4), 407–427.
- Karpovsky, A., and Galliers, R. D. (2015). Aligning in Practice: From Current Cases to a New Agenda, *Journal of Information Technology* 30(2), 136–160.
- Lee, J. K., Park, J., Gregor, S., and Yoon, V. (2021). Axiomatic Theories and Improving the Relevance of Information Systems Research, *Information Systems Research* 32(1), 147–171.
- Tarafdar, M., Shan, G., Thatcher, J. B., and Gupta, A. (2022). Intellectual Diversity in IS Research: Discipline-Based Conceptualization and an Illustration from Information Systems Research, *Information Systems Research* Forthcoming.
- Vial, G. (2019). Understanding digital transformation: A review and a research agenda, *The Journal of Strategic Information Systems* 28(2), 118–144.

Assessment: Essay (100%, 4000 words) in the WT.

MG512 Half Unit

Marketing I: Consumer Behaviour and Quantitative Modelling

This information is for the 2024/25 session.

Teacher responsible: Prof Om Narasimhan MAR 6.32

Availability: This course is compulsory on the MRes/PhD in Management (Marketing). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course covers both consumer behaviour and quantitative modelling.

In the area of Consumer Behaviour the course objective is to familiarise students with research in cognitive psychology, social psychology, and marketing on information processing and judgment and decision making related topics to better understand and develop marketing strategies that affect consumer behavior. There are two main aims of this course: (1) to give students a strong foundation for critical thinking in the area of consumer behavior, and (2) to enable students to conceptualize, develop and operationalize research ideas. Therefore, the focus is on understanding current theoretical and methodological approaches to various aspects of consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. This means that students have to actively read prior research in different areas – try to understand the authors' ideas and develop the habit of constructive criticism of the research. To encourage this habit, the role of author of certain papers may be assigned to some students in the class and the role of reviewer assigned to others.

In the area of quantitative modelling the course is designed to develop the quantitative foundations for marketing decisions. Both theoretical models which help analyse marketing issues, and decision-support models will be covered. There is a requirement for students to already have some understanding of calculus, probability, statistics and matrix algebra. Features of the course include a focus on all marketing decisions: product, pricing, advertising, salesforce and distribution. All necessary analysis tools from resource allocation models to NEIO (New Empirical Industrial Organization) models will be discussed. A comprehensive set of exercises will enable students to test their knowledge of models and their understanding of the material discussed in class. The course will also incorporate recent research findings in all aspects of marketing including online marketing and social media marketing.

Teaching: 30 hours of seminars in the AT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading: - Higgins, E. T., & Kruglanski, A. W. (Eds.). (2007). *Social psychology: Handbook of basic principles* (2nd ed.). New York: Guilford Press.

- *Cognitive Psychology: Mind and Brain*, Edward E. Smith, Columbia University, Stephen M. Kosslyn, Stanford University, 2007 | Pearson
- Bazerman, Max H. (1994), *Judgment in Managerial Decision Making*, John Wiley & Sons.
- Russo, J.E. and P.J.H. Shoemaker (1989), *Decision Traps*, Doubleday.
- Thaler, Richard H. (1992), *The Winner's Curse: Paradoxes and Anomalies of Economic Life*, Princeton University Press.
- Lilien GL, Kotler Ph, Moorthy KS. *Marketing Models*. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. *Building Models for Marketing Decisions*. Kluwer Academic Publishers: Dordrecht / Boston 2000.
- Hanssens DM, Parsons LJ, Schultz RL. *Market Response Models: Econometric and Time Series Analysis*. Kluwer Academic Publishers, Boston 2001.
- Lilien GL, Rangaswamy A. *Marketing Engineering*, 2nd edition. Prentice Hall: Upper Saddle River, NJ, 2003.
- Little JDC. *Models and Managers: The Concept of a Decision Calculus*. *Management Science* 1970; 16: B466-B485.

Assessment: Essay (100%, 4000 words) in the ST.

MG518 Half Unit

Employment Relations and Human Resource Management Seminar I

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Booth MAR 5.16

Availability: This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The Employment Relations and Human Resource Management PhD seminars cover micro- and macro-HRM course content.

Specifically, the MG518 Seminar familiarizes students with foundational micro-HRM topics (e.g., job search, recruitment, and selection; organisational socialization and newcomer adjustment; compensation; work arrangements; retention and turnover; training, learning, and development; performance management; careers and career management; diversity and inclusion).

This course also provides students the opportunity to get to know faculty members and their research. Further, the course incorporates comprehensive discussion of each week's academic materials between students and faculty lead for the respective week. Seminar discussions allow students to develop their critical evaluation skills, to generate research ideas and make connections with previous studied literatures, and to learn best practice in reading and interpreting scholarly research to understand the theoretical, empirical, and other contributions. In addition to reading the required readings for each week and being prepared to engage in discussion, each student is generally asked to present and lead group discussion for at least one article. To aid students in generating research ideas, students typically are asked to identify a research gap in the respective week's literature and to bring to seminar a research proposal and/or model related to the identified gap for discussion with the larger seminar group.

Teaching: 30 hours of seminars in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading: The seminars will follow a variety of formats, including discussing recent work of academic colleagues, and so include the following indicative reading.

- Bauer, T. N., Bodner, T., Erdogan, B., Truxillo, D. M., & Tucker, J. S. (2007). Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, 92, 707-721. doi: 10.1037/0021-9010.92.3.707
- Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology*, 102(3), 305-323.
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36, 1065-1105.
- Cable, D. M., Gino, F., & Staats, B. R. (2013). Breaking them in or eliciting their best? Reframing socialization around newcomers' authentic self-expression. *Administrative Science Quarterly*, 58, 1-36.
- Dobrow Riza, S., & Heller, D. (2015). Follow your heart or your head? A longitudinal study of the facilitating role of calling and ability in the pursuit of a challenging career. *Journal of Applied Psychology*, 100, 695-712.
- Felps, W., Mitchell, T.R., Hekman, D.R., Lee, T.W., Holtom, B.C., & Harman, W.S. (2009). Turnover contagion: How coworkers' job embeddedness and job search influence quitting. *Academy of Management Journal*, 52(3), 545-561.
- Hornung, S., Rousseau, D. M., & Glaser, J. (2008). Creating flexible work arrangements through idiosyncratic deals. *Journal of Applied Psychology*, 93(3), 655-664.
- Jones, D. A., Willness, C. R., & Madey, S. (2014). Why are job seekers attracted by corporate social performance? Experimental and field tests of three signal-based mechanisms. *Academy of Management Journal*, 57, 383-404.
- Leslie, L., Manchester, C., & Dahm, P. (2017). Why and when does the gender gap reverse? Diversity goals and the pay premium for high potential women. *Academy of Management Journal*, 60, 402-432.
- McKay, P.F., Avery, D.R., & Morris, M.A. (2009). A tale of two climates: Diversity climate from subordinates' and managers' perspectives and their role in store unit sales performance. *Personnel Psychology*, 62, 767-791.
- Nyberg, A., Pieper, J. R., & Trevor, C. (2016). Pay-for-performance's effect on future employee performance: Integrating psychological and economic principles toward a contingency perspective. *Journal of Management*, 42, 1753-1783.
- Roberson, Q., Ryan, A. M., & Ragins, B. R. (2017). The evolution and future of diversity at work. *Journal of Applied Psychology*, 102(3), 483-499.
- Rubenstein, A. L., Eberly, M. B., Lee, T. W., & Mitchell, T. R. (2018). Surveying the forest: A meta analysis, moderator investigation, and future oriented discussion of the antecedents of voluntary employee turnover. *Personnel Psychology*, 71(1), 23-65.
- Seibert, S.E., Kraimer, M.L., Holtom, B.C., & Pierotti, A.J. (2013). Even the best laid plans sometimes go askew: Career self-management processes, career shocks, and the decision to pursue graduate education. *Journal of Applied Psychology*, 98(1), 169-182.
- Smither, J.W., London, M. & Reilly, R.R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology*, 58: 33-66.
- Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.
- Wright, P.M., & Boswell, W.R. (2002). Desegregating HRM: A review and synthesis of micro and macro human resource management research. *Journal of Management*, 28, 247-276.
- Van Hooft, E.A.J., Kammeyer-Mueller, J.D., Wanberg, C.R., Kanfer, R., & Basburg (2020) Job search and employment success: A

quantitative review and future research agenda. *Journal of Applied Psychology*.

Assessment: Essay (100%, 4000 words) in the ST.

MG519 Half Unit Not available in 2024/25 Employment Relations and Human Resource Management Seminar II

This information is for the 2024/25 session.

Teacher responsible: Dr Jonathan Booth MAR 5.18

Availability: This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: The Employment Relations and Human Resource Management PhD seminars cover micro- and macro-HRM course content. The MG518 Seminar I familiarizes students with foundational micro-HRM topics (e.g., job search, recruitment, and selection; organisational socialization and newcomer adjustment; compensation; work arrangements; retention and turnover; training, learning, and development; performance management; careers and career management; diversity and inclusion). MG519 Seminar II takes more of a macro-HRM approach, as well as discusses a future-oriented HRM perspective. Topics typically covered in MG519 Seminar II are as follows: strategic HRM; multilevel voice mechanisms; grass-root and social movements; unions, union alternatives, and other institutions; comparative employment relations; types of employment, precarious work, and new and emerging employment relationships (e.g., the gig economy); corporate social responsibility, labour standards, and value chains; work-nonwork interface and wellbeing; digital HRM and emerging technology (e.g., AI, machine learning, algorithms); and the future of work.

This course also provides students the opportunity to get to know faculty members and their research. Further, the course incorporates comprehensive discussion of each week's academic materials between students and faculty lead for the respective week. Seminar discussions allow students to develop their critical evaluation skills, to generate research ideas and make connections with previous studied literatures, and to learn best practice in reading and interpreting scholarly research to understand the theoretical, empirical, and other contributions.

Teaching: 30 hours of seminars in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading: The seminars will follow a variety of formats, including discussing scholarly work in the respective literature and of academic colleagues, and so include some of the following indicative reading.

- Ashwin, S., Oka, C., Schuessler, E., Alexander, R., & Lohmeyer, N. (2020). Spillover effects across transnational industrial relations agreements: The potential and limits of collective action in global supply chains. *Industrial and Labor Relations Review*, 73(4), 995-1020.
- Birnbaum, S., & De Wispelaere, J. (2021). Exit strategy or exit trap? Basic income and the 'power to say no' in the age of precarious employment. *Socio-Economic Review*, 19(3), 909-927.
- Bowen, D. E. & Ostroff, C. (2004). Understanding HRM-firm performance linkages: The role of the "strength" of the HRM system. *Academy of Management Review*, 29(2), 203-221.
- Broadbent, E. (2017). Interactions with robots: The truths we reveal about ourselves. *Annual Review of Psychology*, 68, 627-652.
- Delery, J., & Doty, D. (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency and configurational performance predictions.

- Academy of Management Journal, 39(4), 802-835.
- Doellgast, V., Marsden, D., 2019. Institutions as constraints and resources: Explaining cross national divergence in performance management. *Human Resource Management Journal*, 29, 199–216.
 - Farndale, E., Ligthart, P., Poutsma, E., & Brewster, C. J. (2017). The effects of market economy type and foreign MNE subsidiaries on the convergence and divergence of HRM. *Journal of International Business Studies*, 48(9), 1065–1086.
 - Jiang, K., Lepak, D. P., Hu, J., & Baer, J. C. (2012). How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms. *Academy of Management Journal*, 55(6), 1264-1294.
 - Kalleberg, A. L. 2009. Precarious Work, Insecure Workers: Employment Relations in Transition. *American Sociological Review*, 74(1), 1-22.
 - Kaufman, B. E. (2015). Theorising determinants of employee voice: An integrative model across disciplines and levels of analysis. *Human Resource Management Journal*, 25(1), 19-40.
 - Kuruvilla, S., Liu, M., Li, C., & Chen, W. (2020). Field opacity and practice-outcome decoupling: Private regulation of labor standards in global supply chains. *ILR Review*, 73(4), 841-872.
 - Leonardi, P. M. (2021). COVID-19 and the New Technologies of Organizing: Digital Exhaust, Digital Footprints, and Artificial Intelligence in the Wake of Remote Work. *Journal of Management Studies*, 58(1), 249-253.
 - Leslie, L. M., King, E. B., & Clair, J. A. (2019). Work-life ideologies: The contextual basis and consequences of beliefs about work and life. *Academy of Management Review*, 44(1), 72-98.
 - Lup, D., & Booth, J. E. (2019). Work and Volunteering: Longitudinal Relationships between Work Related Experiences and Volunteering Behaviour. *British Journal of Industrial Relations*, 57(3), 599-623.
 - Morrison, E. W. (2023). Employee voice and silence: Taking stock a decade later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 79-107.
 - Sajjadi, S., Sojourner, A. J., Kammeyer-Mueller, J. D., & Mykerez, E. (2019). Using machine learning to translate applicant work history into predictors of performance and turnover. *Journal of Applied Psychology*, 104(10), 1207-1225.
 - Tambe, P., Cappelli, P., & Yakubovich, V. (2019). Artificial intelligence in human resources management: Challenges and a path forward. *California Management Review*, 61(4), 15-42.
 - Tapia, M., Ibsen, C. L., & Kochan, T. A. (2015). Mapping the frontier of theory in industrial relations: the contested role of worker representation. *Socio-Economic Review*, 13(1), 157-184.
 - Van Zomeren, M., Postmes, T., & Spears, R. (2008). Toward an integrative social identity model of collective action: a quantitative research synthesis of three socio-psychological perspectives. *Psychological bulletin*, 134(4), 504.
 - Wright, P. M., & McMahan, G. C. (2011). Exploring human capital: Putting 'human' back into strategic human resource management. *Human Resource Management Journal*, 21, 93–104.
- Assessment:** Essay (100%, 4000 words) in the ST.

MG520 Half Unit Not available in 2024/25

Marketing II: Consumer Behaviour and Quantitative Modelling

This information is for the 2024/25 session.

Teacher responsible: Prof Amitav Chakravarti MAR 6.13

Availability: This course is compulsory on the MRes/PhD in Management (Marketing). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course covers both consumer behaviour and quantitative modelling.

In the area of Consumer Behaviour the course objective is to

familiarize students with research in cognitive psychology, social psychology, and marketing on information processing and judgment and decision making related topics to better understand and develop marketing strategies that affect consumer behavior. There are two main aims of this course: (1) to give students a strong foundation for critical thinking in the area of consumer behavior, and (2) to enable students to conceptualize, develop and operationalize research ideas. Therefore, the focus is on understanding current theoretical and methodological approaches to various aspects of consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. This means that students have to actively read prior research in different areas – try to understand the authors' ideas and develop the habit of constructive criticism of the research. To encourage this habit, the role of author of certain papers may be assigned to some students in the class and the role of reviewer assigned to others.

In the area of quantitative modelling the course is designed to develop the quantitative foundations for marketing decisions. Both theoretical models which help analyse marketing issues, and decision-support models will be covered. There is a requirement for students to already have some understanding of calculus, probability, statistics and matrix algebra. Features of the course include a focus on all marketing decisions: product, pricing, advertising, salesforce and distribution. All necessary analysis tools from resource allocation models to NEIO (New Empirical Industrial Organization) models will be discussed. A comprehensive set of exercises will enable students to test their knowledge of models and their understanding of the material discussed in class. The course will also incorporate recent research findings in all aspects of marketing including online marketing and social media marketing.

Teaching: 30 hours of seminars in the AT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will be expected to produce 1 essay in the AT.

Indicative reading:

- Higgins, E. T., & Kruglanski, A. W. (Eds.). (2007). *Social psychology: Handbook of basic principles* (2nd ed.). New York: Guilford Press.
- *Cognitive Psychology: Mind and Brain*, Edward E. Smith, Columbia University, Stephen M. Kosslyn, Stanford University, 2007 | Pearson
- Bazerman, Max H. (1994), *Judgment in Managerial Decision Making*, John Wiley & Sons.
- Russo, J.E. and P.J.H. Shoemaker (1989), *Decision Traps*, Doubleday.
- Thaler, Richard H. (1992), *The Winner's Curse: Paradoxes and Anomalies of Economic Life*, Princeton University Press.
- Lilien GL, Kotler Ph, Moorthy KS. *Marketing Models*. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. *Building Models for Marketing Decisions*. Kluwer Academic Publishers: Dordrecht / Boston 2000.
- Hanssens DM, Parsons LJ, Schultz RL. *Market Response Models: Econometric and Time Series Analysis*. Kluwer Academic Publishers, Boston 2001.
- Lilien GL, Rangaswamy A. *Marketing Engineering*, 2nd edition. Prentice Hall: Upper Saddle River, NJ, 2003.
- Little JDC. *Models and Managers: The Concept of a Decision Calculus*. Management Science 1970; 16: B466-B485.

Assessment: Essay (100%, 4000 words) in the ST.

MG522

Research Design and Theoretical Foundations for Information Systems and Digital Innovation

This information is for the 2024/25 session.

Teacher responsible: Prof Chrisanthi Avgerou MAR.4.29

Availability: This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students from related PhD programmes who are interested in learning about research design may be able to join the course with the teacher's permission.

Course content: The course introduces students on the MPhil/PhD in Management – Information Systems and Innovation programme to research designs practiced in Information Systems and Digital Innovation and the theoretical foundations of this research field. There are three parts to the course:

Part one (lectures 1-4) discusses the main traditions within the philosophy of science (positivism, realism, constructivism) and relates these traditions to different stances adopted by major contributions in the information systems research field.

Part two (lectures 5-12) explores principles of research design for different types of research questions. It is intended to enable students to navigate important design considerations involved in adopting specific approaches using different forms of data in their research. Research design is taught in the spirit of methodological pluralism with the assumption that how we do research ultimately depends on the nature of the particular research question and the type of data that are available. We treat research design as following through on a commitment to a carefully articulated methodological approach in the acknowledgement that the choices made in crafting this design bring strengths, weaknesses, and trade-offs.

Part three (lectures 13-20) addresses the importance of theory in socio-technical research. We examine theories that provide conceptual foundations for most research in Information Systems and Digital Innovation, including theories about the digital object and theories about the way information technology in interaction to the individual and society enables social change. We discuss middle-range theories developed by research in Information Systems and Digital Innovation as examples of theoretical contribution in articles of the field's journals. With reference to ongoing theoretical debates, students are encouraged to engage with emerging theories in the field.

Teaching: This course is delivered through seminars across Autumn Term and Winter Term. Teaching hours will be commensurate with a usual full unit taught masters course. This course includes a reading week in Week 6 of each Term.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading:

- Baskerville, R. L., Myers, M. D., and Y., Y. 2020. "Digital First: The Ontological Reversal and New Challenges for Information Systems Research," *MIS Quarterly* (44:2), pp. 509-523.
- Berente, N., Seidel, S., and Safadi, H. 2019. "Research Commentary—Data-Driven Computationally-Intensive Theory Development," *Information Systems Research* (30:1), pp. 50-64.
- Crotty, M. 2003. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage. Chapter 1.
- Hevner, A. R., March, S. T., Park, J., and Ram, S. 2004. "Design Science in Information Systems Research," *MIS Quarterly* (28:1), pp. 75-105.
- Hinings, B., Gegenhuber, T. and Greenwood, R. (2018). Digital innovation and transformation: An institutional perspective. *Information and Organization*. 28, 52-61.
- Jones, M. R., and Karsten, H. 2008. "Giddens's Structuration Theory and Information Systems Research," *MIS Quarterly* (32:1), pp. 127-157.

- Leonardi, P. M., Nardi, B. A., and Kallinikos, J. (eds.). 2012. *Materiality and Organizing*, Oxford, UK: Oxford University Press.
- Markus, M. L., & Rowe, F. 2018. "Is IT changing the world? Conceptions of causality for information systems theorizing," *MIS Quarterly*, (42:4), pp. 1255-1280.
- Sarker, S., Chatterjee, S., Xiao, X., and Elbanna, A. 2019. "The Sociotechnical Axis of Cohesion for the IS Discipline: Its Historical Legacy and Its Continued Relevance," *MIS Quarterly* (43:3), pp. 695-719.
- Volkoff, O., Strong, D. M., and Elmes, M. B. 2007. "Technological Embeddedness and Organizational Change," *Organization Science* (18:5), pp. 832-848.
- Yoo, Y., Henfridsson, O., and Lyytinen, K. 2010. "The New organizing logic of digital innovation: An agenda for information systems research" *Information Systems Research* (21:4), pp 724-735.
- Zuboff, S. 1988. *In the Age of the Smart Machine*. New York: Basic Books.

Assessment: Essay (100%, 7000 words) in the ST.

MG523

Work in Progress Seminar in Organisational and Institutional Economics

This information is for the 2024/25 session.

Teacher responsible: Dr Jordi Blanes I Vidal MAR 6.08

Availability: This course is compulsory on the MRes/PhD in Economics and Management. This course is not available as an outside option.

It is also open to MRes PhD in Economics students with the approval of the Department. PhD students in other fields (e.g., Finance or Political Science) may be invited to join for specific seminars.

Course content: Research students present their work to faculty and peers in the field. Outside speakers are also invited from time to time.

This provides a forum for LSE PhD students in Economics and Management and in Economics in which each student can present their ongoing research and receive feedback from peers, supervisors, Doctoral Programme Director and faculty. This seminar is central to our Department of Management environment. As well as sharing ideas and gaining insights from those other than their direct supervisors, students also benefit from guest speakers from academia, industry and alumni. These seminars are also an opportunity for students to receive transferable skills training including communication and networking skills, leadership, research management, and personal and career development.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Indicative reading: N/A

MG524

The Economics of Organisations and Institutions

This information is for the 2024/25 session.

Teacher responsible: Dr Jordi Blanes I Vidal

Availability: This course is compulsory on the MRes/PhD in Economics and Management. This course is not available as an outside option.

It is intended that MRes PhD in Economics students can enrol as an option. Other research students may be allowed to enroll upon permission of the course leader.

Pre-requisites: First year courses in the MRes PhD in Economics and Management and MRes PhD in Economics or close substitutes upon permission of the course leader.

Course content: The course studies from an economics perspective the major organisations and institutions in modern and historical economies. The course is divided into two sections: a core section which covers the main topics in organisations and institutions, and a set of lectures focusing on specific topics at the frontier of organisational economics research.

The core section focuses on the following areas: monetary and social incentives, decision-making in organisations, communication, organisational structures, careers, managers, leading explanations for productivity differences, boundaries of the firm, multinationals and FDI, managerial practices, and relational contracts.

Teaching: 30 hours of seminars in the AT. 30 hours of seminars in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Students will read and discuss academic articles throughout the course. The appropriate formative assessment will be the weekly discussion and presentation of research articles and academic manuscripts, and feedback during the seminar. Students will be asked to read research articles or manuscripts in advance of each course meeting, to present to their classmates the analysis in those readings, and (along with the faculty) to guide a discussion of the readings and their place in the literature. The analysis and synthesis of academic articles as ongoing formative assessment will prepare students for the questions in the take-home exam.

Indicative reading: Gibbons, Robert, "Foundations of Organizational Economics," Princeton University Press, forthcoming 2023.

Gibbons, R. (2010). Inside organizations: Pricing, politics, and path dependence. *Annual Review of Economics*, 2(1), 337-365.

Ashraf, N., & Bandiera, O. (2018). Social incentives in organizations. *Annual Review of Economics*, 10, 439-463.

Garicano, L., & Rayo, L. (2016). Why organizations fail: Models and cases. *Journal of Economic Literature*, 54(1), 137-192.

Macchiavello, R. (2022). Relational contracts and development. *Annual Review of Economics*, 14, 337-362.

Assessment: Take-home assessment (100%) in the ST. The summative assessments will be take-home exam in which students will need to exhibit a command of the literature studied in the course. This exam will ask students about the range of papers studied in the courses, mixing qualitative questions requiring summaries and syntheses of literatures studied, as well as some more technical questions on the details of the papers' methods (both theoretical and empirical).

MG525 Half Unit Not available in 2024/25 Research in Organisational Behaviour Seminar II

This information is for the 2024/25 session.

Teacher responsible: Dr Lourdes Sosa and Dr Niranjana Janardhanan

Availability: This course is compulsory on the MRes/PhD in Management (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content: This course seeks to provide PhD students with a foundational understanding of established research in Organisational Behaviour with the objective of encouraging them to design novel research that advances the field. Specifically, this course will introduce students to the evaluation of established

research in micro- and macro-level Organisational Behaviour, progressing through units of analysis from psychology research to organisational theory.

Teaching: 30 hours of seminars in the WT.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Formative feedback on the essay will be provided throughout the course.

Indicative reading:

- Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36-59.
- Hewlin, P. F. (2009). Wearing the cloak: Antecedents and consequences of creating facades of conformity. *Journal of Applied Psychology*, 94, 727-741.
- Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765-780.
- Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34, 410-476.
- Baron, J.N., Hannan, M.T., Burton, M.D. (2001). Labor Pains: Change in Organizational Models and Employee Turnover in Young, High-Tech Firms. *American Journal of Sociology*, 106, 960-1012.
- Uzzi, B. (1997). Social Structure and Competition in Interfirm Networks: The Paradox of Embeddedness. *Administrative Science Quarterly*, 42, 35-67.
- Hannan, M.T., Freeman, J. (1984). Structural Inertia and Organizational Change. *American Sociological Review*, 49, 149-164.

Assessment: Essay (100%, 4000 words) in the ST.

MG527

Advanced Quantitative Analysis for Research in Management

This information is for the 2024/25 session.

Teacher responsible: Dr Elizabeth Stillwell MAR.5.23

Availability: This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on other MRes programmes in the Department of Management may also attend specific seminars depending on their area of research.

Research students on other MRes/PhD programmes from other departments that would benefit from this training may be allowed to attend at the discretion of the course leader.

Pre-requisites: Students must have completed Introduction to Quantitative Analysis (MY551A) or Introduction to Quantitative Analysis (MY551W).

Students must have completed the first year of the MRes/PhD in Management (ERHR/OB) to take this course.

Course content: This course is designed to complement the required quantitative methodology coursework, including MY551 (Introduction to Quantitative Analysis) and MY555 (Multivariate Analysis and Measurement), with a focus on conceptualising, evaluating, and applying multivariate methods used in management and organisational sciences. It is also designed to enable students to develop skills in using software for data analysis, likely R or Mplus.

The course is intended for students with introductory experience with univariate and bivariate data analysis and an appreciation of multiple linear regression. Course content will focus on examples of research using: (1) scale construction, reliability and validity, (2) exploratory and confirmatory factor analysis, (3) causal inference

and experimental design, (4) multivariate regression, (5) meta-analysis, (6) latent variable models (including factor analysis, structural equation models, latent growth models), (7) moderation, mediation, and moderated mediation, (8) multilevel modelling, and (9) longitudinal data analysis. Students will also discuss the best practices in reviewing and providing feedback on quantitative methods for academic publications.

The primary goal of the course will be to enable students to translate and apply their understanding of general principles of data analysis and research methods to common management problems and research questions, and organisational contexts. Students will develop understanding and build skills throughout the course. It will focus on the contemporary debates and challenges of quantitative methodology in organisational research. Students will read, discuss, and evaluate current management journal articles from a range of specialisms using different methodologies, practice reviewing others' work and delivering thoughtful feedback, and identify areas where their own work may be improved throughout the course.

It is anticipated that students within the seminar will be at different stages in their research and data gathering. It is envisaged that the early seminars students will work on a common dataset, and as the teaching progresses students would be given the option to use their own data set or remain practicing on the common dataset. Each seminar will also offer an advanced element/option for students with more experience or further along in their research.

Teaching: 30 hours of seminars in the AT.

Each seminar will be a 2+1 hour seminar format with input from a variety of Department of Management Faculty. The first two hours will focus on theory, current research examples and discussion and the final hour will be focused on practical work and experimentation with data set using the R/ software.

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Formative coursework: Students will be expected to produce 1 piece of coursework in the AT.

Students will be expected to write a 2000 word report on the Application of Quantitative Methods to Real-world Problems.

Assessment:

There is no summative assessment for this course.

MG598

Research Paper in Management (MRes PhD Programmes)

This information is for the 2024/25 session.

Teacher responsible: The Programme Director of each MRes/ PhD programme is responsible for the allocation of a supervisor depending on the interests/topic proposed by the student for their research paper.

Availability: This course is compulsory on the MRes/PhD in Economics and Management, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is not available as an outside option.

Course content: The Research Paper builds on the research training provided through the core courses, optional courses and research practicums undertaken taken by students during the MRes. At the start of the AT of Year 2 of their MRes programme students will be assigned to a faculty member as their Research Proposal supervisor. The topic area of the Research Paper is chosen by the students in consultation with their Research paper supervisor and the Programme Director.

The Research Paper must be independent work, demonstrate the ability to employ relevant concepts from their field of study and the wider social sciences effectively, show an understanding of and critical engagement with the relevant literature and an

appreciation of the nature of explanation and analysis in their field. The Research Paper must demonstrate the capacity to produce original research. Apart from it being an integral core component of the MRes programme, the Research Paper may also serve as a first step towards (a) the production of a publishable journal paper, (b) one of the papers in the students' prospective paper-based PhD dissertation or (c) the basis for the development of their PhD dissertation Research Proposal, or a combination of the above. Students will be given the opportunity to present and discuss their paper within the Department.

Students work continuously on the research papers with their supervisor throughout the year and submit their paper in the Spring Term.

Teaching: A short Research Paper proposal should be submitted by students outlining the topic to the Programme Director by the last day of the ST in Year 1.

Students are welcome to seek advice on their Research Paper initial ideas from their Programme Director, Faculty they have worked with in their Research Practicums and their wider Faculty Research Group. The supervisor for the MG598 research paper is assigned by the Programme Director in discussion with their Faculty group.

From the start of Year 2, the supervisor will provide academic support and feedback. It the responsibility of the supervisor and student to arrange regular meetings to discuss and receive feedback on the Research Paper. There will also be regular check-ins (at least 1 per term) between the student and the Programme Director or with a designated faculty member in cases where the Programme Director is also their supervisor.

In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Assessment: Dissertation (100%, 10000 words) in the ST.

The Research Paper should be between 7,000 - 10,000 words.

MG599

Research Proposal Paper in Management

This information is for the 2024/25 session.

Teacher responsible: Dr Edgar Whitley MAR 4.32
MPhil/PhD in Management ISI Programme Director

Availability: This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is not available as an outside option.

Course content: Students produce a research proposal between 7,000 and 15,000 words, related to the student's designated major field.

Students submit the research proposal by Week 6 in the AT of Year 2. The Research Proposal is for upgrade to PhD and must include:

- 1 the research question(s);
- 2 a concise literature review through which the significance of the proposed research is articulated;
- 3 a discussion of research methodology;
- 4 any preliminary data collection and analysis or a 'pilot' study;
- 5 any indication of the expected contribution to existing research and
- 6 discussion of research ethics and risks.

Students will be asked to defend their proposal in a review by the Upgrade Panel.

Teaching: In its Ethics Code, LSE upholds a commitment to intellectual freedom. This means we will protect the freedom of expression of our students and staff and the right to engage in healthy debate in the classroom.

Formative coursework: Feedback on progress will be provided by the student's supervisors and the PhD Programme director and students will have an opportunity to present their draft proposal in a MG500 session before submission.

Assessment: Coursework (100%, 15000 words) in the AT.

The paper will be assessed by the Upgrade Panel by the end of

the Autumn Term. Should the submitted work fall short of an acceptable standard, then the Upgrade Panel can decide either to ask for further work to be submitted by the end of the Winter Term of the same year

MG5A1

A Social Sciences Perspective of Academic Research in Management

This information is for the 2024/25 session.

Teacher responsible: Head of the Doctoral Programme

Availability: This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation, MRes/PhD in Economics and Management, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is not available as an outside option.

Course content: The Seminar runs across all Management PhD Programmes and is a compulsory course for all students in the first year of their MRes/PhD or MPhil/PhD programme. The seminar provides the opportunity to engage with and appreciate research in other Management subject areas in order to understand some of the major streams of research (i.e. what is Micro OB vs. Macro OB, or Consumer Behaviour vs Modelling research in Marketing, researching formal and informal rules and their effects, etc). It also provides an opportunity for the full cohort of research students across the Department of Management programmes to meet regularly to discuss and share their different perspectives on academic research in Management.

The Seminar series will develop skills to evaluate underlying the research philosophy and research design in academic research. You will be required to submit a paper from outside your direct area of expertise and apply the insights gained from course to discuss and evaluate the research paper.

Alongside an overview of the different Management specialisms within the Department of Management Faculty groups the seminars will cover topics on undertaking Management research such as quantitative and qualitative methods, experimental data, measurement and survey design and theory development.

Teaching: 20 hours of seminars in the AT.

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Formative coursework: Students will be expected to produce 1 essay in the AT.

Submit a paper of between 1000-1500 words responding to a research paper outside your subject specialism.

MY500 Half Unit

Fundamentals of Social Science Research Design

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan Jackson

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Organisational Behaviour). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in Regional and Urban Planning Studies and MPhil/PhD in Social Research Methods. This course is available as an outside option to students on other

programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

The course is available to all research students.

Course content: Research design necessitates trade-offs between the strengths and weaknesses of different feasible options. This course aims to introduce the broad range of design options and to foster an appreciation of these alternatives for particular research objectives. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options across quantitative, qualitative and mixed-methods research. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective and will be better equipped to implement and make arguments defending the methods they use in their PhD theses.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Autumn Term.

This course has a reading week in Week 6 of AT.

Formative coursework: A project outline (1-2 pages long) that sets up a research question that the student will develop in their summative assignment.

Indicative reading: Robson, Colin and McCartan, Kieran (2015, 4th edition). Real World Research. London: John Wiley.

Assessment: Research proposal (100%) in the WT.

Students can base their research proposal (3000 words) on a dimension of their dissertation topic subject to the approval of their home department.

MY505 Half Unit

Research Design for Policy and Programme Evaluation

This information is for the 2024/25 session.

Teacher responsible: Professor Flora Cornish

Availability: This course is open to any Research level student.

This course is not controlled access. If you register for a place you are likely to be given a place.

Course content: This course teaches the fundamentals of contemporary evaluation research design, for students interested in pragmatic applications of evaluation methods in real-world settings. Students will be equipped with research design skills to be able to design and critically appraise evaluation research in applied fields such as international development, health, and public policy. Students are taught to develop a clear and coherent Theory of Change as a foundation for an evaluation. Taking a mixed methods approach, the course covers the major quantitative designs, including randomized experiments and observational (i.e. non-randomized) research designs such as instrumentality variables, difference-in-differences, regression discontinuity design, matching, and synthetic control. It covers qualitative and participatory research designs and their contribution to formative research, process evaluation, realist evaluation, and theory-based evaluations. Examples from the fields of health, international development and public policy will be used throughout the lectures and seminars. Students learn to apply what they have learned, by working in groups on real research design tasks in seminars. The realities of designing evaluations for government and non-government organisations mean that resources are limited and ideal conditions are rarely met. The course therefore focuses on how to make pragmatic choices and deal with often sub-optimal tradeoffs in real-world contexts.

This course focuses primarily on the fundamental principles of evaluation design rather than the implementation of particular quantitative or qualitative methodologies, there are therefore no prerequisites required to register. It is complementary with most other quantitative and qualitative courses offered by the Department of Methodology. Given some overlaps in content on the quantitative side, it is usually advised not to take this course together with MY557 Causal Inference for Observational and

Experimental Studies. Research degree students may work on their individual PhD topics for their formative and summative assignments.

Teaching: This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours across Winter Term. This course has a Reading Week in Week 6 of Winter Term.

Formative coursework: A Theory of Change in the Winter Term.

Indicative reading: Angrist, J. D. and Pischke, J-S. (2014) *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press

Bell, S. & Aggleton, P. (2016). *Monitoring and Evaluation in Health and Social Development: Interpretive and Ethnographic perspectives*. London: Routledge.

Cartwright, N. & Hardie, J. (2012). *Evidence-Based Policy: A practical guide to doing it better*. Oxford, UK: Oxford University Press.

Glennster, R. and Takaarasha, K. (2013) *Running Randomized Evaluations: A Practical Guide*, Princeton University Press.

Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods*. (4th Edition). London: Sage.

Assessment: Research design (100%) in the ST.

MY521A Half Unit Qualitative Research Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Raphael Susewind

Availability: This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Organisational Behaviour). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology and MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available as an outside option to students on other programmes where regulations permit. The course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups, participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY523 Interview Methods for Social Science Research, MY525 Case Studies and Comparative Methods for Qualitative Research, MY526 Doing Ethnography, or MY528 Qualitative Text Analysis. Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.

Teaching: The course runs twice per year: in AT (MY521A) and again in WT (MY521W). The content of the course, and the method of assessment, is exactly the same in each term.

This course is delivered through a combination of classes and

lectures totalling a minimum of 20 hours in Autumn Term.

This course has a reading week in Week 6 of AT.

Formative coursework: Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

Indicative reading: Textbooks: There is no set text for this course. The following are useful **general textbooks** for the pragmatic approach taken in MY521:

- Becker, H. S. (199). *Tricks of the trade: How to think about your research while you're doing it*. University of Chicago Press.
- Braun, V. & Clarke, V. (2018). *Successful qualitative research: a practical guide for beginners*, London: SAGE.
- Lareau, A. (2021). *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up*. University of Chicago Press.
- Mayan, M. J. (2016). *Essentials of qualitative inquiry*. Routledge.

Assessment: Project (100%, 5000 words) in the WT.

One final written project of 4000-5000 words, based on seminar exercises (100%). It takes the form of a research project report, with detailed appendices documenting the methods of data collection and analysis used.

MY521W Half Unit Qualitative Research Methods

This information is for the 2024/25 session.

Teacher responsible: Dr Raphael Susewind

Availability: This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Organisational Behaviour). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology and MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available as an outside option to students on other programmes where regulations permit. The course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups, participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY523 Interview Methods for Social Science Research, MY525 Case Studies and Comparative Methods for Qualitative Research, MY526 Doing Ethnography, or MY528 Qualitative Text Analysis. Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.

Teaching: The course runs twice per year: in AT (MY521A) and again in WT (MY521W). The content of the course, and the method of assessment, is exactly the same in each term.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Winter Term.

This course has a reading week in Week 6 of WT.

Formative coursework: Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

Indicative reading: Textbooks: There is no set text for this course. The following are useful **general textbooks** for the pragmatic approach taken in MY521:

- Becker, H. S. (199). *Tricks of the trade: How to think about your research while you're doing it*. University of Chicago Press.
- Braun, V. & Clarke, V. (2018). *Successful qualitative research: a practical guide for beginners*, London: SAGE.
- Lareau, A. (2021). *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it All Up*. University of Chicago Press.
- Mayan, M. J. (2016). *Essentials of qualitative inquiry*. Routledge.

Assessment: Project (100%, 5000 words) in the ST.

One final written project of 4000-5000 words, based on seminar exercises (100%). It takes the form of a research project report, with detailed appendices documenting the methods of data collection and analysis used.

MY523 Half Unit Interview Methods for Social Science Research

This information is for the 2024/25 session.

Teacher responsible: Dr. Aliya Hamid Rao, Assistant Professor, Department of Methodology.

Availability: This course is available on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: This course focuses on the practical dimensions of interviews as a data collection method for social science research. In so doing, the course also engages with epistemological concerns, such as what kinds of claims interview data can be used to make. While this course does not require any pre-requisites, it takes a deep and narrow approach in its focus on semi-structured interviews. This course will consider sampling, recruitment, and ethical concerns that arise particular to interviews. Such considerations will be discussed throughout the course through readings, lectures, and seminars. Students seeking an introductory overview of qualitative methods are advised to see MY421/521. This course is designed to be most useful to those with some familiarity with qualitative methods broadly, and for those whose PhD projects will rely on semi-structured one-on-one interviews in some capacity.

Course content: This course will provide students with the skills to:

- Understand and implement the key principles for planning, designing, and executing an interview based study;
- Understand and implement the key principles in how to conduct interviews that yield rich data;
- Understand the key elements in interview data;
- Evaluate published research that draws on interview data.

Students will start off by learning what kinds of research questions can suitably be answered by the data usually collected through interviews. They will learn about the considerations that go into designing a largely interview-based study (including: recruitment, sample parameters, and interview guides). While the focus will generally be on the practical dimensions, students will also learn about some of the epistemological debates pertaining to these considerations.

The type of interviews this course will focus on will be semi-structured one-on-one interviews, which constitute one of the most common data collection methods in qualitative social science research. However, other types of interviews and related methods (such as couple interviews and ethnography will be referenced typically as a way to highlight how the data collected from one-on-one interview methods differs from these other related, but distinct, methods. The focus on one-on-one interviews is because when it comes to interviewing this is a predominant

way of conducting interviews in the social sciences. This course is designed to give students the practical skills and epistemological background to design and complete their own, individual, interview-based studies. This course may be particularly useful for students intending to conduct their own interview-based studies. The course is comprised of 10 lectures (of 90 mins each) which introduce the main conceptual and practical issues. 9 seminars (90 minutes each) provide a space to dive deeper into the debates in each topic as well as gain some practical experience.

The required text for this course is Annette Lareau's book *Listening to People*. Each week will usually have two required readings, typically one "method" and one "example" reading as well as several optional readings. The required readings will be made available through the Reading List in Moodle.

An indicative structure of the course is below. Please note this is subject to being amended.

- 1 Introduction: What can interviews tell us?
- 2 What kind of a sample do you need?
- 3 Ethics and reflexivity
- 4 What, how, and when should you ask?
- 5 Conducting interviews
- 6 Reading week
- 7 Special groups: Interviewing Elites
- 8 Data Analysis
- 9 Writing up an interview-based study to compellingly answer strong research questions
- 10 Evaluating interview research
- 11 Summing up: Course review and outstanding questions

Teaching: 15 hours of lectures and 13 hours and 30 minutes of seminars in the WT.

Formative coursework: The formative assessment consists of the students uploading the following in a single word document to Moodle, in this order:

- 2 Interview memos (each 1.5 pages, single-spaced, max, with a methodological and analytical component. Detailed instructions will be provided to students);
- 2 single-spaced pages of one interview transcript (consecutive pages, and ideally ones on which students want some feedback, single spaced).

Indicative reading: There is required book for the course: *Listening to People*, by Annette Lareau. The remainder of the required readings will be made available to students through Reading List in Moodle.

Assessment: Essay (100%, 4000 words) in the ST.

MY525 Half Unit Case Studies and Comparative Methods for Qualitative Research

This information is for the 2024/25 session.

Teacher responsible: Dr Eleanor Knott

Availability: This course is available on the MPhil/PhD in International Relations, MPhil/PhD in Social Policy and MPhil/PhD in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is freely available to any MRes or PhD student interested in case study research designs. The course is most suited to students within macro- or meso-sociological traditions (e.g. political science, IR, sociology, political sociology, policy studies, development studies) than those within a micro-sociological/individualist tradition (e.g. micro-interactionist perspectives, psychology, psychiatry).

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place. There is no need to require authorisation.

Pre-requisites: There are no prerequisites for this course but capacity to work autonomously is expected (including conducting a literature review, finding one's own theoretical literature, creating one's own research question, etc.). Throughout the course, students are expected to make their own decisions and learn

how to become autonomous junior researchers by constructing a research project on their own. Students not confident in their capacity to work autonomously are encouraged to familiarise themselves with these skills before the beginning of the course to make the most out of the teaching (see for example LSE Life services for resources helping you to prepare yourself for autonomous work).

Course content: This course focuses on the approach and practice of designing and conducting case study and comparative research. Thinking outside of the areas of interest and specialisms and topics, students will be encouraged to develop the concepts and comparative frameworks that underpin these phenomena. In other words, students will begin to develop their research topics as cases of something.

The course will cover questions of design and methods of case study research, from single-n to small-n case studies including discussions of process tracing and Mill's methods. The course will address both the theoretical and methodological discussions that underpin research design as well as the practical questions of how to conduct case study research, including gathering, assessing and using evidence. Examples from the fields of comparative politics, IR, development studies, sociology and European studies will be used throughout the lectures and seminars.

More information about MY525 can be found on the Moodle page of the course (e.g., course structure, detailed formative and summative assignment instructions, examples of prior cohorts' summative assignments). Please do not hesitate to self-enrol to the Moodle page of the course to have a better idea of the content of the module and the work required.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Winter Term.

Lectures will provide students with the key concepts, ideas and approaches to case study and comparative research. Seminars will provide students with practical experience of assessing the approaches of case study and comparative research design, as well as opportunities to design and develop their own research projects.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 essay and 1 other piece of coursework in the WT.

- 1 formative paper: literature review and project outline (1-2 pages) due in Week 8.160
- 1 peer marking exercise: in-class oral peer feedback session for students to exchange ideas on formative assignment.

Indicative reading: Key texts:

- Beach, D., & Pedersen, R. B. 2019. *Process-tracing methods: Foundations and guidelines*. University of Michigan Press.
- Bennett, A. and Checkel, J.T. eds., 2014. *Process tracing: From metaphor to analytic tool*. Cambridge University Press.
- Della Porta, D. and Keating, M. eds., 2008. *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge University Press.
- George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*.
- Gerring, J. 2017. *Case study research: principles and practices*. Second edition. Cambridge University Press.

Example readings for discussion:

- Briggs, Ryan C. 2017. "Explaining case selection in African politics research", *Journal of Contemporary African Studies*.
- Finkel, E. (2017) *Ordinary Jews: choice and survival during the Holocaust*. Princeton University Press.
- Lund, Christian. 2014. "Of What is This a Case? Analytical Movements in Qualitative Social Science Research." *Human Organization* 73(3): 224–234.
- Simmons, E. (2016) *Meaningful resistance: market reforms and the roots of social protest in Latin America*. Cambridge University Press.
- Simmons, E. S. and Smith, N. R. (2017) 'Comparison with an Ethnographic Sensibility', *PS: Political Science & Politics*, 50(01), pp. 126–130. doi: 10.1017/S1049096516002286.
- Slater, D. and Wong, J. (2013b) 'The Strength to Concede:

Ruling Parties and Democratization in Developmental Asia, *Perspectives on Politics*, 11(03), pp. 717–733. doi: 10.1017/S1537592713002090.

Assessment: Research design (100%) in the ST.

It is recommended that students base the research design proposal (5000 words) on their dissertation topic (e.g. the whole dissertation project, a chapter or paper). Where students also take MY500 (which has a similar summative assessment), students will be guided towards a modified version of the research proposal (e.g. a different research question) to avoid self-plagiarism between assignments.

MY526 Half Unit Doing Ethnography

This information is for the 2024/25 session.

Teacher responsible: Dr Chana Teeger

Availability: This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Research Methods and MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available as an outside option to students on other programmes where regulations permit.

This course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

Pre-requisites: There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.

Course content: Doing ethnography enables us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. This interdisciplinary course equips students with a practical understanding of how to do, and to think about, contemporary ethnography. Core conceptual, ethical and methodological debates are introduced through in-depth engagement with exemplar texts, and through students' experience of fieldwork. Fieldwork is a key component of the course, with students collecting data locally. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include identifying and accessing study sites, writing field notes, and analysing and writing up ethnographic data. Emphasising that ethnography relies on the researcher-as-research-instrument, the course aims to develop students' sensitivity and rigour as ethnographic researchers.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Winter Term. This course has a Reading Week in Week 6 of WT.

Formative coursework: An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words) in WT. Field-notes should record rich details of observations (the data), researcher reflections and brief interpretations of the significance of these observations. Written feedback will be provided.

Indicative reading: De Laine, M. (2000). *Fieldwork, participation and practice: Ethics and dilemmas in qualitative research*. Sage Publications Ltd. DeWalt, K. M., ; DeWalt, B. R. (2002). *Participant observation: A guide for fieldworkers*. AltaMira Press. Emerson, R. M., Fretz, R. I.; Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. University of Chicago Press. Wacquant, L. (2004) *Body and Soul: Ethnographic Notebooks of an Apprentice Boxer*. New York: Oxford University Press. Laureau, Annette. (2011). *Unequal Childhoods: Class, Race and Family Life* (2nd Edition). Berkeley: University Press

Assessment: Essay (100%, 4000 words) in the ST.

MY528 Half Unit

Qualitative Text and Discourse Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Audrey Alejandro

Availability: This course is available on the MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in International Relations, MPhil/PhD in Management - Information Systems and Innovation, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Research Methods, MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Management (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

This course is available to all research students who are permitted to take an outside option as part of their programme.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place. There is no need to require authorisation.

Pre-requisites: There are no prerequisites for this module but capacity to work autonomously is expected including conducting a literature review, finding one's own bibliographical resources, creating one's own research question, etc. Throughout the module, students are expected to make their own decisions and learn how to become autonomous junior researchers by constructing a research project on their own. Students not confident in their capacity to work autonomously are encouraged to familiarise themselves with these skills prior to the beginning of the module to be able to make the most out of the teaching (see for example LSE Life services for resources helping you to prepare yourself for autonomous work).

Course content: How can we use texts and discourses to create meaning about the social world? The goal of this course is to provide students with the skills to construct and conduct social science research using text and discourse as an entry point. While acquiring these skills, students also learn how to interpret textual data by exploring the concepts and case studies developed across disciplines. The course both establishes a theoretical foundation for text/discourse analysis and takes a practical and applied approach, so that students can acquire greater independence and confidence to conduct their research project autonomously. Discourse Analysis is the overarching method that structures the content of the course. The first part of the course focuses on the application of the most common methods used to analyse texts and discourses. The second part of the course places the in-depth analysis of texts in the broader context of research design and knowledge production, to ensure students know how to critically assess their work and produce research to the highest standards. Beyond learning the skills of qualitative text/discourse analysis, this course is an invitation to produce more structured, analytical and critical research capable of grasping not only the visible but also the invisible and implicit dimensions of politics and society. In that sense, the module also represents a perfect opportunity for students with a quantitative background to harness the strengths of qualitative methods and design strong mixed-methods analysis. Examples from across the social sciences will be used throughout the lectures and seminars. More information about MY528 can be found on the Moodle page of the module (for example course structure, examples of formative and summative assignments from the previous cohorts, and detailed guidelines about the assignments). Please do not hesitate to self-enrol to the Moodle page of the module to have a better idea of the content of the module and the work required.

Teaching: This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Winter Term.

This course has a Reading Week in Week 6 of WT.

Formative coursework: A project proposal (c.1,000 words) focusing on the topic that the student will develop in their summative assignment. The project proposal comprises a blog post and a project outline.

Indicative reading:

- Alejandro, A. (2021). Reflexive discourse analysis: A methodology for the practice of reflexivity, *European Journal of International Relations*, 27, 1, 2021, 150-174.
- Baker, P. and Ellece, S. (2010). *Key Terms in Discourse Analysis*, London: Continuum.
- Gee, JP (2011). *How to do discourse analysis: a toolkit*, New York: Routledge.
- Kuckartz U. (2014). *Qualitative text analysis: a guide to methods, practice & using software*. Los Angeles: Sage.
- Scheier, M. (2012). *Qualitative Content Analysis*. Thousand Oaks: Sage.
- Taylor, S (2013). *What is discourse analysis?* London: Bloomsbury Academic.

Assessment: Research project (100%) in the ST.

The summative assignment is an exploratory project of 4000 words. Students can base their research project on a dimension/sub-question of their dissertation topic (or a related topic, e.g. a PhD proposal) subject to the approval of their home department.

MY551A Half Unit

Introduction to Quantitative Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Sally Stares

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Management (Employment Relations and Human Resources). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in International Relations, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

The course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

Course content: An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out and interpret a range of data analysis techniques, from univariate and bivariate descriptives to multiple linear regression and binary logistic regression at an introductory level. The seminars and computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Autumn Term.

The course runs twice per year: in AT (MY551A) and again in LT (MY551W). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of AT.

Formative coursework: Self-guided computer exercises to be completed before weekly classes for discussion and a weekly online quiz.

Indicative reading: A course pack will be available for download online. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY551 and MY552).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY551W Half Unit

Introduction to Quantitative Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Michael Schultz

Availability: This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Management (Employment Relations and Human Resources). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in International Relations, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

The course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out and interpret a range of data analysis techniques, from univariate and bivariate descriptives to multiple linear regression and binary logistic regression at an introductory level. The seminars and computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Winter Term.

The course runs twice per year: in AT (MY551A) and again in WT (MY551W). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of WT.

Formative coursework: Self-guided computer exercises to be completed before weekly classes for discussion and a weekly online quiz.

Indicative reading: A course pack will be available for download online. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY551 and MY552).

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY552A Half Unit

Applied Regression Analysis

This information is for the 2024/25 session.

Teacher responsible: Professor Jouni Kuha

Availability: This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Data, Networks and Society, MPhil/PhD in European Studies, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in International Relations, MPhil/PhD in Media and Communications, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology,

MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing), MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: The course assumes a good working knowledge of basic descriptive statistics and statistical inference, to the level covered on a standard introductory statistics course such as MY451/MY551 (Introduction to Quantitative Analysis). Some prior familiarity with linear regression modelling will also be useful.

Course content: The course provides an introduction to statistical regression modelling and different types of regression models that are commonly used in the social sciences. The main topics covered are linear regression models, binary logistics models for dichotomous outcomes, multinomial and ordinal logistic models for polytomous outcomes, and Poisson and negative binomial regression models for counts. Examples are drawn from different social sciences. The course includes computer classes, where the R software is used for computation. Prior knowledge of R is not required.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Autumn Term.

The course runs twice per year: in AT (MY552A) and again in WT (MY552W). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of AT.

Formative coursework: Weekly multiple-choice quizzes on Moodle, with feedback on the answers.

Indicative reading:

- A course pack will be available for download online.
- Gelman, A., Hill, J. & Vehtari, A. (2022). *Regression and Other Stories*. Cambridge University Press.
- Agresti, A. (2018). *Statistical Methods for the Social Sciences*. Pearson Education Limited.
- James, G., Witten, D., Hastie, T., and Tibshirani, R. (2021). *An Introduction to Statistical Learning with Applications in R*. Springer.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY552W Half Unit

Applied Regression Analysis

This information is for the 2024/25 session.

Teacher responsible: Professor Jouni Kuha

Availability: This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Data, Networks and Society, MPhil/PhD in European Studies, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in International Relations, MPhil/PhD in Media and Communications, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing), MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: The course assumes a good working knowledge of basic descriptive statistics and statistical inference, to the level covered on a standard introductory statistics course such as MY451/MY551 (Introduction to Quantitative Analysis). Some prior familiarity with linear regression modelling will also be useful.

Course content: The course provides an introduction to statistical regression modelling and different types of regression models that are commonly used in the social sciences. The main topics covered are linear regression models, binary logistics models for

dichotomous outcomes, multinomial and ordinal logistic models for polytomous outcomes, and Poisson and negative binomial regression models for counts. Examples are drawn from different social sciences. The course includes computer classes, where the R software is used for computation. Prior knowledge of R is not required.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term.

The course runs twice per year: in AT (MY552A) and again in WT (MY552W). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of WT.

Formative coursework: Weekly multiple-choice quizzes on Moodle, with feedback on the answers.

Indicative reading:

- A course pack will be available for download online.
- Gelman, A., Hill, J. & Vehtari, A. (2022). *Regression and Other Stories*. Cambridge University Press.
- Agresti, A. (2018). *Statistical Methods for the Social Sciences*. Pearson Education Limited.
- James, G., Witten, D., Hastie, T., and Tibshirani, R. (2021). *An Introduction to Statistical Learning with Applications in R*. Springer.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY555 Half Unit Multivariate Analysis and Measurement

This information is for the 2024/25 session.

Teacher responsible: Prof Jouni Kuha

Availability: This course is available on the MPhil/PhD in Environmental Economics, MPhil/PhD in International Relations, MPhil/PhD in International Relations, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

Pre-requisites: The course will assume a knowledge of standard linear regression models, to the level covered in MY452/MY552 (Applied Regression Analysis)

Course content: An introduction to the application of modern multivariate methods used in the social sciences, with particular focus on latent variable models (including factor analysis, structural equation models, latent class models, latent trait models) and methods of data reduction such as principal components analysis and cluster analysis. The R software will be used to apply and illustrate the methods in data analysis exercises.

Teaching: 20 hours of lectures and 8 hours of computer workshops in the WT. 1 hour of lectures in the ST.

This course has a Reading Week in Week 6 of WT.

Formative coursework: Answers to questions based on data analysis exercises can be submitted for formative feedback.

Indicative reading: D J Bartholomew, F Steele, I Moustaki ; J I Galbraith (2008) *Analysis of Multivariate Social Science Data* (Second Edition).

Assessment: Research project (100%).

Research paper of 25-30 pages, including tables and figures, or approximately 3,000-4,000 words, answering a set of questions by applying multivariate analyses to some data (100%).

MY556 Half Unit Survey Methodology

This information is for the 2024/25 session.

Teacher responsible: Dr Sally Stares

Availability: This course is compulsory on the MPhil/PhD in International Relations. This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Regional and Urban Planning Studies and MPhil/PhD in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is available to all Research students. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: Knowledge of basic descriptive and inferential statistics, to the level of MY451/551 or equivalent.

Course content: This course provides a broad-based introduction to the design, implementation, and analysis of individual and household surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need to understand and use data from existing large-scale surveys. Topics covered include defining target and survey populations, inference from sample to population, sampling error and nonsampling error; sample design and sampling theory; modes of data collection; web surveys; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; deriving and applying survey weights; analysis of data from complex surveys; paradata and responsive designs; comparative and longitudinal surveys. The over-arching theoretical framework used to link the component parts of the course is the Total Survey Error framework. Theoretical concepts are illustrated with examples of diverse surveys from the UK and internationally. The course includes applied classes designing questionnaires using the software Qualtrics, question evaluation and cognitive interviewing and analysis of complex survey data using the statistical package Stata; no previous knowledge of Stata is required.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Winter Term.

This course has a reading week in Week 6 of WT.

Formative coursework: Three formative pieces of coursework: Designing and evaluating a questionnaire, using the Total Survey Error Framework, and secondary analysis of complex survey data.

Indicative reading: Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and Tourangeau, R (2009). *Survey Methodology* (2nd ed.). Wiley. Biemer, P. et al (2017) *Total Survey Error in Practice*. Wiley. Tourangeau, R, Rips, L J, and Rasinski, K (2000). *The Psychology of Survey Response*. Cambridge University Press

Assessment: Research project (100%) in the ST.

Research paper of 3500 words maximum, focusing on concept definition, question design, assessment of the strengths and limitations of an existing survey drawing on the material covered in the course.

MY557 Half Unit Causal Inference for Observational and Experimental Studies

This information is for the 2024/25 session.

Teacher responsible: Dr Daniel De Kadt

Availability: This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Research Methods, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing), MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political

Science. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY452/MY552 or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400/MY500 or equivalent. Familiarity with R.

Course content: This course provides an advanced introduction to modern quantitative causal inference in the social sciences. The class covers the canonical approaches to causal inference and includes excursions to the leading edge of the field. We begin with a foundational introduction to both the potential outcomes and graphical frameworks for causality, before considering a range of applied research designs for causal inference. We first discuss identification and estimation for classical randomized experiments, with brief forays into more complex designs. We then turn to a range of observational designs, which will be the primary focus of the class. The first of these is selection on observables (SOO), and we cover regression, matching, and weighting as estimations strategies, before discussing sensitivity analyses and interval estimation (bounds). We then consider instrumental variables (IV) from both the modern potential outcomes perspective and, briefly, the classical structural approach, before delving into new IV settings like examiner designs, shift-share designs, and recentered instruments. From IV we move to regression discontinuity designs (RDD); we approach identification from the continuity perspective and introduce local polynomial approximation for estimation. Finally, we pivot to causal inference with time-varying data, focusing first on the canonical two-period difference-in-differences (DiD) design. We then consider generalised DiD with many time periods, treatment effect heterogeneity, staggered assignment, and non-absorbing treatments. Throughout the class examples are drawn from different social sciences. The course includes seminars for each of the major methods, which combine the close reading and discussion of an applied paper with a brief session on implementation in R.

Teaching: Combined hours across lectures and classes will be equivalent to a minimum of 30 hours of face-to-face teaching across the WT.

This course has a Reading Week in Week 6 of WT.

Formative coursework: Problem sets from the computer classes can be submitted for feedback.

Indicative reading:

- Imbens, G. W. and Rubin, D. B. (2015). *Causal Inference for Statistics, Social, and Biomedical Sciences: An Introduction*. Cambridge University Press.
- Angrist, J. D. and Pischke, J.-S. (2009). *Mostly Harmless Econometrics*. Princeton University Press.
- Rosenbaum, P.R. (2010). *Design of Observational Studies*. Springer.

Assessment: Coursework (100%, 4000 words).

MY559 Half Unit Quantitative Text Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Ryan Hubert

Availability: This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in International Relations, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies and MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: Applied Regression Analysis (MY452) or equivalent is required. Students should understand basic linear algebra and know at least one programming language. If this programming language is not R, students should take the Digital Skills Lab course in R before the start of term.

Course content: The course surveys methods for systematically extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, to classification methods, and state-of-the-art scaling methods and topic models for estimating quantities from text using statistical techniques. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. The common focus across all methods is that they can all be reduced to a three-step process: first, identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts.

Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to submit 1 problem set in the WT.

One structured problem set will be provided in the first weeks of the course. Students will start the problem set in the first computer workshop sessions and complete it outside of class.

Indicative reading: • quanteda: An R package for quantitative text analysis. <http://kbenoit.github.io/quanteda/>

- Grimmer, Justin and Brandon M. Stewart. 2013. "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts." *Political Analysis* 21(3):267–297.
- Loughran, Tim and Bill McDonald. 2011. "When Is a Liability Not a Liability? Textual Analysis, Dictionaries, and 10-Ks." *The Journal of Finance* 66 (1, February): 35–65.
- Evans, Michael, Wayne McIntosh, Jimmy Lin and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." *Journal of Empirical Legal Studies* 4 (4, December):1007–1039.

Assessment: Exam (100%, duration: 2 hours) in the spring exam period.

MY561 Half Unit Social Network Analysis

This information is for the 2024/25 session.

Teacher responsible: Dr Milena Tsvetkova

Availability: This course is available on the MPhil/PhD in International Relations and MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to research students only. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: This course focuses on data about connections, forming structures known as networks. Networks and network data describe an increasingly vast part of the modern world, through connections on social media, communications, financial transactions, and other ties. This course covers the fundamentals of network structures, network data structures, and the analysis

and presentation of network data. Students will work directly with network data and structure and analyse these data using R. Social networks have always been at the centre of human interaction, but especially with the explosive growth of the internet, network analysis has become increasingly central to all branches of the social sciences. How do people influence each other, bargain with each other, exchange information (or germs), or interact online? A diverse array of deep questions about human behaviour can only be answered by examining the social networks encompassing and shifting around us. Network analysis has emerged as a cross-disciplinary science in its own right, and has in fact proven to be of even greater generality and broader applicability than just the social, extending to ecology, physics, genetics, computer science, and other domains. This course will examine the key papers in the development of social network analysis, and will develop the theory and methodological tools needed to model and predict social networks and use them in social sciences as diverse as sociology, political science, economics, health, psychology, history, or business. The core of the course will comprise the essential tools of network analysis, from centrality, homophily, and community detection, to random graphs, network formation, and information flow. Alongside this we will read a series of substantive and seminal papers, shaped in part by the interests of the students and their various backgrounds, with a particular focus on the difficult task of causal inference in social networks. The course will also provide an introduction to network modelling, analysis, and visualization using R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Winter Term.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 1 problem set in the WT.

Type: Structured formative problem set in one of the weeks will build on what was covered in the staff-led lab sessions, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.

Indicative reading: Newman, M.E.J. (2010). *Networks: An introduction*. Oxford, UK: Oxford University Press.
Scott, J. (2017). *Social Network Analysis*. Los Angeles: SAGE. 4th edition.

Easley, D., & Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning About a Highly Connected World*. New York: Cambridge University Press.

Assessment: Take-home assessment (55%) and problem sets (45%) in the WT.

Three summative problem sets will be marked in the WT. These will constitute 45% of the final overall mark.

MY565 Half Unit Intermediate Quantitative Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Jonathan Jackson

Availability: This course is available on the MPhil/PhD in Health Policy and Health Economics and MPhil/PhD in International Relations. This course is available as an outside option to students on other programmes where regulations permit.

This course is available to all research students where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

Pre-requisites: Participants should have studied introductory statistics or quantitative methods before, up to an introduction to descriptive statistics and basic statistical inference. Students with no previous studies in quantitative analysis should take instead Introduction to Quantitative Analysis (MY451).

Because of the overlaps between these courses, it is not possible to take both this course and either of Introduction to Quantitative

Analysis (MY451) or Applied Regression Analysis (MY452) as assessed courses.

Course content: The course is intended for students with some (even if limited) previous experience of quantitative methods or statistics. Using examples from psychological research, it covers first a review of the foundations of descriptive statistics and statistical inference, in the context of the analysis of two-way contingency tables and comparisons of means between two groups. The main topic of the course is linear regression modelling and related methods, including scatterplots, correlation, simple and multiple linear regression, and analysis of variance and covariance. An introduction to binary logistic regression modelling is also included.

Teaching: Combined hours across lectures and classes will be equivalent to a minimum of 30 hours of face-to-face teaching across the AT.

This course has a Reading Week in Week 6 of AT.

Formative coursework: Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises.

Indicative reading: A course pack will be available for download online.

Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*, and Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*.

Assessment: Exam (100%, duration: 2 hours) in the January exam period.

MY570 Half Unit Computer Programming

This information is for the 2024/25 session.

Teacher responsible: Dr Milena Tsvetkova

Availability: This course is available on the MPhil/PhD in International Relations and MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Course content: This course introduces students to the fundamentals of computer programming as students design, write, and debug computer programs using the programming language Python. The course will also cover the foundations of computer languages, algorithms, functions, variables, object-orientation, scoping, and assignment. The course will rely on practical examples from computational social science and social data science.

Students will learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs. Students acquire skills and experience as they learn Python, through programming assignments with an approach that integrates project-based learning. This course is an introduction to the fundamental concepts of programming for students who lack a formal background in the field, but will include more advanced problem-solving skills in the later stages of the course. Topics include algorithm design and program development; data types; control structures; functions and parameter passing; recursion; computational complexity; searching and sorting; and an introduction to the principles of object-oriented programming and unit testing. The primary programming languages used in the course will be Python.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Autumn Term.

This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 1 problem sets in the AT.

Students will work on weekly, structured problem sets in the staff-

led class sessions. Example solutions will be provided at the end of each week.

Indicative reading:

- Guttag, John V. Introduction to Computation and Programming Using Python: With Application to Understanding Data. MIT Press, 2016.
- Gries, Paul, Jennifer Campbell, and Jason M Montojo. Practical Programming: An Introduction to Computer Science Using Python 3. The Pragmatic Bookshelf, 2013.
- Miller, Bradley N. and David L. Ranum. Problem Solving with Algorithms and Data Structures Using Python. Available online at <http://interactivepython.org/runestone/static/pythonds/index.html>.
- Python, Intermediate and advanced documentation at <https://www.python.org/doc/>.

Assessment: Project (50%) and problem sets (50%) in the AT. For the individual project, students will be required to develop Python software that addresses a sufficiently complex computational social science task. Examples of possible projects include a software package that collects and analyses online data, an experimental game, or an agent-based model. Marking of this assessment will be at a level appropriate for PhD students.

MY572 Half Unit Data for Data Scientists

This information is for the 2024/25 session.

Teacher responsible: Dr Ryan Hubert

Availability: This course is available on the MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

Course content: This course will cover the principles of digital methods for storing and structuring data, including data types, relational and nonrelational database design, and query languages. Students will learn to build, populate, manipulate and query databases based on datasets relevant to their fields of interest. The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most time-consuming part of any data science project. This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects. The coverage of data sharing will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub. Each student will build one or more interactive website based on content relevant to his/her domain-related interests, and will use GitHub for accessing and submitting course materials and assignments. In this course, we introduce principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, database design, data base implementation, and data analysis through structured queries. Through joining operations, we will also cover the challenges of data linkage and how to combine datasets from different sources. We begin by discussing concepts in fundamental data types, and how data is stored and recorded electronically. We will cover database design, especially relational databases, using substantive examples across a variety of fields. Students are introduced to SQL through MySQL, and programming assignments in this unit of the course will be designed to insure that students learn to create, populate and query an SQL database. We will introduce NoSQL using MongoDB and the JSON data format for comparison. For both types of database, students will be encouraged to work with data relevant to their own interests as they learn to create, populate and query data. In the final section of the data section of the course, we will step through a complete

workflow including data cleaning and transformation, illustrating many of the practical challenges faced at the outset of any data analysis or data science project.

Online publishing and collaboration tools forms the second part of this course, along with the tools and technologies that underlie them. Students will develop interactive, secure and powerful projects for the World Wide Web using both client and server side technologies. Collaboration and the dissemination and submission of course assignments will use GitHub, the popular code repository and version control system. The course begins with an in-depth look at the markup languages that form the foundations of building web sites with a study of HTML and CSS. Students next study basic programming in JavaScript, to provide client and server side tools including the customization of web content using Bootstrap and Jekyll to publish web pages, which will provide the basis for a class project.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Autumn Term.

This course has a reading week in Week 6 of AT.

Formative coursework: Students will be expected to produce 10 problem sets in the AT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

Indicative reading:

- Chodorow, Kristina MongoDB: The Definitive Guide, 2nd Edition O'Reilly 2013.
- Churcher, Clare. Beginning Database Design: From Novice to Professional. Apress, 2007.
- Tahaghoghi, Seyed M. and Hugh E. Williams. Learning MySQL. O'Reilly, 2006. Karumanchi, Narasimha. Data Structures and Algorithms Made Easy: Data Structure and Algorithmic Puzzles, Second Edition. CreateSpace Independent Publishing Platform, 2011.
- Lee, Kent. Data Structures and Algorithms with Python. Springer, 2015.
- Lake, Peter. Concise Guide to Databases: A Practical Introduction. Springer, 2013.
- Nield, Thomas. Getting Started with SQL: A hands-on approach for beginners. O'Reilly, 2016.
- Byron, Angela and Addison Berry, Nathan Haug, Jeff Eaton, James Walker, Jeff Robbins Using Drupal: Choosing and Configuring Modules to Build Dynamic Websites. O'Reilly Media, 2008.
- Duckett, Jon HTML and CSS: Design and Build Websites New York: Wiley, 2011.
- Duckett, Jon JavaScript and JQuery: Interactive Front-End Web Development New York: Wiley, 2014.
- Rice, Dylan. Twitter Bootstrap In Your Pocket. CreateSpace Independent Publishing Platform, 2016.
- Sklar, David Learning PHP 5 O'Reilly, 2004. GitHub Guides at <https://guides.github.com>, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages".
- Jacobson, Daniel APIs: A Strategy Guide O'Reilly: 2012.
- London, Kyle Developing Large Web Applications: Producing Code That Can Grow and Thrive O'Reilly, 2010.

Assessment: Problem sets (50%) and take-home assessment (50%) in the AT.

Marking of these assessments will be at a level appropriate for PhD students.

MY574 Half Unit Applied Machine Learning for Social Science

This information is for the 2024/25 session.

Teacher responsible: Dr Thomas Robinson

Availability: This course is available on the MPhil/PhD in International Relations and MPhil/PhD in Social Research Methods. This course is available with permission as an outside

option to students on other programmes where regulations permit. This course is available to research students only. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

Pre-requisites: Applied Regression Analysis (MY452) or equivalent is required. Students should understand basic linear algebra and know at least one programming language. If this programming language is not R, students should take the Digital Skills Lab course in R before the start of term.

Course content: Machine learning uses algorithms to find patterns in large datasets and make predictions based on them. This course will use prominent examples from social science research to cover major machine learning tasks including regression, classification, clustering, and dimensionality reduction. Lectures will use case studies to introduce common machine learning strategies including regularised regression (e.g. LASSO), tree-based methods, distance-based algorithms and neural networks. As part of this course, students will consider ethical issues surrounding machine learning applications, including privacy and algorithm bias. Students will learn to apply algorithms to data and to validate and evaluate models. Students will work directly with social data and analyse these data using Python or R.

Teaching: This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Winter Term.

This course has a reading week in Week 6 of WT.

Formative coursework: Students will be expected to submit 1 problem set in WT and will complete 5 quizzes across the term. The problem set will build on the first weeks of the course.

Indicative reading:

- Géron, A. (2017). Hands-on Machine Learning with Scikit-Learn and TensorFlow: Concepts, Tools, and Techniques to Build Intelligent Systems. O'Reilly Media, Inc.
- Müller, A. C., & Guido, S. (2016). Introduction to Machine Learning with Python: A Guide for Data Scientists. O'Reilly Media, Inc.
- Conway, D., & White, J. (2012). Machine Learning for Hackers. O'Reilly Media, Inc.
- James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). An Introduction to Statistical Learning (Vol. 112). New York: Springer.
- Cantú, F., & Saiegh, S. M. (2011). Fraudulent democracy? An analysis of Argentina's Infamous Decade using supervised machine learning. *Political Analysis*, 19(4), 409-433.
- Davidson, T., Warmesley, D., Macy, M., & Weber, I. (2017). Automated hate speech detection and the problem of offensive language. *Proceedings of the Eleventh International AAAI Conference on Web and Social Media (ICWSM 2017)*, 512-515.
- D'Orazio, V., Landis, S. T., Palmer, G., & Schrodt, P. (2014). Separating the wheat from the chaff: Applications of automated document classification using support vector machines. *Political Analysis*, 22(2), 224-242.
- Jones, Z. M., & Lupu, Y. (2018). Is There More Violence in the Middle?. *American Journal of Political Science*, 62(3), 652-667.
- Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 201218772.
- Wang, Y., & Kosinski, M. (2018). Deep neural networks are more accurate than humans at detecting sexual orientation from facial images. *Journal of Personality and Social Psychology*, 114(2), 246-257.

Assessment: Problem sets (100%) in the WT.

MY580

Methodology Short Courses

This information is for the 2024/25 session.

Availability: This course is available to MPhil/PhD students from across the LSE who would like to develop specific aspects of their methodological training. MY580 is not a traditional course but a series of one-off workshops. Places on individual workshops are limited, and participants must register via the Department of Methodology's Eventbrite page. This course is also available to

MSc students where regulations permit it, but priority is given to MPhil/PhD students as places on individual workshops are limited.

Course content: MY580 is a series of workshop modules that provide intensive training in specific methodological topics. The workshops cover a broad array of themes from research design to data collection to data analysis and do so from a broad array of methodological traditions – qualitative, quantitative, and computational. Topics to be covered each term will be listed on Moodle. Workshops typically range from two to four hours each and are a mix of traditional teaching and hands-on practical activities. These interdisciplinary sessions provide a space for students to develop advanced methodological skills and exchange ideas with peers.

Teaching: Sessions are to be held in term time throughout the year. Participants are required to sign up via the Department of Methodology's Eventbrite page: <https://www.eventbrite.co.uk/cc/my580-methods-short-courses-3029179>.

Research students can sign up to for as many workshops as they wish (subject to availability).

Indicative reading: Most workshops do not require reading prior to the session, but each session will provide its own recommended reading list, available on Moodle, where appropriate.

Assessment: This course is non-examinable.

MY599

Department of Methodology MPhil/PhD Students Seminar

This information is for the 2024/25 session.

Teacher responsible: Professor Flora Cornish

Availability: This course is available on the MPhil/PhD in Demography (Social/Formal) and MPhil/PhD in Social Research Methods. This course is not available as an outside option. This course is available as an option to Visiting PhD students in the Department of Methodology.

Seminars take place throughout the academic year.

Course content: MPhil/PhD students present aspects of their work in progress to an audience of their peers, with time for discussion and feedback. Students are expected to attend each seminar and to present their work once per year.

Assessment: This course is unassessed.

PB500

Current Research in Psychological and Behavioural Science

This information is for the 2024/25 session.

Teacher responsible: Dr Michael Muthukrishna and Dr Kate Laffan

Availability: This course is compulsory on the MPhil/PhD in Psychological and Behavioural Science. This course is not available as an outside option. This course is available to academic staff and research students only.

Course content: Weekly seminars during which PhD students present their work, and explore research skills (e.g. writing, grant preparation). The course runs through Autumn Term, Winter Term and Spring Term.

Teaching: 20 hours of seminars in the AT. 20 hours of seminars in the WT. 14 hours of seminars in the ST.

Assessment: Non-examinable.

PH500

Research Methods in Philosophy

This information is for the 2024/25 session.

Teacher responsible: Prof Richard Bradley

Availability: This course is available on the MPhil/PhD in Philosophy. This course is available with permission as an outside

option to students on other programmes where regulations permit.

Course content: Topics in contemporary philosophy.

Teaching: Seminars PH500 15 x two-hour (MT, LT, ST). Different members of the department will lead the seminar in each of the three terms.

A more detailed syllabus will be posted at the beginning of each term.

Assessment: This course is non-examinable.

PH501

Philosophical Problems Seminar

This information is for the 2024/25 session.

Teacher responsible: Prof Anna Mahtani and Prof Richard Bradley

Availability: This course is compulsory on the MPhil/PhD in Philosophy. This course is not available as an outside option.

Course content: In this course, we will read and carefully discuss together a range of classic papers in contemporary analytic philosophy that might not otherwise be covered in LSE Philosophy Department courses. Topics are selected from metaphysics, the philosophy of mind and action, ethics, epistemology, and the philosophy of language. This list is illustrative.

Teaching: 15 hours of seminars in the AT. 15 hours of seminars in the WT.

Indicative reading: Specific readings will be announced in a detailed syllabus at the start of the term.

Assessment: Two essays of 5000 words each over the course of the two terms. Either or both of these essays may be replaced by two shorter essays each of 2500 words.

PH502

Logic and Probability

This information is for the 2024/25 session.

Teacher responsible: Dr Wesley Wrigley

Availability: This course is available on the MPhil/PhD in Philosophy. This course is not available as an outside option. The course is, in general, only aimed at those students who have never taken a course in formal logic before. For such students the course is compulsory.

Course content: This course covers the following topics.

1. Introduction to classical logic

Logic is the study of arguments and inferences. Its main task is to give an explicit characterisation of those arguments and inferences that are logically valid. Logic tells you exactly when some conclusion follows from some premises and when it does not. The skill of devising logically valid arguments is very important for philosophers. We train this and related skills based on classical theories of logical consequence. The course covers sentential or propositional logic as well as (first-order) predicate logic.

2. The art of defining

The modern theory of definitions offers a precise definition of 'definition' as well as rigorous criteria for checking whether a definition is formally correct. The skill of defining in a correct way can hardly be overestimated in philosophy. It prevents misunderstandings and can drastically improve the clarity of concepts, claims and arguments. It is particularly important for philosophers because many philosophical questions require definitions as answers (e.g., 'What is knowledge?', 'What is truth?', 'What is a just society?', 'Under which conditions is an act morally wrong?').

3. Set theory and model theory

Scientists often use mathematical structures to model real-world systems and to predict or explain their behaviour. Model theory is the study of mathematical structures from a logical point of view. It rests on set theory, which can be viewed as the foundation of modern mathematics. Students will be introduced to core concepts of set theory and model theory that help to better understand the formal architecture of scientific theories and models.

4. Possible world semantics

Classical logic only deals with truth-functional logical connectives (e.g., 'not', 'and', 'or'). However, there are also non-truth-functional connectives which play a central role in philosophical and scientific reasoning. Prime examples are counterfactual conditionals ('if A were the case, then B would be the case') and modal notions (such as 'it is possible that A' and 'it is necessary that A'). But what exactly is the meaning of these notions? In other words: how could a semantics for such non-truth-functional connectives look like?

This course introduces students to the basic ideas of possible world semantics.

5. Probability theory and inductive logic

In the case of a deductively valid inference, it is utterly impossible that the conclusion is false when the premises are true. However, many inferences we draw in practice do not satisfy this ideal of validity. In many cases, the premises support the conclusion to some degree, but their truth would not guarantee the truth of the conclusion. For example, it does not follow logically from the premise that someone smokes 40 cigarettes a day (together with background medical theories and data) that they will die early from smoking-related illness – but it is much more probable that they will than if they did not smoke. Inductive logic is the systematic study of inferences of that type. Students will be introduced to the fundamentals of inductive logic and probability theory.

Teaching: 15 hours of lectures in the AT. 15 hours of lectures in the WT.

This course includes a reading week in week 6 of both AT and WT.

Formative coursework: Formative coursework will take the form of problem sets and online quizzes.

Indicative reading: There will be comprehensive lecture slides and materials covering the entire course content. Indicative background readings include:

- Button, T. and Magnus, P.D. (2017): forall x: Cambridge, URL = <<http://www.homepages.ucl.ac.uk/~uctytbu/OERs.html>>
- Copi I.M., Cohen, C. and McMahon K. (2014): Introduction to Logic. Pearson.
- Gupta, A. (2015): "Definitions", Stanford Encyclopedia of Philosophy, URL = <<https://plato.stanford.edu/entries/definitions/>>.
- Hodges, W. and Scanlon, T. (2018): "First-order Model Theory", Stanford Encyclopedia of Philosophy, URL = <<https://plato.stanford.edu/entries/modeltheory-fo/>>.
- Papineau, D. (2012): Philosophical Devices: Proofs, Probabilities, Possibilities and Sets. OUP.
- Salmon, M.H. (2013): Introduction to Logic and Critical Thinking. Wadsworth.
- Sider, T. (2010): Logic for Philosophy. OUP.
- Skyrms, B. (2010): Choice and Chance: An Introduction to Inductive Logic. Fourth edition. Wadsworth

Assessment: Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the spring exam period.

PH551

Research Seminar in the Philosophy of Natural Sciences

This information is for the 2024/25 session.

Teacher responsible: Prof Miklos Redei and Prof Bryan Roberts

Availability: This course is available on the MPhil/PhD in Philosophy. This course is not available as an outside option.

Course content: This is a special topics course on the philosophy of the natural sciences. The course is integrated with the meetings of the Sigma Club. Approximately 3 sessions per term are Sigma Club meeting; the remaining sessions are the research seminar. The topic will be announced at the beginning of the term.

Teaching: 15 hours of seminars in the AT. 15 hours of seminars in the WT. 10 hours and 30 minutes of seminars in the ST.

Formative coursework: Students will be expected to write one essay per term and to give a seminar presentation.

PH555

Research Seminar in the Philosophy of Economics and Social Sciences

This information is for the 2024/25 session.

Teacher responsible: Prof Richard Bradley

Availability: This course is available on the MPhil/PhD in Philosophy. This course is not available as an outside option.

Course content: Philosophical issues in economics and the social sciences.

Teaching: 10 hours of seminars in the AT. 10 hours of seminars in the WT. 10 hours of seminars in the ST.

Formative coursework: Students will be expected to write one essay per term.

SO500

Aims and Methods Research Class for MPhil Students

This information is for the 2024/25 session.

Teacher responsible: Prof Suki Ali and Dr David Pinzur

Availability: This course is compulsory on the MPhil/PhD in Sociology. This course is not available as an outside option.

Course content: The research seminar aims to provide students with a practical framework within which to think through planning their research. This includes devising research questions, how to do a literature review, selecting appropriate methods for research, linking theory and practices, ethical issues and writing. The course will comprise workshops and student presentations. By the end of the course students should be able to formulate clear aims and methods for their own research. All first year MPhil students must attend.

Teaching: 15 hours of seminars in the AT. 15 hours of seminars in the WT.

Reading Weeks: Students on this course will have a reading week in AT Week 6 and WT Week 6, in line with departmental policy.

Formative coursework: A 5,000 word formative paper is to be submitted to the Course Convenor and Supervisors in ST of Year 1. The SO500 formative paper will set out the 'aims and methods' of the research based on your reading and thinking so far.

Assessment: Paper (100%) in the AT.

Upgrade Paper due in AT of Year 2: 10,000 word upgrade paper on the 'aims and methods' of the doctoral research including preliminary data collection and analysis, and a viva voce examination. The viva voce examination will be conducted by the end of the AT in Year 2. Satisfactory completion of the upgrade paper and the viva voce examination are necessary in order to upgrade from MPhil to PhD student. Part-time students may elect to be evaluated in Year 2 or Year 3.

SO501

Data Analysis Workshop

This information is for the 2024/25 session.

Teacher responsible: Prof Suki Ali

Availability: This course is compulsory on the MPhil/PhD in Sociology. This course is not available as an outside option. Only available to sociology research students in the second and subsequent years of their MPhil/PhD.

Course content: Seminars will focus on developing your doctoral studies, including going into the field, dealing with issues, and data analysis strategies. These will be student led sessions which will act as a support network and as practical sessions to allow students to develop their research skills in the context of their specific projects.

Teaching: 4.5 hours of seminars in AT and 4.5 hours in WT.

Assessment: There is no formal assessment, but participants are asked to present papers, research materials, read other students' research materials, and contribute to discussion.

SO505

Becoming a Professional Sociologist

This information is for the 2024/25 session.

Teacher responsible: Prof Suki Ali

Availability: This course is available on the MPhil/PhD in Sociology. This course is not available as an outside option. This course will be available for Year 3 and 4 students intending to pursue an academic career as an optional training course for 2022/23. It is not available to PhD students outside the department.

Pre-requisites: Students must have completed Aims and Methods Research Class for MPhil Students (SO500).

Students will have upgraded to PhD and undertaken at least one year of SO501.

Course content: This half-unit course will provide a workshop environment to discuss key aspects of developing a career as a Sociologist. These may include:

- 1 Writing, submitting and revising journal articles;
- 2 Networking and conference attendance;
- 3 Applying for research funding/jobs;
- 4 Using social media;
- 5 Developing CVs.

Students will:

- Gain an understanding of the different aspects involved in developing a career in academic Sociology
- Gain practical understanding of how to pursue the different elements of a sociological career in order to be in a good position in the job market and for postdoctoral funding
- Provide support for students as they are finishing their PhD and move into the next stage of their career as sociologists

Teaching: 2 hours of workshops in the AT. 2 hours of workshops in the WT.

Content will generally be student led.

Formative coursework: There is no formative assessment for this course.

Indicative reading: There is no reading list for this course.

Assessment: There is no summative assessment for this course.

SO511 Not available in 2024/25

Research Seminar in Political Sociology

This information is for the 2024/25 session.

Teacher responsible: Dr Robin Archer STC.S114a

Availability: This course is available on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course is available as an outside option to MPhil/PhD students only with an interest in political sociology in other programmes and departments where regulations permit. Students from all departments are welcome.

Course content: Political sociologists seek to understand fundamental political phenomenon by studying them in their social context. This seminar seeks to provide a small, friendly forum in which research students can discuss important recent publications and debates in this field. It often spends a number of weeks reading recent prize-winning books and articles in the field, and sometimes examines a topical theme for part of a term. There are also occasional guest lectures. In recent years, for example, there were lectures by Michael Mann (UCLA) on the rise and fall of neo-liberalism. Theda Skocpol (Harvard) on the future of American politics, and Andreas Wimmer (Princeton) on ethnic conflict and state formation. The seminar also provides an opportunity to develop individual research projects. In each seminar, a twenty or thirty minute presentation is followed by discussion.

Teaching: 8 seminars across AT, WT and ST.

Indicative reading: A short list of some important recent books and articles that could be discussed in the seminar will be suggested at the beginning of the year, and the seminar is always

open to suggestions from participants. Readings continually change, but, for the purposes of illustration, recent seminars have discussed global anti-capitalism, conservatism and the new imperialism, Christianity and American democracy, the welfare state, the politics of free markets, labour protest in China, street politics in Egypt, comparative populism, and the crisis of social democracy.

Assessment: There is no formal assessment but participants are asked to present papers, contribute to discussion and read the work of selected scholars in the course of the session.

SO521 Not available in 2024/25 Research Seminar on Cities and Space

This information is for the 2024/25 session.

Teacher responsible: Prof Suzanne Hall STC S212 and Dr David Madden STC S209

Availability: This course is available on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

For MPhil/PhD students doing research on urban and spatial issues in the Cities Programme/Department of Sociology. If space is available, other graduate students may apply.

Course content: The PhD seminar in cities and space is a graduate seminar based on discussion of key readings in the fields of urban social theory and spatial analysis. It also provides a forum for discussion of research issues relating to the study of cities and space. In the Michaelmas term we introduce a selection of writings that engage with perspectives in urban studies and critical theory, linking these to corresponding discussions in social theory. In the Lent term we explore methodological orientations to working on, in and for the urban, ranging from approaches to methods and fieldwork to policy interventions.

Teaching: 7 hours and 30 minutes of seminars in the AT. 7 hours and 30 minutes of seminars in the WT.

One 1.5 hour seminar every two weeks in the MT and LT.

Assessment: This course is not assessed

SP501 Research Student Seminar

This information is for the 2024/25 session.

Teacher responsible: Dr Tania Burchardt

Availability: This course is compulsory on the MPhil/PhD in Social Policy. This course is available on the MPhil/PhD in Social Policy. This course is not available as an outside option.

Course content: The course for first year students provides structured sessions for MPhil students (e.g. the MPhil/PhD process, ethics, risk). It also provides the forum in which first year full-time and second year part-time MPhil students must present their work to fellow students and staff in advance of submitting their major review (upgrade) document.

The course for second and third year students provides workshops on a range of topics including career pathways, attending conferences and publishing as well as opportunities to discuss their research with fellow students.

Teaching: First year provision will be delivered by a series of seminars across the teaching year.

Second and third year: Workshops will be arranged through the year.

All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Autumn Term (AT) and/or Winter Term (WT)". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in both AT and WT.

Formative coursework: There will be an opportunity/expectation that students will give a presentation of their research which will provide helpful feedback for their Major Review (Upgrade).

ST501 Half Unit Multilevel Modelling

This information is for the 2024/25 session.

Teacher responsible: Prof Jouni Kuha

Availability: This course is available on the MPhil/PhD in Health Policy and Health Economics and MPhil/PhD in Statistics. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and basic statistical theory, including linear regression and logistic regression.

Course content: A practical introduction to multilevel modelling with applications in social research. This course deals with the analysis of data from hierarchically structured populations (e.g., students nested within schools, individuals nested within households or geographical areas) and longitudinal data (eg repeated measurements of individuals in a panel survey). Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (e.g., Stata).

Teaching: This course will be delivered through a combination of lectures and computer classes totalling a minimum of 30 hours in Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Formative coursework is assigned fortnightly and returned to students with comments/feedback via Moodle before the lab sessions

Indicative reading: T. Snijders & R Bosker Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling, Sage (2011, 2nd edition)

S Rabe-Hesketh & A Skrondal, Multilevel and Longitudinal Modeling using Stata, (Third Edition), Volume I: Continuous responses (plus Chapter 10 from Volume II, which is available free on the publisher's website). Stata Press (2012).

Also recommended are:

A Skrondal & S Rabe-Hesketh, Generalized Latent Variable Modeling: Multilevel, Longitudinal and Structural Equation Models, Chapman & Hall (2004);

H Goldstein, Multilevel Statistical Models, Arnold (2003);

S W Raudenbush & A S Bryk, Hierarchical Linear Models:

Applications and Data Analysis Methods, Sage (2002);

G Verbeke & G Molenberghs, Linear Mixed Models for Longitudinal Data, Springer (2000);

E Demidenko, Mixed Models, Wiley (2004).

Assessment: Coursework (100%, 4000 words).

Assessment is by 100% coursework given to students in week 8 of the course.

ST505 Half Unit Statistical Modelling and Data Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Fiona Steele COL 7.12

Availability: This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and statistical theory to the level of ST102 and ST206, and linear regression to the level of ST211. Previous programming experience is not required but students who have no previous experience in R must complete an online pre-session R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

Course content: This course provides an overview of modern applied statistics. It will cover an introduction to quantitative research design and causal inference, exploratory data analysis and data visualisation, generalised linear models, and generalised latent variable models (including mixed effects or multilevel models, longitudinal data analysis, and structural equation models). The course will have an applied emphasis with students gaining hands-on experience in data analysis using R and practice in the interpretation of results.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce 1 project in the AT.

Students will be given a real dataset and asked to analyse the data to answer scientific questions and then write a report. Students' reports will be marked and feedback will be given.

Indicative reading: Maundonald, J., & Braun, J. (2006). Data analysis and graphics using R: an example-based approach. Cambridge University Press
Gelman, A., & Hill, J. (2006). Data analysis using regression and multilevel/hierarchical models. Cambridge University Press.
Skrondal, A. and Rabe-Hesketh (2004) Generalized latent variable modeling : multilevel, longitudinal, and structural equation models. Chapman & Hall/CRC

Imbens, G. W. and Rubin, D. B. (2015). Causal Inference for Statistics, Social, and Biomedical Sciences : An Introduction Cambridge University Press

Assessment: Project (30%, 1000 words) in the AT.
Take-home assessment (70%) in the WT.

The summative assessment will be based on one piece of coursework (30%) and one take-home exam (70%). For the coursework, students will be given a dataset in week 6 and asked to analyse the data to answer several scientific questions and submit a report in week 10. The take-home exam will be in January. The take-home exam should be no fewer than 3000 words and students will be asked to submit this within three days.

ST510 Half Unit Foundations of Machine Learning

This information is for the 2024/25 session.

Teacher responsible: Dr Chengchun Shi, COL.8.08

Availability: This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

The availability as an outside option requires a demonstration of sufficient background in mathematics and statistics and is at the discretion of the instructor.

Pre-requisites: A knowledge of probability and statistical theory to the level of ST102 and ST206 and some parts of ST505 (e.g. linear models and generalized linear models). Some experience with computer programming will be assumed (e.g., Python, R).

Course content: The goal of this course is to provide students with a training in foundations of machine learning with a focus on statistical and algorithmic aspects. Students will learn fundamental statistical principles, algorithms, and how to implement and apply machine learning algorithms using the state-of-the-art Python packages such as scikit-learn, TensorFlow, and OpenAI Gym.

The course will cover the following topics:

1. **Foundations of supervised learning:** empirical risk minimisation, empirical minimisation with inductive bias, PAC learning, learning via uniform convergence
2. **Convex optimisation:** convexity, Newton-Raphson, gradient descent, stochastic gradient descent (SGD), acceleration by momentum, smoothness, strong convexity, convergence rates, alternating direction method of multipliers
3. **Non-convex optimisation:** EM algorithm, MCMC, variational Bayesian inference, optimisation landscape, local minima and

saddle points

4. **Support vector machines:** margin and hard-SVM, soft-SVM and norm regularization, optimality conditions and support vectors, implementing soft-SVM using SGD
5. **Decision trees and random forests:** sample complexity, decision tree algorithms, random forests
6. **Neural networks:** feedforward neural networks, expressive power of neural networks, stochastic gradient descent and backpropagation
7. **Unsupervised learning - clustering:** linkage-based clustering algorithms, k-means and other cost minimisation clustering, spectral clustering, information bottleneck
8. **Unsupervised learning - dimension reduction:** PCA, matrix completion, autoencoder
9. **Online learning and optimisation:** online learnability, online classification, weighted majority, online convex optimization, regret minimisation
10. **Reinforcement learning:** multi-armed bandit processes, reinforcement learning problem, Markov Decision Problem, reinforcement learning solution methods

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 35 hours in Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 9 problem sets in the WT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

Indicative reading: 1. Avrim Blum, John Hopcroft and Ravindran Kannan, Foundations of Data Science, Cambridge University Press, 2020; text here <https://www.cs.cornell.edu/jeh/book.pdf>
2. Stephen Boyd and Lieven Vandenberghe, Convex Optimization, Cambridge University Press, 2004; text here <http://web.stanford.edu/~boyd/cvxbook/>
3. Sebastien Bubeck, Convex optimization: algorithms and complexity, Now Publishers Inc. 2016; text here <http://sbubeck.com/Bubeck15.pdf>

4. Ian Goodfellow, Yoshua Bengio, and Aaron Courville, Deep Learning, The MIT Press, 2016
5. Aston Zhang, Zack C. Lipton, Mu Li, and Alex J. Smola, Deep Dive into Deep Learning, 2020; text here <https://d2l.ai/>
6. Trevor Hastie, Robert Tibshirani and Jerome Friedman, The Elements of Statistical Learning: Data Mining, Inference, and Prediction, Second Edition, Springer, 2017
7. Shai Shalev-Shwartz and Shai Ben-David, Understanding Machine Learning: from Theory to Algorithms, Cambridge University Press, 2014; text here <https://www.cs.huji.ac.il/~shais/UnderstandingMachineLearning/understanding-machine-learning-theory-algorithms.pdf>
8. Richard S. Sutton and Andrew G. Barto, Reinforcement Learning: An Introduction, Second Edition, MIT Press, Cambridge, MA, 2018; text here <http://www.incompleteideas.net/book/the-book-2nd.html>

Assessment: Project (40%, 3000 words) and take-home assessment (20%) in the WT.

Oral examination (40%) in the ST.

The summative assessment will be based on four pieces of take-home assessment assignments (20% in total; 5% each), one project assignment (40%), and one oral exam (40%).

For the take-home assessments, students will be given homework problem sets and computer programming exercises in weeks 2, 4, 7, and 9.

The project assessment will be in April. Students will be asked to submit their project reports within one month.

ST542 Half Unit Longitudinal Data Analysis

This information is for the 2024/25 session.

Teacher responsible: Prof Fiona Steele COL.7.12

Availability: This course is available on the MPhil/PhD in Health

Policy and Health Economics and MPhil/PhD in Statistics. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites: A knowledge of probability and basic statistical theory, including linear regression and logistic regression. Please log into moodle.lse.ac.uk and self-enrol in the 'R for Statistics Pre-sessional

Course content: A practical introduction to methods for the analysis of repeated measures data, including continuous and binary outcomes. Topics include: longitudinal study designs, models for two measurements, (random effects) growth curve models, marginal models, missing data, latent class models, models for binary data and dynamic (autoregressive) models. The course will have an applied emphasis with fortnightly computer classes using R.

Teaching: This course will be delivered through a combination of lectures and computer classes totalling a minimum of 30 hours in WT.

Students are required to install R on their own laptops for use in the computer workshops.

This course includes a reading week in Week 6 of WT.

Formative coursework: Students will be expected to produce 4 exercises in the WT.

Coursework assigned fortnightly and returned to students via Moodle with feedback.

Indicative reading:

- Hedeker D, Gibbons RD. Longitudinal Data Analysis. Hoboken, New Jersey: John Wiley & Sons, Inc. (2006).
- Rabe-Hesketh S, Skrondal A. (2012) Multilevel and Longitudinal Modeling Using Stata, Third Edition. Volume I: Continuous Responses. College Station, Texas: Stata Press.
- Singer JD, Willett JB. Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. New York: Oxford University Press (2003). (Part I only).

Assessment: Coursework (100%, 4000 words) in the ST.

Assessment is by 100% coursework which is given to students in week 8

ST552 Half Unit

Probability and Mathematical Statistics I

This information is for the 2024/25 session.

Teacher responsible: Ms Giulia Livieri COL 7.10 and Prof Umut Cetin COL 6.08

Availability: This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

The availability as an outside option requires a demonstration of sufficient background in mathematics and statistics and is at the discretion of the instructor.

Course content: This course provides theoretical and axiomatic foundations of probability and mathematical statistics, and is intended for PhD students in the Statistics department. In particular, the following topics will be covered:

1. Measure spaces; Caratheodory extension theorem; Borel-Cantelli lemmas.
2. Random variables; monotone-class theorem; different kinds of convergence.
3. Kolmogorov's 0-1 law; construction of Lebesgue integral.
4. Monotone convergence theorem; Fatou's lemmas; dominated convergence theorem.
5. Expectation; L^p spaces; uniform integrability.
6. Characteristic functions; Levy inversion formula; Levy convergence theorem; CLT.
7. Principle and basis for statistical inference: populations and samples, decision theory, basic measures for estimators.
8. Estimation: U and V statistics, unbiased estimators, MVUE, MLE.
9. Hypothesis testing: Neyman-Pearson lemma, UMP, confidence sets.
10. Product measures; conditional expectation.

Teaching: This course will be delivered through a combination

of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Autumn Term. This course includes a reading week in Week 6 of Autumn Term.

Formative coursework: Students will be expected to produce 9 problem sets in the AT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

Indicative reading: 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.

2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.

3 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.

4 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

Assessment: Exam (70%, duration: 3 hours, reading time: 10 minutes) in the spring exam period.

Coursework (30%).

Three of the homework problem sets will be submitted and marked as assessed coursework.

ST553 Half Unit

Probability and Mathematical Statistics II

This information is for the 2024/25 session.

Teacher responsible: Prof Umut Cetin and Prof Konstantinos Kardaras

Availability: This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites: Probability and Mathematical Statistics I is a pre-requisite.

Course content: This course provides instruction in advanced topics in probability and mathematical statistics, mainly based on martingale theory. It is a continuation of Probability and Mathematical Statistics I. The following topics will in particular be covered:

1. Conditional expectation revisited; linear regression; martingales and first examples.
2. Concentration inequalities; dimension reduction; log-Sobolev inequalities.
3. Martingale transforms; optional sampling theorem; convergence theorems.
4. 160Sequential testing; backwards martingales; law of large numbers; de Finetti's theorem.
5. Markov chains; recurrence; reversibility; foundations of MCMC.
6. Ergodic theory.
7. Brownian motion; quadratic variation; stochastic integration.
8. Stochastic differential equations; diffusions; filtering.
9. Bayesian updating; Ergodic diffusions; Langevin samplers.
10. Brownian bridge; empirical processes; Kolmogorov-Smirnov statistic.

Teaching: This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Winter Term. This course includes a reading week in Week 6 of Winter Term.

Formative coursework: Students will be expected to produce 9 problem sets in the WT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

Indicative reading: 1. Williams, D. (1991). Probability with Martingales. Cambridge University Press.

2. Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.

3. Karatzas, I, Shreve S. (1991). Brownian motion and Stochastic Calculus. Springer GTM.

4. Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.

5. Keener, R. (2010). Theoretical Statistics. Springer Texts in

Statistics.

Assessment: Exam (70%, duration: 3 hours, reading time: 10 minutes) in the spring exam period.

Coursework (30%).

Three of the homework problem sets will be submitted and marked as assessed coursework.

Language Centre Courses

Modern Foreign Language Certificate Courses

LN701

Arabic: Level One (Standard)

This information is for the 2024/25 session.

Teacher responsible: Mr Nadim Ben Mohamed Mahjoub PEL.6.01

Pre-requisites:

- No previous knowledge of Arabic.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course aims:

- To develop the use of Arabic at survival level.
- To raise awareness about the two Arabic varieties (formal and colloquial).
- To learn the Arabic writing system.
- To introduce students to a major dialect of Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1- of Common European Framework.

Communicative content:

- Greetings
- Asking for and giving personal information
- Talking about your immediate family
- Talking about studies and jobs
- Talking about your city and country
- Talking about present actions
- Talking about hobbies

Structural content:

- Alphabet
- Joining letters
- Pronunciation
- Feminine and masculine words
- Roots
- Present tense
- The definitive article
- Independent pronouns and pronoun suffixes
- Nouns-adjective phrases
- Numbers 0 to 100
- Plural
- Dual
- Word order
- Demonstrative: this (masc./fem.)
- Possessive pronouns
- Interrogatives (where, when, what, in which, etc.)
- Prepositions: in, between, etc
- Countries, nationality (nisba) and languages
- Idafa (genitive construction)
- Use of "also, where, in the same, etc."
- Use of some adverbs: a lot, a bit, well, etc.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

• This is a 40 hour-course.

• Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Students will be provided with a study pack.

Other useful materials

- Alif Baa: Introduction to Arabic, Letters and Sounds by Brustad et al. Georgetown Univ. Press, Second or Third Editions
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Arabiyyat al-Naas (Part 1). An introductory course in Arabic by

Munther Younes, Routledge, 2014

- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN702

Arabic: Level One (Fast Track for Learners Familiar with Arabic Script)

This information is for the 2024/25 session.

Teacher responsible: Mr Luay Hasan PEL.6.01

Availability: This is a non-credit bearing course available to all LSE students, staff and alumni.

Pre-requisites:

- Students must have **familiarity with Arabic script**. Admission into the course upon tutor's approval during the information sessions.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course aims:

- To develop the use of Arabic at survival level.
- To raise awareness about the two Arabic varieties (formal and colloquial).
- To further develop students' ability to use the Arabic writing system.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1 of the Common European Framework.

Communicative content:

- Greetings
- Asking for and giving personal information, directions and opinions
- Talking about family
- Talking about your country
- Describing people, places and objects
- Talking about past events and experiences
- Using the dictionary (basic)
- Asking and giving the time
- Talking about present events
- Talking about future events (basic)
- Ordering in a restaurant
- Asking for and giving directions

Structural content:

- Roots
- The definitive article
- Independent pronouns and pronoun suffixes.
- Nouns-adjective phrases
- Numbers
- Feminine and masculine words
- Adjective-noun agreements
- Word order
- Verb-subject agreement
- Demonstratives (singular)
- Possessive pronouns
- Interrogatives (where, when, what, how many, etc)
- Prepositions: in, between

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- Nisba (nationality)
- Idafa (genitive construction)
- Past tense
- Linking words (Firstly, after, lately, etc.)
- Present tense
- Future tense (basic)
- Plural (sound, masc./fem.)
- Negative phrases (past, present, future)
- Prepositions with pronoun suffixes
- Persons of the verb (sing./pl.)

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

- This is a 40 hour-course.
- Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Textbook: Test your Arabic. Part. I, Luay Hasan, Lightning Source, 2015 (there are some samples in the LSE library)
- Students will be also provided with a study pack.

Other materials useful for this level

- Mastering Arabic 1, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2007
- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Speed up your Arabic. Strategies to avoid common errors, Sebastian Maisel, Routledge, 2015

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN703

Arabic: Level Two (Standard)

This information is for the 2024/25 session.

Teacher responsible: Mr Nadim Ben Mohamed Mahjoub PEL.6.01

Pre-requisites:

- Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN701) and/or Level 1 Fast Track (LN702). Admission into the course upon completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course aims:

- To develop the use of Arabic.
- To offer an insight into one major dialect of the Arabic language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A2- of Common European Framework.

Communicative content:

- Talking about present events and experiences
- Talking about past events and experiences
- Describing people, places and objects
- Talking about daily habits/routine
- Making comparisons
- Using both past and present
- Talking about future plans (basic)
- Expressing preferences
- Expressing likes/dislikes
- Writing a biography

Structural content:

- Revision of present tense
- Revision of Nisba (nationality)
- Revision of Idafa (genitive construction)
- Revision of possessive

- Negative phrases
- Prepositions with pronoun suffixes
- Past tense
- Comparative
- Adverbs of frequency
- Introduction to Masdar (verbal noun)
- Time expressions
- Verb Kana (To be)
- Dual and Plural (sound and broken)
- Future tense
- Numbers
- Number-noun agreement (1-10)
- Adjective-noun agreement (human/non human)
- Demonstratives
- Quantities
- Introduction to cases and declination (nominative, accusative, genitive)

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack will be provided.

Other useful materials for

- Mastering Arabic 1 and 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan.
- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Easy Arabic Reader, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2011
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018

Dictionary

- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)

Assessment: Continuous assessment (70%) in the AT and WT.

Oral examination (30%) in the WT.

LN704

Arabic: Level Two (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Mr Nadim Ben Mohamed Mahjoub PEL.6.01

Availability: This is a non-credit bearing course available to all LSE students, staff and alumni.

Pre-requisites:

- Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 1 Fast Track (LN702) and/or Level 2 Standard (LN703). Admission into the course upon completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course Aims:

- To develop the use of Arabic.
- To offer an insight into one major dialect of the Arabic language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A2 of Common European Framework.

Communicative Content:

- Talking about present events and experiences
- Talking about past events and experiences
- Describing people, places and objects
- Talking about habits, hobbies and daily routine
- Making comparison between people, things or places

- Using both past and present
- Talking about future plans (further details)
- Giving opinions
- Expressing agreement
- Expressing wishes and plans for the future
- Writing a biography

Structural Content:

- Revision of past tense
- Revision of present tense
- Negative phrases
- Prepositions with pronoun suffixes
- Forms of the Arabic verb (1-4)
- Comparatives
- Adverbs of frequency
- Masdar (verbal noun)
- Time expressions
- Verb Kana (To be) and introduction to hollow verbs
- Plural (broken plural 1-5)
- Future tense
- Numbers
- Adjective-noun agreement (human/non-human)
- Use of the accusative
- Declination (nominative, genitive, accusative).

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack will be provided

Other materials useful

- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan.
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018

Dictionary

- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN705

Arabic: Level Three (Standard)

This information is for the 2024/25 session.

Teacher responsible: Mr Luay Hasan PEL.6.01

Availability: This is a non-credit bearing course available to all LSE students, staff and alumni.

Pre-requisites:

- Students should show command (at both oral and written level) ... see description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN704). Admission into the course after completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course aims:

- To develop the use of Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- Level B1 of Common European Framework.

Communicative content:

- Talking about past events and experiences
- Talking about present events and experiences.
- Describing places, people and objects.
- Making comparisons.
- Expressing wishes, plans for the future, uncertainty and doubts.

- Giving opinions and judgements
- Expressing agreement and disagreement.
- Talking about current issues
- Giving advice

Structural content:

- Revision of past tense and Present tense
- Revision of negative phrases
- Forms of the Arabic verb (1-10)
- Plural patterns
- Comparative forms
- Verb Kana (To be) and other hollow verbs
- Future tense
- Numbers
- Verb/subject agreements
- Assimilated, doubled and defective verbs
- Verbs with hamza
- The subjunctive
- Kana and its sisters
- Inna and its sisters
- Relative clauses
- Imperative: do/don't
- Passive
- Dual (verbs, nouns, adjectives, pronouns and relative clauses)

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Textbook: Test your Arabic. Part. 2, Luay Hasan, Lightning Source, 2016 (there are some copies in the Library).
- Students will be provided with a study pack.

Other useful materials for this level (All books can be found at the LSE library)

- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2009
 - Al-Kitaab fii Ta'llum al-'Arabiyya Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
 - Speed up your Arabic. Strategies to avoid common errors, Sebastian Maisel, Routledge, 2015
 - A student grammar of Modern Standard Arabic, Eckehard Schulz. Cambridge University Press, 2004
- Dictionaries
- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)
 - Dictionary Arabic-English, English-Arabic by N.Awde and K. Smith, Bennett and Bloom

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN707

Arabic: Level Four (Standard)

This information is for the 2024/25 session.

Teacher responsible: Mr Luay Hasan PEL.6.01

Availability: This is a non-credit bearing course available to all LSE students, staff and alumni.

Pre-requisites:

- Students should show command (at both written and oral level) ... see description of "Communicative content" and "Structural Content" of Level 3 (LN 705) . Admission into the course after completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

Course Aims:

- To develop the use of Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.

- Level B2 of Common European Framework.

Communicative Content:

- Describing people, feelings and places.
- Talking about past experiences and events.
- Talking about present experiences and events.
- Relating actions in the past.
- Expressing wishes, plans for the future and doubts.
- Summarising.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Comparing possibilities.
- Forbidding and suggesting.
- Talking about current issues.
- Paraphrasing.

Structural Content:

- Relative clauses
- Revision of past, present, future, imperative
- Revision of passive voice
- Revision of hollow, assimilated, doubled and defective verbs
- Revision of verbs with hamza
- Conditional sentences
- Inna and its sisters
- Forms of hollow, assimilated, doubled and defective verbs
- Forms of verbs with hamza
- Verbs with two accusatives
- Transitive verbs with two direct objects

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Textbook: Test your Arabic. Part. 2, Luay Hasan, Lightning Source, 2016 (There are some copies in the LSE library).
- Handouts will be also provided.

Other useful materials for this level (All books can be found at the LSE library)

- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2009
 - Al-Kitaab fii Ta'llum al-'Arabiyya Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
 - A student grammar of Modern Standard Arabic, Eckehard Schulz. Cambridge University Press, 2004
- Dictionaries
- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)
 - Al-Munjid fi-l-Lughah wa-l-A'laam (Dar al-Machreq, Beirut, 1998) (Arabic-Arabic)

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN711**Mandarin: Level 1 (Standard)**

This information is for the 2024/25 session.

Teacher responsible: Dr Lijing Shi PEL 601h

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. This course puts special emphasis on speaking and listening. You will be introduced to Chinese characters but mainly for simple recognition.

Course Aim:

- To develop the ability to use Chinese effectively for purposes of practical communication at survival level.
- To master the pronunciation of Mandarin.
- To have basic knowledge of Chinese language: Pinyin spelling, tones, characters, words and syntax.
- To be able to communicate in a range of daily life situations and travelling to China. To establish the language skills and attitudes

- required to promote and facilitate further study of Chinese.
- To increase cultural awareness of China.
- To prepare students for the equivalent of A1 CEFR.

The course is focused on the following communicative functions:

- Greetings.
- Introducing yourself and others.
- Asking for and giving personal information. Introducing your family.
- Talking about date, daily routine, future plans. Talking about birthday and holidays.
- Asking and giving time. Arranging a date.
- Making suggestions. Understanding Chinese currency.
- Shopping and bargaining.
- Ordering food and drinks.
- Eating out and reading a menu.
- Using public transports in China.
- Asking and giving directions.
- Checking into a hotel.
- Making simple requests.
- Describing past events.
- Talking about likes and dislikes.
- Making a phone call.
- Describing and solving problems.

This course will introduce the basics of Mandarin in the following grammatical areas:

- Form simple questions.
- Indicating possession.
- Use of negation.
- Use of location indicator.
- Measure words.
- Indicate future.
- Indicate past.
- Verb constructions.
- Imperative.
- Comparison.
- Expressing frequency.

The course will also introduce 600 words and 150 Chinese characters.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Key textbook:

Mastering Chinese, 2010, by Catherine H Xiang, Palgrave Macmillan.

Recommended Readings: Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986. Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998.

Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN712**Mandarin: Level 1 (Fast Track)**

This information is for the 2024/25 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: For learners who would like to re-start Mandarin or have familiarity with Chinese script. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. For anyone who wants to learn Mandarin.

Course Aim:

- To develop the ability to use Chinese effectively for purposes of practical communication at survival level.
- To master the pronunciation of Mandarin.

- To have basic knowledge of Chinese language: Pinyin spelling, tones, characters, words and syntax.
- To be able to communicate in a range of daily life situations and travelling to China.
- To establish the language skills and attitudes required to promote and facilitate further study of Chinese.
- To increase cultural awareness of China.
- To prepare students for the equivalent of A1 CEFR.

The course is focused on the following communicative functions:

- Greetings.
- Introducing yourself and others.
- Asking for and giving personal information.
- Introducing your family.
- Talking and writing about date, daily routine, future plans.
- Talking and writing about birthday and holidays.
- Asking and giving time.
- Arranging a date.
- Making suggestions.
- Understanding Chinese currency.
- Shopping and bargaining.
- Ordering food and drinks.
- Eating out and reading a menu.
- Using public transports in China.
- Asking and giving directions.
- Checking into a hotel.
- Making simple requests.
- Describing past events.
- Talking about likes and dislikes.
- Making a phone call.
- Describing and solving problems

This course will introduce the basics of Mandarin in the following grammatical areas:

- Form simple questions.
- Indicating possession.
- Use of negation.
- Use of location indicator.
- Measure words.
- Indicate future.
- Indicate past.
- Verb constructions.
- Imperative.
- Comparison.
- Expressing frequency.

The course will also introduce 600 words and 150 Chinese characters.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Mastering Chinese, 2010, by Catherine H Xiang, Palgrave Macmillan

Recommended Readings: Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986; Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998; Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington, Routledge, 1998.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. This course may be suitable for re-starters with sufficient knowledge of words and characters.

Course Aim:

- To further develop the ability to use Chinese in all four skills (speaking, listening, reading and writing) effectively for purposes of practical communication at survival level.
- To improve Chinese pronunciation.
- To consolidate and expand knowledge of Chinese characters.
- To deal with a range of predictable simple language tasks using a limited linguistic range to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To prepare students for the equivalent of A2 CEFR.

The course is focused on the following communicative functions:

- Greetings.
- Introducing yourself and others.
- Talking about job, nationality, identity.
- Asking for permission.
- Looking for someone.
- Making comments and suggestions.
- Meeting people for the first time.
- Talking about one's study.
- Introducing your family.
- Talking about one's university.
- Asking about someone's age and birth place.
- Celebrating birthday.
- Solving language problems.
- Understanding Chinese currency.
- Shopping and bargaining.
- Talking about likes and dislikes.
- Expressing one's ability.
- Talking about one's health.
- Expressing need or desire.
- Renting a house.
- Making a complaint or an apology.
- Expressing holiday greetings.

This course will introduce the basics of Mandarin in the following grammatical areas:

- Word order in Chinese sentences.
- Sentence with a verbal predicate.
- Attributives expressing possession.
- Yes/no questions.
- Use of adverbs.
- Propositional phrases.
- Sentences with double objects.
- Serial verb phrases.
- Alternative questions.
- Model verbs.

The course will also introduce 350 words and 120 Chinese characters.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Key textbook:

New practical Chinese Reader, textbook + workbook, vol. 1, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings: Chinese for Busy Learners (Lessons 6-12), Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986.

Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998.

Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

LN714

Mandarin: Level 2 (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: Students should have successfully completed LSE Level 1 fast track course LN712 or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 Fast track (LN712). Students will have to: Demonstrate full commitment to regular attendance, completion

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN716

Mandarin: Level 3 (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: Students should have successfully completed LSE Level 2 Fast Track course LN714 or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN714). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Sessions.

Course Aim:

- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills and language required to promote and facilitate further study of Chinese.
- To enhance knowledge of Chinese culture and society.
- To be able to use a Chinese key board.
- To be able to deliver presentation or essay about a chosen topic.
- To improve your transferable skills.
- To bring students to the equivalent of level of B1, CEFR.

The course is focused on the following aspects:

- Talking about past event.
- Changing money at banks.
- Making new friends.
- Describing and comparing things.
- Buying clothes.
- Taking a bus.
- Sending letters and parcels.
- Talking about hobbies.
- Asking and giving reasons.
- New year's greetings.
- Talking about direction and location.
- Talking about sports.
- Talking about one's experience.
- Looking for jobs.
- Talking about plans.
- Talking about weather.
- Purchasing plane tickets.
- Talking about changes.
- Talking about living conditions.
- Talking about an incident.
- Talking about language studies.

This course will focus on the following grammatical areas:

- The complement of state.
- Reduplication of the verb.
- The simple directional complement.
- Time-measure complement.
- Quantity complement.
- Resultive complement.
- Location words.
- Sentences indicating existence Past experience.
- Action measure complement.
- The complex directional complement. Notional passive sentences.
- Changed circumstances.
- Condition construction.
- The aspects of an action.

The course will also introduce 540 words and 270 Chinese characters.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for

course teaching arrangements.

Indicative reading: Key textbook:

New practical Chinese Reader, textbook and workbook, vol. 2, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings: Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986 Intermediate Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

Assessment: Continuous assessment (70%) in the WT and ST. Oral examination (30%) in the WT.

LN718

Mandarin: Level 4 (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: Students should have successfully completed LSE Level 3 Fast Track Course (LN716) or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 Fast Track Course (LN716). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission onto the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. The student should have sufficient skills in all four skills as listed above.

Course Aim:

- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in a variety of contexts.
- To establish the language and study skills required to promote and facilitate further study of Chinese.
- To deepen one's knowledge of Chinese culture and society.
- To be able to deliver presentation or write essay on a given topic.
- To improve your transferable skills.
- To bring the students to the equivalent of level B2, CEFR.

The course is focused on the following communicative functions:

- Expressing one's opinion.
- Giving an example.
- Presenting and appreciating a gift.
- Expressing concerns.
- Comparing.
- Describing things.
- Emphasizing an affirmation.
- Expressing modesty.
- Indicating a change.
- Making a summary.
- Giving encouragement.
- Making inquiries.
- Making estimations.
- Giving implicit response.
- Explaining.
- Indicating possibility.
- Initiating a topic of conversation.
- Making additional remarks.
- Stressing a point.
- Telling a story.
- Reproaching and questioning.
- Refusing.
- Talking about the climate.
- Making suggestions.
- Expressing surprise.
- Describing sequences of actions.
- Congratulating someone.
- Clarifying a point of view.
- Comforting and consoling.

- Making a decision.

This course will focus on the following grammatical areas:

- Separable verbs
- Negative comparison
- The rhetorical questions
- Sentences containing a series of verbs
- Resultative complements
- The reduplication of adjectives
- The structural particle ‘‘
- Sentences indicating the existence or emergence
- The complement of state
- Approximate numbers
- Potential complement
- The reduplication of nouns, measure words, and numeral measure word phrases
- Interrogative pronouns of indefinite denotation
- The subjectless sentence
- Interrogative pronouns of general denotation
- Fractions, percentages and multiples
- Flexible uses of interrogative pronouns

The course will also introduce 680 words and 280 Chinese characters.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Key textbook:

New practical Chinese Reader, textbook and workbook, vol. 3, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Recommended Readings: Rapid Reading in Chinese – Elementary (Hanyu Yuedu Sucheng—Jichu pian) by Zheng Rui, Beijing Language and Culture University Press. 2002
Contemporary Chinese Vol. 4, Beijing University Publishing House. 2007.

Intermediate Chinese- A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 2002.

The materials provided by the teacher in Moodle.

Assessment: Continuous assessment (70%) in the AT and WT.
Oral examination (30%) in the WT.

LN719

Mandarin: Level 5 (Standard)

This information is for the 2024/25 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: Students should have successfully completed LSE Level 4 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 4 course (LN717 or LN718). Students are expected to demonstrate a high level of commitment to the course : Regular attendance, Completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week to coursework in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. A very high level of fluency and the ability to do independent research into a chosen topic is expected, i.e. several years of intensive study of Mandarin at higher level, and also a keen interest in current issues.

Course Aim:

- To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts.
- To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To practise the ability to use Chinese effectively for purposes of oral and written communication.
- To establish specific linguistic skills and strategies required to

communicate effectively.

- To understand/analyse fairly complex texts about current issues and Chinese culture.
- To involve students in planning the course contents according to their specific needs and interests.
- To bring students to the equivalent of level C1/C2 CEFR.

Learners will have opportunities to practise:

- Communication in the workplace, at university and in everyday situations.
- Participation in problem solving discussions.
- Exchanging specific information.
- Writing short essays.
- Participating in discussions: expressing an opinion, agreement, disagreement.
- Logical argumentation.
- Reading and summarising texts from various sources.
- Using language strategies selected from an extensive repertoire in order to meet changing requirements.
- Using language strategies to cope with specialised topics: i.e. business, law, culture, politics, management, current issues.
- Advanced language tasks with reference to Chinese society, contemporary issues, international relations, history and culture.
- Regular (group/individual) oral presentations.
- Group work discussion.
- Reading and summarising complex texts.
- Specific grammatical aspects of topical texts.
- Relevant grammatical issues for advanced and specialised communication.
- Students are to undertake independent research in their particular area of interest.
- Project work.
- Reading comprehension.
- Oral presentation.

This course will include revision of major grammatical points and key grammatical issues. The course will also introduce 580 words and 212 Chinese characters.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Key textbook:

New practical Chinese Reader, textbook, vol. 4, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

Assessment: Continuous assessment (70%) in the AT and WT.
Oral examination (30%) in the WT.

LN721

French: Level One (Standard)

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL.6.01K and Miss Sandrine Victor PEL.6.01L

Pre-requisites: No previous knowledge required. All students welcome but they should :

- Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Dedicate at least one hour per week for coursework in addition to classes.

Students do not need to be experienced language learners to take this standard course.

It is compulsory for students to watch the beginners course guide video, available in the Language Centre website, or attend one of the information sessions.

Course Aim:

- To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- To establish the skills, language and attitudes required to promote and facilitate further study of French.
- To bring students to level A1 of CEFR.

Communicative Content:

- Greet people.
- Introduce yourself and others.
- Giving and receiving information.
- Taste, likes and dislikes.
- Ask, give directions.
- Describe a place.
- Talk about your daily routine.
- Time, date.
- Ask for price, purchasing, ordering goods.

Structural Content:

- To be and to have.
- Definite, indefinite articles.
- First, second conjugation verbs + some common irregular verbs.
- Possessives adjectives.
- Negative forms.
- Prepositions. Numbers.
- Imperative.
- Forming questions.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading:

- Textbook and exercise book as recommended by your teacher
- A dictionary as recommended by your teacher

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT.

LN722**French: Level One (Fast Track)**

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL.6.01K and Miss Sandrine Victor PEL.6.01L

Pre-requisites: No previous knowledge required. All students welcome but they should :

- Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Dedicate at least one hour per week for coursework in addition to classes.

Students do not need to be experienced language learners to take this standard course.

It is compulsory for students to watch the beginners course guide video, available in the Language Centre website, or attend one of the information sessions.

Course Aim:

- To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- To establish the skills, language and attitudes required to promote and facilitate further study of French.
- To bring students to level A1 of CEFR.

Communicative Content:

- Greet people.
- Introduce yourself and others.
- Giving and receiving information.
- Taste, likes and dislikes.
- Ask, give directions.
- Describe a place.
- Talk about your daily routine.
- Time, date.
- Ask a price, purchasing, ordering goods.

Structural Content:

- To be and to have.
- Definite, indefinite articles.
- First, second conjugation verbs + some common irregular verbs.
- Possessives adjectives. Negative forms.
- Prepositions.

- Numbers.
- Imperative.
- Forming questions.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading:

- Textbook and exercise book as recommended by your teacher
- A dictionary as recommended by your teacher

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT.

LN723**French: Level Two (Standard)**

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL.6.01K and Miss Sandrine Victor PEL.6.01L

Pre-requisites: Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN721 or LN722). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.

Course Aim: To bring students to level A2 of CEFR.

SPEAKING

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

WRITING

- Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

LISTENING

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

READING

- Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. E-mail and web-based material + social science related articles.

Communicative Content:

- Introduce oneself and give personal information.
- Talk about your taste, likes and dislikes, political opinions.
- Asking, giving directions, describe a place. Talk about your activities and habit.
- Make an appointment, reschedule...Asking and giving help.
- Giving your opinion.
- Ask, accept and refuse, talk about price, quantity...Time, dates...
- Talk about past events.
- Describe a person, an object.
- Compare.
- Agree, disagree, justify your opinion.
- Talk about your plans and the future.

Structural Content: The scheme of work includes: Thorough revision of the basics:

- How to introduce oneself, Questions, Negative forms, Present

tense etc.

- Past tenses: the basic combination of perfect (Passé composé) and imperfect (imparfait).
- Introduction to future tenses: Futur proche.
- Grammar: Verbs (Regular, irregular, reflexive).
- Articles (Definitive, indefinite, possessive).
- Pronouns (Direct, indirect, Y, EN).
- Prepositions...

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading:

- A textbook as recommended by your teacher

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT.

LN724

French: Level Two (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL.6.01K and Miss Sandrine Victor PEL.6.01L

Pre-requisites: Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN721 or LN722). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.

Course Aim:

SPEAKING:

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

WRITING

- Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

LISTENING

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

READING

- Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. E-mail and web-based material + social science related articles.

To bring students to level A2 of CEFR.

Communicative Content:

- Introduce oneself and give personal information.
- Talk about your taste, likes and dislikes, political opinions.
- Asking, giving directions, describe a place.
- Talk about your activities and habits.
- Make an appointment, reschedule...
- Asking and giving help.
- Giving your opinion.
- Ask, accept and refuse, talk about price, quantity...
- Time, dates...
- Talk about past events.

- Describe a person, an object.
- Compare.
- Agree, disagree, justify your opinion.
- Talk about your plans and the future.

Structural Content: The scheme of work includes: Thorough revision of the basics:

- How to introduce oneself
- Questions
- Negative forms
- Present tense etc.
- Past tenses: the basic combination of perfect (Passé composé) and imperfect (imparfait).
- Introduction to future tenses: Futur proche. Grammar:
- Verbs (Regular, irregular, reflexive).
- Articles (Definitive, indefinite, possessive).
- Pronouns (Direct, indirect, Y, EN).
- Prepositions...

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading:

- A textbook as recommended by your teacher

Assessment: Oral examination (30%) in the WT. Continuous assessment (70%) in the AT and WT.

LN727

French: Level Three (Standard)

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL.6.01K and Miss Sandrine Victor PEL.6.01L

Pre-requisites: Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN723 or LN724). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For students who are able to interact in a variety of familiar contexts without major difficulties but who do need to review and consolidate their French. This level can also be taken by GCSE students.

Course Aim: To bring students to level B1 of CEFR.

SPEAKING AND SPOKEN INTERACTION:

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.

WRITING:

- Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

LISTENING:

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

READING:

- Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables,

and understand items of both personal and professional written communication e.g. Email and web-based material + social science related articles.

Communicative Content:

- Introduce oneself, talk about opinions, beliefs, political views.
- Talk about daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify it.
- Talk about a past event, past experiences...Take/ give advice and make/respond to suggestions.
- Future plans and projects.
- Express a wish, a will.
- Express doubt, certainty, possibility. Express cause, consequence, obligation, aim.

Structural Content: Consolidation of major grammatical points (direct, indirect pronouns y & en...).

- Perfect, past tenses, conditional.
- Present tense irregular verbs consolidation.
- Question formation with a wide range of tenses.
- Adjectives, place, agreement.
- Express duration (depuis, pendant, pour).
- Use of relative pronouns (qui/que, ce qui/ce que).

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: A textbook, an exercise book, a dictionary and a grammar book as recommended by your teacher

Assessment: Oral examination (30%) in the WT. Continuous assessment (70%) in the AT and WT.

LN728

French: Level Three (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL.6.01K and Miss Sandrine Victor PEL.6.01L

Pre-requisites: Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN723 or LN724). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

This level is suitable for students who learnt French for some time (a few years) a long time ago (secondary school). A good foundation in the target language. Students express themselves with confidence or at least are willing to try. This level can also be taken by GCSE students.

Course Aim: To bring students to level B1 of CEFR.

SPEAKING AND SPOKEN INTERACTION:

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.

WRITING:

- Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

LISTENING:

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography,

and employment), but also to topic areas relating to the Social Sciences.

READING:

- Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. Email and web-based material + social science related articles.

Communicative Content:

- To introduce oneself, talk about opinions, beliefs, political views.
- Talk about daily activities.
- Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify it.
- Talk about a past event, past experiences...Take/ give advice and make/respond to suggestions.
- Future plans and projects. Express a wish, a will. Express doubt, certainty, possibility.
- Express cause, consequence, obligation, aim.

Structural Content:

- Consolidation of major grammatical points (direct, indirect pronouns y & en...).
- Perfect, past tenses, conditional.
- Present tense irregular verbs consolidation.
- Question formation with a wide range of tenses.
- Adjectives, place, agreement. Express duration (depuis, pendant, pour).
- Use of relative pronouns (qui/que, ce qui/ce que).

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading: A textbook as recommended by your teacher

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN729

French: Level Four (Standard)

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL.6.01K and Miss Sandrine Victor PEL.6.01L

Pre-requisites: Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 course (LN727 or LN728).

Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least one hour per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

For anyone who wants to improve French. The student should have sufficient skills in all four skills as listed above.

Course Aim:

SPEAKING AND SPOKEN INTERACTION:

- Connect phrases adequately in order to describe experiences events, hopes and ambitions.
- Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences.
- Enter unprepared into a conversation on topics that are familiar.
- Give your opinion and justify. Talk about a past event, past experiences...Take, give advice and suggest. Future plans and projects. Express a wish, a will. Express doubt, certainty.

WRITING:

- Write simple connected text on topics that are familiar or of personal interest.

- Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.
- Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

LISTENING:

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure, etc.,
- Understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is in standard dialect.

READING:

- Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication.
- In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.

To bring students to level B2 of CEFR.

Communicative Content:

- Talk about your daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify.
- Talk about a past event, past experiences...
- Take, give advice ad suggest. Future plans and projects. Express a wish, a will.
- Express doubt, certainty.

Structural Content:

- Major grammatical points (direct, indirect pronouns, express cause, consequence, obligation, aim...).
- Perfect, past tenses, conditional. Present tense irregular verbs. Question words. Adjectives, place, agreement. Express duration.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Manual, grammar book and dictionary as recommended by the teacher.

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT.

LN730**French: Level Four (Fast Track)**

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL.6.01.K and Miss Sandrine Victor PEK.6.01L

Pre-requisites: Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 course (LN727 or LN728).

Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least one hour per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

For anyone who wants to improve French. The student should have sufficient skills in all four skills as listed above.

Course Aim:**SPEAKING AND SPOKEN INTERACTION:**

- Connect phrases adequately in order to describe experiences events, hopes and ambitions.
- Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences.
- Enter unprepared into a conversation on topics that are familiar.
- Give your opinion and justify. Talk about a past event, past experiences...Take, give advice and suggest. Future plans and projects. Express a wish, a will. Express doubt, certainty.

WRITING:

- Write simple connected text on topics that are familiar or of personal interest.
- Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.
- Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

LISTENING:

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure, etc., understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is in standard dialect.

READING:

- Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication.
- In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.

To bring students to level B2 of CEFR.

Communicative Content:

- Talk about your daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify.
- Talk about a past event, past experiences...
- Take, give advice ad suggest. Future plans and projects. Express a wish, a will.
- Express doubt, certainty.

Structural Content:

- Major grammatical points (direct, indirect pronouns, express cause, consequence, obligation, aim...).
- Perfect, past tenses, conditional. Present tense irregular verbs. Question words. Adjectives, place, agreement. Express duration.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Formative coursework: The students will be required to complete weekly language exercises.

Indicative reading:

- A study-pack or a textbook as recommended by your teacher

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT.

LN735**French: Level Five (Writing)**

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL.6.01k and Miss Sandrine Victor PEL.6.01L

Pre-requisites: 250 hours including self study, high mark at A-Level or B2/C1 CEFR level. Admission to the course upon completion of online level test and tutor's approval during needs analysis. If you are confident in speaking French but struggle with the writing, this course is right for you.

Course content: Course Aim: To establish the grammar awareness required to promote and facilitate further study of French. To bring students to level C1-C2 of CEFR. To develop students' grammatical and writing skills. To develop students' academic writing and methodology, critical and analytical skills, and intercultural competence. Communicative Content: writing e-mails, formal letters, understanding articles, etc.

Structural Content: Revision of the basics of French grammar. The function of the noun phrase, in more depth. Determiners. Articles. Verbs, tenses (revision, present, past future, conditional). In depth study of the subjunctive, present, past imperfect. The structure of complex sentences. Adverbs, prepositions and conjunctions. Any grammatical point needed by individual students and/by the group as a whole.

Teaching: 8 hours of classes in the AT. 11 hours of classes in the

WT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: BLED, CONJUGAISON, Hachette FRENCH GRAMMAR, Shaum's ATELIER GRAMMAIRE, Hachette. MODERN FRENCH GRAMMAR, Routledge. GRAMMAIRE PROGRESSIVE DU FRANCAIS VOL 2,3, Clé International. LES DIFFICULTES DE LA GRAMMAIRE FRANÇAISE, Clé International.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN738

French: Level 5 (European Issues)

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL 6.01k and Miss Sandrine Victor PEL.6.01L

Pre-requisites: 400 hours including self study (16+).

Good A-Level pass.

More than eight years at secondary school level.

High level of ORAL fluency in the language.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

You will need to demonstrate during the interview a special interest in the topic.

Course Aim:

- To develop the ability to use French effectively for purposes of practical communication and reading/listening comprehension with an understanding of the major social and political issues in France/Francophone countries from a European point of view.
- To bring students to level C1 - C2 of CEFR. Communicative

Content:

- To develop and describe particular points.
- To make an appropriate conclusion.
- To describe a situation.
- To describe the context of an event.
- To express and justify opinions.
- To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse. To negotiate and find a compromise.
- To conclude and adopt a resolution.
- To express feelings.
- To speak about an event (past/present/ future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion.

Structural Content:

- Listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.
- Topical issues through the analysis of texts in French on a weekly basis such as: European integration from a French perspective, European Institutions, the constitution of the European Union, Economic and Monetary Union, Immigration in Europe, Languages and Education in Europe.

Teaching: 16 hours of classes in the AT. 4 hours of classes in the WT.

Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: No textbook. "compilation de documents" to be distributed in class.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN741

French: Level 5 (Current Issues)

This information is for the 2024/25 session.

Teacher responsible: Mr Francois Simon PEL 6.01k and Miss Sandrine Victor PEL.6.01L

Pre-requisites:

- Good A-Level pass. More than eight years at school level.
- High level of ORAL fluency in the language.
- Admission to the course upon completion of online level test and tutor's approval during needs analysis.
- Students should be motivated to study and research independently.

Course content:

- **Course Aim:** This is a proficiency course with a focus on current issues. To develop the ability to speak and interact confidently in French in a wide range of social contexts and situations and present clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- To develop the necessary intercultural skills which are needed in multicultural environments.
- To develop transferable skills to interact in debates and meetings.
- To read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints and understand texts of a more generalist nature relating to relevant areas of the Social Sciences.
- To understand more complex factual texts relating to Politics, International History, Economics and other associated areas. To follow TV programs and recorded material in both general and subject specific areas.
- To bring students to level C1 of CEFR.

Communicative Content: Advanced French language with reference to French speaking countries and contemporary issues and topics: International Relations, Media, Education, Gender, Race, Politics, Social Classes and Social Movements.

- To introduce a topic in the field of Social Sciences.
- To develop and describe particular points.
- To make an appropriate conclusion.
- To describe a situation.
- To describe the context of an event.
- To express and justify opinions. To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse.
- To negotiate and find a compromise.
- To conclude and adopt a resolution.
- To express feelings.
- To speak about an event (past/present/future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion.

Structural Content: Reading and listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.

- Grammar

Indicative content:

1. All Pronouns.
2. Comparatives and superlatives.
3. Expression of duration, frequency, simultaneity. Most tenses including subjunctive.
4. Passive forms.
5. Expression of cause, consequence, circumstance and restriction.
6. Direct speech and indirect speech... "Marqueurs chronologiques". "Marqueurs logiques"

Teaching: 8 hours of classes in the AT. 11 hours of classes in the WT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: No textbook.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN742

German: Level One (Standard)

This information is for the 2024/25 session.

Teacher responsible: Dr Manuela von Papen PEL.6.01

Pre-requisites: All students welcome but they should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are not expected to be experienced language learners.

Course Aim:

- To develop the ability to use German effectively for purposes of practical communication at a basic level in familiar domestic, work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of German. To acquire basic literacy.
- To master the pronunciation of German sounds.
- To have basic knowledge of grammatical gender, word-formation, word-order in the sentence.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To familiarise students with the background to German speaking countries, including culture and civil societies.
- To bring students to level A1 CEFR.

Communicative Content:

- Asking for and giving personal information, directions and opinions.
- Describing people, objects, feelings and places.
- Talking about likes and dislikes, expressing preferences and making comparisons.
- Talking about actions.
- Expressing intentions, ignorance and proposing alternatives.
- Expressing frequency.
- Talking about past events and experiences.
- Talking about habitual actions in the past.
- Talking about festive events, invitations, plans.
- Asking for and giving advice.

Structural Content: Introducing the basics of German in the following areas:

- Grammatical gender and plural of nouns.
- Present tense of regular, modal and some irregular/strong verbs.
- Direct and indirect objects; complements.
- Possessive pronouns.
- Prepositions taking the dative and/or accusative case.
- Present perfect of regular and irregular/strong verbs.
- Frequency adverbs; numbers.
- Combining of Perfect and Präteritum.
- Expressions of time.
- All three forms of the imperative.
- Introduction to subordinate clauses.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Panorama · Deutsch als Fremdsprache. A1: Gesamtband. Cornelsen (publisher). ISBN: 978-3-06-120482-2.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

Students are expected to be experienced language learners with a basic knowledge of English/German grammar terms.

Course Aim:

- To develop the ability to use German effectively for purposes of practical communication at a basic level in familiar domestic, work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of German. To acquire basic literacy.
- To master the pronunciation of German sounds.
- To have basic knowledge of grammatical gender, word-formation, word-order in the sentence.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To familiarise students with the background to German speaking countries, including culture and civil societies.
- To bring students to level A1/A2 CEFR.

Communicative Content:

- Asking for and giving personal information, directions and opinions.
- Describing people, objects, feelings and places.
- Talking about likes and dislikes, expressing preferences and making comparisons.
- Talking about actions.
- Expressing intentions, ignorance and proposing alternatives.
- Expressing frequency.
- Talking about past events and experiences.
- Talking about habitual actions in the past.
- Talking about festive events, invitations, plans.
- Asking for and giving advice.

Structural Content: Introducing the basics of German grammar in the following areas:

- Grammatical gender and plural of nouns.
- Present tense of regular, modal and some irregular/strong verbs.
- Direct and indirect objects; complements.
- Possessive pronouns.
- Prepositions taking the dative and/or accusative case.
- Present perfect of regular and irregular/strong verbs.
- Frequency adverbs; numbers.
- Combining of Perfect and Präteritum.
- Expressions of time.
- All three forms of the imperative.
- Introduction to subordinate clauses.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- DaF kompakt neu A1, Kursbuch und Arbeitsbuch & 2 CDs (Ernst Klett Publishers) 2016, ISBN: 978-3-12-676313-4.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN746

German: Level Two (Standard)

This information is for the 2024/25 session.

Teacher responsible: Dr Manuela von Papen PEL.6.01

Pre-requisites: Some previous knowledge of German at the A1 level CEFR is required, e.g. completion of the LSE Language Centre courses LN742 or LN744. This course is also suitable for re-starters, i.e. learners with some limited experience of learning German who have not studied or used the language for a number of years.

Students are not expected to be very experienced language learners, but they should:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

LN744

German: Level One (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Mr Florian Fischer PEL.6.01

Pre-requisites: No previous knowledge of German required, but students should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes.

Admission onto the course upon completion of an online level test and tutor's approval.

Course Aim:

- To develop the ability to use German effectively for purposes of practical communication in familiar work and social contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To bring students to level A2 CEFR.

Communicative Content:

- Asking for and giving personal information, directions and opinions;
- Talking about actions, describing people, objects and places;
- Talking about likes, dislikes, expressing preferences and making comparisons.
- Expressing intentions, ignorance and proposing alternatives
- Expressing frequency
- Describing feelings, events and objects in the past
- Talking about habitual actions in the past
- Talking about festive events, invitations, plans
- Asking for and giving advice.

Structural Content: Introducing the basics of German grammar in the following areas:

- Grammatical gender and plural of nouns
- Adjectives and adjectival endings
- Present tense of regular, modal and some irregular/strong verbs
- Direct and indirect objects; complements
- Personal and possessive pronouns
- Prepositions taking the dative and/or accusative case
- Present perfect of regular and irregular/strong verbs
- Frequency adverbs; numbers
- Combining Perfect and Präteritum/Imperfekt;
- Expressions of time
- All three forms of the imperative;
- Word order in main and subordinate clauses..

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Panorama. Deutsch als Fremdsprache. A2: Gesamtband. Cornelsen (publisher). ISBN: 978-3-06-120498-3.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN748

German: Level Two (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Mr Florian Fischer PEL.6.01

Pre-requisites: Some previous knowledge of German at the A1 level CEFR is required, e.g. completion of the LSE Language Centre courses LN742 or LN744. Students should also:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

Admission into the course upon tutor's approval. All students must take the online aptitude test and gain permission of the tutor in their Needs Analysis Interview to take this course. Students are expected to be experienced language learners with a basic knowledge of English / German grammar terms.

Course Aim:

- To develop the ability to use German effectively for purposes of practical communication in familiar work and social contexts

- To establish the skills, language and attitudes required to promote and facilitate further study of German.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To bring students to level A2 CEFR.

Communicative Content:

- Asking for and giving personal information, directions and opinions;
- Talking about actions, describing people, objects and places;
- Talking about likes, dislikes, expressing preferences and making comparisons.
- Expressing intentions, ignorance and proposing alternatives
- Expressing frequency
- Describing feelings, events and objects in the past
- Talking about habitual actions in the past
- Talking about festive events, invitations, plans
- Asking for and giving advice.

Structural Content: Introducing the basics of German grammar in the following areas:

- Grammatical gender and plural of nouns
- Adjectives and adjectival endings
- Present tense of regular, modal and some irregular/strong verbs
- Direct and indirect objects; complements
- Personal and possessive pronouns
- Prepositions taking the dative and/or accusative case
- Present perfect of regular and irregular/strong verbs
- Frequency adverbs; numbers
- Combining Perfect and Präteritum/Imperfekt
- Expressions of time
- All three forms of the imperative;
- Word order in main and subordinate clauses

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- DaF kompakt neu A2, Kursbuch und Arbeitsbuch + 2 Audio-CDs (Ernst Klett Publishers), 2016. ISBN: 978-3-12-676314-1.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN750

German: Level Three (Standard)

This information is for the 2024/25 session.

Teacher responsible: Ms Cavidan Seyitcemaloglu, PEL.6.01

Pre-requisites: Knowledge and skills of German at the A1/A2 level of CEFR are required, for example completion of the LSE Language Centre courses LN746 or LN748.

Participants should also:

- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course Aims:

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To improve reading comprehension, oral and listening skills as well as written communication
- To improve accuracy in using inflexions, gender and word-order in sentences.

- To enable students to follow and discuss social, political and economic issues related to German-speaking countries at a basic to intermediate language level
- To bring students to level A2/B1 CEFR

Communicative Content:

- Talking and writing about past events and experiences.
- Talking and writing about jobs and professions.
- Asking for and giving advice.
- Talking and writing about future plans.
- Describing the behaviour of people.
- Talking and writing about cultural and social events.
- Expressing your personal opinion in discussions and arguments.

Structural Content: Improving the contextual understanding and use of grammatical structures:

- Past and future tenses
- Expressions of time and frequency
- Word order in main and subordinate clauses
- Graduating modal verbs
- Introduction of subjunctive and passive voice.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Netzwerk neu B1.1. Kurs- und Übungsbuch mit Audios und Videos. Klett (publisher). ISBN: 978-3-12-607170-3.

Assessment: Continuous assessment (70%) in the AT. Oral examination (30%) in the WT.

LN751

German: Level Three (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Ms Cavidan Seyitcemaloglu, PEL.6.01

Pre-requisites: Knowledge and skills of German at the A2 level of CEFR are required, for example completion of the LSE Language Centre courses LN746 or LN748.

Participants should also:

- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course Aims:

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To improve reading comprehension, oral and listening skills as well as written communication
- To improve accuracy in using inflexions, gender and word-order in sentences.
- To enable students to follow and discuss social, political and economic issues related to German-speaking countries at a basic to intermediate language level
- To bring students to level B1 CEFR

Communicative Content:

- Talking and writing about past events and experiences.
- Talking and writing about jobs and professions.
- Asking for and giving advice.
- Talking and writing about future plans.
- Describing the behaviour of people.
- Talking and writing about cultural and social events.
- Expressing your personal opinion in discussions and arguments

Structural Content: Improving the contextual understanding and use of grammatical structures:

- Past and future tenses
- Expressions of time and frequency

- Word order in main and subordinate clauses
- Graduating modal verbs
- Introduction of subjunctive and passive voice

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- DaF kompakt neu B1, Kursbuch und Arbeitsbuch + 2 Audio-CDs, (Ernst Klett Publishers), ISBN: 978-3-12-676315-8.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN752

German: Level Four (Standard)

This information is for the 2024/25 session.

Teacher responsible: Ms Cavidan Seyitcemaloglu, PEL.6.01

Pre-requisites: Skills and knowledge at the A2/B1 level of the Common European Reference Framework for Languages.

Students should:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Students are not expected to be very experienced language learners.

Course Aim:

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To deal with a range of predictable simple language tasks using a range of language to meet the needs of differing but familiar situations and topics
- To enable students to understand simple authentic media texts and audio-visual material related to political, social and economic issues in German-speaking countries
- To enable students to discuss social, political and economic issues related to German-speaking countries
- To bring students to level B1/B2 CEFR

Communicative Content:

- Communicating about social, political and economic issues
- Communicating about professional life and future plans
- Expressing emotions, describing the behaviour of people
- Communicating about your studies and research
- Communicating about a variety of texts, e.g. literary, journalistic, academic etc.
- Expressing your opinion in discussions and arguments
- Arguing in favour or against possible actions
- **Structural Content:** Developing a communicative and contextual understanding of a range of grammatical structures:
 - Syntax of compound and complex sentences, use of connectors, valency of verbs
 - Active and passive voice constructions in all tenses
 - Use of indirect speech, and the subjunctive
 - Participle constructions
 - Nominalization
 - Use of modal verbs and modal verb alternatives

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Upon teacher's advice:

- Aspekte neu B1 plus, Klett Verlag, ISBN: 978-3-12-605016-6

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN753**German: Level Four (Fast Track)****This information is for the 2024/25 session.****Teacher responsible:** Dr Manuela von Papen, PEL.6.01**Pre-requisites:** AS-level or A-level, or equivalent skills and knowledge at the B1/B2 level of the Common European Reference Framework for Languages.**Participants should:**

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

All participants must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course Aims:

- To enhance and expand previously acquired communicative skills.
- To develop the ability to use German effectively for purposes of communication and comprehension in a variety of academic, social and work-related contexts.
- To develop a high degree of linguistic independence and flexibility in German.
- To enable students to understand authentic newspaper texts and audio-visual contents related to political, social and economic issues in German-speaking countries.
- To enable students to converse fluently about a range of topics with native speakers.
- To enable students to express themselves in writing about a range of familiar topics related to political, social and economic issues.
- To enable students to express standpoints and opinions related to topical debates in German-speaking countries and to argue about the pros and cons of possible actions.
- To develop an advanced understanding of different structural aspects of the language (i.e. by using meta-language such as grammatical terms etc.).
- To bring students to level B2 CEFR.

COMMUNICATIVE CONTENT:

- Communicating about jobs and professional life in detail;
- Communicating about social, political and economic topics;
- Communicating about future plans;
- Expressing emotions and describing the behaviour of people;
- Communicating about studies and research;
- Communicating about a variety of texts, e.g. literary, journalistic, academic etc.;
- Communicating about cultural and social events;
- Expressing your opinion in discussions and arguments.

Structural Content: Developing a communicative and contextual understanding of a range of grammatical structures encountered in authentic language:

- Syntax of compound and complex sentences, use of connectors, valency of verbs
- Active and passive voice constructions in all tenses
- Use of indirect speech, and the subjunctive
- Participle constructions
- Nominalization
- Use of modal verbs and modal verb alternatives

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Aspekte neu B2, Klett Verlag, ISBN: 978-3-12-605025-8

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN754**German: Level Five (Current Issues)****This information is for the 2024/25 session.****Teacher responsible:** Mr Florian Fischer**Pre-requisites:** Students are expected to

- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor to take this course after attending the Needs Analysis Interview.

Course aims:

- To retain, enhance and expand previously acquired communicative skills;
- To increase the ability to use German effectively for the purposes of advanced communication and comprehension in a variety of everyday, academic, and professional contexts;
- To develop an advanced understanding of German grammar;
- To develop the ability to communicate confidently in German about a wide range of subjects related to the field of Social Sciences;
- To bring course participants to level C1 of CEFR.

Communicative Content:

- Discussing and analysing contemporary social, political and cultural issues and developments in German-speaking countries and societies;
- Keeping up-to-date about developments in German-speaking countries by using German print and audio-visual media;
- Talking and writing about people and their professions in greater detail;
- Talking and writing about future research/study plans;
- Reading and discussing a variety of texts, e.g. literary, journalistic, academic etc.
- Expressing your opinion freely in discussions and arguments;
- Agreeing and disagreeing, negotiating;
- Speaking about events, explaining circumstances, causes and consequences;
- Debating and interacting confidently in a discussion.

Structural Content:

- In the context of the topics outlined above: revision of the most important grammatical structures and introduction to the lexical-grammatical characteristics of different registers and literary styles;
- Focus on forms and structures related to German for Academic Purposes.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: There is no set textbook for this course.

The tutor will provide material from a variety of print, audio and electronic sources. Please make use of the online resources provided by the course Moodle site. Students might want to acquire the following printed resources recommended for the advanced study of German:

- Wolski, Werner (2012). Pons Kompaktwörterbuch Deutsch als Fremdsprache, Stuttgart: Klett Verlag
- Durrell, M., Kohl, K., Loftus, G. and Kaiser, C., (2015). Essential German Grammar (2nd edition). London: Routledge.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN758

Italian: Level One (Standard)

This information is for the 2024/25 session.

Teacher responsible: Miss Flavia D'Angelantonio

Availability: This is a non-credit bearing course available to all LSE students, staff and alumni.

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Students do not need to be experience language learners to take this standard course.

Course Aim:

- To develop the ability to use Italian effectively for purposes of practical communication at a survival level.
- To improve the 4 skills with special focus on listening and speaking.
- To be able to interact in Italian common situations.
- To acquire a good range of vocabulary.
- To have a good basis to continue in the study of the language at higher levels.
- To bring the students to level A1 of CEFR

Communicative Content: From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.

Functional content:

- Asking for and giving personal information.
- Giving personal details, telephone number, asking where and when an event will take place.
- Introducing someone formally and informally, ask and give information on work, learning how to fill in forms.
- Talking about the family.
- Asking for and giving directions and information in situations such as: town, hotels, airport, etc.
- Talking about your daily routine.
- Talking about hobbies and free time.

Structural Content: The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above.

The structural content is broken down as follows:

- Nouns (gender and number).
- Adjectives.
- Definite and indefinite articles.
- Present, regular and irregular verbs.
- Conditional of volere.
- Simple and compound prepositions.
- Uses of the verb piacere.
- Direct pronouns.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: RETE 1. Corso multimediale d'italiano per stranieri, M. Mezzadri e P.E. Balboni . Guerra Edizioni. DIZIONARIO ITALIANO-INGLESE.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN759

Italian: Level One (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Mrs Anna Giuffria PEL. 6.01

Pre-requisites: No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Students should be able to

demonstrate a successful track record of learning languages.

Course Aim: To develop the ability to use Italian effectively for purposes of practical communication at a survival level.

- To improve the 4 skills with special focus on listening and speaking.
- To be able to interact in Italian common situations.
- To acquire a good range of vocabulary.
- To have a good basis to continue in the study of the language at higher levels.
- To bring the students to level A1/A2 of CEFR.

Communicative Content: From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.

Functional content:

- Asking for and giving personal information.
- Giving personal details, telephone number, asking where and when an event will take place.
- Introducing someone formally and informally, ask and give information on work , learning how to fill in forms, i.e. CVs.
- Talking about the family.
- Asking for and giving directions and information in situations such as: town, hotels, airport, etc.
- Talking about your daily routine.
- Talking about hobbies and free time.
- Talking about past holidays.
- Express likes and dislike.

Structural Content: The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above. The structural content is broken down as follows:Nouns (gender and number). Adjectives. Definite and indefinite articles. Present of regular and irregular verbs. Conditional of volere. Uses of the verb piacere. Simple and compound prepositions. Past tense with regular and irregular past participles. Direct pronouns. Indirect pronouns.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: ESPRESSO1 corso d'italiano. LucianaZiglio. Giovanni Rizzo. Edizioni Alma. DIZIONARIO ITALIANO-INGLESE

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN760

Italian: Level Two (Standard)

This information is for the 2024/25 session.

Teacher responsible: Miss Flavia D'Angelantonio

Pre-requisites: This is an elementary level course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN759). Students should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor's approval. This course may be suitable for re-starters.

Course Aim:

- To develop the ability to use Italian effectively for purposes of practical communication and reading comprehension in familiar and social contexts.
- To establish the skills, language and attitude required to promote and facilitate further study of Italian at an intermediate level.
- To acquire the substantial information on Italy in relation to topics such as: economy, life style, education, jobs and history and social issues.
- The course also aims to revise and consolidate all the basic structures before advancing to more difficult language structures.
- Students will be encouraged to practise productive skill,

speaking and writing, and to improve receptive skills, reading and writing. Students will also start to study or analyse more authentic than artificial material. At the end of the course students should be able to interact with native speakers and be confident in the use of the language in daily life situations. Students should also acquire the required level to continue the study of the language at level 3.

• To bring the students to level A2 of CEFR.

Communicative Content:

- Talking about your daily life, hobbies and social life.
- Asking and giving past and current information.
- Giving a summary of a past holiday.
- Talking about habitual actions in the past.
- Express likes, dislikes and preferences.
- Expressing opinion in simple context and making comparisons between people and things or events.
- Describing feeling and object in the past.
- Giving information about your education background.
- Talking about ideal jobs.
- Future plans.

Structural Content: Present tense of regular and irregular verbs. Past tense. Imperfect. Compound prepositions. Direct pronouns. Indirect pronouns. Simple future. Frequency adverbs. Comparatives and superlatives. Present conditional. Indefinites. ci & ne.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: ESPRESSO 2 CORSO DI ITALIANO

Libro dello studente ed esercizi

Maria Bali - Giovanna Rizzo ALMA EDIZIONI. DIZIONARIO ITALIANO-INGLESE

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN761

Italian: Level Three (Standard)

This information is for the 2024/25 session.

Teacher responsible: Miss Flavia D'Angelantonio PEL 6.01

Pre-requisites: This is a lower intermediate course. Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 2 (LN760). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. For students who are able to interact in a variety of contexts without major difficulties.

Course Aim:

- To develop the ability to use Italian effectively for purpose of practical communication and reading comprehension in a variety of contexts related to social sciences.
- To establish the skills, language and attitude required to promote and facilitate further study of Italian at advanced level.
- To acquire substantial information on Italy in relation to topics such as: politic, economy, life style, arts, history and social issues.
- To bring the students to level B1 of CEFR.

Communicative Content: 2 Revision of elementary (level 2) course content, and introduction to new functional and grammatical items. Expressing wishes, plans for the future and doubts. Forbidding and suggesting. Giving opinions and judgements. Expressing hypothesis and certainty. Comparing possibilities. Describing national, regional economies. Describing people's character, positive and negative aspects. Acquiring the required vocabulary and structures to be able to communicate in a business situation with the use of the appropriate language register.

Structural Content: Revision of passato prossimo and imperfetto. Comparison between the two past tenses. Present conditional. Present subjunctive. Direct, indirect, combined, relative pronouns. Present and past conditional. Comparative and superlative with expressions. Stare + gerundive.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Grammatica essenziale della lingua italiana (versione italiana). Marco Mezzadri. Edizioni Guerra. The teacher will integrate the materials of this book with authentic material from various sources such as: newspapers and magazines, internet, Italian text focussing on a specific skill. Students should have a bilingual dictionary and a general grammar book for their own reference. Ask the teacher for advice on the choice available on the market.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN764

Japanese: Level One (Standard)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang 601b, Pethick-Lawrence House

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Students do not need to be experienced language learners to take this standard course.

Course Aim: To develop the ability to use Japanese effectively for purposes of practical communication at survival level. To deal with a range of different social situations by using limited language skills. To read and write Hiragana and some Katakana. To develop language skills to meet the needs. of differing but familiar situations and topics. To establish the skills, language patterns and attitudes required to promote and facilitate further study of Japanese.

Communicative Content: Asking for and giving personal information and opinions. Talking about present and past actions. Expressing frequency. Talking about recent events in the past. Asking and describing locations. Making telephone calls (e.g. clients etc.). Describing people and places. Shopping and purchasing etc.

Structural Content: This course finishes up to Lesson 14 of the textbook. Verb "DESU" (affirmative, negative, past and non-past). Particles: WA, NO, MO, NI, GA etc. MASU-form (affirmative, negative, past and non-past) of verbs of motion, existence, action, giving and receiving. Demonstratives. Interrogatives. Numbers and counting system. Adverbs, adverbial expressions. I/NA-adjectives (affirmative, negative, past and non-past).

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Japanese for Busy People I Kana version (revised 3rd edition) available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT and ST.

LN766

Japanese: Level One (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang 601b, Pethick-Lawrence House

Pre-requisites: No previous knowledge required. This course may be suitable for re-starters.

All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Students should be able to

demonstrate a successful track record of learning languages.

Course Aims: To develop the ability to use Japanese effectively for purposes of practical communication at survival level. To deal with a range of different social situations by using limited language skills. To read and write Hiragana, Katakana and about 30 Kanji. To develop language skills to meet the needs of differing but familiar situations and topics. To establish the skills, language patterns and attitudes required to promote and facilitate further study of Japanese.

Communicative Content: Asking for and giving personal information, and opinions. Talking about present and past actions. Expressing frequency. Talking about recent events in the past. Asking and describing locations. Making telephone calls (e.g. clients etc.). Describing people and places. Shopping and purchasing etc.

Structural Content: This course finishes up to Lesson 14 of the textbook. Verb "DESU" (affirmative, negative, past and non-past). Particles: WA, NO, MO, NI, GA etc., MASU-form (affirmative, negative, past and non-past) of verbs of motion, existence, action, giving and receiving. Demonstratives. Interrogatives. Numbers and counting system. Adverbs, adverbial expressions. I/NA-adjectives (affirmative, negative, past and non-past).

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Japanese for Busy People I Kana version (revised 3rd edition) available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT and ST.

LN768

Japanese: Level Two (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang 601b, Pethick-Lawrence House

Pre-requisites: Previous knowledge of Japanese required: appr. 40 hours of instruction. All students welcome but they should: Demonstrate full commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Admission into the course upon the tutor's approval during the Needs Analysis Interviews. Students should be able to demonstrate a successful track record of learning languages.

Course Aims: To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts. To deal with a range of different social situations by using basic language skills. To read and write Hiragana, Katakana, and be able to read and write more than 70 Kanji. To execute predictable simple language tasks, using a limited range of language to meet the needs of differing but familiar situations and topics. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese. To exchange personal information, including your studies and outside interests. To interpret documents and data containing some topical facts and figures of countries/places. Demonstrate an awareness of and ability to use formal and informal registers in a very limited social context. To handle survival situations at a basic linguistic level.

Communicative Content: Asking a person or offering to do something (e.g.: hold a meeting, party). Describing what you or someone else is doing. Ordering items for business needs, booking restaurants etc. Giving and receiving directions. Describing one's daily commute. Asking permission. Making requests. Refusing to follow instructions politely. Express desire, preference, likes and dislikes. Dining out with customers or friends. Reading some modified articles on current affairs. Making comparisons (comparative and superlative degree).

Structural Content: Verb stem of MASU-form + MASHO/MASHO

KA/MASEN KA. Verbs of transition. Verb stem of MASU-form + TAI DESU/TAKU NAI DESU. Verb TE-form :TE,....TE, ; TE, KUDASAI/TE MO II DESU/KA/TE IMASU. Verb NAI-form: NAIDE KUDASAI. Expressions with GA. Interrogatives (DOYATTE and DONOGURAI). Adjectives (with ---NO HOGA, YORI and ICHIBAN). Connecting related sentences.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Japanese for Busy People I Kana version (revised 3rd edition). On completion of Book I, first 3 lessons of Japanese for Busy People II Kana version (revised, 3rd edition) available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT and ST.

LN769

Japanese: Level Three (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang 601b, Pethick-Lawrence House

Pre-requisites: Previous knowledge of Japanese required: 80 hours study including self-study and fluent in writing and reading Hiragana, Katakana and at least 50 Kanji. Students need to demonstrate full commitment to: regular attendance, completion of homework, completion of all assessments and portfolio. Have both an awareness of grammatical structures and an ability to use them. Dedicate at least two hours per week for coursework, in addition to classes. Only in exceptional circumstances students who do not fulfil these requirements will be admitted into the course upon approval of course co-ordinator. Students are expected to be able to read and write all Hiragana, Katakana and 50 Kanji.

Course Aims: To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts. To deal with a range of different social occasions by using limited language skills. To read and write Hiragana, some Katakana, and being able to read and write at least 100 Kanji. To execute predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese. To be aware of the linguistic implications and use of the subjunctive and conditional modes. To use a broader range of vocabulary. To perform a variety of tasks in a wider range of factual, persuasive and expressive language contexts. To combine and recombine language elements to accomplish tasks.

Communicative Content: Consulting someone about what to buy as a souvenir; Asking about someone's preference for food, drink, etc.; Stating or asking for an opinion about two or more items in comparison with one another; Stating size or characteristics of items you wish to buy; Indicating your preferred method of payment; Talking about your family, their interests and the kinds of gifts that make them happy; Describing lost items; Describing characteristics of a person, place, or things; Talking about routines and habits; Talking about interests and things you want to learn; Talking about travelling in Japan and Japanese cultural experiences; Talking about your health; Stating or confirming the progress of preparations; Talking about changes that in a town; Describing your personal effects; Talking about schedules; Communicating your intentions in relation to the near future; Confirming the details of trip; Talking about problems; explaining solutions. Referring to indefinite places, things or people; Making comparisons; Getting information or advice; Stating decisions; Connecting related sentences; Describing ongoing actions or states in effect.

Structural Content: Plain form of verbs; Expressions of frequency; Talking about past experiences; Using the adverbial forms of

adjectives to modify verbs; Making strong suggestions; Asking for and offering explanations; Detailing a sequence of events; Plain forms of adjectives and nouns; Using direct and indirect quotations; Forming modifying clauses; Giving a reason; Expressing potentiality; Expressing uncertainty; Talking about future events coming into being; Making hypothetical statements; Making conditional statements; Expressing necessity.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Japanese for Busy People II (Revised 3rd Edition), available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT and ST.

LN772

Russian: Level One (Standard)

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Larisa Leifland Berntsson

Pre-requisites: No previous knowledge required. For all students who aim to acquire survival level of proficiency in Russian.

Course Aim:

- To develop an ability to use Russian effectively for practical communication at a survival level.
- To deal with a range of simple predictable language tasks (using a limited vocabulary and linguistic structures) to meet language needs of everyday situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.
- To bring the students towards level A1 of .160

Communicative Content: The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine, and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Giving basic descriptions of people, objects, and places; expressing basic preferences and opinions;
- Demonstrating awareness and ability to use formal and informal registers in a very limited social context;
- Handling survival situations at a basic linguistic level.

Structural Content: The course covers basic vocabulary required for communicative functions and focuses on the following linguistic structures (the language command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Gender of nouns; nouns & personal pronouns in singular in all cases;
- Adjectives and possessive pronouns;
- Formation of plural; expression of possession;
- Present & past tense of the verbs, imperative; cardinal numerals;
- Basic adverbs; simple impersonal constructions; basic expressions of time.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - John Langran & Natalya Veshnieva, Russian -1, 5th edition 2021. ISBN: 978-1899785827
- Optional - L. Grushevskaja et al, A Living Russian Grammar, Part 1 Level A1-A2, Moscow: CREF, 2019, ISBN-13: 978-59243028673: 978-0954433307160

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN773

Russian: Level One (Super Standard)

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Natalia Bershadski

Pre-requisites: No previous knowledge of Russian required, but students should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are expected to be experienced language learners and/or to have a good command in at least two foreign languages.

Course Aim:

- To bring students' knowledge of written and spoken Russian up to a low intermediate level, corresponding to level A1/A2 of CEFR.
- To develop an ability to use Russian effectively for practical communication in familiar work and social contexts.
- To deal with a variety of predictable simple language tasks (using a limited vocabulary and linguistic structures) to meet the needs of everyday situations and topics.
- To familiarise students with the background of Russian-speaking countries, including culture and civil societies.
- To establish linguistic skills and attitudes required for promoting and facilitating the further study of Russian.

Communicative Content: The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine, and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Expressing preferences and intentions;
- Giving advice; giving simple descriptions of people, objects, places, and weather;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of survival situations at an elementary linguistic level.

Structural Content: The course covers elementary vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Gender of nouns; nouns & personal pronouns;
- Adjectives & possessive adjectives in singular in all cases;
- Formation of plural; expression of possession;
- Basic usage of short adjectives;
- Present, past & future tense of the verbs;
- Imperative; reflexive verbs; basic verbs of motion;
- Cardinal & basic ordinal numerals;
- Wider range of adverbs;
- Simple impersonal constructions;
- Expressions of time.

Teaching: 24 hours of classes in the AT. 33 hours of classes in the WT. 3 hours of classes in the ST.

This is a 60 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - Colloquial Russian, by Svetlana Le Fleming, Susan Kay & Mikhail Vodopyanov, London: Routledge, 2023, ISBN 9781032417486
- Optional - A Living Russian Grammar, Part 1 Level A1-A2, by L. Grushevskaja et al, Moscow: CREF, 2019, ISBN-13: 978-5924302867

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN774**Russian: Level Two (Standard)**

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Larisa Leifland Berntsson

Pre-requisites: For all students who aim to reach the functional level of proficiency in Russian.

Language skills and knowledge of Russian at the A1 level of the Common European Reference Framework for Languages (CEFR); 100 hours of language learning (including self-study).

All students must gain permission from the tutor in the Needs Analysis Interview to take this course.

Course Aim:

- To bring students' command of written and spoken Russian up to the intermediate level of proficiency, corresponding to the A2 level defined by the CEFR.
- To develop an ability to communicate effectively in Russian (using high-frequency vocabulary and structures) in everyday work and social situations.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word formation, and word order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative Content: The course is focused on the following aspects:

- Thorough revision of the basic linguistic structures;
- Exchanging personal information and discussing the most common aspects of culture and current issues in Russia (e.g. education, mass media, festivals);
- Interpreting documents and data, containing a range of topical facts and figures of a country/place;
- Expressing preferences, intentions and opinions; giving advice and proposing alternatives;
- Making comparisons;
- Giving descriptions of people (including character), objects, places, weather & journeys;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of everyday situations on an adequate linguistic level (relevant high-frequency vocabulary and structures).

Structural Content: The course covers basic vocabulary required for communicative functions and focuses on the following linguistic structures (the language command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Nouns, adjectives, personal & possessive pronouns in singular and plural in all cases;
- Demonstrative pronouns in all cases;
- Short adjectives; comparative adjectives & basic superlatives;
- Conjugation of verbs in all tenses; verbs of motion and prefixed verbs of motion;
- Introduction to aspects;
- Conjugation cardinal & ordinal numerals;
- Expressions of time and date;
- Expressions of purpose;
- Introduction to subjunctive mood.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - Colloquial Russian, by Svetlana Le Fleming, Susan Kay & Mikhail Vodopyanov, London: Routledge, 2023, ISBN 9781032417486
- Optional - A Living Russian Grammar, Part 1 Level A1-A2, by L. Grushevskaja et al, Moscow: CREF, 2019, ISBN-13: 978-5924302867

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN775**Russian: Level Three (Standard)**

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Larisa Leifland Berntsson

Pre-requisites: For all students who aim to reach the Advanced level of proficiency in Russian.

Language skills and command of Russian at the A2/B1 level of the Common European Reference Framework for Languages (CEFR); 180 hours of language learning (including self-study).

All students must gain permission from the tutor in the Needs Analysis Interview to take this course.

Course Aim:

- To bring students' command of written and spoken Russian up to a higher intermediate/advanced level of proficiency, corresponding to the B1/B2 level defined by the CEFR.
- To develop an ability to communicate effectively in Russian (using high-frequency vocabulary and structures) in a variety of social situations.
- To enable students to follow and discuss social, political, and economic issues related to Russian-speaking countries at an intermediate to advanced language level
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative Content: The course is focused on the following aspects:

- linguistic implications and use of the subjunctive and conditional modes;
- mastering a broader range of vocabulary; performing a variety of tasks in a wider range of factual, persuasive, and expressive language contexts;
- combining and recombining language elements to accomplish tasks; reviewing and analysing key issues within a topic studied;
- summarising the main ideas of a short document in a target language.

Structural Content: The course covers a wide range of vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task):

- aspects of verbs;
- comparative and superlative adjectives and adverbs;
- negative and indefinite adverbs; subjunctive mood; participles and gerunds;
- compound sentences & syntactic structures.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Olga Sobolev, Natasha Bershadski et al, Colloquial Russian 2, Routledge, 2018, ISBN-13: 978-1138098015

Additional:

- Terence Wade, A Comprehensive Russian Grammar, Blackwell, 2010, ISBN-13: 978-1138098015
- T.R. Beyer, 501 Russian Verbs, 2008, ISBN: 978-0764137433

Assessment: Continuous assessment (70%) in the AT, WT and ST. Oral examination (30%) in the WT and ST.

LN776**Russian: Level Four (Standard)****This information is for the 2024/25 session.****Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Mrs Elena Dearden**Pre-requisites:** For all students who aim to reach proficiency in Russian.

Language skills and command of Russian at the B1/B2 level of the Common European Reference Framework for Languages (CEFR); 250 hours of language learning (including self-study).

All students must gain permission from the tutor in the Needs Analysis Interview to take this course.

Course Aim:

- To bring the students to the advanced operational level of proficiency in Russian, corresponding to the B2/C1 level of proficiency defined by the CEFR.
- To consolidate students' command of written and spoken Russian.
- To gain an insight into aspects of social, political, and cultural life in Russia and other Russian-speaking countries.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative Content: At the end of the programme students will be able to demonstrate competence in the use of communicative functions in the four skills (oral, aural, reading, writing) by:

- showing competence in the use of complex and technical language in a variety of contexts and with a substantial requirement to select and adapt appropriate language strategies;
- being able to respond to a wide range of spontaneous foreign language interventions;
- being able to use a variety of sources (print, audio, video, IT based);
- handling factual knowledge within a specific perspective;
- being able to produce, in a coherent and structured way, an oral presentation and a written work within the framework of studied topics;
- being able to grasp the main ideas of a document in a target language and produce a coherent summary in English.

Structural Content:

- This course is focused on discussion, gist translation, and essay work, based on extracts from newspaper articles, recorded materials, and topical texts.
- All major grammatical areas are revised and covered in depth; particular attention is paid to syntax. In written work, the emphasis is on the structure and register of the language.
- The language command in these areas is expected to be appropriate to the level and task with an emphasis on active usage.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Olga Sobolev, Natasha Bershadski et al, 160 Colloquial Russian 2, Routledge, 2018, ISBN-13: 978-1138098015
- the current Russian press and media materials.

Optional:

- Terence Wade, A Comprehensive Russian Grammar, Blackwell, 2010 ISBN: 978-1405136396

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.**LN778****Spanish: Level One (Standard)****This information is for the 2024/25 session.****Teacher responsible:** Mr Pablo Sánchez-García PEL 6.01**Pre-requisites:** No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Student profile: For students whose first language is English but are not fluent (B1 CEFR) in any other Indo European language.**Course aims:**

- To develop the ability to use Spanish effectively for purposes of practical communication at a survival level.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1 of CEFR.

Communicative content:

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes
- Expressing preferences
- Talking about present actions
- Expressing intentions, ignorance, proposing alternatives
- Expressing frequency
- Describing what has happened.

Structural content: Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, The present perfect.**Teaching:** 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study pack**Assessment:** Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.**LN779****Spanish: Level One (Fast Track)****This information is for the 2024/25 session.****Teacher responsible:** Mrs Margarita Rois Quiroga**Pre-requisites:** No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Student profile: Students should be able to demonstrate a successful track record of learning languages.**Course aims:**

- To develop the ability to use Spanish effectively for purposes of practical communication in familiar work and social contexts.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1/A2 of CEFR.

Communicative content:

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes.
- Expressing preferences,

- Talking about present actions.
- Expressing frequency.
- Describing what has happened.
- Talking about past events.
- Making comparisons.
- Talking about future plans.

Structural content: Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, Introduction to past tenses: pretérito perfecto e indefinido, Time expressions. Indefinite adjectives and pronouns. Introduction to future tenses.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study pack

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN780

Spanish: Level Two (Standard)

This information is for the 2024/25 session.

Teacher responsible: Mr Pablo Sanchez Garcia PEL 6.01

Pre-requisites: This is an elementary level course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN778). Students should: Demonstrate commitment to regular attendance, completion of homework, completion of dossier of evidence and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor's approval. Student profile: Students who can handle a range of basic activities relating to work, study or time spent in the country. This course may be suitable for re-starters.

Course aims:

- To use Spanish effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A2 of CEFR.

Communicative content:

- Talking about present events and experiences.
- Talking about past events and experiences.
- Describing feelings, people and objects in the past.
- Talking about habitual actions in the past. Making comparisons.
- Talking about future plans.
- Asking for and giving advice.

Structural content: Contrast between Ser and Estar. Some cases. Presente de Indicativo. Introduction to past tenses (pretérito indefinido, perfecto e imperfecto) Time expressions. Use of some prepositions. Indefinite adjectives and pronouns. Introduction to future tenses. Introduction to the imperative. Pronouns: Objeto directo e indirecto. Comparative clauses

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT and ST.

LN781

Spanish: Level Two (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Mrs Margarita Rois Quiroga

Pre-requisites: This is an elementary course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Fast Track (LN779) or level 2 Standard (LN780). Admission into the course upon completion of level test and tutor's approval during the needs analysis sessions. Student profile: Students who can already communicate on simple topics related to personal experience.

Course aims:

- To develop the ability to use Spanish effectively for purposes of practical communication in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A2/B1 of CEFR.

Communicative content:

- Talking about past events and experiences.
- Talking about present events and experiences.
- Describing places, feelings and objects.
- Talking about habitual actions in the past.
- Making comparisons.
- Talking about future plans.
- Asking for and giving advice.
- Expressing wishes, plans for the future and doubts.
- Forbidding and suggesting.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Giving opinions.
- Expressing agreement.
- Talking about current issues: immigration, business, developing countries, Internet, etc.

Structural content:

- Revision of present tenses.
- Combination of past tenses: pretérito perfecto, pretérito imperfecto, pretérito indefinido.
- Interrogative pronouns.
- Comparative clauses.
- Prepositions.
- Relative clauses. "Por" y "para".
- Time expressions.
- Pronouns: Complemento directo e indirecto.
- Indefinite adjectives and pronouns.
- Future tenses.
- The imperative: negative and positive.
- Introduction to the subjunctive. Impersonal clauses

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN782

Spanish: Level Three (Standard)

This information is for the 2024/25 session.

Teacher responsible: TBC

Please, contact m.coca@lse.ac.uk for details

Pre-requisites: This is a lower intermediate course. Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN781). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. For students who are able to interact in a variety of familiar contexts without major difficulties.

Course aims:

- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension and reading comprehension in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B1 of CEFR.

Communicative content:

- Describing people and places.
- Talking about the past.
- Relating actions in the past.
- Expressing wishes plans for the future and doubts.
- Summarizing.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Comparing possibilities.

Structural content:

- Revision of past tenses.
- Contrast of past tenses.
- Time expressions.
- Contrast between Ser and Estar.
- Links between clauses.
- Introduction to the subjunctive.
- Future and conditional.
- Imperative positive and negative.
- Introduction to the subjunctive: expressing likes and dislikes, plans for the future, expressing hope and fear, "I don't think".
- Impersonal clauses.
- Conditional tense

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN783**Spanish: Level Three (Fast Track)**

This information is for the 2024/25 session.

Teacher responsible: Dr Roser Martinez-Sanchez PEL 6.01 g

Pre-requisites: This is an intermediate course and students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 3 Standard (LN782). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: Students deal successfully with basic activities relating to work, study or time spent in Spanish speaking countries and are able to briefly give reasons and explanations for opinions and plans relating to study or professional areas of interest.

Course aims:

- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension and reading comprehension in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B1/B2 of CEFR.

Communicative content:

- Expressing wishes, feelings, plans for the future and doubts.
- Forbidding and suggesting.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Describing people, places.
- Talking about past experiences and events.
- Talking about current issues: green issues, gender issues, immigration, family changes, scientific developments, cinema, human rights issues, etc.
- Paraphrasing

Structural content: Contrast between Ser and Estar. Relative clauses. Contrast between pretérito indefinido and pretérito perfecto. Pretérito pluscuamperfecto. Contrast of past tenses. Present of Subjunctive. Consecutive, final and causal clauses. Impersonal clauses. "Se" in impersonal clauses. Links between clauses Imperative negative and positive. Future and Conditional Tenses. Time expressions. "Por" and "Para". Pretérito imperfecto de Subjunctive. Conditional clauses. Reported speech.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN785**Spanish: Level Four (Standard)**

This information is for the 2024/25 session.

Teacher responsible: Mrs Margarita Rois Quiroga PEL 6.01 i

Pre-requisites: This is a higher intermediate course. Students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 3 Fast Track (LN783). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: For students who are already able to explain points of view on topical familiar issues giving the advantages and disadvantages of various options.

Course aims:

- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension dealing with complex work tasks.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B2 of CEFR.

Communicative content:

- Expressing emotions and feelings.
- Expressing desires and preference.
- Expressing suggestions, advice and opinions.
- Paraphrasing.
- Organising a complex oral speech.
- Organising a complex written discourse.
- Summarising.
- Talking about :Politics in Spain and Latin America, Indigenous communities, Human rights issues, gender issues, Censorship and media, Art, green issues, etc.

Structural content:

- Revision of present tenses.
- Revision of past tenses.
- Contrast between Ser and Estar.
- Impersonal clauses.
- Causal, consecutive and final clauses.
- Subjunctive tenses and their use.
- Conditional clauses. Links.
- Reported speech.
- Relative clauses.
- Use of prepositions "por" and "para".
- Forming words.
- Idiomatic expressions.
- Perífrasis verbales.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN788

Spanish: Level Five (Current Issues)

This information is for the 2024/25 session.

Teacher responsible: Dr Roser Martinez-Sanchez PEL 6.01.g

Pre-requisites: Student should have previously learnt and be confident using ...see description of "Communicative content" of Level 5 Standard (LN790) and "Structural Content" of (LN805). A high level of oral fluency expected from students. Admission into the course upon completion of online level test and tutor's approval during the needs analysis session. Student profile: Students should be motivated to study and research independently.

Course aims: This is a proficiency course with a focus on current issues.

- To attain competence in a broad range of complex and non-routine tasks in a variety of contexts.
- To extend the ability to use Spanish effectively for purposes of general communication in a great variety of academic, social and work-related contexts.
- To develop a high degree of linguistic independence and flexibility in Spanish.
- To understand and analyse complex texts about culture and society in Spanish speaking countries.
- To familiarise students with the latest developments and current issues in Spanish-speaking countries.
- To establish specific linguistic skills and strategies required to communicate about current issues in Spanish speaking countries.
- To bring the students to level C1/C2 of CEFR.

Communicative content:

- Advanced Spanish language with reference to the Spanish Current Issues through selected texts covering a number of key current topics/areas.
- Logical argumentation. Issues of group dynamic.
- Reading, summarising and processing information of complex texts.
- Understanding and using complex and authentic language.
- Leading a discussion: expressing an opinion, agreement, disagreement.
- Exchanging specific information.
- Topics related to: Spanish speaking countries and communities.
- **Structural content:** Contextualised revision of structural content of LN803

Teaching: 8 hours of classes in the AT. 11 hours of classes in the WT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Use of a selection of original written work from key authors, films, video footage and resources available on the World Wide Web.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN803

Spanish: Level Four (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Dr Roser Martinez-Sanchez PEL 6.01 G

Pre-requisites: This is an advanced course. Students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 4 standard (LN785). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: For students with a very good level of fluency in the language.

Course aims:

- To develop the ability to use Spanish effectively for purposes of dealing with complex work tasks.
- Including the following: Understanding long and complex factual texts, business reports, analytical data and associated marketing and commercial material.

- Understanding with few serious problems other texts relating to Politics, International History, Economics and other associated areas.
- Understanding extended speech at conferences or lectures, and interactive speech during meetings or seminars.
- Following TV programmes and recorded material without great effort in a wide range of both general and subject specific areas.
- Presenting clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Expressing themselves fluently and spontaneously without much need for obvious searching.
- During presentations they will be able to argue, counter-argue and interact effectively.
- Relate to other speakers and link various strands of discussion.
- Expressing themselves in a clear, well-structured text, expressing points of view at some length.
- Writing detailed expositions of complex subjects in an essay or report, underlining what they consider to be the salient issues.
- Writing different kinds of texts in an assured, personal style, appropriate to the reader in mind.
- To bring the students to level B2/C1 of CEFR.

Communicative content:

- Expressing emotions, feelings, desires and preference.
- Expressing suggestions, advice and opinions.
- Paraphrasing.
- Organising a complex oral speech.
- Organising a complex written discourse.
- Summarising.
- Talking about: Politics in Spain and Latin America.

Structural content: Revision of the indicative and subjunctive mode regular and irregular verbs. Advanced contrast between Ser and Estar. Impersonal clauses. Advanced use of the subjunctive tenses: temporal, causal, consecutive, conditional and final clauses. Links and connecting clauses. Reported speech. Relative clauses. Advanced use of prepositions "por" and "para". Idiomatic expressions. Periphrasis.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Study pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

Assessment: Continuous assessment (70%) in the AT and WT. Oral examination (30%) in the WT.

LN808

Mandarin Chinese: Level Five (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Dr Lijing Shi PEL 601H

Pre-requisites: This course is designed for students who have high proficiency in Chinese, typically have studied or/and lived in Chinese-speaking communities. Students are expected to have a very high level of fluency and the ability to do independent research into a chosen topic, i.e. several years of intensive study of Chinese at higher level, and also a keen interest in current issues. Students are expected to demonstrate a high level of commitment to the course: Regular attendance, Completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week to coursework in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

Course Aim:

- To maximise the speed of individual student progression.
- To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts.
- To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks.

- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To practice the ability to use Chinese effectively for purposes of oral and written communication.
- To establish specific linguistic skills and strategies required to communicate effectively.
- To understand/analyse fairly complex texts about current issues and Chinese culture.
- To involve students in planning the course contents according to their specific needs and interests.
- To bring students to the level of C2 of CEFR.

Learners will have opportunities to practise:

- Communication in the workplace, at university and in everyday situations.
- Participation in problem solving discussions.
- Exchanging specific information.
- Writing short essays.
- Participating in discussions: expressing an opinion, agreement, disagreement.
- Logical argumentation. Reading and summarising texts from various sources.
- Using language strategies selected from an extensive repertoire in order to meet changing requirements.
- Using language strategies to cope with specialised topics: i.e. business, law, culture, politics, management, current issues.
- Advanced language tasks with reference to Chinese society, contemporary issues, international relations, history and culture.
- Mandarin pronunciation: Pinyin and tones. Simplified and traditional characters. Chinese grammar review. Regular group or individual oral presentations. Reading and summarising complex texts. Specific grammatical aspects of topical texts. Relevant grammatical issues for advanced and specialised communication.
- Students are to undertake independent research in their particular area of interest. Project work. Reading comprehension. Oral presentation.

The course will also introduce 580 words and 220 Chinese characters.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.
LSE academic term structure change.

Indicative reading: Suggested course book:

The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries. Lee, Liang, Jiao & Wheatley (2010)
Newspaper articles, Internet sources and other web-based material dealing with current issues.

Assessment: Continuous assessment (70%) in the AT and WT.
Oral examination (30%) in the WT.

LN810

Japanese: Level Four (Standard)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang

Pre-requisites: Previous knowledge of Japanese required: 250 hours, including self-study and fluency in writing and reading Hiragana, Katakana and at least 250 Kanji. Students are expected to read at least 300 Kanji.

Course Aims: To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts. To practise the ability to use Japanese effectively for purposes of practical communication and reading completion dealing with linguistically challenging tasks. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese.

Communicative Content: Talking about problems and explaining solutions; Expressing supposition and impressions; Conveying information gained elsewhere; Describing actions done or to be done in preparation for the future; Expressing certainty; Expressing beliefs or expectations based on information gained elsewhere; Expressing ideas that run contrary to expectation; Expressing

causes or reasons for situations or outcomes; Describing change: change coming into effect and continuous changes; Describing deliberate effects; Expressing purpose; Expressing completion/Incompletion of past, present or future actions; Giving examples of events or actions; Stating decisions; Making suggestions based on supposition;

Structural Content: Intransitive and transitive verbs, conditional statement, potential verb + -yoni narimasu, additional use of te form, inference, -tara/ba/reba (used idiomatically).

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Minna no Nihongo Shokyu, Vol. 2, 2nd Edition (Book & CD)

Assessment: Continuous assessment (70%) in the AT, WT and ST.
Oral examination (30%) in the WT.

LN811

Korean: Level One (Standard)

This information is for the 2024/25 session.

Teacher responsible: Course coordinator: Dr Catherine Xiang, 601b, Pethick-Lawrence House

Pre-requisites: No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. For anyone who wants to learn Korean.

Course Aim: To develop the ability to use Korean effectively for purposes of practical communication at survival level. To master the pronunciation of Korean. To have basic knowledge of Korean language: Hangul characters, some grammatical particles including the present, past and future tenses. To be able to communicate in a range of daily life situations and travelling to Korea. To establish the language skills and attitudes required to promote and facilitate further study of Korean. To increase cultural awareness of Korea. To prepare students for the equivalent of A1 CEFR.

Communicative Content: The course is focused on the following communicative functions: Greetings. Introducing yourself and others. Asking for and giving personal information. Introducing your family. Talking about date, daily routine, future plans. Talking about birthday and holiday. Asking and giving time. Arranging a date. Making suggestions. Understanding Korean currency. Shopping and bargaining. Ordering food and drinks. Eating out and reading a menu. Using public transports in Korea. Asking and giving directions. Checking into a hotel. Making simple requests. Describing past events. Talking about likes and dislikes. Making a phone call. Describing and solving problems.

Structural Content: This course will introduce the basics of Korean in the following grammatical areas: From mastering how to read and write Hangul characters. Use of some grammatical markers (subject, object, topic and location), use of honorifics, and three basic tenses including the present, past and future.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading: Integrated Korean: Beginning 1 (KLEAR Textbooks in Korean Language) by Korean Language Education and Research Center (KLEAR), Young-Mee Yu Cho, Hyo Sang Lee and Carol Schulz (15 Dec 2009). Read and Speak Korean for Beginners with Audio CD, 2nd Edition (Read & Speak for Beginners) by Sunjeong Shin (1 Jul 2011). Korean: Beginner's Course (World Language) by Living Language (28 Dec 2007). Basic Korean: A Grammar and Workbook (Grammar Workbooks) by Andrew Sangpil Byon (31 Jul 2008).

Assessment: Continuous assessment (70%) in the AT, WT and ST.
Oral examination (30%) in the WT and ST.

LN814

Mandarin: Level Five (Current Issues)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang 601B Pethick-Lawrence House
Dr Lijing Shi 601H Pethick-Lawrence House

Pre-requisites: Students must have completed Mandarin: Level 5 (Fast-track) (LN808) or equivalent.

Course content: This course aims to develop students' linguistic skills at an advanced level with a clear focus on current issues.

The students will be given opportunities to learn the key vocabulary of global events as well as current affairs. The topics include e-Commerce, wealth inequality, gender discrimination, migrant workers, environment protection, political movement and so on.

The course is communicative and interactive. The students are required to read authentic materials in the target language and learn to discuss, summarise and debate about current issues in China as well as the rest of the world.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

Formative coursework: Students will be expected to produce 1 project in the WT.

Indicative reading: Authentic and purposely made study pack will be provided.

Assessment: Continuous assessment (70%) in the AT and WT.
Oral examination (30%) in the WT.

LN815

Russian: Level One (Fast Track)

This information is for the 2024/25 session.

Teacher responsible: Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

Pre-requisites: This course is designed for false-beginners and/or complete beginners with the background in Slavic languages. Students should demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes.

Students are expected to be experienced language learners or have a good command in at least two languages (one of them should be of Slavic origin).

Course Aim:

- To bring students' knowledge of written and spoken Russian up to a low intermediate level, corresponding to A1/A2 of CEFR.
- To develop an ability to use Russian effectively for practical communication in familiar work and social contexts.
- To deal with a variety of predictable simple language tasks (using a limited vocabulary and linguistic structures) to meet the needs of everyday situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

Communicative Content: The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine, and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Expressing preferences and intentions;
- Giving advice; giving simple descriptions of people, objects places, and weather;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of survival situations at an elementary linguistic level.

Structural Content: The course covers elementary vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task with the emphasis on active usage):

- Gender of nouns; nouns & personal pronouns;

- Adjectives & possessive adjectives in singular in all cases;
- Formation of plural; expression of possession;
- Basic usage of short adjectives;
- Present, past & future tense of the verbs;
- Imperative; reflexive verbs; basic verbs of motion;
- Cardinal & basic ordinal numerals;
- Wider range of adverbs;
- Simple impersonal constructions;
- Expressions of time.

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

Indicative reading:

- Course Book - Colloquial Russian, by Svetlana Le Fleming, Susan Kay & Mikhail Vodopyanov, London: Routledge, 2023, ISBN 9781032417486
- Optional - A Living Russian Grammar, Part 1 Level A1-A2, by L. Grushevskaja et al, Moscow: CREF, 2019, ISBN-13: 978-5924302867

Assessment: Continuous assessment (70%) in the AT and WT.
Oral examination (30%) in the WT.

LN820

Korean: Level 2 (Standard)

This information is for the 2024/25 session.

Teacher responsible: Dr Hua Xiang Pethick-Lawrence House, 601B

Pre-requisites: Students must have completed Korean: Level One (Standard) (LN811).

Students who have completed LN811 Korean Level One successfully or equivalent.

Course Aim: To develop the ability to use Korean effectively for purposes of practical communication at intermediate level. To improve the pronunciation of Korean. To have enhanced knowledge of Korean language: Pinyin spelling, tones, characters, words and syntax. To be able to communicate in a range of daily life situations and travelling to Korea. To establish the language skills and attitudes required to promote and facilitate further study of Korean. To increase cultural awareness of Korea. To prepare students for the equivalent of B1 CEFR.

Communicative Content: The course is focused on the following communicative functions: Greetings. Introducing yourself and others. Asking for and giving personal information. Introducing your family. Talking about date, daily routine, future plans. Talking about birthday and holiday. Asking and giving time. Arranging a date. Making suggestions. Understanding Korean currency. Shopping and bargaining. Ordering food and drinks. Eating out and reading a menu. Using public transports in Korea. Asking and giving directions. Checking into a hotel. Making simple requests. Describing past events. Talking about likes and dislikes. Making a phone call. Describing and solving problems.

Structural Content: Asking a person or offering to do something (e.g.: hold a meeting, party). Describing what you or someone else is doing. Ordering items for business needs, booking restaurants etc. Giving and receiving directions. Describing one's daily commute. Asking permission. Making requests. Refusing to follow instructions politely. Express desire, preference, likes and dislikes. Dining out with customers or friends. Reading some modified articles on current affairs. Making comparisons (comparative and superlative degree).

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

Formative coursework: Students will be expected to produce 10 exercises in the AT, WT and ST.

Indicative reading: Integrated Korean: Beginning 2 (KLEAR Textbooks in Korean Language) by Korean Language Education and Research Center (KLEAR), Young-Mee Yu Cho, Hyo Sang Lee and Carol Schulz (15 Dec 2009). Read and Speak Korean for Improvers with Audio CD, 2nd Edition (Read & Speak for Beginners)

by Sunjeong Shin (1 Jul 2011). Korean: Intermediate Course (World Language) by Living Language (28 Dec 2007). Basic Korean: A Grammar and Workbook (Grammar Workbooks) by Andrew Sangpil Byon (31 Jul 2008).

Assessment: Oral examination (30%) in the WT and ST.
Continuous assessment (70%) in the AT, WT and ST.

LN829

Arabic: Level One (Integrated Approach)

This information is for the 2024/25 session.

Teacher responsible: Mr Nadim Ben Mohamed Mahjoub

Availability: This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.

Pre-requisites:

- No previous knowledge of Arabic.
- This course is suitable for students wanting to learn Levantine Colloquial Arabic and Modern Standard Arabic. Admission into the course upon tutor's approval during the information sessions.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate two hours per week for coursework in addition to classes.

Course aims:

- To develop the basis of Levantine Colloquial Arabic at survival level.
- To raise awareness about the two Arabic varieties (formal and colloquial).
- To learn the Arabic writing system.
- To introduce students to Modern Standard Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1- of Common European Framework.

Communicative content:

- Greetings
- Personal information
- Your immediate family
- Your studies and jobs
- Where you live
- Your city and country
- Present and past actions/events
- Describing people, places and objects
- Daily habits/routine
- Making comparisons
- Talking about future plans (basic)
- Expressing likes/dislikes

Structural content:

- Pronunciation
- Feminine and masculine words
- Present tense
- The definitive article
- Independent pronouns and pronoun suffixes
- Nouns-adjective phrases
- Numbers
- Plural
- Word order
- Demonstrative
- Possessive pronouns
- Interrogatives (where, when, what, in which, etc.)
- Prepositions: in, between, etc
- Nisba (nationality)
- Idafa (genitive construction)
- Past Tense
- Use of "also, where, in the same, etc."

Teaching: 16 hours of classes in the AT. 22 hours of classes in the WT. 2 hours of classes in the ST.

- This is a 40 hour-course.
- Please refer to the LSE timetable for course teaching

arrangements.

Formative coursework: Weekly exercises featuring interactive work and oral practise; grammar exercises; reading and listening comprehension.

Indicative reading: Study Pack to be provided.

Other useful materials

- Syrian Colloquial Arabic, a Functional Course (third edition) by Mary-Jane Liddicoat, Richard Lennane and Dr Iman Abdul Rahim
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Arabiyyat al-Naas (Part 1). An introductory course in Arabic by Munther Younes, Routledge, 2014
- Alif Baa: Introduction to Arabic, Letters and Sounds by Brustad et al. Georgetown Univ. Press, Second or Third Editions
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown Univeristy Press, 2018
- The Integrated Approach to Arabic instruction, Munther Younes, Routledge, 2015

Assessment: Oral examination (30%) in the WT.

Continuous assessment (70%) in the AT and WT.

English for Academic Purposes Courses

LN951

Argumentation and Style

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standing

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: This course will focus on argumentation and style in written and oral communication. Students will analyse written and oral texts to improve their discourse management, language accuracy and language range.

Teaching: This is a 5-week course and each session will last 60-minutes. The course will be offered at four different times during the academic year namely: AT Wks 1-5; AT Wks 7-11; WT Wks 1-5 and WT Wks 7-11.

LN952

Discussion

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standing

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: This course provides an opportunity to enable students to improve their fluency, accuracy and confidence when discussing academic and non-academic topics. Each class has a different theme/focus and includes some input on vocabulary and discourse patterns. These skills are transferable and can be applied both in academic situations as well as daily interaction at LSE and in the UK.

Teaching: This is a 5-week course which will be repeated at four different times during the academic year namely: AT Wks 1-5; AT Wks 7-11; WT Wks 1-5; WT Wks 7-11.

LN954 Not available in 2024/25

Informal Vocabulary

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standing PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: Students will improve their knowledge and understanding of informal English vocabulary including use of puns, metaphors, idioms and collocations.

Teaching: 4 hours of classes in the AT. 4 hours of classes in the WT.

This course will be offered at four different times during the academic year namely: AT Wks 2-5; AT Wks 7-10; WT Wks 2-5; WT Wks 7-10

LN955 Not available in 2024/25

Academic Vocabulary

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standing PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: Students will improve their knowledge and understanding of academic English vocabulary including: stylistic choices, noun-phrases, verb-phrases, collocations and metaphor.

Teaching: 4 hours of classes in the AT. 4 hours of classes in the WT.

This course will be offered at four different times during the academic year namely: AT Wks 2-5; AT Wks 7-10; WT Wks 2-5; WT Wks 7-10

LN956 Not available in 2024/25

Grammar for Academic Purposes

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standing PEL.6.01e

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: Students will enhance their knowledge of English grammar in academic contexts and will improve their grammatical range and accuracy through a combination of text analysis and oral/written tasks.

Teaching: 4 hours of classes in the AT. 4 hours of classes in the WT.

This course will be offered at four different times during the academic year namely: AT Wks 2-5; AT Wks 7-10; WT Wks 2-5; WT Wks 7-10.

LN957

Pronunciation and Voice

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standing

Pre-requisites: This course is for students who speak English as a foreign language

Course content: This course will focus on pronunciation and voice and aims to raise awareness of the features of spoken English while improving general pronunciation. The course covers topics such as individual sounds, word and sentence stress, the features of connected speech and intonation.

Teaching: This is a 5-week course and each session will last 60-minutes. The course will be offered at four different times during the academic year namely: AT Wks 1-5; AT Wks 7-11; WT Wks 1-5 and WT Wks 7-11.

LN959

Presentation Skills

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standing

Pre-requisites: This course is for students who speak English as a foreign language.

Course content: By the end of this course student will have: a) developed strategies to enhance voice and pronunciation while giving presentations; b) worked on improving language accuracy and extending language fluency; c) received feedback on practice presentations.

Teaching: 5 hours of classes in the AT. 4 hours of classes in the WT.

This is a 5-week course which will be repeated at four different times during the academic year namely: AT Wks 1-5; AT Wks 7-11; WT Wks 1-5; WT Wks 7-11

LN960 Not available in 2024/25

Grammar for Academic Purposes II

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standring PEL.6.01e

Course content: Students will enhance their knowledge of English grammar in academic contexts and will improve their grammatical range and accuracy through a combination of text analysis and oral/written tasks. Student do not need to have taken LN956 Grammar for Academic Purposes in order to sign up for this course.

Teaching: This course will be offered at four different times during the academic year namely: AT Wks 2-5; AT Wks 7-10; WT Wks 2-5 and WT Wks 7-10.

LN988

Thesis Writing

This information is for the 2024/25 session.

Teacher responsible: Dr Angus Wrenn PEL.6.0.1a

Pre-requisites: For PhD students who are embarking on writing their thesis and who are interested in learning more about academic English and academic writing.

Course content: The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

Teaching: 9 hours of classes in the AT. 9 hours of classes in the WT.

LN991

Academic Writing Skills

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standring

Pre-requisites: For students interested in learning more about English for academic writing.

Course content: The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

Teaching: 9 hours of classes in the AT.

Classes will be in Weeks 2-5 and Weeks 7-11 of AT. Tutorials will be available in the Week 6 Reading Week.

LN992

Academic Writing Skills

This information is for the 2024/25 session.

Teacher responsible: Mr Michael Mcgarvey

Pre-requisites: For students from the department of Law who are interested in learning more about academic writing to assist with coursework.

Course content: The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic

writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

Teaching: 9 hours of classes in the AT.

Classes will be in Weeks 2-5 and Weeks 7-11 of AT and WT. 1-2-1 tutorials will be available in the Week 6 Reading Week.

LN993

Academic Writing Skills

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standring

Pre-requisites: For students from the departments of Accounting, Economics, Finance, Mathematics and Statistics who are interested in learning more about academic writing to assist with coursework, dissertations and exams.

Course content: The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

Teaching: 5 hours of classes in the WT.

LN994

Academic Writing Skills

This information is for the 2024/25 session.

Teacher responsible: Dr Alison Standring

Pre-requisites: For students who are interested in learning more about academic writing to assist with exam style essays.

Course content: The course aims to develop the ability to write exam style essays more effectively. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

Teaching: 5 hours of classes in the WT.

Disclaimer

Every effort has been made to ensure that the information in the Calendar is correct and up-to-date at the time of publication (September 2025). Circumstances may change subsequent to publication. The online version of the Calendar, which will be adjusted from time to time throughout the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

