LSE
THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Welcome to the Department of International History

Undergraduate Handbook

2023/24

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International-History

Contents

Department of International History

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Welcome from the Head of Department

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

Each student will be allocated an individual Academic Mentor from among the academic staff. In addition, there are three Departmental Tutors, Dr Svetozar Rajak (**s.rajak@lse.ac.uk**) who has special responsibility for third year undergraduates. Dr Gagan Sood (**g.sood1@lse.ac.uk**) is responsible for second year undergraduates. Dr Paul Keenan (**p.keenan@lse.ac.uk**) has responsibility for first year undergraduates and general course students

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

Details of your induction events in w/c 18 September are here: **lse.ac.uk/International-History/Welcome/undergraduate-events**

The Department is located on the ground, mezzanine, first, second and third floors of Sardinia House and the department offices are in 1.03B, 1.03C, 1.03D, 1.03E, 1.03F and 1.03G.

For general enquiries, your first point of call as an undergraduate student should be the Undergraduate Programme Administrator's office which is 1.03F and queries should be sent to **ih.ug.admin@lse.ac.uk**

Professor Marc D. Baer
Head of Department

Staff contact details

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Dr Edlira Gjonca
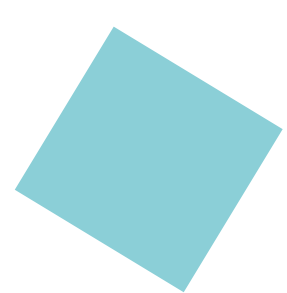Room 1.03D, Sardinia House
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Graduate teaching assistants and guest teachers 2023/24

For an up to date list please visit **lse.ac.uk/International-History/People**

Departmental life

The role of the academic mentor and staff office hours

The Department of International History highly values the mentor-mentee relationship. When you arrive in the department you will be allocated an academic mentor who will normally remain mentor throughout your time of study at the LSE. It is important that you establish contact in the early days of term and maintain a close working relationship with your academic mentor throughout your course. They can advise on academic and non-academic matters. In other words, your academic mentor is your first point of contact if you have any concerns about your studies at the LSE (eg, choice of courses, progress in studies, finding a dissertation supervisor, references) or other personal concerns which you may wish to discuss in confidence. Your academic mentor will contact you at the beginning of each term and will let you know when they are going to be available to see mentees. They will also post the times of her/his regular, weekly office hours on their door. It is your responsibility to make sure that you respond to your mentor's request to see you. You should as a minimum see your academic mentor at least twice in the Autumn term and at least once in the Winter and Spring terms. Your mentor's office hours can be found on the Department's website.

Examination feedback

At the first meeting with your academic mentor in the second and third year, s/he will provide you with feedback on the previous year's examinations, indicating what the examiners saw as the strengths and weaknesses of the mentees' exam papers. You will also receive a breakdown of composite marks, where applicable.

Office hours

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

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

Departmental notice boards

There are departmental notice boards for general information, news of special lectures and other events (both inside and outside the School), scholarships, careers etc. These boards are outside SAR 2.06 (second floor, Sardinia House) and in the study room (ground floor, Sardinia House). The department will also endeavour to provide as much as possible online or by email.

Departmental study room

International History students are welcome to make use of this room which is mainly for study purposes. It is on the ground floor of Sardinia House.

Language course reimbursement

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

To qualify for reimbursement, at the beginning of the year students should inform the Undergraduate Administrator, via e mail: **ih.ug.admin@lse.ac.uk** that they have signed up to learn a language at the Language Centre and intend to apply for this reimbursement. The following details should be provided in the notification:

SURNAME:
FIRST NAME:
DEGREE OF STUDY:
YEAR OF STUDY:
LANGUAGE COURSE TO BE TAKEN:
COST :
BANK DETAILS:

Once you have registered your intention to apply you will receive a confirmation from the Undergraduate Administrator that your intention has been registered with the Department. Please keep this e-mail.

Please note, if you do not register your request for reimbursement; receiving a reply confirmation from the Undergraduate Administrator at the beginning of the year, you will be unable to make a claim at the end of the year. The closing date to register your request will be circulated via e mail at the beginning of the year, along with further instructions.

Language certificates are normally issued in early June. Reimbursement will not be arranged unless the certificate is produced, and this must be done by the deadline given to be processed within the end of the LSE financial year. Students will receive payment by bank transfer in August.

Students may only claim for one course.

Departmental events

The Department holds a variety of public events throughout the academic year. Previous year's programme included events such as 'Human Rights against Fascism in the Americas', 'Engaging a Risen China by Understanding its Past', and 'The Europe Illusion.'

A full programme of events will be available at **www.lse.ac.uk/International-History/Events**.

Annual lecture

The department hosts an annual lecture as part of the LSE Events programme. The speaker and topic of this year's annual lecture will be announced during Michaelmas term.

Student events

For students, along with the Careers programme and Cumberland lodge, we run:

The Undergraduate Research Assistantship Scheme – The Department of International History is pleased to announce a number of paid research assistantships. These roles are being offered to undergraduate students who are interested in contributing to the research projects of staff members through the completion of specific tasks. The research assistantships provide an opportunity to collaborate with a staff member in their research, gain experience of working on a project, and add to the depth of your CVs.

- Past projects include:

- Anti-colonial activism

- History of Slavery and Emancipation

- The Vietnam War in Latin America

- Human Rights and the Iranian Revolution

- US-China transnational relations in the 1970's

Exhibition and theatre trips and walking tours of London – in past years this has included trips to Liverpool's Slavery Museum and the British Museum.

Lunch with a Historian – an opportunity for a small group of students to have a 2-course lunch with a member of faculty in LSEs Senior Dining Room.

Evening talks with distinguished historians

Pub quizzes and game nights

Events in collaboration with LSE SU History Society **www.facebook.com/ LSEHistorySociety/**

Student led events – students have the opportunity to organise their own events, which are supported by the Department. This has included EDI supported public events and workshops, the Diplomacy Ball, and the launch of the Webster Review (a journal for undergraduate students to publish historical research and articles).

All details of events will be shared via email and available on our **website**.

Programme regulations

Note to students of the BSc in International Relations and History Programme

BSc International Relations and History students are sometimes puzzled over their relationship with the Department of International Relations. This note is an attempt to explain.

Yours is a joint degree in curricular terms. It is so constructed as to ensure that you study an approximately equal number of courses from International History (IH) and from International Relations (IR).

As part of your degree you have four compulsory IR courses. In the first year, you will take IR100 Theories, Concepts and Debates of International Relations. In your second year, you will take two courses from the following five: IR200 International Political Theory; IR202 Foreign Policy Analysis; IR203 International Organisation; IR205 International Security; and IR206 International Political Economy. In your third year, you will take one further course from this selection of five courses. In addition, you choose up to two additional IR optional courses (or the equivalent in half units). You cannot choose IR398 Dissertation. Dissertations must be done in the International History Department.

Courses taught by the Department of International Relations are examined and marked according to criteria set out in its undergraduate marking scheme. The marking scheme can be found in this handbook.

Your "home" department is the International History Department. Tutorial and administrative aspects of your degree are exclusively the responsibility of IH. This has been the case ever since the degree was created, on the initiative of IH. Representation on the Staff-Student Liaison Committee, attendance at the Cumberland Lodge weekend conference and other benefits are offered by the IH department rather than IR.

IR&H students have in recent years received invitations to the parties and out-of-classroom events organised by the International Relations Department for IR undergraduate students. IR&H students can also apply for any research assistant positions made available by the International Relations Department.

IR&H students occasionally ask about the possibility of transfer into the BSc IR degree. Unfortunately, these requests are accepted only in rare circumstances and they are subject both to space availability in the BSc IR degree and to meeting the programme transfer conditions.

We hope you will enjoy studying for your BSc degree in International Relations and History. We will do our best, in liaison with your Departmental Tutors and student representatives, to contribute (within the limits set out above) to providing a fulfilling university education in International Relations for that half of your degree studies.

Note to students on the joint BSc degree History and Politics

This programme combines the two complementary fields of history and politics in a joint honours programme, with around half of the programme in each field. It will provide you with insight into the interaction between political ideas and institutions, and historical developments. In addition to studying the individual trajectories of history and politics students have a unique chance to scrutinise the unique synergy between the two in specific case studies of politics in action across millennia.

You will learn political concepts and theories, will compare political phenomena in a variety of cultures and countries, and answer broad theoretical questions about the political world. You will learn to analyse complex evidence from a variety of sources, to develop your analytical powers and to present your findings effectively.

Yours is a joint degree in curricular terms. It is so constructed as to ensure that you study an approximately equal number of courses from International History (IH) and from Government (GV). Your "home" department is the International History Department. Tutorial and administrative aspects of your degree are exclusively the responsibility of IH. Representation on the Staff-Student Liaison Committee, attendance at the Cumberland Lodge weekend conference and other benefits are offered by the IH department.

Course selection and timetables

Programme structure and what you need to do

Each year of an undergraduate programme comprises four papers. Each of these papers is completed by taking either one full, or two half units.

A full list of the available course selection in each year and links to more detailed information on each course can be located from **page 17** for BA History, **page 21** for BSc International Relations and History and **page 25** for BSc History and Politics.

When to select your courses

• LSE wide opening and closing dates for course selection are as follows:

• Continuing undergraduates will be able to select courses from 10am on Tuesday 29 August 2023 until 5pm on Monday 9 October 2023.

• New undergraduates (including General Course students) will be able to select courses from 10am on Tuesday 5 September 2023 until 5pm on Monday 9 October 2023.

• Absolutely no course changes to full units or Autumn term half units are possible after 5pm on Monday 9 October 2023.

How to select your courses

1. **Find out about your courses** – check the Course Finder on **lse.ac.uk/calendar** and also Moodle to find out more about courses you want to take.

2. **Select your courses in LSE for You** – courses can be selected using **LSE for You**. Step by step instructions are available on the SSC webpages.

3. **Check you have Moodle access for your selected courses** –check you can access courses on Moodle, after completing course selection.

Course Finder lists all the courses, course content and modes of assessment available for each programme. This is a place to view the information but not to make a selection using Course Finder. You should select courses in LSE for You as stated above.

Providing your selected courses are ready in Moodle, you should be automatically enrolled on their Moodle pages a few hours after selecting your courses on LSE for You.

Different departments handle course selection in different ways so if you are taking a course outside of International History then please make sure you understand how that course is managed. This is particularly the case for **language centre courses**.

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

Capped courses

Some departments have capped courses, which means that places on these courses will be limited. On the **LSE for You** course selection system these courses are labelled as "capped". A full list of capped courses is available here.

These courses are offered on a first come first serve basis and as soon as the number of students registered reaches the capped number, the status of these courses will change to "full" and no one else will be able to select them.

If you want more information about capped courses please contact he department teaching the course.

Timetables

Undergraduate students are allocated to all teaching centrally by the Timetables Team. If you have made your selections in **LSE for You** by 18 September you should receive your personal timetable on Friday 22 September. After this, if you make changes to your course selections it can take up to 48 hours for these to be reflected on your personal timetable.

Can't see your timetable?

If you can't see your timetable, or it is incomplete, after 22 September then check that you have:

• Completed **online registration** for this academic year

• Selected all your courses in **LSE for You**

• Not selected a course which creates a timetable clash
  (check the **course by course timetable**).

• Not made changes within the last 48 hours.

Changing your timetable

It is not possible to change the lectures in your timetable, there is usually only one lecture for each course and it takes place at a fixed time. You can potentially change class/seminar group in exceptional circumstances. To request a group change apply using the "course group change request" tool within LSE for You. You should include details of why you need to change group and outline your availability for alternative groups. We may request evidence in support of your request.

If you find you have a timetable clash you will need permission from the Undergraduate Departmental Tutor to find a solution. You should explain the reason for the clash and if possible you will be moved to a different class. If the clash is with a lecture, it might be possible to watch a recording. Please bear in mind that not all lectures are recorded and the onus will be on you to catch up with any missed work.

Auditing courses

Some LSE courses allow for students to "audit". This is an informal arrangement where you join the lectures but do not go to classes/seminars or take the assessments. As an informal arrangement, it is not possible for LSE to confirm whether you have audited a course; it will not appear in your course selections, on your timetable or on your transcript. If you do choose to audit a course you should first check that your timetable will allow you to join the lectures. If so, contact the relevant course leader and ask permission to audit their course. **You must not attend any classes/seminars for courses you are auditing.**

Winter term course selection

Most courses on offer are full time so it will not be necessary to interact with the January 2024 course selection process. However, if you are selecting half unit courses then you will need to engage with this process.

Course selection will reopen at the start of Winter Term 2024 to allow you to change Winter Term half units, provided the newly chosen courses are not already full. Late course changes are not permitted in Winter Term once course selection has closed. We strongly advise that you minimise the changes you make in this period. You cannot change any course that has any teaching in Autumn Term 2023.

Getting help

If you need help with Course Selection and Timetables please contact the department in the first instance. The PSS team or your Academic Mentor will be able to offer advice.

For queries about the course selection process you can contact the Student Services Centre (SSC) via their enquiry form. The SSC can help if you are experiencing issues with the **LSE for You** system.

For queries about your timetable you can contact the Timetables team at **timetables@lse.ac.uk**. Do check the list of common problems above first.

If you are not able to access LSE for You at all then contact Tech Support.

If you have a question about Moodle please contact **eden.digital@lse.ac.uk**

For advice around which courses to take and how your programme fits together please contact **department@lse.ac.uk**

BA in History

For all first, second and third year students in 2023/24

Year 1

Papers 1 and 2
Two courses from the following:

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

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

HY116   International Politics since 1914: Peace and War

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

Paper 3
HY120   Historical Approaches to the Modern World 1.0

Paper 4
An approved course taught outside of the department from the following:
Undergraduate Outside Options List (Year 1)

Year 2

Paper 5
One course from the following:

EH238   The Origins of Growth

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

HY221   The History of Russia, 1676-1825

HY243   Islamic Empires, 1400-1800 *(not available 2023/24)*

HY315   The European Enlightenment, c.1680-1799

HY319   Napoleon and Europe (1.0)

HY323   Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 *(not available 2023/24)*

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

Year 2 (continued)

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

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

Paper 6
One course from the following:

History List A

Paper 7
One course from the following:

EH207   The Making of an Economic Superpower: China since 1850 **OR**

EH225   Latin America and the International Economy

History List A

History List B

Paper 8
An approved course taught outside of the department from the following:
Undergraduate Outside Options List (Years 2 and 3)

Year 3

Papers 9 and 10
Two courses from the following [A]:

History List A

History List B

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

History List A

History List B

Undergraduate Outside Options List (Years 2 and 3)

Paper 12
HY300   Dissertation

History List A

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

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

HY221   The History of Russia, 1676-1825

HY226   The Great War 1914-1918

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

HY239   People, Power and Protest in Latin America, c.1895 to the present day

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

HY241   What is History? Methods and Debates

HY242   The Soviet Union: Domestic, International and Intellectual History

HY243   Islamic Empires, 1400-1800 *(not available 2023/24)*

HY245   The United States and the World since 1776

HY246   The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s

HY247   The History of Modern Turkey, 1789 to the Present

LN251   Comparative Literature and 20th Century Political History

History List B

HY311   Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75)

HY315   The European Enlightenment, c.1680-1799

HY319   Napoleon and Europe

HY320   The Cold War Endgame

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

HY323   Travel, Pleasure and Politics: The European Grand Tour, 1670-1825
(not available 2023/24)

HY327   The Anglo-American Special Relationship, 1939-89

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

HY329   Independent India: Myths of Freedom and Development

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

HY331   Henry Kissinger and the Global 1970s *(not available 2022/23)*

HY332   Interwar worlds: the cultural consequences of the First World War

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

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

HY335   History of Foreign Relations of the People's Republic of China, 1949-2008

HY336   The United States and nuclear weapons from the Manhattan project to the end of the Cold War *(not available 2023/24)*

BSc in International Relations and History

For all first, second and third year students in 2023/24

Year 1

Paper 1

IR100   International Relations: Theories, Concepts and Debates

Paper 2

HY120   Historical Approaches to the Modern World

Papers 3 and 4

Two courses from the following: **A**

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

HY116   International Politics since 1914: Peace and War

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

IR101   Contemporary Issues in International Relations

Language Courses

Undergraduate Outside Options List (Year 1)

Year 2

Papers 5 and 6

Two courses from the following:

IR200   International Political Theory [#]

IR202   Foreign Policy Analysis [1]

IR203   International Organisations [#]

IR205   International Security

IR206   International Political Economy

Papers 7 and 8
Two courses from the following:

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

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

HY221   The History of Russia, 1676-1825

HY226   The Great War 1914-1918

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

HY239   People, Power and Protest in Latin America, c.1895 to the present day

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

HY241   What is History? Methods and Debates

HY242   The Soviet Union: Domestic, International and Intellectual History

HY243   Islamic Empires, 1400-1800 **#**

HY245   The United States and the World since 1776

HY246   The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s

HY247   The History of Modern Turkey, 1789 to the Present *(not available 2023/24)*

LN251   Comparative Literature and 20th Century Political History **#**

Year 3

Paper 9
Two courses from the following:

Papers 5 and 6 options list

Paper 10
Courses to the value of one full unit from the following:

IR305   Strategic Aspects of International Relations (1.0)

IR312   Genocide (0.5)

IR313   Managing China's Rise in East Asia (0.5) *(not available 2023/24)*

Year 3 (continued)

IR314 Southeast Asia: Intra-regional Politics and Security (0.5)
(not available 2023/24)

IR315 The Middle East and International Relations Theory (1.0)

IR317 American Grand Strategy (0.5) #

IR318 Visual International Politics (0.5)

IR319 Empire and Conflict in World Politics (0.5) *(not available 2023/24)*

IR320 Europe's Institutional Order (0.5) # *(not available 2023/24)*

IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5)
(not available 2023/24)

IR323 Gendered/ing and International Politics (0.5) #

IR324 The Practices of Transitional Justice (0.5) # *(not available 2023/24)*

IR325 The Situations of the International Criminal Court (0.5)
(not available 2023/24)

IR326 The Rule of Law: A Global History (0.5) *(not available 2023/24)*

IR349 Conflict and Peacebuilding (1.0) #

IR354 Governing International Political Economy: Lessons from the Past for the
Future (0.5) #

IR355 Economic Diplomacy (0.5) #

IR367 Global Environmental Politics (0.5) #

IR368 The Political Economy of Trade (0.5) #

IR369 Politics of Money in the World Economy (0.5) #

IR372 Nuclear Non-proliferation and World Politics (Special Topics in International
Relations) (0.5) *(not available 2023/24)*

IR373 China and the Global South (0.5) #

IR377 The Politics of Governance, Development and Security in Sub-Saharan Africa (0.5)

IR378 Critical War Studies (0.5) *(not available 2023/24)*

IR379 Eastern Europe: Domestic Regimes and Foreign Policies (0.5)

IR380 The Politics of Inequality and Development (0.5)

IR 391 Globalisation and the State in Developing Countries (0.5)

IR395 The Politics of Displacement and Refuge (0.5)

Papers 5 and 6 options list

Paper 11

One course from the following:

HY311 Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75)

HY315 The European Enlightenment, c.1680-1799

HY319 Napoleon and Europe

HY320 The Cold War Endgame

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

HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 *(not available 2023/24)*

HY327 The Anglo-American Special Relationship, 1939-89

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

HY329 Independent India: Myths of Freedom and Development

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

HY331 Henry Kissinger and the Global 1970s

HY332 Interwar worlds: the cultural consequences of the First World War

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

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

HY335 History of Foreign Relations of the People's Republic of China, 1949-2008

HY336 The United States and nuclear weapons from the Manhattan project to the end of the Cold War *(not available 2023/24)*

Paper 12

One course from the following:

HY300 Dissertation

Papers 5 and 6 options list

Paper 10 options list

Paper 11 options list

Footnotes

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

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

BSc in History and Politics

For students starting this programme of study in 2023/24
(Formerly BSc in Politics and History)

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

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

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

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

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

Year 1

Paper 1
GV100　Introduction to Political Theory (1.0)

Paper 2
GV101　Introduction to Political Science (1.0)

Papers 3 and 4
Courses to the value of 2.0 unit(s) from the following:

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

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

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

HY120　Historical Approaches to the Modern World (1.0)

Year 2

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

Government List A

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

Government List A

Papers 7 and 8
Courses to the value of 2.0 unit(s) from the following:

History List A

Year 3

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

Government List B

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

History List B

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

Government List B

History List B

Undergraduate Outside Options List (Years 2 and 3)

Paper 12
Courses to the value of 1.0 unit from the following: **D**

GV390   Government Dissertation Option (1.0)

HY300   Dissertation (1.0)

Government List B

History List B

Undergraduate Outside Options List (Years 2 and 3)

Footnotes
* means available with permission
A: GV319 can be taken in Year 3 only.
B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
C: Courses selected from the Undergraduate Outside Options list must be approved.
D: Courses selected from the Undergraduate Outside Options List must be approved.
means there may be prerequisites for this course. Please view the course guide for more information.

Note for prospective students:

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students.

Programme transfer

If you wish to transfer to another programme either within or beyond the IH Department you will need to contact the Departmental Tutor for the year concerned.

Learning history, learning skills

Why study history?

66

Important abilities and qualities of mind are acquired through the study of History. They are particularly valuable for the graduate as citizen and are readily transferable to many occupations and careers.99

66

The particular characteristics of History as a discipline: Its subject matter, distinguishing it from other humanities and social sciences, consists of the attempts of human beings in the past to organise life materially and conceptually, individually and collectively, while the object of studying these things is to widen students' experience and develop qualities of perception and judgement. History provides a distinctive education by providing a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes.99

66

History's ability to promote understanding between cultures and between national traditions remains as important as ever.99

[Extracts from: History Benchmarking Draft Report, 1999]

Apart from being extremely enjoyable and enabling students to learn about the past; to understand the past and through it, come to a far better understanding of the present; history also offers students the opportunity to acquire and improve on many of the key skills which have been identified as a priority for Higher Education after consultation with employers.
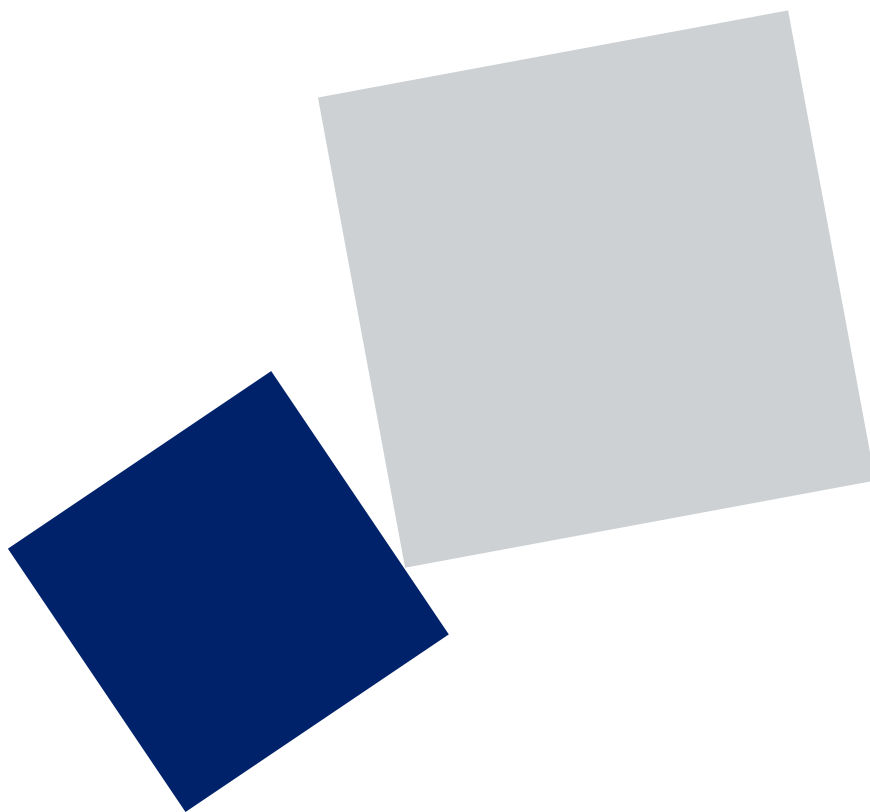
Each of the courses we offer has a separate description of its content and the way it is taught and examined. Each is distinctive and seeks to cover different yet complementary areas of history and chronological periods. Some also place particular stress on certain skills.

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

Key skills

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

- Communication (verbal and written)

- The use of information technology

- Learning to learn/ improving own learning and performance, working with others

- Numeracy/application of number

The assessment criteria for examination by essays written under timed conditions – extract from the draft benchmark statement for history 1999

This gives a good indication of what is required to do well in a history course. It will also help you identify the areas where you might need to improve. Essays not written under timed conditions will carry both a mark and a comment from the class teacher/marker. You are also reminded that all class teachers and class hours where you may go to discuss your progress on specific courses.

First class

Structure and focus

- Work which engages closely with the question set, and shows a mature appreciation of its wider implications.

- The structure of the answer will facilitate a clear, coherent, and compelling development of the writer's argument.

- Descriptive material and factual evidence will be deployed in order to support and develop the writer's argument, and will be deployed with a vigorous sense of relevance and an appropriate economy of expression.

Quality of argument and expression

- The writing will be clear, fluent, and accurate. The range of vocabulary and linguistic idioms will be appropriate to the case being developed.

- The answer will go well beyond the effective paraphrasing of other historians' ideas, and demonstrate conceptual command of the historical (and, where appropriate, historiographical) issues at stake.

- The answer may develop ideas which are original, and may be structured in a way which enables the writer to develop independent lines of thought in compelling and coherent ways. Intellectual independence, when grounded in a mature consideration of available evidence, should take the candidate into the highest mark bands.

Range of Knowledge

- Relevant knowledge is both broad and deep. This will include knowledge of contemporary sources, historiography, secondary literature. The range of reading implied by the answer will be extensive.

- The answer will demonstrate a clear sense of the nature and complexity of historical development.

- The writer will show an ability to move between generalisation and detailed discussion, and will be able to synthesize as well as particularize.

- Writers will show an ability to evaluate the nature and status of information at their disposal, and where necessary identify contradiction and attempt a resolution.

- The answer will demonstrate an informed and secure understanding of the historical period or periods under discussion.

Upper Second class

Structure and focus

- Work which displays an understanding of the question, shows an appreciation of some of its wider implications, and makes a serious attempt to engage with the question set.

- The structure of the answer will facilitate a clear development of the writer's argument, towards the lower end of this mark band candidates will not sustain an analytical approach throughout.

- Descriptive material and factual evidence will be deployed relevantly. Towards the lower end of this mark band candidates may not always bring out the full implications of evidence cited.

Quality of argument and expression

Draft Benchmark Statement for History

- The writing will be clear and generally accurate, and will demonstrate an appreciation of the technical and advanced vocabulary used by historians.

- The answer will deploy other historians' ideas and seek to move beyond them. The answer will also show an appreciation of the extent to which historical explanations are contested.

- Although the answer might not demonstrate real originality, the writer will present ideas with a degree of intellectual independence, and will demonstrate the ability to reflect on the past and its interpretation.

Range of Knowledge

- Knowledge is extensive, but might be uneven. Demonstrated knowledge will include reference to relevant contemporary and historiographical sources. The range of reading implied by the answer will be considerable.

- The answer will demonstrate a sense of the nature of historical development.

- The writer will show an ability to move between generalisation and detailed discussion. Although there may be a tendency towards either an over-generalised or an over-particularised response.

- Writers will reflect on nature and status of information at their disposal, and will seek to use it critically.

- The answer will demonstrate a secure understanding of the historical period or periods under discussion.

Lower second class

Structure and focus

- Work which displays some understanding of the question set, but may lack a sustained focus and may show only a modest understanding of the question's wider implications.

- The structure of the answer may be heavily influence by the material at the writer's disposal rather than the requirements of the question set. Ideas may be stated rather than developed.

- Descriptive material and factual evidence will be deployed, but not necessarily with the kind of critical reflections characteristic of answers in higher mark bands.

- Quality of argument and expression

- The writing will be sufficiently accurate to convey the writer's meaning clearly, but it may lack fluency and command of the kinds of scholarly idioms used by professional historians. In places expression might be clumsy.

- The answer will show some understanding of historians' ideas, but may not reflect critically upon them. The problematic nature of historical explanations may be imperfectly understood.

- The answer is unlikely to show any originality in approach or argument, and may tend towards assertion of essentially derivative ideas.

Range of Knowledge

- Knowledge will be significant, but may be limited and patchy. There may be some inaccuracy, but basic knowledge will be sound. The range of reading implied by the answer will be limited.

- The answer will show some limited awareness of historical development.

- The writer might be prone to being drawn into excessive narrative or mere description, and may want to display knowledge without reference to the precise requirements of the question.

- Information may be used rather uncritically, without serious attempts to evaluate its status and significance.

Draft Benchmark Statement of History

- The answer will demonstrate some appreciation of the nature of the historical period or periods under discussion.

Third class

Structure and focus

- Work which displays little understanding of the question, and may tend to write indiscriminately around the question.

- The answer will have structure but this may be underdeveloped, and the argument may be incomplete and unfold in a haphazard or undisciplined manner.

- Some descriptive material and factual evidence will be deployed, but without any critical reflection on its significance and relevance.

Quality or argument and expression

- The writing will generally be grammatical, but may lack the sophistication of vocabulary or construction to sustain a historical argument of any complexity. In places the writing may lack clarity and felicity of expression.

- There will be little appreciation of the problematic or contested nature of historical explanations.

- The answer will show no intentional originality of approach.

Range of Knowledge

- There will be sufficient knowledge to frame a basic answer to the question, but it will be limited and patchy. There will be some inaccuracy, but sufficient basic knowledge will be present to frame a basic answer to the question. The answer will imply relevant reading but this will be slight in range.

- There will be understanding of historical development but it will be underdeveloped, and the ideas of historians and other writers may be muddled or misrepresented.

- There will be an argument, but writer may be prone to excessive narrative, and the argument might be signposted by bald assertion rather than informed generalisation.

- There will be sufficient information to launch an answer, but perhaps not to sustain a complete response. Information will be used uncritically as if always self-explanatory.

- The answer will demonstrate appreciation of the nature of the historical period or periods under discussion, but at a rudimentary level.

Department of International History

Writing notes

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

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

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

(i)   short enough so that you can revise from them quickly, but comprehensive enough to answer a range of questions fully;

(ii)   easy to understand - usually by being divided into several major headings, each of which may have a number of sub-headings, and with a wide range of short, clear analytical points, if necessary, backed up by some selected factual illustrations (dates and events, or statistics, etc.). In any notes you should include a form of shorthand as far as possible, eg, B for Britain; Gov for government; WWI for First World War; 19thc for nineteenth century; cld for could. The more abbreviations you can make without making the notes difficult to decipher, the better;

(iii)   a clear introduction to the main elements under every topic, or in an article or chapter of a book. Again a balanced sub-division of notes into major headings will enable you to use one set of notes, with some quick restructuring, to answer several questions;

(iv)   a mixture of arguments and facts, but with the emphasis on argument and analysis. This will ensure that the essays you write are also based on analysis first and foremost. Notes must avoid mere chronology and the simple repetition of facts. Dates and events should **illustrate** an argument, **not** become a substitute for it.

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

(1) **Lectures:** Lecturers will often include the main lines of debate on any topic and provide some clear views on issues. They should also sum up their main arguments at the end. The key piece of advice here is: **always write down these main arguments.**

Again it is tempting in lectures to write down dates, events and other facts. But this alone serves little purpose: it is the arguments that matter. Arguments might be more difficult to grasp than facts, but you need to develop the ability to note them down. Sometimes it is advisable to stop writing and listen to the arguments for a time. (Some quite successful students prefer to listen to lectures all the way through and write notes later)

But lectures are never sufficient on their own to provide the answer to a question: they will generally only provide you with between one and three sides of notes and are a base to be built upon.

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

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

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

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

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

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

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

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

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

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

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

Essay writing

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

A. Notes

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

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

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

B. Answering the question

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

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

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

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

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

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

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

C. Structure

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

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

D. Style

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

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

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

E. References

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

(1) List books and articles consulted at the end of the essay using the following form:

AUTHOR, TITLE OF BOOK, YEAR OF PUBLICATION.

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

ESSAYS WITHOUT BIBLIOGRAPHIES ARE NOT ACCEPTABLE.

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

Copying word for word from sources (primary or secondary) without due acknowledgement is not acceptable. Essays which contain such acknowledged and "undigested" borrowing may be rejected as this is a form of plagiarism. **An essay must always reflect your own analysis**.

F. Examinations

Some additional advice for examinations:

(1) Read all the questions. Make sure that there are no supplementary pages, or questions printed overleaf. You must give yourself the maximum choice.

(2) Follow the rubric, at the top of the page, on how many questions to answer: there is no point answering four questions if only three are required. Also avoid answering three questions from Section A when you should have answered one each from Sections A, B and C. In order to maximise your mark it is vital to answer the required number of questions. If you are only left with 20 minutes and are running out of ideas you can at least hope to pick up some marks – whereas writing nothing will get no marks at all. You will be penalized for "short weight", so make sure you time yourself properly and answer all questions.

(3) Choose the questions you answer carefully, making sure that you have the necessary material facts and argument) to provide an adequate answer.

(4) Once again, **always answer the question**. It is particularly easy to stray from the point in exams.

(5) In exam conditions you cannot hope to write the same length of essay as you do during the year, but the same structure applies: an introduction, tackling the problem in separate paragraphs, and reaching a conclusion, with a good mix of fact and analysis.

(6) Even though you will be rushed, write as neatly and legibly as possible. Otherwise you can lose marks. Scripts which are deemed unreadable will have to be typed at your expense.

A Guide to writing

1. Organisation

History essays and examination answers normally consist of three parts:

(1) An analytical introduction of at least half a page that familiarises the reader with the issue you will address; makes clear your attitude toward it; and mentions in passing the sub-topics through which you will address it. Try to break the issue down into its component parts, and make each part a sub-topic.

(2) The body of the paper: a carefully structured series of logically linked paragraphs that develops each of your sub-topics using specific evidence and examples.

(3) An analytical conclusion that flows logically from your argument and sums it up, with reference to the evidence deployed in the body of your paper.

2. Paragraphs

A paragraph must contain the following three elements:

(1) A "topic sentence" that makes clear the paragraph's subject, and provides a logical transition from the preceding paragraph.

(2) Several sentences of development of the thought of the topic sentence.

(3) A concluding sentence that ends the train of thought appropriately, and helps provide a logical transition to the following paragraph.

3. Avoiding non-sentences

Sentences must have at least a subject and a verb:

No: "A secret organization called Mau Mau with no clear leader nor single definition".

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

4. Perfect spelling

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

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

The Queen	The four Queens
The Queen's Crown	The Queens' Palaces

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

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

Passive voice: "There was a view that the Congo might break-up in 1960 and the Prime-Minister was assassinated."

Active voice: "Western powers feared the Congo might break-up in 1960, and used proxies to assassinate Lumumba."

The phrase "there was" –is best avoided.

7. Ditch present participles

Present participles are verb forms ending in -ing that designate continuing action. Use them as sparingly as possible.

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

Better: "As the French Navy approached…."

8. Write impersonally

"I", "Me", "We". Use sparingly.

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

9. Verb tenses

Deal with past events using the past tenses.

NB:

(1)   The past tense of "to lead" is "led".

(2)   would, when used to designate a past time closer to the present than the past time you are discussing (ie, "…would occur…") is awkward, Always use a past tense instead.

(3)   might is the past tense of "may".

10. Singular or plural?

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

(Germany is singular, their is plural).

11. Gender and numbers

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

12. Don't use pronouns without a clear antecedent

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

For instance: "This was the basic idea of French policy…" (beginning a paragraph)

The reader may be left confused.

13. Commas

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

14. Abbreviations, colloquialisms, jargon

Contractions (can't, won't, it's, and so on) are unacceptable in formal writing.

Colloquialisms (slang) and jargon are not a good idea either. Do not use eg.

Avoid phrases such as:

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

15. Verbosity, redundancy, repetition

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

16. Frequently misused or mis-spelled words

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

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

Aggression: double g

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

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

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

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

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

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

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

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

17. Quotations

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

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

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

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

OR the American style (double quotes outside the sentence)

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

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

18. Capitalisation

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

19. Reference works

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

- *The Economist Style Guide* 11th edition (2015) PE1421 S93

- Christopher Lasch, *Plain Style: A Guide to Written English* (2002) PE1408 L34

- William Strunk, Jr and E. B. White, *The Elements of Style* PE1408 S92

- W. H. Fowler, *A Dictionary of Modern English Usage* (1965) PE1625 F78

- Wilson Follett, *Modern American Usage: A Guide* (1966) PE1460 F66

- Should you seek a historian as a model for your writing, do peruse Ronald Syme, *The Roman Revolution* (1939 – but still in paperback; also DG254 S98). It covers matters not taught in this Department, but is the closest thing to Tacitus in English: a brilliant and lasting historical work.

20. Common errors to search for

(search and correct the highlighted word)

- it's (**use** "It is…" "The Amristar Massascre was imperial policy at its worst.") **Eliminate** "it's"!

- lead (make absolutely sure that you do not mean led)

- like with a verb (substitute "as" for "like": see Section 15, above)

- may (change to might? - see Section 7.3, above)

- now, then, at that point, at that time (**be specific**)

- them, their (check pronoun agreement)

- This, this (check for clear antecedent)

- time period, period of time (**redundant; be specific**)

- quote (must be a verb; the noun is "quotation")

- utilise (or utilize) (ick!)

- would (when referring to a later past time - see Section 7.2, above)

- Yet, and But (**no comma** - ever - after an initial "Yet" or "But")

21. Spelling errors

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

- Britian (Britain)

- Bismark (Bismarck)

- Napolean (Napoleon)

- guerilla (guerrilla = 'little war', from guerra [war, Spanish])

- emporer (emperor)

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

(1) run all papers attentively through the spelling checker

(2) proof-read carefully after spell-checking to ensure that your sentences make sense, and to eliminate the innumerable errors that spelling checkers cannot catch (ie, "form" for "from," "too" for "to").

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

22. Semi-colons

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

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

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

Better:

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

(2) To join two sentences.

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

Examples:

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

Or

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

But not:

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

23. Colons

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

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

Lists/series:

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

Nouns:

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

Quotations:

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

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

Example:

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

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

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

Example:

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

24. To dash or not to dash...

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

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

Dashes do the following and are used by writers

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

(2) Dashes can be used for emphasis in several ways:

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

Example:

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

Example:

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

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

Example:

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

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

Example:

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

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

Example:

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

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

   Slightly confusing example with commas but with a dash

   Example:

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

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

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

For your ultimate guide to good writing style consult either:

The Oxford University Style Guidelines: **ox.ac.uk/sites/files/oxford/University%20of%20 Oxford%20Style%20Guide%20%28updated%20Hilary%20term%202016%29.pdf**

Or
Turabian's Chicago Manual of Style for writers of theses, dissertations and academic papers: **press.uchicago.edu/books/turabian/turabian_citationguide.html**

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

Joanna Lewis
Department Tutor. May 2016

A guide to presentations

Introduction

The International History Department is committed to offering students mixed forms of assessment whilst ensuring that you are marked according to clear criteria and achieve high standards of performance, as in written exams. Here is what Dr Hochstrasser has written as a guide to his students:

"The seminar presentations offer a chance to ask questions and clarify issues suggested by reading, or for students to disagree over and debate particular points and interpretations. Every student will be expected to contribute to seminar discussion in some fashion. The stress throughout will be on participation and inquiry. Engagement in such seminar-based discussion is a way for students to develop the critical thinking skills that are important to the learning outcomes, as well as to accumulate a knowledge base in the major historiographical arguments. …Presentations are crucial for setting the scene in each class and introducing the subject.

Content: Four of the five boxes that the teacher has to fill in when making an assessment relate directly to the content, so it is clearly crucial that you get this right. The criteria we are asked to evaluate you on are: "focus and range", "structure and coherence", "use of sources and historiography" and "depth of analysis and quality of arguments". All four of these criteria should be familiar to you from term time essays. It therefore follows that we are looking for something of comparable quality to an essay, albeit in a different genre.

You hence need to have a strong argument, a clear sense of what the boundaries of the subject and issue are, a grasp of the existing historiography, and a feel for why your topic matters. You also need to ground your presentation in strong sources, although in a presentation rather than an essay, these sources need to come through in the examples you use, the direct quotations you might include, or possibly the visual materials you employ rather than through the footnotes and bibliography of a conventional essay. And just like in an essay you need to provide an answer to the question you pose at the start.

Presentation: This is a history course not an IT one, so don't feel that each presentation has to be a display of tech wizardry full of special effects. But equally you do need to be able to present well, just as a good essay needs to be well written. So you do need to be clear, to avoid cramming too much on each slide, to judge the length wisely, and to have visuals that add rather than distract from what you are saying. We also would ask that each of you provide the class (and teacher) with a hand-out. This is both pedagogically useful (ie, good teaching technique) but also means that there is a record of your presentation that an external examiner can look at, long after your last slide has disappeared from the projector screen.

Timing: Presentations must not be longer than 10-15 minutes, as otherwise they risk dominating the whole class and squeezing out all time for debate. The teachers will therefore cut you off if you exceed this time limit unduly – meaning of course that your argument risks being truncated. So time yourself beforehand so as to ensure that you can get through the slides and the content without gabbling or speaking impossibly fast. It would also be sensible for each presenter to make certain that they turned up in class early, so as to be able to load their presentations onto the computer, start up power-point, and the projector before five minutes past the hour when the class is meant to start. Similarly if you plan to use your own laptop, you'll need to allow time to connect this to the system."

Here are some additional pointers

1. Planning an effective presentation

This takes some advance thought since you are aiming to make the best use of the relationship between presenter and audience. So consider the audience and how to capture their interest, develop their understanding and win over their confidence. So think about the following

Background Preparation

• Objectives

   What do you want to achieve; get across; have your audience take away?

• Audience:

   How much will your audience know or need to know about your topic?

   How can you link your material to what they already know?

   How far do you want to win them over to a particular point of view?

   Do you need to explain any particular theory, abstraction or jargon with a practical, clear example?

• Remit:

   Stick to the guidelines you have been given on format, style but especially the time you have been allocated. **Do not go over the time limit**.

Choose your main points

You can't say everything. Try to present no more than 3 main points in a ten minute presentation. Allow time for an intro and conc. Deliver your points in logical, structured design, building on the previous points without large leaps in sequence.

Choose your supporting information

- What will add clarity to your argument (explaining complex terms; bringing in supporting theories?)

- What will add authority to your argument (bringing in other people's work, quoting a little from experts?)

- What will animate your argument? (photograph, video clip, example or vibrant analogy?)

A good introduction

This is crucial. It is the first point of contact with your audience. Use the introduction to confidently and clearly lay the foundation for the presentation to follow

Introduce what you will be talking about; how you will be talking about it (eg. reviewing the literature; making a comparative argument); what you will be arguing; what you want your audience to do (eg. ask questions as you are going along or at the end)

Always give your audience a moment to take in this information before you launch into your first main point.

Use linking statements

To develop a linear flow, use simple statements to send signals to your audience you are moving onto a new point/concluding point.

"The next stage in the argument is…"

"Another key issue…"

"By following this line of argument it becomes clear that…"

A great conclusion

Again this is vital to remind your audience of your main points, to pull the points together and to leave your audience with an over-riding sense of a confident, well-argued presentation (even if they don't agree with them). Think about:

Reviewing your remit; summarising main points/stages of argument; offer an overall concluding position; and offer a partying statement to provoke discussion (could be a question, provocative comment)

2. Power point

Here's some good advice on Powerpoint presentations from Dr Clare Gordon at the LSE Teaching Learning Centre:

Slide Design

- Each slide should address a single concept

- Slides should follow a logical progression, each building on the other

- Use no more than six lines of text on any one slide

- Use upper and lower case text, **not** all capitals

- Choose a colour appropriate to the mood you want to convey

- Avoid using too many colours (maximum of 5)

- Use photographs to help the audience relate slide information to real world situations (keep in mind that if you use an outside source it is under copyright and permission to use it must be granted).

3. Delivering an effective presentation

Alas, it is not enough just to write an effective presentation, you have to be able to deliver - or perform it - to an audience with conviction, enthusiasm and clarity. This can be daunting but remember it is the material the audience are interested in hearing about and you are an expert on that topic. Here are some ways to develop your presentation-performance skills

Practice, practice

If you are not used to presenting or don't like being at the front of the class, you will have to learn how to or how to fake it. Read out your presentation before hand, watch someone you admire presenting and learn from them, get used to the material, the sound of your voice.

Familiarise yourself with your arguments and evidence, so you can read from bullet points, or index cards in short-hand. Remember, random events like a sudden noise outside, or bulb blowing can and will happen. Learn not be thrown but to pause, acknowledge any issue, and move on.

Be assertive

To sound confident, speak slowly and avoid saying sorry. Keep breathing is always a good plan with some deep breaths before you start. Your posture can send subliminal messages so try to stand up straight, shoulders down and looking up. Smile. So think posture and positive presence.

Have contact with the audience

This is hard but by making contact with audience you encourage their interest, concentration and enthusiasm. So go for as much as possible some eye contact. Shift your focus around the room to involve the whole audience. If you don't want to make direct eye contact or look at someone for some reason (you might have just finished with them or vice versa, look just above them or at the back of the room.

You can also use gestures – not rude ones – but use your hands in a constructive way to invite interest and direct focus. Too much movement will be a distraction.

Another good device is to ask questions – either practical ones – can you hear me? Did you follow that – or rhetorical devices such as "What does this tell us?"; "What exactly was he thinking when he made that decision?" or "How can we test this?"

Obviously use language that the audience can understand and involve your audience in the exploratory process of developing the narrative or argument: "So, how did we arrive at this end point"; "Surely we can take away from this image, a picture of total failure. I know I do."

The Voice

Again, speak loud enough to be heard at the back of the room and as far as possible use your natural, day to day voice and as in normal conversation vary your volume – loud and soft.

Speak slowly to emphasise your confidence and control. If you are running out of time, don't rush to say everything, cut something out instead.

Liquid refreshment

It's a good idea to have a drink to hand when you speak such as a hot cup of tea to relax your throat and ease your voice. Do not drink alcohol either before or during the presentation. It will cloud your judgement and make you want to pee. Follow these instructions and you will be able to reward yourself at the end of the day!

Overall, be yourself- not too formal not too jokey. Avoid any behaviour that could be off-putting to an audience. And remember, you are here to learn and that everyone comes to LSE with a different experience of public speaking. Even the most shy of people, which is an admirable quality can overcome their nerves, even temporarily, in order to communicate ideas and arguments. So learn to express yourself without judging yourself harshly.

Dr Joanna Lewis
Departmental Tutor, IH, 2016
Assisted by TLC, LSE.

A guide to doing well in exams

This department uses a range of assessments to examine students including the traditional method of answering two or three essays in a single examination. Like our main competitors, Cambridge and Oxford, we use this method as it is a reliable way of assessing how you have understood your courses, how you argue and analyse issues on your own, and how much you have actually worked all year. Employers value and respect our degrees because of this variety of assessment and this component in particular.

You are preparing for your exams indirectly of course from the start of the academic year which is why it is important to attend classes, hand in essays and most of all do a mock exam. You are all very good at passing exams otherwise you would not be here, so try to relax and not get too nervous. The School offers special classes in exam writing and managing stress. If you are not used to writing, start practising and maybe keep a diary that you write by hand. If your hand writing is bad in the exam, write on every other line. Find the perfect pen for your type of writing; sometimes a chunky bit to hold can help if your hand writing is bad. If you get cramps or feel your wrists and arms are under strain (RSI) then seek medical advice. Try not to grip the pen too tightly or write like you are trying to inscribe the words into the desk – relax your shoulders.

In this department, at the start of the academic year and again just before exams, second years and third years can get a summary of the examiners' comments on their previous scripts. So you need to attend your termly meetings with your Academic Mentor who will read them out to you and discuss areas where you can improve.

Some of you may have an Inclusion Plan arranged through Student Services and Disability and Well-Being which will include having special arrangements for your exams such as a computer if you have dyslexia, more time or a special room.

Some of you may have My Adjustments arranged through Student Services and Disability and Well-Being which will include having special arrangements for your exams such as a computer if you have dyslexia, more time or a special room. Even if you don't have an My Adjustments in place you can apply for Special Exam conditions which should be submitted to the Registry backed up with Medical Evidence:

info.lse.ac.uk/current-students/student-wellbeing/my-adjustments

Here is some very good advice written by one of our most respected teachers, Dr Antony Best

Timing! Most exams require students to write three essays in three hours. Quick question – how long should you therefore spend on each essay? Now don't think too long about this because it is not a trick question – the answer is one hour. So why then, every year, are examiners faced by "runt answers" of a paragraph or so? Be disciplined. When you get up to the hour mark, wrap up your answer and move on to the next one.

Rubric! If an exam paper has specific rubric you must follow the instructions. So if an exam paper is divided into two sections and you are asked to answer at least one question from each section, that is what you have to do, or else you risk losing marks. Sometimes there is no rubric barring you from doing something but do consider the consequences of being too narrow in your focus. For example, on the course HY235 you can answer all three questions on China, but keep in mind that being able to make allusions to similar or contrasting events in Japan and/or Korea could improve your answer.

ANSWER the question! Do not answer the topic. In other words, don't make the examiner feel that whatever question is asked you will provide exactly the same answer. The art of exam technique is being able to draw selectively from your reservoir of information to tailor a specific answer to a specific question. Thus you need to be flexible rather than rigid in your thinking. Also remember to re-read the question carefully to make sure that you have not misread any words in haste.

Think about the question! What assumptions are implicit in its wording? Is it designed to be provocative? Is it clearly referring to a past or ongoing historiographical debate? Think about whether identifying the question's implicit assumptions might help you to write the introduction of your essay and frame the overall structure. If there are dates in the question, ask yourself why they are there. If you don't know what they are referring to, you might well be better off trying another question instead.

Structure! It may be surprising to hear that an unstructured stream of consciousness does not necessarily make a good answer, but, hey, life can be cruel. You do need to think about how to structure your answer and, yes, it does need an introduction and a conclusion. Remember you are constructing an argument so use paragraphs sensibly.

Prose! It is not easy to write at speed under exam conditions and naturally markers are more forgiving of errors when marking scripts. However, you do need remember that good communication of your ideas is important. Try to avoid writing in pretentious language. You are intelligent or otherwise you would not be here in the first place, so don't write in a self-consciously intellectual style in an effort to impress. Avoid jargon wherever possible. If English is not your first language, it is important to write in simple, direct prose. Do not make the sentence structure over-complex.

Legibility! Do be kind to us and try to ensure that your handwriting is legible. Sometimes it helps if you write on alternate lines. Remember that in the worst case, when we are not able to make head or tails of your scribble, you can be required to come back to the School and type out your script.

Listing! It is important to weigh up the relative significance of the factors that explain a particular historical phenomenon. If you do not, the danger is that your essay can become a mere list rather than an explanation with a clear argument. Lists are akin to learning by rote and should be avoided.

Detail! Everything that you put into an essay is there to serve answering the question; if it does not help to answer the question it is extraneous. Therefore you need to be sparing in your use of historical detail. Do not swamp the essay with names, dates and events but simply use enough to make your point and to infer that you know much more. Do not get bogged down in the chronology of events or become too descriptive.

Historiography! Historiography can be used well and it can be used badly. There is, for example, no point bringing in an historian's name when referring to a well-known historical event – "Best says Japan attacked Pearl Harbor in December 1941". There is little point in referring to textbooks – "Best etc says that Israel started the Six-Day War in 1967". Historians should be referred to either when you know that one particularly important historical fact or interpretation is associated with a specific scholar, or when you are aware that there is an important historiographical debate about the topic you are discussing. Remember that, as with historical detail, historiography is a tool for helping you answer the question. You should be able to recognise that some topics lend themselves to a historiographical approach better than others. Japan's post-war economic development is a case in point, because a variety of different interpretations have been postulated and you can use this as the basis for the structure of an essay and thus avoid listing.

Inevitability! It is important to be able to understand the difference between the long- and short-term origins of an historical event and the danger of seeing events as inevitable. Long-term factors create an environment in which a particular event becomes a possibility. For example, a range of reasons can lead two states to become hostile to each other, but this does not mean that a conflagration is inevitable. In explaining why a war breaks out, it is therefore necessary to account both for the antagonism itself and why this mutual distrust eventually explodes into outright conflict. Normally the analysis of long-term factors should be more concise than that for the short-term or else you risk not answering the question.

Accuracy! It is important that whatever information you put into your answer is accurate. That applies to names (both of historical actors and historians), dates and places. Making errors suggests that you don't know what you are talking about. If you are unsure, then only put down what you know to be accurate. Thus, if you don't know that the Mukden incident took place on 18 September 1931 then just put down September 1931 etc.

Woe! Students are sometimes tempted to write notes to the examiners, explaining such things as why they have run out of time, such as "my alarm-clock betrayed me and I was late for the exam" etc. You are better advised to continue writing your answer. If there are serious mitigating circumstances affecting your performance these need to be communicated to Student Services.

Revision! Essays written in an hour and quick essay plans are the best way to get ready. Don't learn long quotations – waste of time!

AMB 2016

Good luck! Dr Joanna Lewis
Departmental Tutor. 2016

"Gobbet" exercises and how to tackle them (context/content/comment)

A "gobbet" is a brief extract from an historical source on which you are asked to comment.

In examinations you will only have 15 or 20 minutes in which to comment, and any gobbet exercises which you write over the year should be restricted to one or two (A4) sides. This may not seem a great deal but succinctness is a key part of the exercise. The real message is: **pack all you can concisely into every sentence**. There is no room for irrelevance.

In a gobbet exercise you are essentially answering the question: what is the significance of the extract as a piece of historical evidence? And in order to demonstrate its significance your answer should really involve three elements, even if they are fused into a whole:

(a) **Context**. Who said/wrote what is in the extract, and what was their position? To whom did they say/write it? What is the historical context (ie, major events at the time, relevant to the extract). Is the extract important to a particular historical debate? What specific situation/issue was the speaker/writer concerned with? Why was this important? What were the results? These are some of the questions you may wish to ask. You must provide a reasonable amount of background material to put the extract in context.

(b) **Content**. This is essential. It is not enough to provide lots of background/general points on a particular issue. You must discuss the particular significance of the extract before you.

Neither should you simply repeat what is in the gobbet in different language. You must interpret, amplify and criticise it to highlight its significance. Repetition is useless; analysis is everything.

Note that it can sometimes be significant to highlight what is not being said: the speaker/writer may be "dodging" a particular issue.

It is important to be balanced in your approach. That is (i) give the speaker/writer a fair hearing: amplify and explain what they say, but (ii) also criticise what they say, so as to show their perception/dishonesty/vanity/simplification of issues/vagueness/ambiguity/inhumanity etc.

(c) **Comment**. Always try to show how the gobbet is important to historians: which historical arguments does it undermine or reinforce? (or perhaps it could be used by both sides in an historical debate for different purposes?)

To do this you need to show an appreciation of the uses of particular types of historical evidence.

There are many types of historical evidence, and all are likely to reveal different types of information and be of varying value in historical debate.

For example:

Internal government memoranda (Cabinet papers; minutes of a Foreign Office meeting; CIA intelligence estimates on the feasibility of making the two Castros and Ché Guevara "disappear simultaneously") – will sometimes be dreadfully dull but are high quality evidence, top secret when they were written, revealing of the way governments operate.

Diaries - may be written by an egomaniac, exaggerating his/her own importance, but again can be very revealing, contemporary evidence and can contain the sort of information (eg, personal hatred) which you won't find in government documents.

Memoirs - will almost invariably involve a lot of personal bias (from Caesar to Kissinger) but can include unique information and may be based on PRIVATE PAPERS collected over the years; then again they could be based on mere memory - which can be very reliable.

Public speeches - won't reveal any secrets, and can be quite propagandistic, but could be used to get an important new message across.

There are all sorts of other forms of evidence (newspaper reports, photographs, coins, international treaties, parliamentary debates, films, buildings, etc. etc.). They are all worth thinking about. But always ask such questions as: when was this evidence recorded? In what form? Does this suggest it could be biased? Is it likely to give away any secrets?

Again, this may sound like a lot to think about and potentially a lot to write. But gobbet extracts are usually short (only a couple of sentences or so); if you have studied a course properly you should be familiar with the material; you will probably only been asked to study certain types of evidence (a few memoirs, some speeches, a number of government memoranda perhaps); and particular extracts will usually only be designed to highlight a few important points.
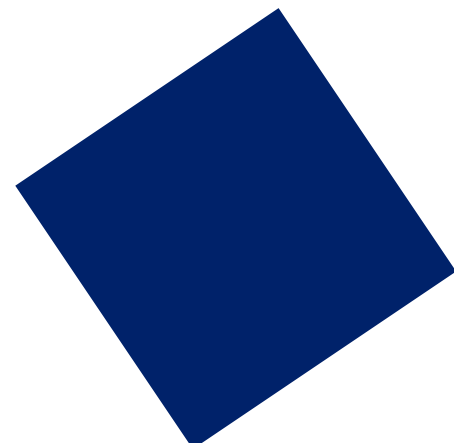
The two main factors to be balanced are:

(1)   the need to **ask lots of questions** on what is before you but

(2)   the need to **focus on the actual extract**, providing relevant points without vagueness.

Department of International History undergraduate grading scheme

Class	Marks %	Attributes
1	**80-100** **70-80**	As below (70-80) plus answers that show strong evidence of independent judgement and originality, which are often combined with evidence that the student has read well beyond the course's reading list. Exceptional answers, well-presented and argued with sophistication, which demonstrate a wide familiarity with the subject matter and the historiographical debate.
2.1	**60-69**	Competent work showing a good grasp of the subject matter. Evidence of familiarity with the most important reading and historiographical debates. In general, factually correct and comprehensive in coverage, although there may be minor slips and omissions. Clear presentation and organization of answers which address the question directly and relevantly. Answers show an understanding of and familiarity with terms and concepts relevant to the question.
2.2	**50-59**	Answers demonstrate some understanding of the subject matter but are marred by poor presentation or by lack of sophisticated argument or knowledge. Answers are frequently narrative in style and only indirectly, or inadequately, address the question. They often include unsupported generalizations, occasional inaccuracies, irrelevance, omissions, contradictions and are weak in definition and application of concepts. Although the main issues are understood, they are often presented in a superficial manner and there is little attempt to go beyond the standard reading.

Class	Marks %	Attributes
3	40-49	Weak answers which nevertheless show evidence that there is some familiarity with the subject. Answers are often weak narrative/descriptive accounts, which move towards the relevant area required by the question but display only a partial grasp of the topic, the requirements of the question, and the manner in which to construct an answer. Argument fleeting and frequently simplistic. Evidence of basic familiarity with the facts but inaccuracies and omissions occur.
Fail	30-39	Incoherent and poorly structured answers containing many errors and showing little knowledge of the subject matter. Also coherent and adequately structured answers which wholly fail to address the question.
	0-29	Minimal evidence of any familiarity with the subject matter. Failure to address the question combined with incoherent structure and argument.

Department of International Relations undergraduate marking scheme

BSc IR undergraduate marking scheme

IRD BSc marking criteria

Writing essays and examination answers is a creative process. In a subject like International Relations there are no straightforwardly correct answers, and there is no single recipe for getting a good mark. The marking scheme below is intended to give you guidance as to typical strengths and weaknesses of work graded at different levels. However, most essays and answers reflect a mix of strengths and weaknesses, for example combining a very good grasp of evidence and concepts with weak analysis, or scoring well on originality but being not very well focused on the question. The overall grade for your essay or answer reflects the mix of elements in your work. This is the reason why the specific feedback from your class teacher on your essay work during the year is crucial in order for you to work out what areas of your work could be improved.

Essays and examination answers are assessed in relation to the following criteria:

Relevance to question: This means the degree to which you answer the question fully.

Organisation and structure: This means the degree to which your essay or answer is clearly structured and organised, and each section follows logically from the previous one, building up to a clear conclusion.

Clarity of exposition: This means the degree to which your essay or answer is well written, using good, grammatical English. And the degree to which you explain successfully the evidence, concepts and arguments you are using in your essay or answer.

Analytical depth: This means the degree to which the essay or answer does not just reproduce evidence and argument from the literature, but also critically evaluates (assesses the strengths and weaknesses of) evidence and arguments, and builds an independent argument in response to the question.

Use of evidence/literature: This means the degree to which the essay or answer demonstrates a good and extensive knowledge and understanding of relevant evidence and debates within the literature.

Referencing/bibliography: This means the degree to which you reference the sources of the evidence and arguments you use in your work properly. All coursework essays should have full references and bibliography (see "Guidelines for Writing Essays and Notes", appendix (j) of IRD Student Handbook). Examination answers should reference key authors and texts, but full bibliographical details are not expected in an examination answer.

Mark	Descriptive equivalent for exams, assessed coursework and class essays
Outstanding (First Class) 80+	Wholly relevant to question
	Very good structure and organisation, all building to support the persuasiveness of the conclusion
	Excellent exposition of evidence, concepts and arguments, well written
	Excellent, original analysis and argument
	Excellent knowledge and understanding of evidence, concepts and debates in the literature, demonstrates wide reading
	Good referencing/bibliography
Excellent (First Class) 70-79	Wholly relevant to question
	Very good structure and organisation, all building to support the persuasiveness of the conclusion
	Excellent exposition of evidence, concepts and arguments, well written
	Strong analysis and independently formulated argument
	Excellent knowledge and understanding of evidence, concepts and debates in the literature, demonstrates wide reading
	Good referencing/bibliography
Very Good (Upper Second) 60-69	Wholly relevant to question
	Good structure and organisation supporting clear conclusion
	Strong exposition of evidence, concepts and arguments, well written
	Good analysis and independent argument
	Very good knowledge and understanding of evidence, concepts and debates in the literature, demonstrates essential and wider reading
	Good referencing/bibliography

Mark	Descriptive equivalent for exams, assessed coursework and class essays
Good (Lower Second) 50-59	Predominantly relevant to the question
	Satisfactory structure and organisation, clear conclusion
	Clear exposition of evidence, concepts and arguments, reasonably clearly written
	Some good analysis and argument, some weak analysis and argument
	Good but partial knowledge and understanding of evidence, concepts and debates in the literature, evidence of essential and some wider reading
	Good referencing/bibliography
Adequate (Third Class Honours) 40-49	Partial relevance to question
	Satisfactory structure and organisation, but not all clearly building to conclusion
	Some clear exposition of basic evidence, concepts and arguments, reasonably clearly written
	Underdeveloped analysis and argument
	Limited knowledge and/or understanding of evidence, concepts and debates in the literature, evidence of essential reading
	Adequate referencing/bibliography

Mark	Descriptive equivalent for exams, assessed coursework and class essays
Unsatisfactory (Fail) 20-39	Poorly focused on question
	Poor structure and organisation, not supporting conclusion
	Poor clarity of exposition of evidence, concepts and arguments, badly written
	Lack of analysis, poor argument
	Basic knowledge and/or understanding of evidence, concepts and debates in the literature,
	limited evidence of essential reading
	Poor referencing/bibliography
Very Unsatisfactory (Bad Fail) 0-19	Irrelevant to question
	Absence of structure/organisation, no or unsupported conclusion Unclear exposition of evidence, concepts and arguments, badly written No analysis or argument
	No knowledge and/or understanding of evidence, concepts or debates in the literature
	No or very poor referencing/bibliography

Assessment and feedback

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

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

The summative examinations at the end of the year provide sufficient time for students who come to the School from very different academic backgrounds and even different educational systems to "align" with common educational norms and standards, and develop their thoughts in particular areas of expertise that they chose. Students practice for the summative exam over the Michaelmas and the Lent Terms through oral presentations, formative essays, and a "mock exam" while receiving continuous feedback from their teachers.

The summative exam is also a fair mode of assessment: it allows the Department to assess all candidates in the same way, with the same set of questions and time limit (candidates with disabilities may get more time as appropriate). This facilitates the task of grading and avoids any risk of plagiarism.

The Department has substantial experience with this mode of assessment. The criteria used for each grade are described in detail in the student handbooks. At the same time, the Department has always employed complementary alternative modes to assess learning outcomes. This reflects the diversity of pedagogical methods preferred by individual teachers and different levels of learning outcomes required from the 2nd and 3rd year students in undergraduate programmes. It is also a reflection of the very different types of history which are taught in the Department which lend themselves to different forms of assessment. The Department allows teachers a measure of freedom in the way they teach courses, adopting the methods they judge most effective as a means of imparting and assessing knowledge and skills. This freedom also contributes to the atmosphere of "living assessment": every year teachers reflect on their courses and some decide to experiment with different forms of assessment. We have also in place 5-year annual course reviews.

We pride ourselves on our innovation in teaching and some of our courses now include group work and group assessment. Several of our offerings include a mixture of assessed essays, assessed presentations and assessed participation. In certain cases this has led to a shortening of the final examination to 2 hours; some courses have dispensed with the final examination altogether and have continuous assessment only.

The dates of submission of assessed written work are usually in the Winter and the Spring Terms. The length of these essays and projects varies according to the level and structure of the assessment. Benchmarks for undergraduate courses are: 2,000 words for a formatively assessed essay, 3,000 words for essays counting towards 25 per cent of the final grade; 3,500 words for essays counting towards 35 per cent of the final grade; 5,000 words for essays counting towards 50 per cent of the final grade. **Please note that some courses contain specific elements of assessment such as a group project or video gobbet. Always consult the Moodle site for your courses where clear guidance for the elements of assessment will be posted.**

The Department's experimentation with assessment reflects an increasing priority placed on presentation skills and the articulation of reasoned arguments in verbal contributions to class discussion

Class attendance is compulsory for all courses. Some courses include a grade for participation, because active and outstanding engagement in class work helps motivate students to prepare for class discussions and to engage more actively in these discussions. When participation is assessed it is usually 15 per cent of the grade and reflects attendance, student-led discussion assignments and weekly contributions to discussion which are recorded on a spreadsheet week by week. In general, teachers will be looking for good attendance, preparedness, alertness, willingness to participate in class discussions or debates and quality of contributions. Students will be expected to raise questions in class discussion as well as answer their peers' questions. Some teachers also assess oral presentations; these count for 15 per cent of the final grade (see guidelines in this handbook). A student who fails the assessed participation component will have an oral examination in the form of a 20-30 minute viva (or written equivalent at the TRC's discretion) during the IRDAP period.

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

In recognition of the importance of examination in the classification systems this Department pioneered a policy of giving feedback to 2nd and 3rd year students on their examination performance during the previous year. This is done through their academic mentors. We believe it is a valuable contribution to students' educational experience and provides you with specific clues and strategies to improve your learning outcomes. There are other modes of communicating feedback to students via Moodle and LSE for You for each individual course. All teachers meet with students to provide feedback on their performance in class, class presentations, and essays. All students also have academic mentors and can receive their feedback from them on their assessed work. The contact between students and their teachers, as well as academic mentors goes well beyond the class and office hours – and includes exchange of emails, consultations on lists of literature and sources, and readings of preliminary drafts.

There is also a compulsory dissertation for the 3rd year students in BA history (optional for BSc International Relations and History) which demonstrates the learning outcomes of all three years for undergraduates. As a culmination of study, the dissertation is an opportunity for students to "do the work of historians" rather than just critically engage with historiography, to examine primary sources in archives, and to come up with their

own interpretations of historical events. The dissertation arrangements are designed to allow students as much freedom and independence as possible over the choice of subject. It is an exercise in setting a task and solving a problem; in formulating questions and providing convincing answers based on sound evidence. While guided by supervisors, students are expected to work alone for the most part; to show initiative and follow references and lines of enquiry, as well as to produce a substantial, coherent and well-argued piece. The length of the dissertation is 10,000 words and the value is equivalent to one paper in the degree programme.

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

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

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

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

Essay feedback sheet

STUDENT   COURSE

TOPIC

Focus and Range		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Structure and Coherence		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Depth of Analysis and Quality of Arguments		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Use of Sources and Historiography		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Expression and Presentation		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Suggestions for improvement and other points

Essay submission

Ordinary (formatively assessed) essays

(1) All formative essays will be handed straight to class teachers on the day of the deadline as directed in the relevant course syllabus or according to the teachers' instructions.

(2) Please do not submit your essays in any other form eg, by leaving under the door of your tutor or the office.

(3) Formative essays should be submitted to Turnitin via the portals on course Moodle sites.

If you do not follow the set procedure for essay submission we regret that your essay may be returned unmarked and discounted.

Please note that class teachers are at liberty to impose penalties at their discretion for essays which are submitted late.

Submission of assessed work

You must submit an electronic copy of your essay to Turnitin available on the course Moodle page.

Please note in the case of assessed gobbet exercises, please consult with the Teacher Responsible for the Course whether Turnitin submission is necessary. If not, these should be submitted by email to **ih.ug.admin@lse.ac.uk**. **Please include the course code, eg, HY206, in the subject line of the email.**

Please note that the date and time that you submit a copy of your work on Moodle is taken as the official submission time for the purposes of lateness penalties.

Submission of your summatively - assessed essays, gobbet exercises and dissertation to Turnitin is now a departmental requirement. The department may withhold provisional marks and feedback if you do not submit your work to Turnitin.

When submitting work to turnitin via Moodle:

(1) YOU MUST Include your candidate number and the course code in the title of your file, so it reads: «HYxxxCandidateNumberxxxxx.doc»

(2) Make sure you click on "Submit Assignment" after you have clicked on "Save Changes". You can find the "Submit Assignment" button at the bottom of the Submission Status page. Otherwise your work will not submit properly.

Students are also strongly advised to save all their formatively and summatively assessed work on their H space for the duration of their degree.

* **Note**: Candidates with disabilities may get longer as appropriate.

Penalty policy on exceeding the word limit on assessed essays – "for up to every 100 words over the limit one mark out of 100 will be deducted". This means that the penalty kicks in at one word over the limit – ie, at 3,001 for an assessed essay.

Important notes on plagiarism:

All courses will require students to submit their assessed essays to Turnitin (plagiarism detection software) via Moodle. This requirement and the instructions will be indicated on the Moodle site, and by the teacher, for the relevant courses/s. Full details are available in the Plagiarism section of this handbook.

LSE Department of International History

Policy for student conduct on social media

Things to be aware of:

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

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

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

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

Actions

Remember that there is no such thing as an entirely private social media account – you will always leave a trace of your actions online.

Clean up your profile and ensure nothing is available that you wouldn't want your parents, relations or potential employers to see.

Do not use language or phrases that could be considered, sexist, racist, homophobic, or any other type of offensive language.

Think about others' feelings before posting comments and consider whether you may cause offence or embarrassment.

Ask permission before sharing videos or photos of others.

Be careful about the information you post online such as your address or whether you're going away.

LSE regulations

The School's regulations provide definitions of unacceptable behaviour:

Bullying

Bullying may be physical or psychological in nature and conducted in an open environment or a secretive manner. It is behaviour that is often repetitive and intended to dominate another person or group by making them feel degraded, humiliated, intimidated or offended. It can cause a person to lose respect and confidence.

The types of behaviour may include:

- unmerited criticism, exclusion, isolation and/or gossip;

- gossiping campaigns or spreading rumours about a person;

- stalking or persistently displaying unwanted conduct to a person face-to-face, online or by another means of communication;

- taunting, teasing, ostracising or ridiculing a person either directly or to a third party;

- shouting at or berating a person in a public environment, such as in an office, during a committee session or in a classroom;

- taking or hiding another person's property;

- undermining a person's ability to carry-out or take credit for their work by unfairly overloading them with menial tasks, taking their work away from them, or stealing or copying their work;

- physically or verbally threatening or intimidating a person

- making unwelcome sexual advances.

Harassment

Like bullying, harassment can occur in many different forms: orally, in writing, in person or on social media. The School considers any unwelcome behaviour that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment to be a breach of its Anti- Harassment Policy.

Unwelcome behaviour may relate but is not restricted to a person's age, disability, gender identity, ethnicity, race, religion or belief, sex and/or sexual orientation. The kinds of actions or behaviour that is considered to be harassment include:

- jokes, offensive remarks or intimate questions conveyed orally or in writing directly to a person or about a person to a third party;

- producing, sending or displaying inappropriate and/or offensive images or other material to, or about, a person or group;

- abuse, threats or intimidation towards a person or group;

- damaging, defacing or removing a person's or group's property;

- breaching a person's confidentiality by disclosing their sensitive personal information;

- less favourable treatment by excluding a person from a benefit or opportunity that is open to others;

- unwanted physical conduct such touching, staring at or hitting a person;

- sexually assaulting or making sexual advances towards another person.

For the full policy, please see: **info.lse.ac.uk/staff/Services/Policies-and-procedures/ Assets/Documents/harPol.pdf**

Key Information

Term Dates and LSE Closures – Academic Year 2023/24 ↘

Student Services Centre ↘

Student Voice ↘

Student Partnership ↘

Quality Assurance ↘

Study and Career Support Services ↘

Equity, Diversity and Inclusion (EDI) ↘

Your Wellbeing and Health ↘

Exams and Assessments ↘

Assessment Misconduct ↘

Results and Classification ↘

Fees and Finance ↘

Codes and Charters ↘

Systems and Online Resources ↘

LSE100 ↘

LSE Campus ↘

> ❝ At LSE, you don't just get to study our changing world, you can see it and experience it. With history being made every day, why would you want to be anywhere else? ❞

Term Dates and LSE Closures

Academic Year 2023/24

Autumn Term Monday 25 September – Friday 8 December 2023
Reading Week: Monday 30 October – Friday 3 November 2023
Winter break Monday 11 December 2023 – Friday 12 January 2024
January Exams: Monday 8 – Friday 12 January 2024
Winter Term Monday 15 January – Thursday 28 March 2024
Reading Week: Monday 19 February – Friday 23 February 2024
Spring break Friday 29 March – Friday 26 April 2024
Spring Term Monday 29 April – Friday 14 June 2024
Summer Exams: Monday 6 May - Friday 14 June 2024

LSE will be closed during the following periods*:

Winter Closure Thursday 21 December 2023 – Tuesday 2 January 2024
Spring Closure Friday 29 March – Thursday 4 April 2024
May Bank Holiday: Monday 6 May 2024
Spring Bank Holiday: Monday 27 May 2024
Summer Bank Holiday: Monday 26 August 2024

*Some buildings will remain open or operate reduced hours during public holiday and School closure days. Full details will be communicated in advance.

Student Services Centre

The Student Services Centre (SSC) is located on the ground floor of the Old Building. Advice and information is available on services including:

- **Support for new arrivals**
- **Student status documentation**
- **Course selection**
- **Immigration advice**
- **LSE ID cards**
- **TfL 18+ Student Oyster Photocards**
- **Exams and assessment**
- **Results and degree certificates**
- **Graduation.**

We are also a good point of contact to find out more about the support services available at LSE and we host specialist drop-in sessions. Visit **lse.ac.uk/ssc** for the latest information about our services, opening times and drop-in sessions.

Online pre-enrolment and campus enrolment

The majority of new students will be required to undertake a two-stage process: online pre-enrolment and campus enrolment. You will receive email notification when it is time to complete the pre-enrolment process for your programme. Campus enrolment takes place in-person and is where we will check your official documents and you will be issued with your LSE Card. It is very important that you attend campus enrolment and with the **correct original documents**. Usually, you can re-enrol for subsequent years of study online, but sometimes we may need to see you in person again.

For more information, visit **lse.ac.uk/enrolment**

Student status documentation

During your time at LSE you may need official documentation to prove that you are studying with us. A Certificate of Enrolment provides proof that you are enrolled as a current student at LSE to organisations such as council tax offices, embassies and banks. For more information about what a Certificate of Enrolment shows visit **lse.ac.uk/studentletters**

You can order a self-service Certificate of Enrolment which will be delivered immediately to your LSE email address as a PDF. If the standard letter is not sufficient, you can request a bespoke Certificate of Enrolment to be produced by the Student Services Centre. **We will do our best to provide the information required, but this cannot be guaranteed**. Please bear in mind that during peak periods bespoke letters may take longer to produce. For more information about both types of Certificates of Enrolment and how to order, please visit **lse.ac.uk/studentletters**

The Student Services Centre (SSC) also offers a range of other documents including Certificates of Course Selection and intermediate transcripts. For more information about the types of documents available, how to request letters, and to access our enquiry form, please visit **lse.ac.uk/studentletters**

Your LSE Card

Your LSE card provides access to buildings and acts as your library card. It is important that you keep it safe and never share it with anybody else. If your LSE card is lost, stolen or damaged visit **lse.ac.uk/studentidcards** to find out how to get a replacement.

Student Advice and Engagement

The SSC has a dedicated Student Advice and Engagement Team that can provide advice on academic (particularly non-progression, interruption, withdrawal, regulations and exams), and immigration matters.

If you are not sure who to contact about a query or question, then the Advice and Engagement Team will be happy to help. You can contact the team via the enquiry form at **lse.ac.uk/studentadvice**

Immigration Advice

The Advice and Engagement Team are the only team able to provide detailed immigration advice on UK visas for international and EU/EEA students at LSE. You can find a lot of detail on their web pages, which are updated each time the rules change. The best way to contact the team is to use the visa advice query form or to attend one of their drop-in sessions, or log-in to their dedicated visa advice live chat.

What do I do if…

The SSC have developed a series of answers to common "What if…" questions. These cover a broad range of topics including, what to do if you're unwell during an exam; become pregnant; change your name; or want to change degree programme. You can find these questions and answers at **lse.ac.uk/what-if**

Interruption

In certain circumstances you can take a year-long break in your studies (which we call an interruption) with approval from your academic department and the School. You are usually required to return at the start of either Autumn Term or Winter Term the following year as appropriate. Spring Term interruptions are not possible. For more information visit **lse.ac.uk/interruptions**

> 66 We are the only team trained and regulated to give immigration advice at LSE, under the Office of the Immigration Services Commissioner guidelines. 99

Programme transfer

You can request to transfer from your current programme to another programme at the same level according to the School's regulations. There are usually restrictions or conditions on transferring programmes, and sometimes transfers are not possible.

All transfer requests need the approval of the new academic department you wish to transfer into before being authorised by the School. For more information visit **lse.ac.uk/programmetransfers**

Change of mode of study

If you are studying a master's programme, and you need to change from full-time to part-time study due to your circumstances, you will need to seek approval from your academic department.

Changing from full-time to part-time study is generally acceptable up until the end of Winter Term Course Selection, as long as your selected courses can be amended according to programme regulations and in line with the teaching that you have already taken. Your fees will also be amended.

Changing from part-time to full-time may not always be possible, especially if you need a visa to study at LSE, and requests will be considered on a case by-case basis.

It is not normally possible to study an undergraduate programme on a part-time basis. For more information visit **lse.ac.uk/changemode**

Withdrawal

Withdrawing means that you are leaving your programme permanently.

Before withdrawing you should consult with your Academic Mentor, and you may want to consider requesting an interruption instead, so that you have some time to consider your options. For more information visit **lse.ac.uk/withdrawal**

Regulations

You should familiarise yourself with the LSE regulations, policies and procedures that cover many aspects of student life. Some of the regulations explain the organisation and conduct of your academic study. These include information about the structure of your programme, assessment requirements, how your final degree is calculated and what to do if you experience problems during your studies.

Visit **lse.ac.uk/calendar** for more information on:

• Appeals Regulations

• General Academic Regulations

• LSE Calendar

• Assessment offences including plagiarism

• Regulations for first degrees

• Regulations for taught master's degrees.

You can find a full A-Z listing of all of LSE's policies and procedures online at **lse.ac.uk/policies**
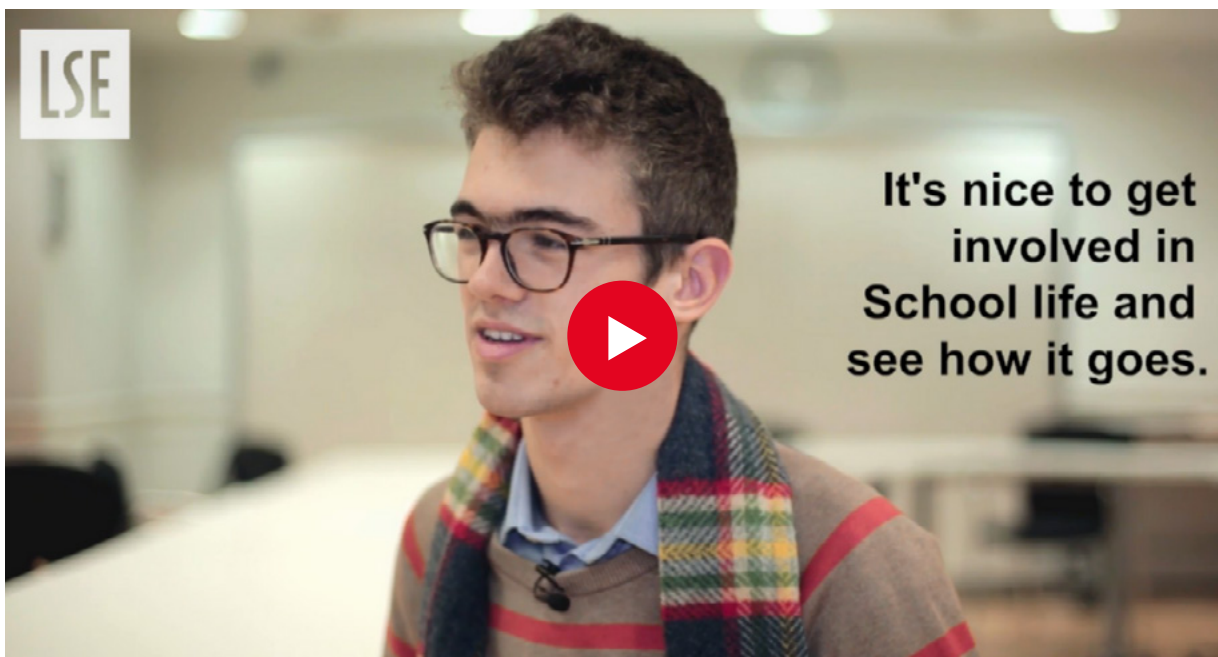
Student Voice

Student-Staff Liaison Committees

Student-Staff Liaison Committees (SSLCs) are one of the most important bodies in the School. They are a forum for students to discuss their experiences, both in and outside of the classroom, with LSE staff. SSLCs are a shared, collaborative endeavour between departments, the Students' Union, central School Services, and, most importantly, students themselves.

SSLCs are your chance to engage with LSE and enact positive change for the benefit of yourself, your peers, and even future cohorts. Volunteer to represent your peers and take a leading role in the student body.

At the start of the year, you will be asked by your department if you would like to represent your programme on the SSLC as a Student Academic Representative.

Hear from current students about their experience of getting involved in SSLCs and the Peer Support scheme.

More information, including access to minutes from SSLCs across the School, and other ways you can use your voice, can be found on the **student voice webpages**.

Student Q&As with LSE Leadership

The LSE President and Vice Chancellor hosts student Q&As with members of the School Management Committee, where you can discuss your experience as a student with LSE leadership.

The Q&As are an opportunity for students from across the School to hear from the President and Vice Chancellor in person and give you the chance to ask questions, raise suggestions and voice any concerns. Look out for details of where and when the Q&As will be happening.

Student Partnership

Change Makers

Change Makers is an opportunity for you to instigate positive changes at LSE through independent research.

You are invited to propose a research project (independently, as a pair or as a group) about an aspect of student experience at LSE. This can be on a topic you identify, or one that's been proposed by staff.

Approximately 25 proposals will be selected to receive 80 hours of funding, full academic supervision, and the opportunity to present your findings and recommendations directly to LSE leaders.

Applications to become a Change Maker will open in Autumn Term 2023 and you can find out more at **lse.ac.uk/changemakers**

Student Education Panel

The Student Education Panel is an opportunity for you to enhance education at LSE and gain insight into how the university works.

50 Student Education Panellists meet twice per term to consider a specific education-related topic, question or proposal. Drawing on their own experiences and ideas, they work in partnership with LSE and LSESU leaders to co-create a better educational experience for everyone. In recognition of their contributions, and to enable a wide range of students to participate, panellists receive a voucher for every meeting they participate in.

Applications to become a panellist will open in Autumn Term 2023 and you can find out more at **lse.ac.uk/studenteducationpanel**

Quality Assurance

Quality assurance

LSE's approach to assuring the quality of our teaching is set out in the Strategy for Managing Academic Standards and Quality. As an awarding body LSE must be in a position to assure the standards of its degrees. At the same time, we believe that the design of quality assurance should respect different departmental cultures and academic histories. The strategy sets out broad principles and processes for assuring academic standards and for enhancing the quality of educational provision.

The overall framework includes devolved quality assurance arrangements for academic departments, with responsibility for the oversight and modification of existing provision resting with Departmental Teaching Committees.

The Teaching Quality Assurance and Review Office (TQARO) supports the activities of the Education Committee and several of its sub-committees, with further details available in the "Committees" section of the website at **lse.ac.uk/tqaro**. TQARO also curates and publishes information about the School's academic offering, including programme regulations, course guides, and academic regulations in the School's **Calendar**. Queries relating to devolved quality assurance responsibilities, the work of Education Committee or the process for the consideration of proposals for new courses and programmes of study should be sent to **ard.capis@lse.ac.uk**

Student surveys

In both Autumn Term and Winter Term TQARO conducts course-level surveys to assess students' opinions of teaching.

Course survey scores are made available to course convenors, teachers, Heads and Deputy Heads of Departments, Department Managers, the Director of the Eden Centre, the Vice President and Pro-Vice Chancellors for Education and Faculty Development. In addition to producing reports for individual teachers TQARO produces aggregated quantitative data for departments and School-wide bodies. Further information can be found online in the "Surveys" section of the website at **lse.ac.uk/tqaro**

TQARO also conducts annual programme-level surveys of undergraduate and taught master's programmes and supports LSE's participation in the National Student Survey in coordination with the Communications Division and academic departments.

Queries relating to the delivery of teaching surveys at course- or programme-level should be sent to **tqarosurveys@lse.ac.uk**
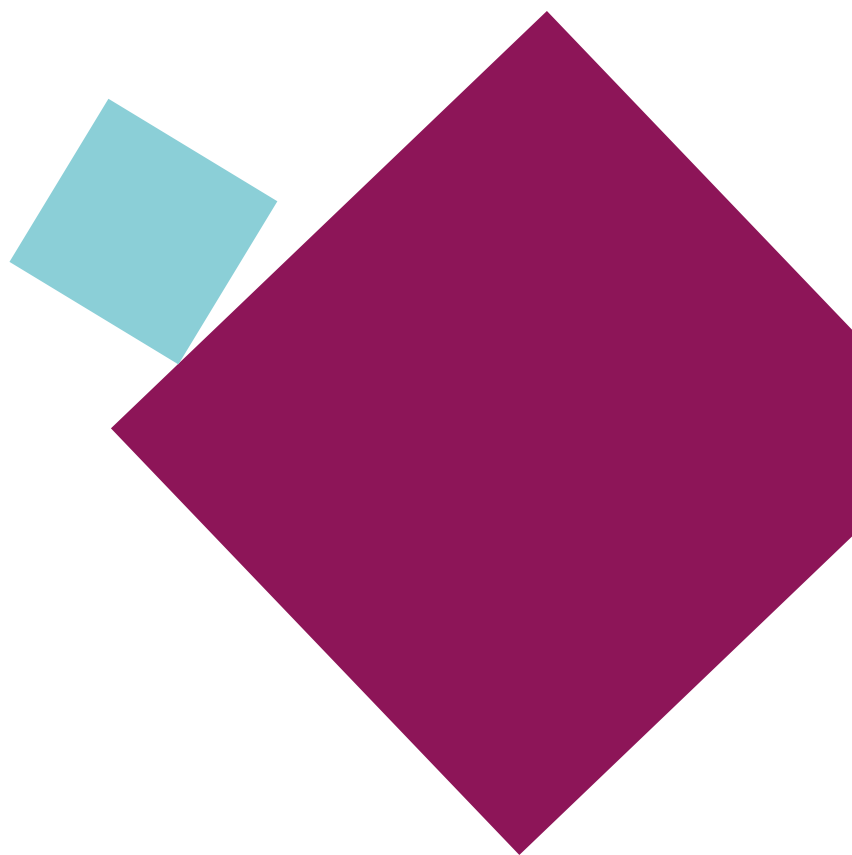
Study and Career Support Services

LSE LIFE

LSE LIFE is the place to discover and develop the skills you'll need to reach your goals at LSE, whether they concern your academic work or other personal or professional pursuits. LSE LIFE is here to help you find your own ways to study and learn, think about where your studies might lead you, and make the most of your time at LSE. It is also the place to come to ask about the range of opportunities and services available across the School to help you achieve success, whatever 'success' means to you.

LSE LIFE offers:

- **Hands-on practical workshops** and **online resources** for effective reading, academic writing, critical thinking, managing your dissertation research, organising your time, and other key areas of university work.

- **Constructive conversations** and **workshops** to learn ways to adapt and thrive in new or challenging situations, including developing your skills for leadership; public speaking; connecting and collaborating with others; finding a healthy balance among study, work, rest, and fun; and thinking about life beyond university.

- **One-to-one appointments with LSE LIFE study advisers** for personalised advice on essays, participating in classes and seminars, revising for exams, or any other aspect of your studies at LSE. Or simply book an appointment – on campus or online – to talk through your ideas for an essay, a project, or your research.

- **Specialist advice** in areas like CV writing, English language, finding and referencing academic sources, research ethics and data management, statistics, and more – offered on a one-to-one basis by colleagues and services across LSE.

- **A space to meet and work together** with students from other courses and departments.

- **Group visits and walks** to take advantage of what LSE and London have to offer.

Find out more at **lse.ac.uk/lselife**, check out workshop materials and other resources on Moodle or just drop by with any questions, or just to pick up a lollipop – LSE LIFE is on the ground floor of the Library, open Monday-Friday, 10am – 6pm.

🎙 **Listen to our podcasts**

LSE Library ↘

Language Centre ↘

LSE Careers ↘

LSE Volunteer Centre ↘

LSE Generate ↘

LSE Library

LSE Library is the major international library of the social sciences. The collections, both print and online, cover the discipline in the widest sense, and will support your studies and research.

The two main print book collections are:

- **The course collection**, located on the first floor, which holds multiple copies of essential books for your courses. Many of these titles are available online.

- **The main collection** is located across three floors, holding wider items for social sciences research.

You can use Library Search to find books and other materials for your studies via **lse.ac.uk/library**. Once you have found what you need, write down its location to help you find it in the Library. To borrow books, use your LSE card and the self-service machines on the ground floor. Taught students can borrow up to 30 books at any one time. You can renew your books online by logging into your Library account at **lse.ac.uk/library**. If you do not return books on time, you will be unable to borrow any more until your overdue item is returned or renewed. We do not charge fines on late returns.

Each department has a dedicated professional Librarian, a subject expert offering email support and in-person and online appointments to help you locate and access information resources on any topic. This support ranges from identifying key resources to support your studies to high-level systematic literature searching for researchers. They also provide expert help in managing references.

The Library is a focal point of the School and we are open seven days a week during term time and breaks and 24 hours daily from the beginning of the Winter Term until the end of the examination period. There are over 2,300 study spaces, including group study rooms, and extensive IT facilities, including over 500 PCs, laptop points, a laptop loan service, wireless Internet access via eduroam, and photocopying and printing facilities.

Language Centre

Whether you are an international student looking for support with your English, interested in taking a Language Centre course as part of your undergraduate degree, or want to learn or improve a language, the Language Centre can help.

If English is not your first language, there are plenty of ways you can improve and practise using the English language for your academic work. English for Academic Writing courses are available for any undergraduate or postgraduate student who does not have English as a first language and would like a weekly English language class to help with academic writing for coursework. You can find out more information on what is on offer and how to sign up at **info.lse.ac.uk/current-students/lse-life/events/english-language-skills**

You may be eligible to take a language, literature or linguistics course as part of your degree. As an LSE student you can also sign up for a non-degree language course at a discounted rate. As part of the **LSE Language Policy**, if you are a UK-EU undergraduate and you do not have a GCSE Grade 4 (or equivalent) in a language that is not your mother tongue, you are eligible to take a course for free!

For more information visit **lse.ac.uk/languages**

LSE Careers

LSE Careers is here to work with you throughout your LSE journey – from helping you to find part-time work and internships, to providing opportunities for you to explore different sectors and connect with employers and alumni.

How do I get started?

Whether you're just beginning to explore your career options or have a clear idea of where you want to go, use LSE Careers to access a range of careers support, from events and job opportunities to resources and careers appointments. We also provide bespoke services for Disabled students and PhD students.
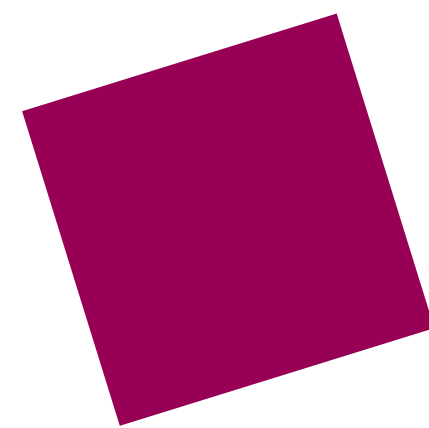
Explore our website (**lse.ac.uk/careers**) to find:

• Details about our services and how to access them

• Resources about career options

• Insight into employment sectors and recruitment processes

• CV, cover letter and application form advice

• Details of what LSE graduates have gone on to do.

Log in to CareerHub (**careers.lse.ac.uk**), our online careers portal, to:

• Register for careers events

• Browse jobs and opportunities

• Book a one-to-one appointment with a careers consultant

• Update your preferences to receive careers information relevant to your career interests.

Follow @LSECareers on **Instagram** and **TikTok** to stay up-to-date with upcoming events, expert advice and new resources.

LSE Volunteer Centre

Volunteering is a great way to help develop new skills and meet new people whilst making a difference. The LSE Volunteer Centre is here to inspire and empower you to volunteer for causes that you are passionate about during your time at LSE.

We work with multiple organisations to provide you with short-term and long-term volunteering opportunities across London, the UK and internationally. Throughout the year charities will be on campus to discuss their volunteering opportunities with you at our volunteering fairs and Charity Tuesdays.

We also know that students are busy, so we run a comprehensive one-off volunteering programme to make sure you can fit it in. Additionally, we can support you with starting your own volunteering project with fellow students.

You can find out more, as well as the advice and support we can offer, at **lse.ac.uk/VolunteerCentre** or by following **@LSEVolunteering**

🎙 Read our blog

❝ The feeling of fighting for a cause that you are passionate about is second to none, but the skills you gain from it are unparalleled. ❞

Dan Lawes, International Relations and History, 2022

LSE Generate

LSE Generate is the student home of entrepreneurship at LSE.

We welcome all students and alumni – from those starting their journey in developing entrepreneurial skills to those who have already launched their ventures and are looking for support. We specifically focus on supporting and scaling socially driven student ventures and have a presence here in the UK and across the globe (from Lisbon to Lagos!).

As a student, you'll have access to all of our startup resources as well as access to a variety of events created to expand your skills, give you the tools to excel, and help you network with like-minded founders. Our events vary from funding competitions, talks, workshops on a range of topics, skill development bootcamps, and even international treks!

Pop by and meet us in our co-working space (the GenDen) opposite the Student Services Centre on campus.

Discover more on our website **lse.ac.uk/generate**, **register with Generate** to receive our monthly newsletter, follow us on all our social media channels (Instagram, Facebook, Twitter) **@LSEGenerate**, or you can join our **Slack community** where ALL the action happens!

Equity, Diversity and Inclusion (EDI)

What is EDI?

One of our guiding principles in Strategy 2030 is to sustain excellence through an inclusive and diverse community. We work to build a School – and a society – in which everyone is able to fulfil their potential, and everyone's contribution is valued.

Support and resources available:

Safe Contacts: LSE Safe Contacts are members of LSE staff who have received training and can offer a confidential "signposting" service for staff and students who have previously or are currently subjected to some form of bullying, harassment (including those based on protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation), hate crimes or sexual violence.

Safe Contacts are often the first point of contact if you are unsure of what to do. They provide support to you and help you navigate what comes next. Find out more at **lse.ac.uk/safecontacts**

Report it Stop it: If you have been subjected to, or witnessed, any form of bullying, harassment (including those based on protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation), hate crimes or sexual violence and you want to report this to LSE, you can directly do it by using the online form Report it Stop it. This report can be completely anonymous. If you leave your contact details, the School's Deputy Head of Student Services will be able to get in touch to help with the next step.

Find out more at **info.lse.ac.uk/making-a-choice/report-an-incident**

Ethics Module: This online module has been designed for the whole School community with the aim of increasing understanding of the Ethics Code, the range of ethics policies that support the ethics principles, how they can be applied, and the importance of creating a culture in which individuals can and do raise any concerns that they may have.

Consent.ed: Consent.ed is an educational programme that explores issues around consent and provides an opportunity for us to discuss how we can look out for one another and create a respectful and inclusive campus. It is expected of students at LSE to take part in the Consent.ed sessions. It takes place over 2 platforms. The first step is completing a short online module at your own pace before taking part in the second step which is an in person 90-minute session. The session is led by 2 student facilitators.

As we recognise the sensitive nature of Consent.Ed, students who feel unable to participate for personal reasons can opt out.

More information can be found here: **https://www.lsesu.com/support/consented/**

AccessAble: Our partnership with AccessAble will help us to be proactive in improving the accessibility of our buildings, at a time when the LSE estate is undergoing major physical change.

LGBT+ Role Models and Allies Directory: Being an LGBT+ role model at LSE is about being a visible member of the LGBT+ community and a champion for LGBT+ issues.

Rape Crisis: Rape Crisis Centres provide frontline specialist, independent and confidential services for women and girls of all ages who've been subjected to any form of sexual violence, at any time in their lives. LSE has partnered with Rape Crisis so that any student or staff member can book appointments with a designated Sexual Violence Support Worker anytime. Find out more: **info.lse.ac.uk/Making-a-choice/ Sexual-violence-support-worker**

Survivors UK: LSE has recently partnered with Survivors UK and they can provide independent sexual violence advisor services to any man, boy, transgender or non-binary person in the LSE community. Any staff or student can book a 45 minute confidential appointment by emailing **isva@survivorsuk.org**

If you would like to find out more about these and the information and support available to you, please contact the EDI Team at **edi@lse.ac.uk**, or visit **lse.ac.uk/ equitydiversityinclusion** where you can also find out more about our initiatives including the Race Equity Framework.

Your Wellbeing and Health

Student Wellbeing Service (SWS)

SWS brings together two specialist student facing services; the Disability and Mental Health Service (DMHS) and the Student Counselling Service (SCS), supported by the Wellbeing Team. SWS also facilitates the Peer Supporter Scheme. Student Wellbeing Services works with you to remove barriers and manage challenges to get the most out of your LSE experience. Visit **lse.ac.uk/studentwellbeing** to access support.

Student Counselling Service (SCS)

SCS provides a professional, free and confidential service to help you with any personal problems that you may be experiencing. You can speak to a qualified and experienced counsellor about academic stresses, as well as personal and emotional difficulties.

Visit **lse.ac.uk/counselling** to book a Wellbeing appointment to discuss whether counselling is the best option for you, and to explore further options available to you.

SCS also organises groups and workshops to support students experiencing stress, anxiety or other issues. Details of these groups can be found at **info.lse.ac.uk/ current-students/student-wellbeing/counselling-workshops**

Disability and Mental Health Service (DMHS)

DMHS are the first point of contact for students with disabilities, long-term medical and mental health conditions, and Specific Learning Difficulties such as dyslexia. DMHS can help you to create My Adjustments which is a way of putting in place agreed "reasonable adjustments" to support your studies. Visit **lse.ac.uk/disability** to find out more.

Peer Supporters

Peer Supporters give you the opportunity to talk to fellow students about anything that is worrying you. Peer Supporters are trained to offer confidential emotional support, help and reassurance. You can find out more about the scheme and arrange a chat with a Peer Supporter at **lse.ac.uk/peersupport**

My Adjustments

If you have a disability, long-term medical or mental health condition, you are advised to apply for My Adjustments (MA) as soon possible. The earlier that you let the Disability and Mental Health Service (DMHS) know about your condition, the earlier they can work with you to put appropriate support in place. Advisers in DMHS can potentially set up one-to-one learning support, mentoring and help you access assistive technology designed to remove barriers to studying. For more detailed information about My Adjustments, and to apply for My Adjustments, visit **lse.ac.uk/myadjustments**

Health care in the UK

You are likely to need to access medical care while you are at LSE, even if this is just for routine appointments. In the UK most health care is provided through the National Health Service (NHS).

You are typically eligible for free treatment on the NHS if you fall into one of the following categories:

- **You are a UK resident**

- **You have a Student visa and have paid the Immigration Health Surcharge (IHS)**

- **You have applied for the EU Settlement Scheme and hold either Pre-settled or Settled status.**

This list is not exhaustive and was correct at the time of print. The UK Council for International Student Affairs maintains an up-to-date listing on their website available at **ukcisa.org.uk**

If you are unfamiliar with the NHS, search for "NHS Services explained" to find out more. You are usually required to register with a local General Practitioner's (GP) surgery before you can book an appointment. You should register as soon as possible and not wait until you are unwell. The nearest GP surgery is St Philips Medical Centre who are based on the second floor of Pethick-Lawrence House. This surgery will register most LSE students. For more information about the services offered and how to register please visit **www.stphilipsmedicalcentre.co.uk** or call **020 7611 5131**.

Alternatively, you can find your nearest GP by using the GP finder function on the NHS website available at **nhs.uk**

As well as dispensing medicines, pharmacies can also offer advice on common health problems. You do not need to make an appointment, just visit a pharmacy and ask to speak to the duty pharmacists. In an emergency you should dial **999** to call an ambulance. You can also visit your nearest accident and emergency (A&E) department at your local hospital or visit an Urgent Care Centre.

There is a lot more information about Health Care, including details about dentists and opticians, available at **lse.ac.uk/studenthealth**

LSE Faith Centre

The Faith Centre is open to students of all faiths and none. It is home to LSE's diverse religious activities, transformational interfaith leadership programmes, and provides spaces for worship, prayer, and quiet reflection.

Finding your feet

It can be challenging arriving in a new city for a new start. We want to help you settle into London and find a community that suits you – and there are lots of options!

We provide a space for LSESU Faith Societies to meet, worship, and plan their activities. Details of contact information for faith groups and other helpful information can be found in our **resources**.

Wellbeing

We host a range of wellbeing activities. Details of our regular classes can be found on the **Wellbeing page** and we always have **spaces** available for prayer, meditation, and reflection.

Facilities

The Faith Centre comprises Islamic Prayer Rooms, a space for silent prayer/meditation (The Cave), and a multifaith space (The Desert Room) which is bookable for LSESU Faith Societies or faith/wellbeing-based staff groups. **Find out more here** or email **faithcentre@lse.ac.uk** for booking enquiries.

Support

You can contact the Faith Centre Director and Chaplain to LSE, Revd Dr James Walters, on **j.walters2@lse.ac.uk** for confidential support regardless of your religion or belief.

You can also find contact details for our team of Associate Chaplains on our "People" page at **lse.ac.uk/faithcentre**

Beecken Faith and Leadership Programme

Learn more about our flagship faith and leadership programme at **lse.ac.uk/faithcentre**. These programmes are free, extra-curricular modules for all students at LSE, providing opportunities to explore, question and challenge religious differences, and build relationships and transform attitudes across faiths.

LSE Religion and Global Society

The Faith Centre is also home to the Religion and Global Society research unit; an interdisciplinary unit conducting, coordinating and promoting religion-related social science research at LSE.

LSE Religion and Global Society Blog

The **LSE Religion and Global Society blog** is an interdisciplinary platform that explores the place and role of religion in our globalised world. The blog is a platform for experienced and early career academics, PhD and Masters research students, and other expert commentators to share their insights on this complex, wide-reaching topic. We welcome contributions from all researchers working on religion and global society.

If you are interested in contributing to the blog, have a look at our **guidelines** or get in touch with the editor Flora Rustamova at **f.d.rustamova@lse.ac.uk**

Religion Scholars Network

This is a network for current LSE PhD candidates and post-doctoral researchers across departments whose research relates to the social scientific study of religion. This is a great opportunity to collaborate with other PhD candidates from different fields through informal events throughout the year to share your insights and challenges. For more information email Flora Rustamova at **f.d.rustamova@lse.ac.uk**

Keep up-to-date with the Faith Centre: **Twitter** | **Facebook** | **Instagram** | **LinkedIn** | **TikTok**

Visit us: 2nd Floor, SAW Building, 1 Sheffield Street, WC2A 2AP

Exams and Assessments

Candidate numbers

Your candidate number is a unique five-digit number that ensures that your work is marked anonymously. It is different to your student number and will change every year. Candidate numbers can be accessed in early Autumn Term.

Exam timetables

Course by course exam timetables will be available **online**. For January exams the timetable is usually available towards the end of Autumn Term, for spring exams it is usually available towards the end of Winter Term and for students taking in-year resit and deferral exams, it is usually available in late July. Closer to each exam season, you will also be given access to a personal exam timetable with your room and seat numbers.
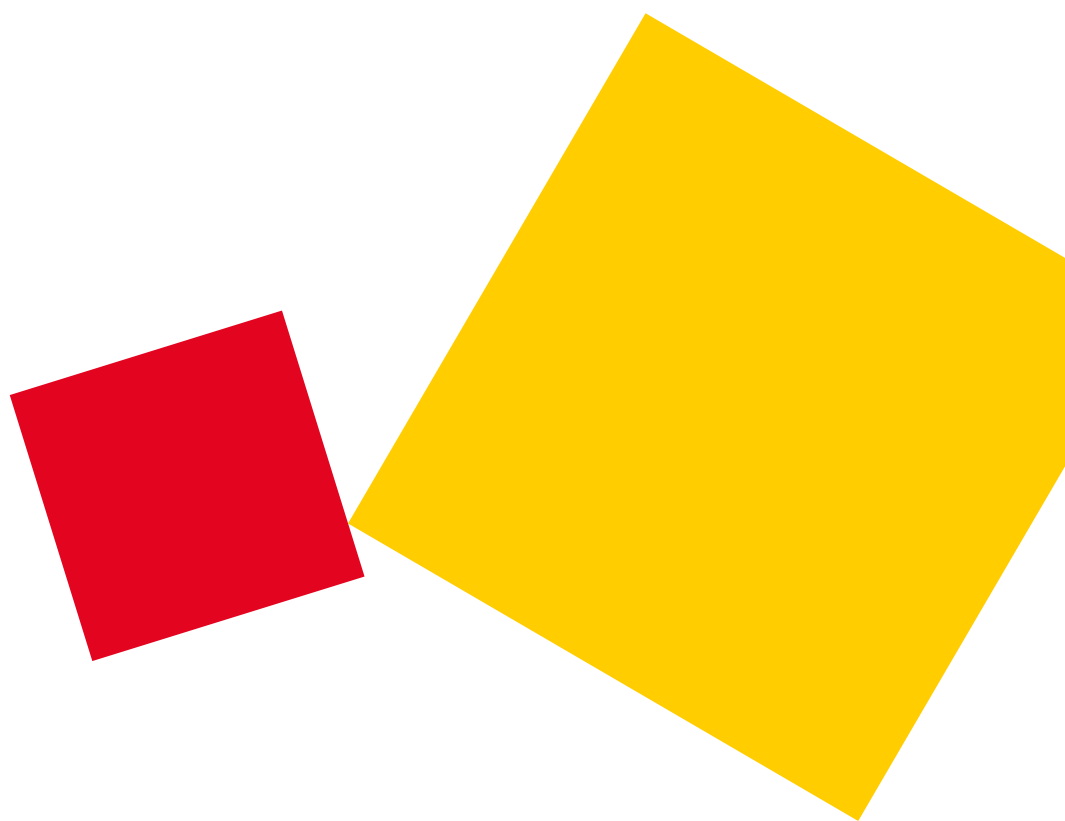
Exam procedures ↘

Central exam adjustments ↘

Fit to sit policy ↘

Deferral policy ↘

Extension policy ↘

Exceptional circumstances ↘

Exam procedures

Anybody taking exams at LSE must read the Exam Procedures for Candidates. It contains all the information that you need to know and is updated each year.

The document is less than fifteen pages and covers topics ranging from candidate numbers, permitted materials and e-exams to what to do if things go wrong. You can download your copy at **lse.ac.uk/exams**

You may only use a calculator in an exam if this is permitted by the relevant academic department. If you are permitted a calculator, it must be one of the approved models. For more information on the types of calculators allowed, please read the Exam Procedures for Candidates. If you bring an alternative model it will be removed by invigilators and no replacement will be given. The permitted calculators are readily available in many supermarkets, online retailers and in the LSE Shop.

Central exam adjustments

Central Exam Adjustments (CEAs) can be made if you have a documented medical, physical or mental health condition and/or a specific learning difficulty such as dyslexia or dyspraxia. The purpose of CEAs is to provide an environment that gives all students an equal opportunity in exams. These adjustments are confidential and will not be listed on your degree certificate or transcript. In most cases you should apply for CEAs as part of getting your My Adjustments in place. However, there is a different process for applying for CEAs for short-term, unexpected, conditions. For more information visit **lse.ac.uk/CEA**

Fit to sit policy

By attempting any type of assessment, including but not limited to sitting exams, submitting coursework, class participation, presentations, or dissertations, you are declaring yourself fit to do so. If you have experienced disruption to your studies (including but not limited to illness, injury or personal difficulties) you must think carefully about whether you should attempt the assessment or whether you should consider requesting an extension or deferring the assessment. Requests for an extension or deferral must be made in advance of the assessment deadline.

Deferral policy

If you feel you require more time to submit the work than an extension would normally allow, or the assessment in question has a static deadline eg, an exam or take home assessment released on a specific date, you should consider requesting a deferral. You must submit the deferral form and evidence in advance of the submission deadline or starting time of an exam. For more information visit **lse.ac.uk/deferral**

Extension policy

If you have difficulties in the lead up to an assessment deadline but think you may be able to successfully submit if you had extra time, you can seek an extension request. You must make this request before the deadline has taken place and you will need permission from the Chair of your Sub-Board of Examiners to do this. For more information visit **lse.ac.uk/extensionpolicy**

Exceptional Circumstances

You should submit an Exceptional Circumstances Form and corroborating evidence to the Student Services Centre if there are any circumstances which you feel may have affected your performance. These could include (but are not limited to):

• **Missing an assessment which you did not defer, or submitting an assessment late and incurring penalties**

• **Experiencing difficulties which could have affected your academic performance in an exam or coursework**

• **Adjustments such as CEAs, My Adjustments or deadline extensions that you feel were insufficient to compensate for the impact of your circumstances**

• **A late diagnosis of a condition meaning that you could not apply for adjustments until after you had completed some or all assessments.**

Submitting an EC Form is the only way for you to alert the Exam Boards to the circumstances which may have affected your performance. For more information visit **lse.ac.uk/exceptionalcircumstances**

Assessment Misconduct

All summative assessments that you submit to the School are subject to the School's Regulations on Assessment Offences. You are expected to have read and acknowledged these regulations before you submit your work to the School. If you are found to have committed an assessment offence, such as plagiarism, exam misconduct, collusion, contract cheating or using Artificial Intelligence software, you could be expelled from the School. For more information and support regarding the School's expected standards of academic integrity visit **lse.ac.uk/assessmentdiscipline**

When you submit your summative (assessments that count towards your mark in a course) assessments to the School you are expected to have read and understood the following academic integrity statement:

By submitting work to the School you confirm you will abide by and uphold the School's Code of Good Practice, Ethics Code and academic integrity as outlined in the School's Regulations on Assessment Offences and Department guidance and you also confirm that:

• The work in this assessment is solely your own; and

• You have not conferred or colluded with anyone in producing this specific assessment*; and

• You understand the use of AI tools to help with any part of your assessment is strictly prohibited unless some use is permitted as defined by the Department responsible for the assessment (see Departmental guidance); and

• Where necessary, you have clearly cited and referenced the work of others appropriately to make clear which parts are your own work; and

• Your submission does not re-use substantial/verbatim materials you have previously submitted to the School or elsewhere. To note, in some cases expanding on earlier formative or summative work may be permitted as defined by the Department responsible for the assessment (see Departmental guidance); and

• You understand the School has the right to ask you questions about the originality of your work if deemed necessary.

It is acceptable to consult with LSE LIFE for general study skills questions but not questions specific to the content of a particular assessment.

You can seek advice about the School's rules regarding academic integrity from the Library (visit **lse.ac.uk/library**) and LSELIFE (visit **lse.ac.uk/lse-life**)

You should also ensure that you adhere to the School's Research Ethics Policy and Procedures where appropriate when conducting research. Failure to obtain the necessary Ethics Approval for your research could result in your conduct being considered under the School's Research Misconduct Procedure. For more information visit **lse.ac.uk/ethics**

Results and Classification

Results

Final results are available once the relevant School Board of Examiners has ratified them. Provisional results are available for students taking January exams and for 12 month master's students.

Results are not released to students who owe debts to the School.

For more information on how and when results are released visit **lse.ac.uk/results**

If you need to take a deferred or resit assessment, more information about the resit period can be found at **lse.ac.uk/re-entry**

Classification schemes ⬊

Transcripts ⬊

Degree certificate ⬊

Classification schemes

Degrees are awarded according to the classification scheme. These schemes are applied by the Boards of Examiners when they meet to ratify your results. You can find the classification schemes at **lse.ac.uk/calendar**

Transcripts

Continuing students can request **intermediate transcripts** through the Student Services Centre immediately after ratified results have been published. Final transcripts are made available electronically through Digitary which allows them to be easily shared.

For more information about final transcripts please visit **lse.ac.uk/transcripts**

Degree certificate

Depending on when you are awarded your degree, you may have the opportunity to collect your certificate at graduation. Any certificates that are not collected are posted to the permanent home address we have on record. For more information, please visit **lse.ac.uk/degreecertificates**

Fees and Finance

Fees

All administration around your fees is handled by the Fees, Income and Credit Control Team.

LSE offers two options for payment of your tuition fees. You can either pay them in full prior to enrolment or by payment plan. If you have not paid your fees in full before you enrol you will be placed on a termly payment plan. You are expected to pay one third of your fees by:

28 October 2023   **28 January 2024**   **28 April 2024**

For payment plan options relating to Executive programmes please see Instalment options Executive Programmes.

For tuition fee levels please visit **lse.ac.uk/tableoffees**

To pay online or to find out about the different payment methods available, visit **lse.ac.uk/feepayments**

Once you are enrolled you can access your financial details at any time to review your tuition and accommodation fees, invoices, payments and instalment arrangements by accessing the Student Finance Hub. Please visit our webpage to get full details **lse.ac.uk/ficc**

Unfortunately, it is not possible for you to pay in person.

The Fees, Income and Credit Control Office also run support services for students who wish to discuss fees, loans and payment related enquiries. For further information, please visit **lse.ac.uk/ficc**

For full details regarding tuition fees, charging policy, payment and instalment options, visit **lse.ac.uk/feespolicy**

Financial Support Office

The Financial Support Office is responsible for administering a variety of scholarships, bursaries and funds for registered students. Please contact us if you have any questions about your LSE funding or have any funding related queries.

If you experience financial difficulties, contact us as soon as possible to talk about your options.

Phone, email or join a one-to-one Zoom Drop-in Session: **lse.ac.uk/financialdropin**

Contact details:
Financial Support Office
+44 (0)20 7955 6609
financial-support@lse.ac.uk | **lse.ac.uk/financialsupport**

Codes and Charters

LSE Academic Code

LSE's Academic Code sets out what we are doing to deliver a consistent student experience across our School, and clarifies what you can expect from an LSE education.

The Academic Code brings together key principles that underpin students' education into a School-wide policy. Developed in partnership with LSE Students' Union, it sets the baseline to build on in four key areas: teaching standards, academic support, assessment and feedback, and student voice – areas that students have told us matter the most to them.

Read the Academic Code in full.

The Student Charter

Our Student Charter, written by students and staff, sets out how LSE's mission and ethos are reflected in the education you can expect to receive at the School, and in the diverse, equitable and inclusive community that we all contribute to and value.

The charter covers:

- **Your education** – what an LSE education is and how you can make the most of it

- **Our community** – what it means to be part of the LSE community and how to contribute

- **Your future, our future** – how to inspire future generations of LSE students.

Find out more about the charter and **read the full version** online.

Codes of Good Practice

The Codes of Good Practice explain the responsibilities and requirements of both staff and students.

They set out what you can expect from your department in relation to your teaching and learning experience. The codes cover areas like the roles and responsibilities of Academic Mentors and Departmental Tutors, the structure of teaching at LSE and exams and assessment. The codes also lay out your responsibilities as a member of our community. You can find the codes of practice in the **LSE calendar**.

The Ethics Code

The Ethics Code details the principles by which the whole LSE community are expected to act.

We expect the highest possible ethical standards from all staff, students and governors. The Ethics Code sets out the School's commitment to the six ethics principles:

- **Responsibility and Accountability**
- **Integrity**
- **Intellectual Freedom**
- **Equality of Respect and Opportunity**
- **Collegiality**
- **Sustainability**.

Learn more about the **Ethics Code**.

Research Ethics

If you conduct research, you'll need to follow the Research Ethics policy and procedures.

Find **resources, training and support on LSE research ethics**. If you have any questions regarding research ethics or research conduct, please email **research.ethics@lse.ac.uk**

Systems and Online Resources

Need IT help?

• Visit the Tech Centre on the first floor of the library – Lionel Robbins building (LRB)

• Email: **tech.support@lse.ac.uk**
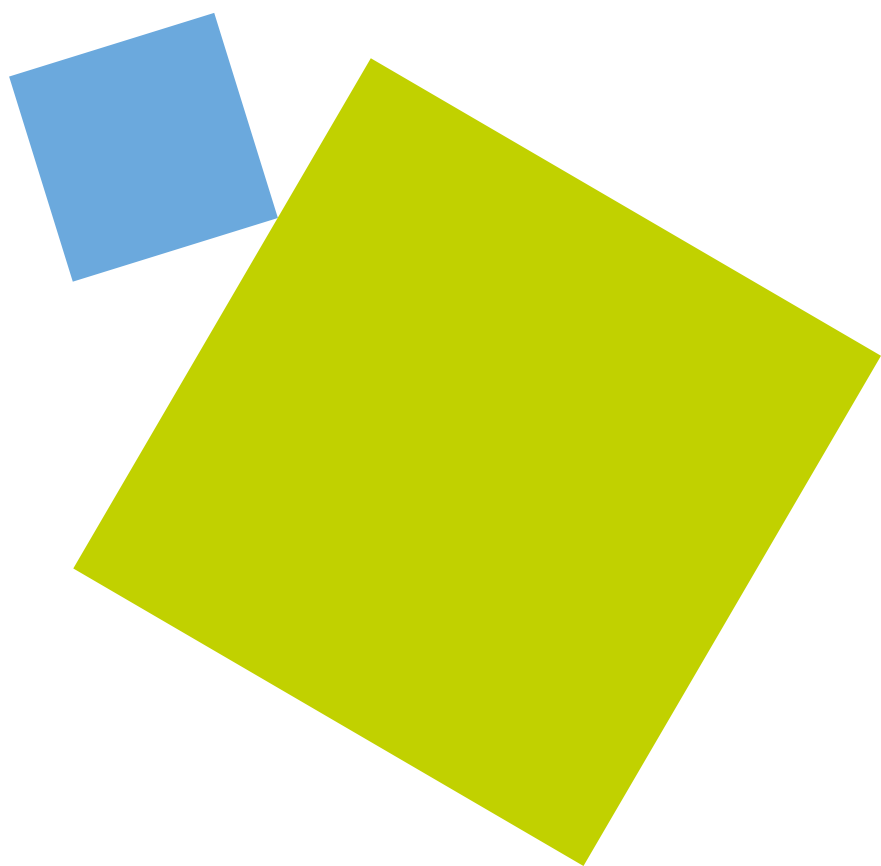
• **Call: 020 7107 5000**

The Tech Centre is open seven days a week during term time and offers a range of services including laptop surgery. For further information visit **info.lse.ac.uk/current-students/dts**

Student Hub ↘

Moodle ↘

Reset your IT password ↘

Email ↘

Student Hub

The Student Hub is LSE's app, designed to help you navigate your day-to-day life at LSE. With the Student Hub, you can:

- **View your timetable and upcoming deadlines**

- **Find your way around with the campus map**

- **Follow your department, LSE events, Careers, the Students' Union and more to keep up to date with news and events from around LSE**

- **Book appointments with academic staff (office hours) or support services.**

Available on iOS and Android app stores or as a web app at **studenthub.lse.ac.uk**

Download on the App Store   GET IT ON Google Play

Moodle

Moodle is LSE's virtual learning environment.

The majority of taught courses have a corresponding course on Moodle, the online learning platform used at LSE. Moodle courses contain essential resources such as lecture slides, lecture recordings and reading lists. Moodle also enables activities such as quizzes and discussion forums and allows for online assignment submission, marking and feedback. How Moodle is used is determined by the course convenor and so this may vary from course to course. LSE also provides a Moodle Archive service which provides teachers and students with a snapshot of previous year's courses.

You can access Moodle by visiting **moodle.lse.ac.uk**

Reset your IT password

You can reset your own IT password at the **LSE Password website**

Multi-Factor Authentication (MFA)

MFA provides an extra layer of security on top of your username and password when you access our resources online – providing increased protection against cyber-attacks.

Once set up, it is easy to use and manage via the link below: **lse.ac.uk/mfa**

Email

LSE will use your LSE email address to communicate with you, so check it regularly.

Microsoft Outlook is available on all public PCs. You can also access your email off-campus using webmail (**mail.lse.ac.uk**) or on the move via the outlook app. For help setting up email on your device search "LSE mobile email setup".

Microsoft Office 365 @ LSE ↘

Training and Development System ↘

Information security awareness training ↘

Microsoft Office 365 @ LSE

All our students are eligible for a free copy of Microsoft Office 365 on their personal computers and devices.
Microsoft Office 365

Training and Development System

The Training and Development System allows you to book a place on many of the personal development opportunities offered around LSE.

You can access the Training and Development System at **apps.lse.ac.uk/training- system**

Login using your LSE username and password.

Information security awareness training

The LSE Cyber Security Awareness Training can be self-enrolled at **Course: LSE Cyber Security Awareness Training**. We strongly advise you to complete the training which equips you with the skills to spot phishing emails, keep your data and devices safe, and protect your privacy.

More tips are available at **lse.ac.uk/cyber**

LSE100

Welcome to LSE100

LSE100 is LSE's flagship interdisciplinary course taken by all undergraduate students in the first year of your degree programme. The course is designed to build your capacity to tackle multidimensional problems through research-rich education, giving you the opportunity to explore transformative global challenges in collaboration with peers from other departments and leading academics from across the School.

Your LSE100 theme

Before registering at LSE, you will have the opportunity to select one of three themes to focus on during LSE100, each of which foregrounds a complex and pressing challenge facing social scientists. In 2023/24, the themes will focus on:

• **AI**

• **Climate**

• **Fair society**.

For more information about each theme, visit **info.lse.ac.uk/current-students/lse100/Welcome**

LSE100 is a single course, and the themes are highly interrelated. Whichever theme you choose to study, you will have the opportunity to investigate issues from different themes throughout the course, including in both your individual and group assessments.

Alongside learning about your chosen theme from a range of disciplinary perspectives, you will also study frameworks of systems thinking and systems change during LSE100. These are fields of interdisciplinary research that are being adopted by academics, policymakers, corporations, and NGOs. During LSE100, you will think holistically about how complex systems work and how the social sciences can enable change at a systemic level.

How will I study in LSE100?

LSE100 is a half unit course running across Autumn and Winter Terms in the first year of your undergraduate degree programme. Each term, you will attend five 90-minute interactive, discussion-based seminars in alternating weeks.

Before each seminar, you will use Moodle to watch short video lectures featuring leading LSE academics and complete carefully selected readings to explore ideas and arguments from across the social sciences.

How will I be assessed?

Your LSE100 mark will be based on two summative assessments: one individual written assessment (50 per cent) and one group research project (50 per cent) that you will submit and present as a team. Your final mark in LSE100 will be included with your other first year marks and, if it is one of your six best marks, will count towards your overall first year average.
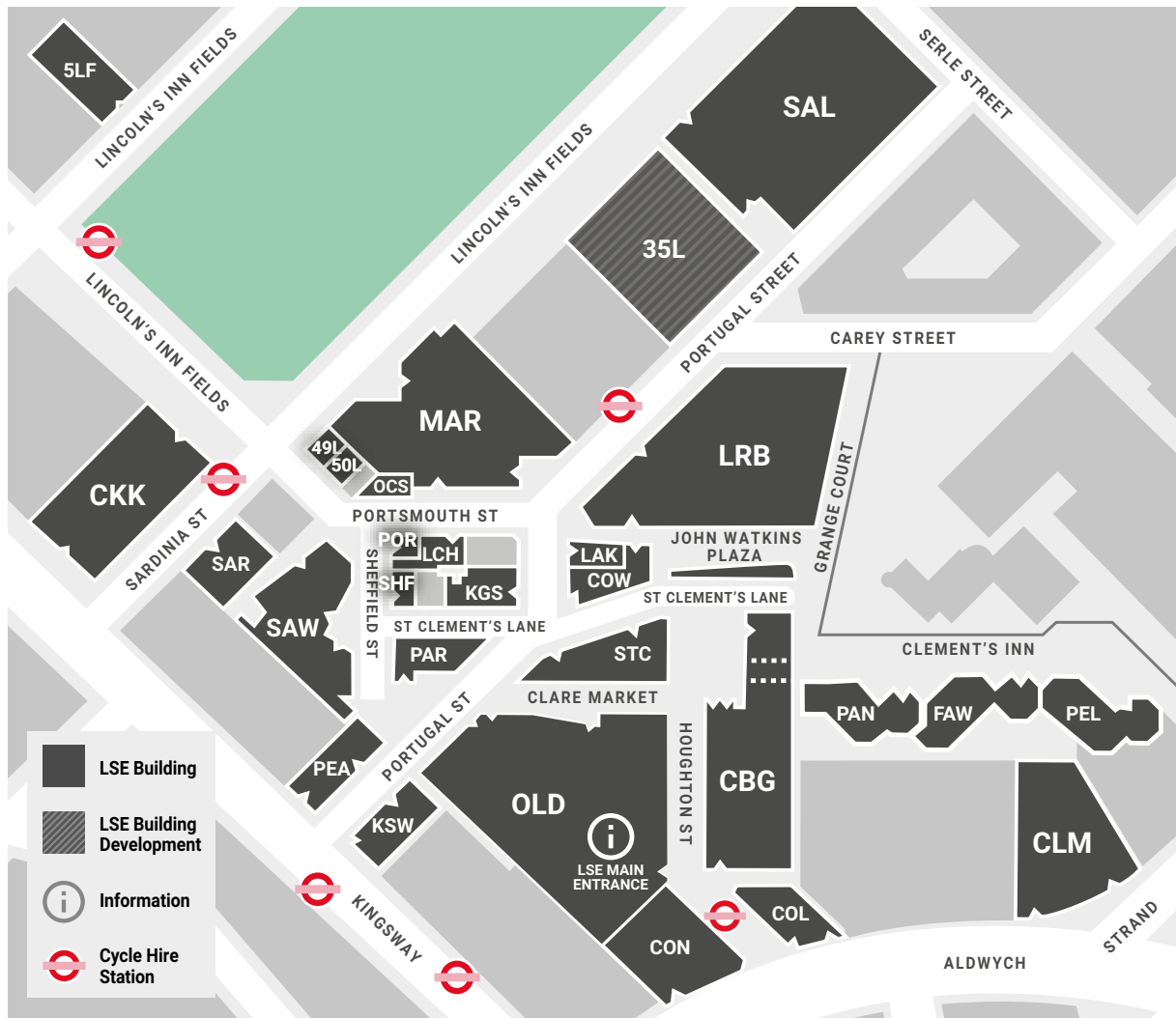
Chat with the LSE100 team

We have a team answering your enquiries from 9am to 5pm, Monday to Friday. Email us and we will be happy to help answer any questions you may have about LSE100 – get in touch at **LSE100@lse.ac.uk** or visit the LSE100 Course Office in KSW 4.10.

We're **online**, on **Moodle**, on the **Student Hub**, and on the fourth floor of 20 Kingsway (KSW). To find out more about LSE100, check out **lse.ac.uk/LSE100** and follow us on Twitter **@TheLSECourse**.

LSE Campus

Map legend:
- LSE Building
- LSE Building Development
- ⓘ Information
- Cycle Hire Station

Key

CBG	Centre Building	**KGS**	King's Chambers	**49L**	49 Lincoln's Inn Fields (Coopers)	**OCS**	Old Curiosity Shop	**SAR**	Sardinia House
CKK	Cheng Kin Ku Building	**KSW**	20 Kingsway	**50L**	50 Lincoln's Inn Fields	**PAN**	Pankhurst House	**SAW**	Saw Swee Hock Student Centre
CLM	Clement House	**LAK**	Lakatos Building			**PAR**	Parish Hall	**SHF**	Sheffield Street
COL	Columbia House	**LCH**	Lincoln Chambers	**LRB**	Lionel Robbins Building, Library	**PEA**	Peacock Theatre	**SAL**	Sir Arthur Lewis Building
CON	Connaught House	**5LF**	5 Lincoln's Inn Fields	**MAR**	The Marshall Building	**PEL**	Pethick-Lawrence House	**STC**	St Clement's Clare Market
COW	Cowdray House	**35L**	35 Lincoln's Inn Fields	**OLD**	Old Building	**POR**	1 Portsmouth Street		
FAW	Fawcett House								

♿ All buildings have wheelchair access and lifts, except, KGS, KSW*, POR* and SHF.
*KSW 20 Kingsway (Language Centre only), *POR 1 Portsmouth Street (Shop only).

Disabled Access

After 6.30pm, please call Security Control on **020 7955 6200** to ensure that any disabled access doors are open. Also see: **Accessibility map [PDF]** For access to 20 Kingsway, please call security staff on **020 7955 6200** to set up the portable ramp in the entrance foyer.

Access Guides to LSE buildings

AccessAble have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These access guides, and route maps, are now **available online**.

lse.ac.uk/international-history

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London WC2A 2AE

E: **ih.ug.admin@lse.ac.uk**
T: **+44 (0)20 7955 6174**

**This information can be made available
in alternative formats, on request.
Please contact ih.ug.admin@lse.ac.uk**