



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■



Welcome to the  
Department of  
International History

LSE-CU  
Double Degree

2024/25

[lse.ac.uk/International-History](https://lse.ac.uk/International-History)



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This information can be made available in alternative formats, on request.  
Please contact [n.bhatti@lse.ac.uk](mailto:n.bhatti@lse.ac.uk)



Connect with the LSE community  
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# Welcome from the Head of Department

Welcome to the Department of International History.

This year, the Department will have about 150 graduate students, about 250 undergraduates, twenty-five academic staff, six tutorial fellows. The Department is located on the ground, mezzanine, first, second and third floors of Sardinia House.

The Academic Director of the LSE-CU Double Degree, Dr Tim Hochstrasser and Masters Programmes Tutor, Dr Svetozar Rajak, represent LSE and take responsibility for all formal and informal liaison with the CU History Department's representatives (Professor Lien-Hang T. Nguyen and Dr Line Lillevik). They are responsible for allocating students to dissertation supervisors at LSE and for granting or refusing permissions to take outside options that are not on the published list of courses. You will also have separate academic mentor. Students should consult their advisers during their regular published office hours or by email.

As Head of Department, I am responsible for the overall management of the Department and I am available to all students by appointment via Ms. Demetra Frini ([d.frini@lse.ac.uk](mailto:d.frini@lse.ac.uk)), the Department Manager.

Your first point of contact in the Department on all administrative matters relating to your degree is Mrs. Nayna Bhatti ([n.bhatti@lse.ac.uk](mailto:n.bhatti@lse.ac.uk)), in Room SAR 1.03c.

Your programme-specific induction meeting for the LSE-Columbia Double MA Degree in International and World History will be held Thursday 26th September from 1-2pm in room SAL.LG.03 (Sir Arthur Lewis Building). The reception for all postgraduate Students is on Thursday 21st September at 5pm in Kinta Alley (Sir Arthur Lewis Building).

I look forward to meeting seeing you in September.



**Professor Marc Baer**  
Head of Department



## Key Staff

### Head of Department

**Professor Marc Baer**

**Room:** SAR 3.09

**Telephone:** 0207 955 3791

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### Masters Programmes Tutor

**Dr Svetozar Rajak**

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### MSc Double Degree Programme Manager

**Mrs Nayna Bhatti**

**Room:** SAR 1.03C

**Telephone:** 0207 955 7126

**Email:** [n.bhatti@lse.ac.uk](mailto:n.bhatti@lse.ac.uk)

**Office hours:** Tue 9-11am;  
& Thurs 1.30-3pm

### MSc Programmes Administrator

**[ih.pgamin@lse.ac.uk](mailto:ih.pgamin@lse.ac.uk)**

### Academic Director, LSE-CU Double Degree Programme

**Dr Tim Hochstrasser**

**Room:** SAR 2.14

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**Email:** [t.hochstrasser@lse.ac.uk](mailto:t.hochstrasser@lse.ac.uk)

### Chair of Masters Examinations Sub-Board

**Dr David Motadel**

**Room:** SAR 3.16

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**Email:** [d.motadel@lse.ac.uk](mailto:d.motadel@lse.ac.uk)

### Department Manager

**Ms Demetra Frini**

**Room:** SAR 1.03B

**Telephone:** 0207 955 7548

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**Office hours:** Tue 2-4pm;  
Wed 4.30-5.30pm;

Thurs 2-4pm & by appointment



## Staff List

Members of Staff	Room	Tel.	Email Address
<b>ALVANDI, Dr Roham</b>	SAR M.12	6897	<a href="mailto:r.alvandi@lse.ac.uk">r.alvandi@lse.ac.uk</a>
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## The Academic Director

The Academic Director oversees the Double Degree programme. Although students should see their Academic mentor as the first point of contact for matters relating to courses and dissertations, the Academic Director is also happy to meet with students and discuss these matters by appointment or during office hours. The Academic Director should also be notified in the case of problems relating to supervision arrangements or serious problems resulting in deferral, interruption of studies and dissertation extensions. Once final results have been announced, the Academic Director will also supply feedback on dissertations upon request.

## The Academic Mentor

The **Academic Mentor** will remain your tutor and dissertation supervisor 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 the programme. She/he 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 (e.g. choice of courses, MSc regulations, progress in studies, references) or other personal concerns that you may wish to discuss in confidence.

Your academic mentor will normally contact you at the beginning of each term and will let you know when s/he is going to be available to see tutees. S/he will also post the times of her/his regular, **weekly office hours** on her / his door or on the Student Hub app when they see students without prior appointment. It is your responsibility to make sure that you respond to your mentor's request to see you and/or seek him/her out during office hours. You should, as a **minimum**, see your academic mentor at **least twice** in both Michaelmas and Lent terms and at **least once** in the Summer term to discuss your overall progress.

NB. Academic staff do not hold office hours out of term. You can find all staff office hours on the department's website and on their office doors.

**\* The School (other departments) sometimes also refer to academic mentors as 'supervisors'. In the Department of International History, we only speak of 'dissertation supervisors' (in the context of HY498 and HY499).**

If you are unable to resolve any matter satisfactorily with your academic mentor, you can discuss it with the Masters Programmes Tutor.





## Departmental Senior Student Adviser (DSSA)

The **Department Senior Student Adviser** Ms Anna Izdebska is available to support you throughout your time at LSE, helping you to navigate the advice and support services available to you (alongside your Academic Mentor and other departmental staff), and to assist with your personal, welfare or wellbeing needs. They will also be the best person to ask for support if at any point your engagement or assessments have been impacted - they can discuss the options available to you and ensure you receive appropriate support.

You can book a 30min appointment with Ms Anna Izdebska (in-person or online) or attend an online drop-in session for quick queries - please refer to the [Departmental Senior Student Advice Team webpage](#) for the booking form and drop-in information.

## 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. Usually, you can re-register 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](https://lse.ac.uk/enrolment)

## 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](https://lse.ac.uk/studentidcards) to find out how to get a replacement.

“ Your LSE card is an important piece of identification so please make sure you keep it safe, and never share it with anybody else. ”



# Course Selection and Timetables

## When to select your courses

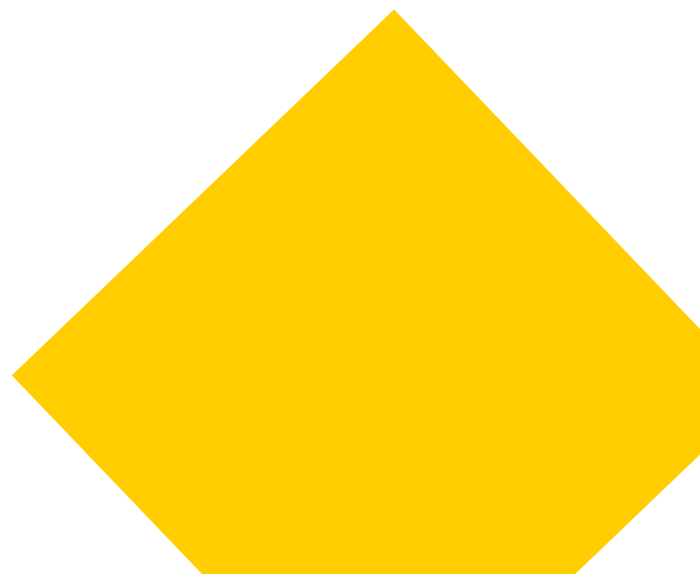
Postgraduate students will be able to browse (but not select) courses from **10am on Monday 23 September 2024**. Course selection for postgraduates will be open from **10am on Thursday 26 September until 5pm on Friday 11 October 2024**. Amendments to course selections can be made until **11 October 2024**. It may be possible to exceptionally make a change during the late course change period, until **18 October 2024**. After this no change can be made, no matter the circumstances.

Visit [Finding Courses](#) to access the tools and information to help you decide which courses you want to take this academic year. The LSE Course Finder tool can help you choose which courses to take within your programme regulations. Course Finder allows you to browse available courses by unit value, keyword, department and assessment type. You can build a shortlist of courses and compare the lecture timetables for that shortlist. Course Finder is usually available from late August. You may also wish to look at course content on Moodle and check the teaching timetable to detect potential clashes. Some departments have controlled access courses which means that places are limited. Make sure that you identify a few back-up courses in case your first choices are not available.

Reading Week will be clearly stated in the respective course guide, please check carefully before you make your course selections. The LSE calendar is the place to check for programme regulations, detailing which courses you are permitted to take.

You will need to select your courses on LSE For You once the system opens. Guidance on how to do this can be found on [here](#). 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.

You should ensure you attend any departmental course selection meetings and seek advice before finalising your courses. Should you have questions about a particular course the most efficient strategy is to put them to the Course Convener.





## Other Useful Information

### Laptop/iPad Loan

The Department can offer on loan for short periods of time a small laptop or iPad for the following uses/occasions:

- Archival visits
- Minute taking at the Staff-Student Liaison Committee meetings
- School forums
- History society
- When computer failure could hamper progress on essays or dissertations

Please enquire with your programme administrator/manager or the Department Manager for further details and availability. Please also note that the number of available laptops or iPads is limited.

### Staff-Student Liaison Committee

At the start of the year you will be asked by your department if you would like to represent your programme on the Staff Student Liaison Committee. These are important Committees as they provide a forum for feedback from students both on their programme and for discussion of issues, which affect the student community as a whole. The role of an SSLC representative is therefore central to ensuring that courses and programmes in the School work efficiently. Students will be asked to nominate representatives early in the Michaelmas Term. Those elected as a representative will be given training.

Membership of SSLC includes student representatives from each programme of study and relevant academic staff.

The Department's Committee meets on a termly basis and all International History students are welcome to attend. Minutes of meetings are placed on the Department's website for information and future reference.

The SSLC also elects one representative to attend the relevant School level Students' Consultative Forum. More information on the Consultative Fora can be found by following the link [lsesu.com/voice/academic-reps/consultative-forum/](https://www.lsesu.com/voice/academic-reps/consultative-forum/)



## Equity, Diversity and Inclusion in the Department of International History

LSE's diverse mix of people and ideas, with students and staff from over 140 countries, underpins its global reputation for excellence. It is the School's dynamic community that makes studying and working here a unique experience. Within this setting, the Department of International History is committed to promoting inclusivity and equity, and to creating an environment of mutual respect and dignity. We pride ourselves on providing a welcoming academic atmosphere for students and staff alike, one where lively intellectual discussions result from encounters with difficult, challenging and sometimes controversial subjects.

History is an ongoing conversation, and new generations of historians ask new questions, bringing their own experiences and perspectives about the past and the present to bear on their work. Our curriculum and sources are chosen on intellectual grounds and are closely linked with staff's research and expertise. In studying history, students are given the chance to discuss and critically engage with varied material. And in doing so we believe that students will have the best opportunity to thrive and reach their full academic potential. As a departmental community we cherish the chance to work with each individual student to achieve a meaningful learning experience.

Our environment of open academic dialogue is fundamentally important to the Department. Learning how to place history in context and critically analyse historical sources is an essential part of studying history. Historians very often have to deal with subjects that they might find disturbing, both written and visual, and that primary material from the past often deals with contentious subjects and may contain discriminatory or prejudiced views. However, there is a sharp distinction between encountering offensive views in the context of historical study and endorsing them in the present. The latter is unacceptable; the former is part of being an historian and a social scientist. Recognising the legacies of racism in the present, for example, is vital to understanding how structures of inequality built in the past continue to shape the contemporary world.

If you have any concerns or questions, you can contact the Department's EDI Representative, Dr Qingfei YIN, [Q.Yin@lse.ac.uk](mailto:Q.Yin@lse.ac.uk)



## 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:

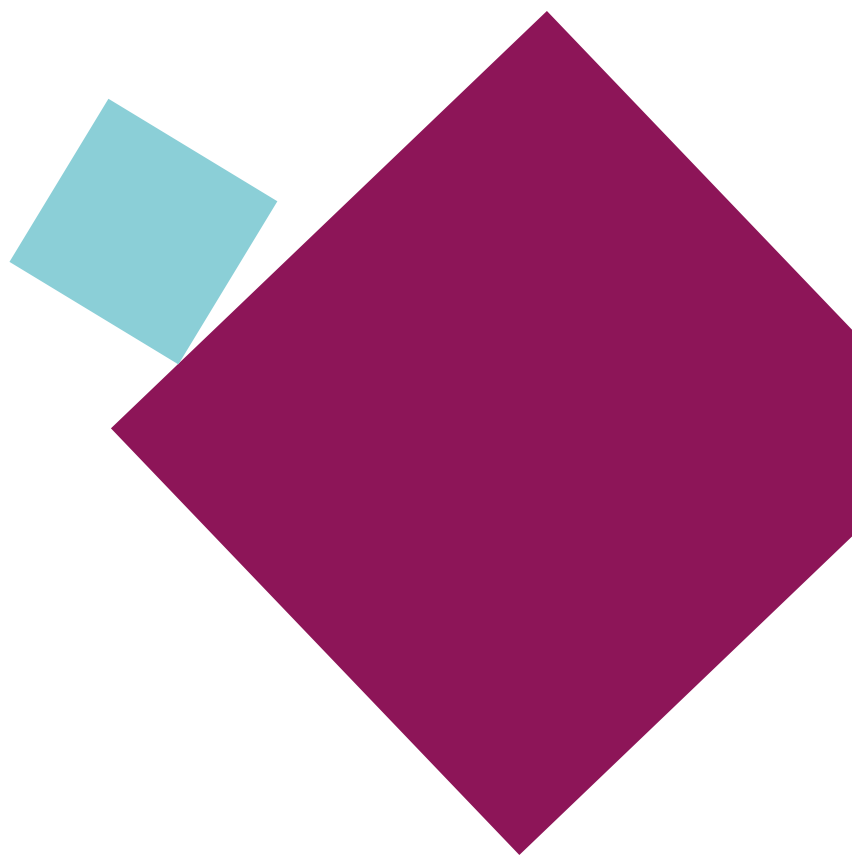
- jokes, offensive remarks or intimate questions conveyed orally or in writing directly to a person or about a person to a third party;
- producing, sending or displaying inappropriate and/or offensive images or other material to, or about, a person or group;



- 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:**

**[lse.ac.uk/staff/services/policies-and-procedures/assets/documents/harpol.pdf](https://lse.ac.uk/staff/services/policies-and-procedures/assets/documents/harpol.pdf)**





## Events of Interest to Masters Students

### Annual Lecture

The department hosts an annual lecture as part of the LSE Events programme. The speaker is a renowned historian invited by the department; speakers in recent years include Professor Avi Shlaim, Professor David Blackbourn, Professor Fredrik Logevall, Professor Dominic Lieven, and Professor Joya Chatterji.

### Senate House Library Tours

Each year, the Department arranges for new students to take a tour of Senate House Library which is highly recommended. The Senate House Library is an invaluable back-up to the LSE Library, and its history section is particularly strong. It is important to make as much use of it as possible, as its funding is currently under threat. It is very worthwhile taking this opportunity to get to know what it can offer.

Further details of library tour dates will be announced once the library reopens.

Senate House Library, University of London (SHL) is one of the largest humanities and social sciences libraries in the UK. Its holdings amount to c.2 million volumes and it receives c. 5,500 current periodical titles. A wide range of electronic resources is also available through SHL's subscriptions. The History Collection is (in terms of books borrowed and renewed) the major subject collection in SHL. The aims of the visit to SHL are to provide students with introductory guides to SHL, to some of its collections [Should go out as this only refers to SHL, not other libraries] and also to give a sense of the physical layout of SHL, concentrating on History and other relevant collections, including Politics and International Relations.

*Membership of SHL is available free of charge on production of current LSE ID. Students can join SHL in advance of the visit, or on the day itself. The entrance to SHL is in the North Block of Senate House, on the west side of Russell Square – a 15 minute walk or a short bus ride from LSE (routes 59, 68, 91, 168 or 188).*





# LSE-Columbia University Double MA Degree in International and World History

## Guidelines for interpreting programme regulations

## Classification scheme for the award of a taught master's degree (four units)

## Exam sub-board local rules

Twenty-two month programme. Students take the first year at Columbia University, and the second year at the LSE as follows:

Optional courses to the value of three full units, a dissertation and a language course as shown below.

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

**Programme Code:** TMINWOHY

**Department:** International History

## For students starting this programme of study in 2024/25

**Paper 1**     **HY458** LSE-Columbia University Double Degree Dissertation (1.0) #

### Papers

**2, 3 and 4**     **Courses to the value of 3.0 unit(s) from the following:**

#### International History:

**HY400** Crisis Decision-Making in War and Peace 1914-2003 (1.0) #

**HY411** European Integration in the Twentieth Century (1.0) (not available 2023/24)#

**HY422** Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)

**HY424** The Napoleonic Empire: The Making of Modern Europe (1.0)

**HY429** Anglo-American Relations from World War to Cold War, 1939-91 (1.0)

**HY432** From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0) (not available 2023/24)

**HY435** Political Islam: From Ibn Taymiyya to ISIS (1.0)

**HY436** Race, Violence and Colonial Rule in Africa (1.0)



- HY440** The Iranian Revolution (1.0)
- HY444** Latin America in the Cold War (1.0)
- HY446** Geo-Interventions and the Genealogy of the Anthropocene: The Transformation of Nature, Space, and Territory, 19th-21st centuries (1.0)
- HY459** The Ottoman Empire and its Legacy, 1299-1950 (1.0)  
(not available 2024/25)
- HY461** East Asia in the Age of Imperialism, 1839-1945 (1.0)
- HY463** The Roots, Origins and Dynamics of the Cold War, 1917-1962 (1.0)
- HY465** The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
- HY469** Maps, History and Power: The Spaces and Cultures of the Past (1.0)  
(not available 2023/24)
- HY471** European Empires and Global Conflict, 1935-1948 (1)
- HY478** Genesis of the Modern World: Europe, China and India, 1550-1840 (1.0)
- HY483** Land and Conflict in Latin America since 1750 (1.0)
- HY486** The Anti-Slave-Trade Atlantic world, c. 1807-1870 (1.0)
- HY489** China and the External World, 1644-1839 – (0.5 AT)
- HY491** Race, Gender and Reproduction in the Caribbean, 1860s-1930s  
(0.5) (not available 2023/24)
- HY4A8** Asian Borderlands (0.5) (not available 2024/25)
- HY4B1** The Vietnam Wars, 1930-75: regional and International Perspectives (not available 2024/25)
- HY4B9** China and the United States Since 1949 (1.0)
- HY489** China and the External World, 1644-1839 (0.5 MT)
- HY4B4** Maritime Asia in Transition, 1405-1839 – (0.5 WT)



### Economic History:

- EH404** India and the World Economy (0.5)
- EH413** African Economic Development in Historical Perspective (0.5)
- EH429** History of Economics: Ideas, Policy and Performativity (0.5)
- EH452** Latin American Development and Economic History (0.5)

**Regarding Economic History (EH) courses only:** it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree.

One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).

### Paper 5 **Compulsory Language Requirement**

Students can fulfil the language requirement of the dual Master's degree in three different ways:

- 1) By taking two years of language training while at Columbia and the London School of Economics.
- 2) By taking, and passing, two translation exams. (Both translation exams must be taken at Columbia. See sample translation exams on the CU History Department website).
- 3) By taking, and passing, one translation exam and studying a language for one year, either at Columbia or at the LSE Language Centre.

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



# HY458 LSE-Columbia University Double Degree

## Dissertation Workshop

HY458, run by Dr Tim Hochstrasser ([t.hochstrasser@lse.ac.uk](mailto:t.hochstrasser@lse.ac.uk)) together with Dr Artemis Photiadou ([a.photiadou@lse.ac.uk](mailto:a.photiadou@lse.ac.uk)) is a seminar that is fully dedicated to supporting your research and writing. It is designed to facilitate LSE-CU Double Degree students in writing successful dissertations and presenting to academic audiences. It is not a substitute for the guidance and direction offered by your dissertation supervisor.

The workshop will be divided between staff presentations, group discussions, and organised training sessions in how to present research findings. It will culminate in all students presenting on their dissertation topics at the end of WT. In AT week 2, all students will meet Dr Hochstrasser and Dr Photiadou as a group to discuss their summer research and to plan their work. Later sessions will be offered to the whole group or in others students will be assigned to smaller groups meeting on allocated weeks. Students are required to attend all plenary sessions and also when their designated smaller group is meeting. All students are welcome to attend any further small group sessions. In the Winter Term, students will be expected to discuss and critique each other's 3,000-word dissertation extracts.

A full syllabus will be posted on the HY458 Moodle page.

## HY458 LSE-CU Double Degree Dissertation Regulations

1. The HY458 dissertation in International History is mandatory for the LSE–Columbia University Double Degree in International World History. It is the single most important component of the Double Degree. The dissertation requires students to pursue sustained research in an area of particular interest to them, and it is the sole paper in which a narrow fail mark **cannot** be compensated by good marks elsewhere. Coming to terms with the dissertation process is therefore imperative.

The dissertation for the LSE-CU double Master's degree is an exercise in using primary sources to write on a topic related to World History (including international history, economic history, cultural history and social history). Dissertations that represent contributions to disciplines outside History, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the conceptualising of the thesis and/or the treatment of the evidence. When there is any question about the suitability of a particular topic, the CU Faculty Director will be consulted but the Academic Director of the LSE-CU double Master's degree at LSE will be the final judge of whether a particular topic falls within the above definition.



2. The HY458 dissertation must not exceed 15,000 words, including text and footnotes (but excluding the table of contents, bibliography and appendices). Dissertations exceeding the word limit will be subject to the following sliding scale of penalties: **for up to every 100 words over the limit one mark out of 100 will be deducted, penalty kicks in at one word over the limit--i.e. at 15,001 and any dissertation more than 1,000 words over the limit will be given a FAIL mark of 0 automatically. In that event, you would have to re-sit HY458. This would mean re-submitting a new dissertation within the deadline for resubmission. Students are formally required to state the total number of words on the front cover of their dissertations.**
3. You must submit your dissertation to Turnitin available on Moodle page by **12 noon on Wednesday 7 May 2025**. Please note that the date and time that you submit your dissertation on Moodle is taken as the official submission time for the purposes of lateness penalties. If you experience any technical issues submitting your dissertation on Moodle, please email your dissertation to [ih.pgadmin@lse.ac.uk](mailto:ih.pgadmin@lse.ac.uk) and make sure it reaches the department by the deadline
4. Students must not put their name or student number on the dissertation but use their 5-digit candidate number instead (not the student ID). Candidate numbers can be found using LSE For You. Students must sign a declaration to the effect that they have read and understood the School's Regulations on assessment offences (see the online LSE-CU handbook) and that apart from properly referenced quotations the work submitted is their own. In particular, they must confirm that they understand the School's Regulations regarding plagiarism (see point 11 below).
5. Dissertations not submitted by the set deadline (or extended deadline as appropriate) will be subject to the following penalties: **five marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted.**
6. If a student expects to be unable to meet the submission deadline due to serious reasons such as illness or bereavement, he or she should immediately discuss the matter with their Academic Mentor and/or the Academic Director of the programme. If deemed appropriate, students shall then apply in advance for a formal extension from the Chair of the MA/MSc Examinations Board in International History (Dr David Motadel [d.motadel@lse.ac.uk](mailto:d.motadel@lse.ac.uk)). Normally such applications should be made approximately one week prior to the submission deadline. **Retrospective extensions after the passing of the deadline can and will not be granted.** All applications must be backed by supporting evidence such as a medical certificate or similar written evidence. In accordance with Departmental policy, computer hardware, software or printer malfunctions will not be accepted as valid reasons for late submission. Students are expected to retain and update back-up copies of all their work.



7. Dissertations must include a bibliography of all consulted sources at the end, listing first primary sources (by collection and folders, not referring to individual documents), then secondary sources. Dissertations that do not provide a bibliography are subject to penalties. Failure to include a bibliography will result in the **deduction of 5 marks out of 100**. For further guidance on bibliographic formats see the guidance documents on the HY458 Moodle site.
8. Students may include an appendix of no more than 12 pages, containing key documents, and transcripts of oral history interviews, maps, illustrations or other visual sources. The appendix must not contain additional dissertation text: if it is found to do so, it will be counted towards the word limit and penalties are likely to be incurred as a result.
9. Your dissertation must be typed in double spacing on one side only of A4 paper (or American Letterhead) and tape or spiral bound. Sub-headings are usually helpful guideposts for the reader. All notes should be footnotes rather than endnotes and should be numbered consecutively throughout the dissertation. For further guidance on referencing formats see the guidance documents on the HY458 Moodle site.
10. Before submitting your dissertation, your dissertation supervisor is allowed to read and comment on **up to 5,000 words** of your dissertation in draft form but no more. It is up to you and your supervisor to discuss which 5,000 words would be most appropriate for them to read and when you should submit this. A mark will not be included in feedback you receive.
11. The work you submit for assessment must be your own. If you try to pass off the work of others as your own, you will be committing plagiarism.

Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such, being placed inside quotation marks and a full reference to their sources must be provided in proper form.

A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source.

It is also an offence to commit self-plagiarism, in other words to submit, without appropriate mention in the references, extracts from work that you have written for other purposes and have had assessed elsewhere or at an earlier stage of your work at the School.



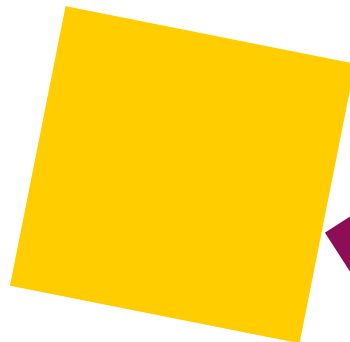
The examiners are vigilant for cases of plagiarism and the School uses plagiarism detection software to identify plagiarised text. Work containing plagiarism may be referred to an Assessment Misconduct Panel which may result in severe penalties.

If you are unsure about the academic referencing conventions used by the School you should seek guidance from your tutor or the Library.

The Regulations on Plagiarism can be found at the following web link:

[lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm](https://lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm)

12. Students, who change their subject without discussing it with their supervisor bear full responsibility for ensuring that their subject is within the regulations of the HY458 dissertation (Please see point 1 above); if it is not, the dissertation will be failed.
13. The School procedure for handling deferred assessments and resits is as follows. If you defer an assessment or you do not pass the assessment/s for a course and need to resit, you will take those deferred or resit assessments in the postgraduate RDAP. All postgraduate deferred and resit assessments from the 2024/25 academic year take place in January 2025. If you need to defer or resit your dissertation, you will also (re)submit your dissertation during the RDAP.
14. Dissertation HY458 - Resit dissertations are 'revise and resubmit'. Students are entitled to one supervisory meeting to discuss the revisions that need to be made.





# Learning History, Study Skills

## Why study history?

'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'

'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.'

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

*[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





## Studying History

History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation. Consequently, students following history courses will be expected to do a great deal of independent work and independent thinking, as well as a good deal of reading and writing. You must present the results of research both in independent work and in the context of group discussions. The need to come to terms with unfamiliar periods and areas facilitates reflective and adaptable skills, empathy and imaginative insight within critical and methodological constraints. Learning to understand the sixteenth-century Inquisitor or the Chinese peasant in the Cultural Revolution is not only fascinating in itself, but a complex exercise and nurtures multiple skills, not least enabling you to learn to understand unfamiliar cultures and belief systems. These topics are therefore as relevant in terms of skills as the most recent history of your own country. In making your choices you should bear these factors in mind. For those who come convinced that only Twentieth-Century History is relevant, think again!

The MSc in International and World History offers various types of courses in a wide range of subject areas. You are offered the opportunity to master a variety of subjects, in different formats, learning to deal with a wide intellectual and cultural range. Courses vary from general overviews at one extreme, to in-depth primary-source studies at the other. The former encourages understanding of historical process, with its mix of continuity and change; the latter sharpens the analysis of documentary and other material, developing research methods.

We encourage students to cover national as well as international history; political as well as social; early modern as well as contemporary; history of ideas as much as history of events. Each level, each topic, provides specific tasks and stretches the student in a different direction. Collectively, they reinforce each other as nurture the acquisition of complementary skills. History degrees aim to widen the student's experience and develop qualities of perception and judgement, while fostering intellectual independence, sharpness and maturity.

### Seminars

History in general encourages and develops both conceptual and thematic thinking and requires the results to be expressed coherently and persuasively. Classes and seminars at this level are not passive learning exercises. They are intended to allow you to discuss the reading you have done and to learn from others. They will help you to develop vital communication and critical skills. Here you are expected to listen, engage in debate, offer reasoned arguments and learn to sustain or amend your own views in the light of the response of others. Although it does not account for your final mark, you will be graded throughout your career on class performance and employers invariably request comments on this area of a student's performance.



## Essays

History requires high levels of literacy. Employers too emphasise the need for high levels of proficiency in written work. The ability to persuade through reasoned and clear argument is invaluable in many areas of life. History requires the production of essays and other forms of written work and it both rewards good skills and penalises poor quality work.

Writing essays forces you to practice these technical skills, prompting you to develop greater clarity in structure and expression while also giving you the opportunity to refine your skills at putting forward clear arguments. Demonstrating an understanding of material, conceptual grasp, marshalling an argument, deploying ideas and information, these are the crucial skills to develop.

You will get feedback from essays and classes regarding your general standard of English. You should not ignore these comments. On the contrary, you should act on the recommendations to improve. There are books which give helpful hints on essay writing. For more serious problems, the Language Centre can provide help. It is essential to appreciate that poor spelling, poor syntax and poor presentation will affect your marks adversely in the exams and will make you less attractive to future employers.

Essays require independent research as well as coherent explanations. You are encouraged to do as much work independently as you can, to read widely and extensively. Having gathered information from various sources you must learn how to organise and assess it, although it will often be contradictory or conflicting. Therefore you are encouraged to explore the library's holdings independently and only rarely given specific page references to books or articles. Learning how to identify the main topics for your essay and how to find the relevant information are essential parts of your training.





# A Guide to Writing

## 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.

## 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.

## Avoiding non-sentences

Sentences **must** have at least a **subject** and a **verb**:

No: 'A secret organisation 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.'

## Perfect spelling

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

## 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.



### 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.

### 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...

### Write impersonally

'I' 'Me'. 'We'. Use sparingly.

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

### 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 (i.e. '...would occur...') is awkward, **Always use a past tense instead.**
- 3 **might** is the past tense of '**may**'.





### 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).

### 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**.

### 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.

### 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.

### 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)

### 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.



### 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.

### 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 conform 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.



## 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.)

## Reference works

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

- 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.

## Common errors to search for

- **it's** (USE 'It is...' 'The Amristar Massacre 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')



## 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 (i.e. 'form' for 'from,' 'too' for 'to').

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

## 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.

## 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 summarises, 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).



## 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 emphasise material at the beginning or end of a sentence.

Example:

After eighty years of dreaming, the elderly man realised 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 emphasise 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 emphasise a modifier. Words or phrases that describe a noun can be set off with dashes if you wish to emphasise 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%20Oxford%20Style%20Guide%20%28updated%20Hilary%20term%202016%29.pdf](https://www.ox.ac.uk/sites/files/oxford/University%20of%20Oxford%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](https://press.uchicago.edu/books/turabian/turabian_citationguide.html)

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

**Professor Joanna Lewis**



## Advice on 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:

1. short enough so that you can revise from them quickly, but comprehensive enough to answer a range of questions fully.
2. 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, e.g. 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;
3. 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.
4. 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:



## 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.

## 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 based on 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 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 to 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 so 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.

### 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 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.



## Answering the questions

**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**.

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.

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.

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 you 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.

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.

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.

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.





## 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 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.

## 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.

## 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.**

## 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 penalised 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.



# Information on Assessment

## Essays

There is informal (formative) assessment of students throughout their year-long courses in the International History Department, mainly in terms of marking and feedback of essays and class performance.

Some courses also include an assessed essay (or several assessed essays) or other piece of work as part of the final grade – normally these range from 10 per cent to 50 per cent (summative assessment).

Detailed information about assessment on each course can be found in course guides via this link [lse.ac.uk/resources/calendar/courseGuides/graduate.htm](https://lse.ac.uk/resources/calendar/courseGuides/graduate.htm)

The reason for assessment diversity is that we hold to the principle that teachers should be allowed 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. Students should be aware that assessed essays can bring down as well as enhance results from unseen exams.

All teachers fill out detailed feedback forms for all formative and summative essays. Feedback on formative assessments is given to students within three weeks of the submission deadline. Feedback on summative assessments is given to students within four weeks of the submission deadline. Students meet individually with the teachers in office hours to discuss the assessment of their work.

On any other **exam-related data**, you can apply to gain access to your file via the DPA process after LSE has released the **final results**:

[lse.ac.uk/intranet/LSEServices/Legal%20Team/dataProtection/studentsDataProtectionInformation.aspx](https://lse.ac.uk/intranet/LSEServices/Legal%20Team/dataProtection/studentsDataProtectionInformation.aspx)





## Essay Submission

### Formative Coursework Submission Guidelines

The Department of International History requires all pieces of formative coursework to be submitted in electronic form to Turnitin via Moodle and by email. You should follow these guidelines carefully to ensure that your coursework is submitted in the correct manner. Grades and feedback may be withheld if you fail to submit your coursework properly.

### Preparing your Submission

- Check your work thoroughly – a spellchecker may not identify errors in names and dates
- Stick to the set word limits (includes any footnote text, but excludes the bibliography)
- Cite primary and secondary sources carefully to avoid plagiarism (see below).

### Submitting your Coursework Electronically

- Save the coursework as a .doc or .docx file – no other file types will be accepted
- The file name MUST include the course code and your name – e.g. HY\*\*\*-name.doc
- The coursework file MUST NOT include your candidate number.

### 1 Submit a copy of your coursework to Turnitin

- Use the specific link for the piece of coursework listed on the course Moodle page to submit it
- This submission will generate a Turnitin originality report, which you should read carefully using the guidance documents listed below
- If you wish to edit and resubmit the piece of coursework, it must be done BEFORE the set (or extended) deadline
- To edit the submitted coursework, click Edit, then delete the previous version, upload the new version and click Save Changes (this will also generate a new report)
- If you experience any issues submitting your coursework on Moodle, contact the Programme Manager at [ih.pg.admin@lse.ac.uk](mailto:ih.pg.admin@lse.ac.uk) or the Web Resources Editor at [ih.projectadmin@lse.ac.uk](mailto:ih.projectadmin@lse.ac.uk)



## 2 Submit a copy of your coursework by email

- Email a copy of your coursework to your class teacher by the set (or extended) deadline
- This email copy **MUST** match the version uploaded to Turnitin on Moodle

**PLEASE NOTE IT IS THE EMAIL COPY THAT COUNTS FOR DEADLINE PURPOSES IN LINE WITH DEPARTMENTAL REGULATIONS.**

### Turnitin Guidance

- Instructions on how to view and interpret your Turnitin originality report (provided by LSE LTI) PDF file:  
[lti.lse.ac.uk/wp-content/uploads/2019/09/Turnitin-online-resources-STUDENT-HANDOUT-FeedbackStudio.pdf](https://lti.lse.ac.uk/wp-content/uploads/2019/09/Turnitin-online-resources-STUDENT-HANDOUT-FeedbackStudio.pdf);
- Watch a video on how to interpret your Turnitin originality report:  
[youtu.be/6bjnVRVIdJA](https://youtu.be/6bjnVRVIdJA)
- Originality reports can take anytime between 10 minutes and several hours (depending on how busy the Turnitin servers are) to be fully generated.

## Plagiarism

It is your responsibility to avoid plagiarism in your work. You should use the Turnitin report to see if there are any issues with your coursework before the final deadline. If you are unsure or have any concerns, you can ask your class teacher, the Teacher Responsible for the Course, or your Academic Mentor for further advice. Coursework will be screened, and any cases of suspected plagiarism will be taken very seriously.

The School's regulations on plagiarism can be viewed at:

[info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsAssessmentOffences-Plagiarism.pdf](https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsAssessmentOffences-Plagiarism.pdf)

## Assessed Essays (summative coursework) submission guidelines

### Department of International History

#### Summative Coursework Submission Guidelines 2024/25

The Department of International History requires all pieces of summative coursework to be submitted in electronic form to Turnitin via Moodle. You should follow these guidelines carefully to ensure that your coursework is submitted in the correct manner. Grades and feedback may be withheld if you fail to submit your coursework properly.



### a) Preparing your Submission

- check your work thoroughly – a spellchecker may not identify errors in names and dates
- stick to the set word limits (includes any footnote text, but excludes the bibliography)
  - cite all primary and secondary sources carefully to avoid plagiarism (see below)

### b) Saving your File

- save the coursework as a .doc or .docx file – no other file types will be accepted
- the file name **MUST** include the course code and your candidate number – e.g. HYxxxCandidateNumberxxxxxx.doc
- the coursework file **MUST NOT** include your name

### Submitting your Coursework on Moodle

Submit a copy of your coursework to Turnitin

- use the specific link for the coursework, listed on the course Moodle page, to submit this file - this submission will generate a Turnitin originality report, which you should read carefully using the guidance documents listed below (see below)
- if you wish to edit and resubmit the piece of coursework, it must be done **BEFORE** the final submission deadline (or revised deadline, where an extension has been confirmed)
- to edit the submitted coursework, click Edit, then delete the previous version, upload the new version, and then **Save Changes** (this will also generate a new originality report)
- if you experience any issues submitting your coursework on Moodle, contact your Programme Administrator at [ih.pgadmin@lse.ac.uk](mailto:ih.pgadmin@lse.ac.uk) or the Web Resources Editor at [ih.projectadmin@lse.ac.uk](mailto:ih.projectadmin@lse.ac.uk)

**PLEASE NOTE IT IS THE MOODLE SUBMISSION DATE AND TIME THAT COUNTS FOR DEADLINE PURPOSES IN LINE WITH DEPARTMENTAL REGULATIONS.**

### Extensions

The Department expects students to meet Assessed Essay deadlines, and it is your responsibility to organise your time appropriately. Extensions to deadlines can only be considered if you experience circumstances which are sudden, unforeseen, out of your control and proximate to the assessment(s) in question. You will also need to supply evidence of those circumstances which meets LSE's [Standards of Evidence](#) policy; in the majority of cases, requests without evidence cannot be considered.



To allow for processing time, any extension requests must be made at least three days in advance of the submission deadline. Students should complete the form provided on the course Moodle page, gather supporting documents or other evidence, and email the form and the evidence to [ih.pgadmin@lse.ac.uk](mailto:ih.pgadmin@lse.ac.uk). You will be notified by e-mail as to whether your extension is granted by the Chair of the Exam Sub-Board. Please do not assume that your extension has been granted until you have received such an e-mail.

Unfortunately, the Department cannot consider extension requests made less than three days before the submission deadline. If you experience adverse circumstances after this time but before the submission deadline, you should consult the [Exceptional Circumstances](#) procedures.

**Turnitin Guidance** - Instructions on how to view and interpret your Turnitin report (provided by LSE LTI) [Atlas: [lse.atlassian.net/wiki/spaces/MG/pages/398753797/How+to+interpret+Turnitin+originality+reports](https://lse.atlassian.net/wiki/spaces/MG/pages/398753797/How+to+interpret+Turnitin+originality+reports)];

- Watch a video on how to interpret your Turnitin originality report [embedded: [youtu.be/6bjnVRVIdJA](https://youtu.be/6bjnVRVIdJA)]
- Originality reports can take anytime from 10 minutes to several hours/days (depending on how busy the Turnitin servers are) to be fully generated.

## Participation component

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 RDAP period.

## Plagiarism

It is your responsibility to avoid plagiarism in your work. You should use the Turnitin originality report to see if there are any issues with your coursework before the final submission deadline. If you are unsure or have any concerns, you can ask your class teacher, the Teacher Responsible for the Course, or your Academic Mentor for further advice. Coursework will be screened, and any cases of suspected plagiarism will be taken very seriously.

NB. In 2020/21, there were at least five cases of alleged plagiarism which either resulted in a penalty, or referral to a School Assessment Misconduct Panel.



## Further information on deadline extensions

If you experience disruption to your studies **prior to the assessment deadline** (e.g. due to personal difficulties, bereavement, illness etc.) you may wish to consider applying for an extension. To apply for an extension, please complete an **Extension Request Form** available on Moodle course pages. You **must provide supporting evidence** pertaining to the reasons for your extension request (e.g. medical certificate etc.).

Once completed and signed, the form as well as any original documents provided as supporting evidence must be submitted/mailed to the Masters programme administrator [ih.pgadmin@lse.ac.uk](mailto:ih.pgadmin@lse.ac.uk) **before the assessment deadline**. You may submit your form to any support staff covering the first floor if the Masters programme administrator is not available at the time of your arrival to the Department.

You will be notified by e-mail as to whether your extension is granted by the Chair of the Exam Sub-Board within two working days of your submission.

## Penalties for the Late Submission of Assessed Work and Exceeding Word Limits

Assessed essays must be submitted exclusively during School working hours. **5 points out of 100 will be deducted for un-authorized late submissions received during the first 24 hours after the deadline, and a further 5 points will be deducted for each subsequent 24-hour lateness period, or fraction thereof. After five working days, coursework will only be accepted with the permission of the Chair of the Sub-Board of Examiners.**

**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--i.e. at 3,001 for an assessed essay.**

In accordance with Departmental policy, computer hardware, software, or printer failures or malfunctions will **not** be accepted as valid reasons for late submission. Please therefore be sure to keep back-up copies of all your work.

As the essay is part of your examination, plagiarism is regarded as cheating and, if evidence for it is strong enough, the essay will be marked ZERO. In addition, you are likely to find yourself in front of the LSE Misconduct Panel, where harsher punishments are available. For further details, see:

[info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsAssessmentOffences-Plagiarism.pdf](https://www.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsAssessmentOffences-Plagiarism.pdf)

All students must be asked to add a declaration on all work submitted as part of the formal assessment for their degree other than work produced under examination conditions, to the effect that they have read and understood the School's rules on assessment offences and that the work submitted is their own apart from properly referenced quotations.





## Postgraduate Marking Criteria

### **Distinction (70-100)**

Scripts will contain answers that engage closely with the implications of the question as well as its surface meaning. There will be a clear and coherent unfolding of the author's argument which deploys an impressively wide range of knowledge. A successful balance will be achieved between generalisation and detail. There will be 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. Answers will be stylish, well-written and properly presented. Answers at the top of the range will display all these qualities in equal combination.

### **Merit (60-69)**

Essays will display a sustained level of competence in coverage of the subject matter and understanding of the question. Answers will be regularly, but not always consistently analytical. Most of the implications of the question will be explored, but not all. There will be a high, but not impeccable standard of factual accuracy and interpretative coverage. Argument will be clear and direct, and with a sound conceptual grip.

### **Pass (50-59)**

Some of the virtues and more of the defects of the merit grade will be present here. There will be some familiarity with all the terms and concepts bound up with the question, but several important aspects of the question or evidence necessary to answer it may be omitted or misinterpreted. Although still competently structured, argument will often be fuzzy and soft-focused, lacking analytical bite and sharpness. There may be a tendency to state ideas rather than explore them and to leave a part of the argument to rest on unsupported claims. There may be an imbalance in the handling of ideas and data, as, for example, in a purely historiographical approach with insufficient reference to available evidence, or in the regurgitation of a mass of factual data unsubordinated to an overall argument. The knowledge deployed may seem somewhat familiar or imprecise. There may be stylistic weaknesses and errors in written English.

### **Fail (40-49)**

Essays will contain some relevant points but remain inadequately focused on the specific question set. Above all the structure of the answers will be determined by the (limited) knowledge available to the writer rather than by the requirements of the question. Indeed the emphasis of the question may be misconstrued or misunderstood, and replaced by a bland and largely irrelevant narrative. Argument is unfocused and/or fragmentary, usually confined to the opening and closing paragraphs. There will be a sense of the ideas of others parroted uncritically or even with distortion. Points may be listed, giving rise to unexamined contradictions, or alternatively major issues may be omitted from consideration altogether. Answers tend to remain at a level of banal generalisation supported by trite evidence or none at all. There will be many factual errors, and the quality of the written English and general presentation may also fray badly at the edges.



## Statement on 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.

We offer Masters students a variety of different assessment methods to choose from, and from the beginning students are clearly told how the course is going to be assessed. The assessment methods are outlined in the course descriptions. Several Masters' courses have assessed essays or other pieces of work as part of the final grade. Students are made aware that assessed essays can bring down as well as enhance results from unseen exams. Teachers can also award marks for class participation, regular postings on Moodle, and in some courses, there is no exam at all, and the grade is based on one or two longer assessed essays. Class attendance is compulsory for all courses. Some courses include a grade for participation, on the grounds that active and outstanding engagement in class work helps motivate students to prepare for class discussions and to engage more actively in these discussions.

Many courses in the Department are assessed by three-hour examinations in the summer term. 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%) 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% 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% 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.”

Students can check on the Department’s marking criteria in the Handbooks for Undergraduate and Graduate Students, available also electronically.

The summative examinations at the end of the year provides sufficient time for students who come to the School from very different academic backgrounds and even different educational systems (particularly for Masters Degrees), to ‘align’ with common educational norms and standards and develop their thoughts in particular areas of expertise that they chose. The candidates practice for the summative exam over the Michaelmas and Lent terms through oral presentations, formative essays, and often 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. Because the exam is intended as a test of the course as a whole, three questions are the required minimum. Three hours has long been considered as a reasonable time to undertake such tests.

At the same time, the Department employs complementary alternative modes to assess learning outcome. This reflects the diversity of pedagogical methods preferred by individual teachers. 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 also have five-year course reviews in place.

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. Longer, more intensively researched and revised pieces of writing are deemed particularly appropriate at postgraduate level than shorter writing assignments. This priority reflects the advanced learning aims and objectives of our postgraduate courses as well as the educational aim of developing the transferable skills needed after graduation.

Formative essays are considered to be 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 or essay. 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. Many courses also offer a mock exam with the TRC providing feedback on the mock exam answer.

There are a variety of ways 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 candidates 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 e-mails, consultations on lists of literature and sources, and readings of preliminary drafts.

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 the 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' – i.e. 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 all fails, borderline marks (39/49/59/69) 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.

# Key Information

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[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? ”



## 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](https://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 enrolment 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](https://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](https://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](https://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](https://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](https://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](https://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](https://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](https://lse.ac.uk/interruptions)



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



## 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](https://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](https://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](https://lse.ac.uk/withdrawal)

## Regulations

You should familiarise yourself with the LSE regulations, policies and procedures to ensure you are aware of all necessary assessment requirements, how your final degree is calculated and what options are available if you experience problems during your studies.

Visit [lse.ac.uk/calendar](https://lse.ac.uk/calendar) for more information on:

- General Academic Regulations
- Classification Schemes
- Assessment Offence Regulations
- Appeals Regulations.

You can also find a full A-Z listing of all of LSE's policies and procedures online at [lse.ac.uk/policies](https://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.

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. By volunteering, you'll represent your peers and take a leading role in the student body.

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](#).



## Meet LSE leadership events

In the Autumn and Winter Terms, LSE hosts student-only events that give you the opportunity to discuss your experience as a student with LSE leadership, including the President and Vice Chancellor.

These events are an opportunity for you to meet leaders from across LSE in person to ask questions, raise suggestions and voice any concerns. You'll be invited to attend these events - look out for further details in Autumn and Winter Term.



# 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 (as a pair or as a group) about an aspect of education or the wider student experience at LSE. This can be on a topic you identify, or one that's been proposed by staff.

Up to 20 proposals will be selected to receive 100 hours of funding, full academic supervision, the support of a staff partner from the area of LSE you are researching, and the opportunity to present your findings and recommendations directly to LSE leaders.

Applications to become a Change Maker will open in Autumn term 2024 and you can find out more at [lse.ac.uk/changemakers](https://lse.ac.uk/changemakers)

## Student Education Panel

The Student Education Panel is an opportunity for you to enhance education at LSE alongside students from other departments and levels of study, and gain insight into how the university works.

Around 50 Student Education Panellists meet several times throughout the year to consider a specific education-related topic, question or proposal. Drawing on their own experiences and ideas, they generate insights to present at key education-related forums, and 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 2024 and you can find out more at [lse.ac.uk/studenteducationpanel](https://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](https://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](mailto: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](https://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](mailto:tqarosurveys@lse.ac.uk)



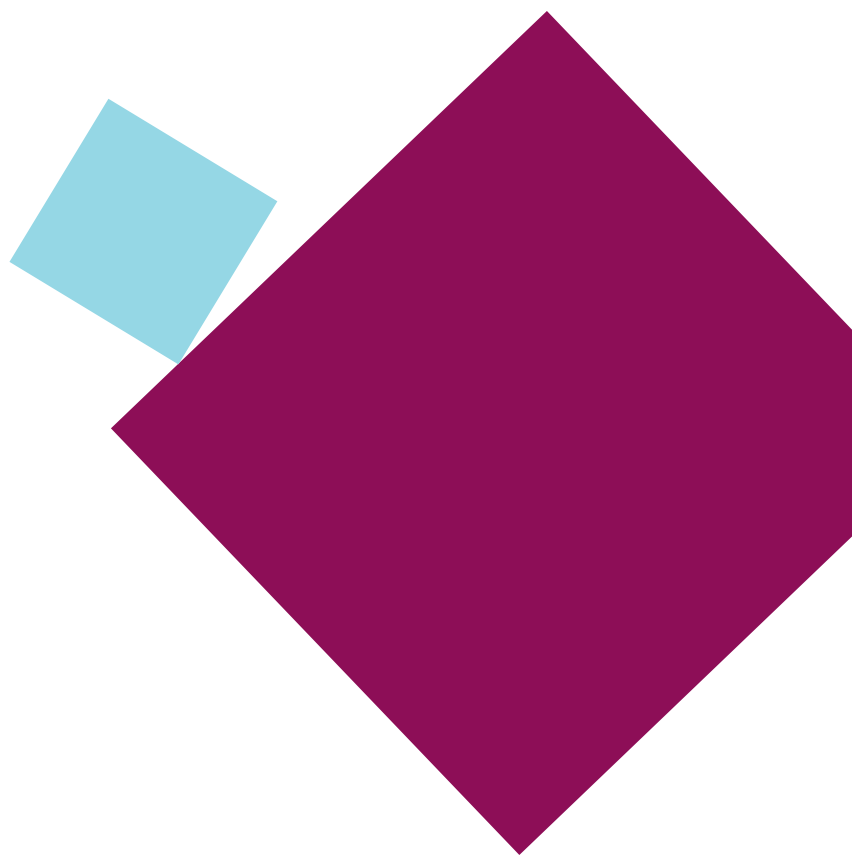
# Study and Career Support Services

## 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](https://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](https://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](https://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 vacation 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 300 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, are interested in taking one of our courses as a degree option, want to learn a new language or improve your current language skills, the Language Centre is here to help.

If English is not your first language, our support programme can offer help and advice throughout your degree. Best of all, it is free! English for Academic Writing courses are available for any taught student who does not have English as a first language. These weekly classes are taught throughout the Autumn and Winter Term and can help with academic writing for coursework. This support is delivered with LSE LIFE ([lse.ac.uk/life](https://lse.ac.uk/life)). You can find out more information on what is on offer and how to sign up [here](#).

You may be eligible to take a language, literature or linguistics course as part of your degree programme. You can find out about our courses and your undergraduate degree [here](#).

Any LSE student can sign up for a [non-degree extracurricular language course](#). 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](https://lse.ac.uk/languages)



## LSE Careers

Whether you already know where you want to go or you'd like to explore your options, LSE Careers is here to help you connect with your future – from working with you to understand your motivations, to providing opportunities for you to meet employers across a range of sectors.

### How do I get started?

As an LSE student, you can 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.

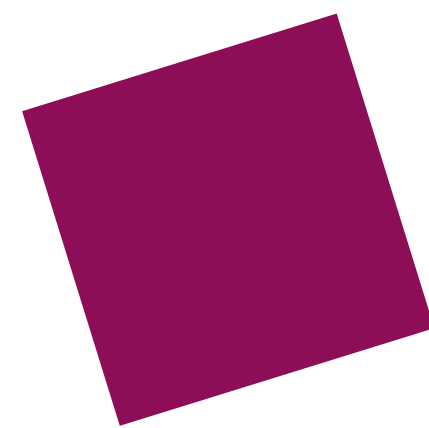
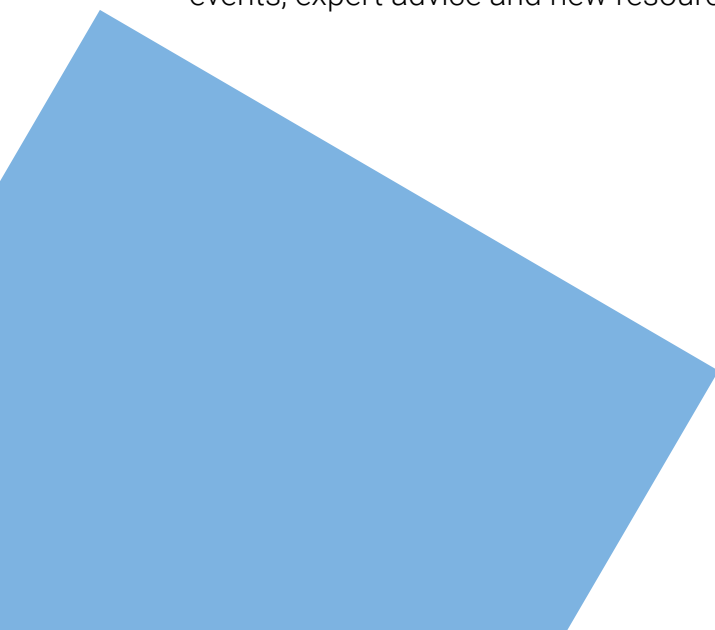
Log in to CareerHub ([careers.lse.ac.uk](https://careers.lse.ac.uk)), our online careers portal, to:

- register for careers events to develop your skills or explore different employment sectors
- browse jobs and internship opportunities on our jobs board
- book a one-to-one appointment with a careers consultant
- update your preferences to receive careers information relevant to your career interests.

Visit our website ([lse.ac.uk/careers](https://lse.ac.uk/careers)) to:

- explore resources about choosing your next steps
- get insights into employment sectors and recruitment processes
- browse top tips for writing your CV and cover letters
- access online tools for practicing interviews and reviewing your CV
- be inspired by what LSE graduates have gone on to do.

Follow @LSECareers on [Instagram](#) and [TikTok](#) to stay up-to-date with upcoming events, expert advice and new resources.





## LSE Volunteer Centre

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. Volunteering is a great way to help develop personal and professional skills, meet new people and make a difference in your community. We are committed to making volunteering exciting and accessible, and we collaborate with students to enhance their volunteering experiences.

### Information and Advice

We offer a range of ways to get involved from the start of your LSE journey, including connecting students with long-term and short-term volunteering with our hundreds of charity partners and one-off opportunities throughout term on campus. We begin each term with a Volunteering Fair, where we invite over 50 charity partners onto campus to speak directly with students. We also host a charity on campus weekly for Charity Tuesday, to spread awareness of their mission and volunteering opportunities. At any point of the year, students have access to our ongoing volunteering vacancy board, updated daily with opportunities from charity partners. You can book a meeting with our Volunteer Centre Manager for one-to-one support.

### Volunteering Programmes

The Volunteer Centre also runs multiple exciting voluntary programmes, including the consultancy with the Community Engagement Programme, the Research Volunteering Scheme, an initiative for volunteer researchers, and Student-Led Projects, an opportunity to develop your own volunteering project. These programmes offer students the chance to work with other students, collaborate directly with charities, and use their degree knowledge with the mentorship and support of the Volunteer Centre. These programmes are application-based, and information is available on how to apply during Autumn Term.

You can find out more, as well as the advice and support we can offer, at [lse.ac.uk/volunteerCentre](https://lse.ac.uk/volunteerCentre) or by following [@LSEVolunteering](https://twitter.com/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 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 business support. We focus on supporting and scaling socially driven student startups on campus and across the globe (from Lisbon to Lagos!)

As a student, you'll have access to all of our resources and access to our co-working space at the heart of the LSE campus, 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 programmes vary from startup competitions, our flagship accelerator programme, industry panels, skill development workshops on a range of topics, entrepreneurship 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](https://lse.ac.uk/generate), [register with Generate](#) to receive our monthly newsletter, follow us on all our social media channels at (Instagram, Facebook, Twitter) [@LSEGenerate](#), and you can join our [Slack community](#) of over 1000 members, where ALL the action happens!



## Equity, Diversity and Inclusion (EDI)

### Promote equity, champion diversity, and help develop an inclusive LSE

One of our guiding principles in LSE's 2030 Strategy 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.

Through events celebrating Black History Month, LGBT+ History Month, Disability History Month and International Women's Day, we have consistently demonstrated our commitment to an inclusive LSE.

#### **LSE has a number of important initiatives that are designed to lead to equity, diversity and inclusion for us all:**

- **Ethics Code:** The LSE community is expected to act to the highest standards of ethical integrity, in accordance with the ethical principles set out in our Ethics Code. Visit [lse.ac.uk/ethics](https://lse.ac.uk/ethics) to read about the School's commitment to equality of respect and opportunity.
- **Report it, Stop it:** If you have experienced, or witnessed, any form of bullying, harassment (including that based on protected characteristics under the Equality Act 2010), hate crime or sexual violence, we encourage you to report this to LSE.
  - **Online Form:** Incidents can be reported via the online Report it Stop it form. This report can be completely anonymous, if you prefer. If you do leave your contact details, LSE can take action with your permission to find a resolution to your case. Find out more at [info.lse.ac.uk/report-it/Report-an-incident](https://info.lse.ac.uk/report-it/Report-an-incident)
  - **Safe Contacts:** Reports can also be made to LSE Safe Contacts, who are trained members of LSE staff offering confidential support and guidance to individuals who have experienced, or are experiencing, any form of bullying, harassment, hate crime or sexual violence. Visit [info.lse.ac.uk/report-it/Safe-Contacts](https://info.lse.ac.uk/report-it/Safe-Contacts) for more information.
  - **Consent.ed:** LSE's educational programme focused on consent, fostering respectful and inclusive behaviour on campus. All students are expected to participate, though opting out is respected for personal reasons. Learn more on [info.lse.ac.uk/report-it/Consent.Ed](https://info.lse.ac.uk/report-it/Consent.Ed)
  - **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/report-it/Sexual-violence-support-worker](https://info.lse.ac.uk/report-it/Sexual-violence-support-worker)



- **Survivors UK:** LSE has recently partnered with Survivors UK to 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 confidential appointment. Learn more here: [info.lse.ac.uk/report-it/Sexual-violence-support-worker-Survivors-UK](https://info.lse.ac.uk/report-it/Sexual-violence-support-worker-Survivors-UK)
- **AccessAble:** Accessibility guides of all LSE campus buildings, ensuring inclusivity for everyone. Visit [accessable.co.uk/london-school-of-economics/](https://accessable.co.uk/london-school-of-economics/)
- **LGBTQ+ Role Models and Allies Directory:** provides a list of staff who are LGBTQ+ (lesbian, gay, bisexual, trans, queer) Role Models and Allies. Visit [lse.ac.uk/LGBTplus](https://lse.ac.uk/LGBTplus)
- **Our Race Equity Framework** has been developed for improving the representation and attainment of Black, Asian and minority ethnic students<sup>1</sup> at the undergraduate, postgraduate taught and post-graduate research levels, and improving the representation and progression of Black, Asian and minority ethnic staff in academic and PSS (professional services staff) roles. [Visit our website to learn more.](#)
- **Our Athena SWAN action plan** has been developed for the advancement of gender equality at LSE. The plan includes actions to embed EDI in departmental culture, to support women in applying for research grants, to support trans staff and students and increase the proportion of female students undertaking postgraduate research programmes. [Visit our website to learn more.](#)
- **LSE Students' Union:** You can view all student representatives, including Women's, LGBTQ+, Black, Asian and Minority Ethnic, and Neurodiversity and Disability Officers on their website [lsesu.com/voice/student-reps/](https://lsesu.com/voice/student-reps/)

For further information about these initiatives and the support available - plus our partnerships, training and workshops, and inclusive EDI policies - please contact the EDI Team on [edi@lse.ac.uk](mailto:edi@lse.ac.uk) or visit our website - [info.lse.ac.uk/staff/divisions/equity-diversity-and-inclusion/Home](https://info.lse.ac.uk/staff/divisions/equity-diversity-and-inclusion/Home)

<sup>1</sup> Black, Asian and Minority Ethnic (BAME) and Black and Minority Ethnic (BME) are umbrella terms that are sometimes used in the UK to refer to all non-white people. However, we recognise that these terms are imperfect, in that they mask differences in lived experience and outcomes for many different ethnic groups. Improving our community's understanding of these differences will be part of our work on race equity at LSE.



# Your Wellbeing and Health

## Student Wellbeing Service (SWS)

SWS aims to provide you with a single integrated source of help and assistance to ensure that you get the most out of your LSE experience.

### 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. 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. The earlier that you let DMHS know about your condition the earlier they can work with you to put appropriate support in place. For more detailed information about My Adjustments, and to apply for My Adjustments, visit [lse.ac.uk/myadjustments](https://lse.ac.uk/myadjustments)

### Support for your wellbeing

Any student looking for support for their wellbeing can book a 30-minute Wellbeing Appointment. This provides an opportunity to discuss any issues you are experiencing, and an opportunity to explore what would be most useful to you, including: one-to-one support (eg, counselling), groups, workshops, online resources, self-care strategies and referrals to other LSE and external services.

Visit [lse.ac.uk/wellbeing](https://lse.ac.uk/wellbeing) to book a Wellbeing Appointment.

### Groups and Workshops

SWS also organizes groups and workshops to support students experiencing stress, anxiety or other issues. Details of these groups can be found [online](#).

### 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](https://lse.ac.uk/peersupport)





## 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](https://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 [stphilipsmedicalcentre.co.uk](https://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](https://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](https://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](mailto: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](mailto: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](https://lse.ac.uk/faithcentre)

## Beecken Faith and Leadership Programme

Learn more about our flagship faith and leadership programme at [lse.ac.uk/faithcentre](https://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](mailto: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](mailto: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 in Student LFY.

## 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/early August. Closer to each exam season, you will also be given access to a personal exam timetable with your room and seat numbers. Please visit the [webpage](#) for full details of release dates for this academic year.

## 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](https://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. The permitted calculators are readily available in many supermarkets, online retailers and in the LSE Shop.

Central exam adjustments 

e-Exams 

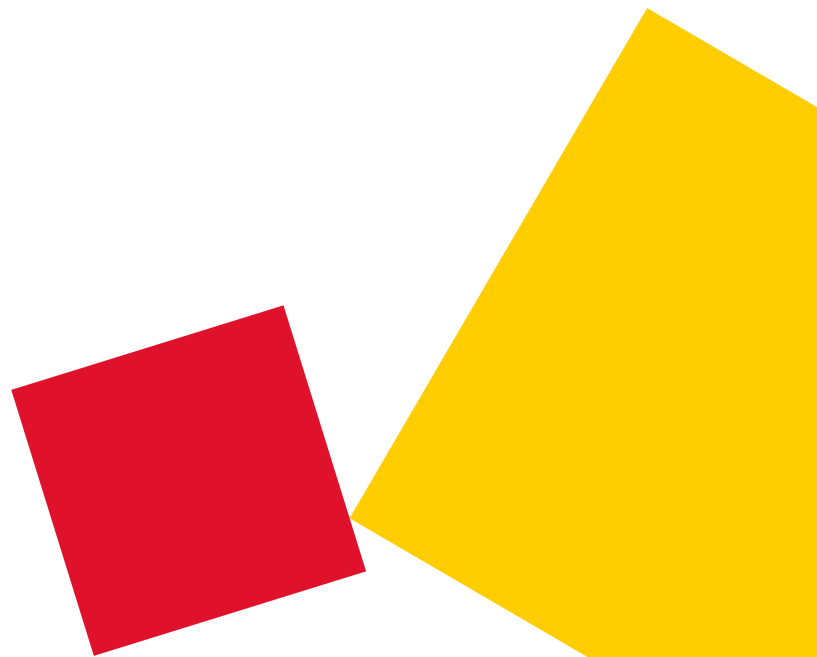
Fit to sit policy 

Extension policy 

Deferral policy 

Exceptional circumstances 

Missing assessment deadlines 





## Central exam adjustments

Central Exam Adjustments (CEAs) can be put in place 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, including deadline dates for applications, visit [lse.ac.uk/CEA](https://lse.ac.uk/CEA)

## e-Exams

e-Exams are exams that take place in-person and under invigilated exam conditions, the same way that they are for handwritten exams. Instead of completing your answers on a paper script, you use your own personal device to type your answers and submit electronically.

The platform currently used by LSE is Digiexam. This works by locking down your personal device to create a secure exam environment where you can write your answers.

Not all exams are e-Exam enabled. Please see list of e-Exam enabled courses on the e-Exams webpage. For further information visit [e-Exams \(lse.ac.uk\)](https://lse.ac.uk/e-Exams).

## Fit to sit policy

By attempting any type of assessment, including but not limited to sitting exams, submitting essays, coursework, class participation, group work, presentations, or dissertations, you are declaring yourself fit to do so. If you 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 [deferral](#). Requests for an extension or deferral must be made in advance of the assessment deadline.

## 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 Department responsible for the assessment. For more information visit [lse.ac.uk/extensionpolicy](https://lse.ac.uk/extensionpolicy)



## Deferral policy

If, having been granted an extension you feel you require more time to submit the assessment, your extension request was not approved, or the assessment in question has a static deadline such as an exam or online assessment released at a specific time/date, you should consider requesting a deferral. You must complete the online deferral form and submit evidence no later than 24 hours before the submission deadline or starting time of an exam. For more information visit [lse.ac.uk/deferral](https://lse.ac.uk/deferral)

## Exceptional Circumstances

If, having submitted an assessment you feel your performance was impacted by circumstances beyond your control, you should submit an Exceptional Circumstances (EC) Form and corroborating evidence to the Student Services Centre. Such circumstances could include (but are not limited to):

- **Failing to submit an assessment or sit an exam which you did not defer**
- **experiencing difficulties which could have affected your academic performance in an assessment**
- **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](https://lse.ac.uk/exceptionalcircumstances)

## Missing assessment deadlines

If you miss an assessment deadline (including an extended deadline) you should submit your work as soon as possible. Normally, the following [late penalties](#) would be applied unless you can demonstrate a good reason (normally supported by evidence) for not being able to submit on time. If you submit late, you should inform the Department responsible for that assessment of your reasons for not being able to submit on time as soon as possible. This will allow them to consider if they are able to lift any late penalties that are applied.



## 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 understood these regulations before you submit your work to the School. If you are found to have committed an assessment offence, such as plagiarism (either deliberate or accidental including self-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](https://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](https://lse.ac.uk/library)) and LSE LIFE (visit [lse.ac.uk/lse-life](https://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](https://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](https://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](https://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](https://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](https://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/degrecertificates](https://lse.ac.uk/degrecertificates)



# 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 2024    28 January 2025    28 April 2025**

For payment plan options relating to Executive programmes please see [Instalment options Executive Programmes](#).

For tuition fee levels please visit [lse.ac.uk/tableoffees](https://lse.ac.uk/tableoffees)

To pay online or to find out about the different payment methods available, visit [info.lse.ac.uk/payments](https://info.lse.ac.uk/payments)

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](https://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](https://lse.ac.uk/ficc)

For full details regarding tuition fees, charging policy, payment and instalment options, visit [info.lse.ac.uk/policies](https://info.lse.ac.uk/policies)



## Financial Support Office

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

If you anticipate or 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](https://lse.ac.uk/financialdropin)

Contact details:

Financial Support Office

**+44 (0)20 7955 6609**

[financial-support@lse.ac.uk](mailto:financial-support@lse.ac.uk) | [lse.ac.uk/financialsupport](https://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](mailto: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](mailto:tech.support@lse.ac.uk)
- **Call: 020 7107 5000**

For further information and opening times please visit [info.lse.ac.uk/current-students/dts](http://info.lse.ac.uk/current-students/dts)

Student Hub 

Moodle 

LSE for You 

Reset your IT password 

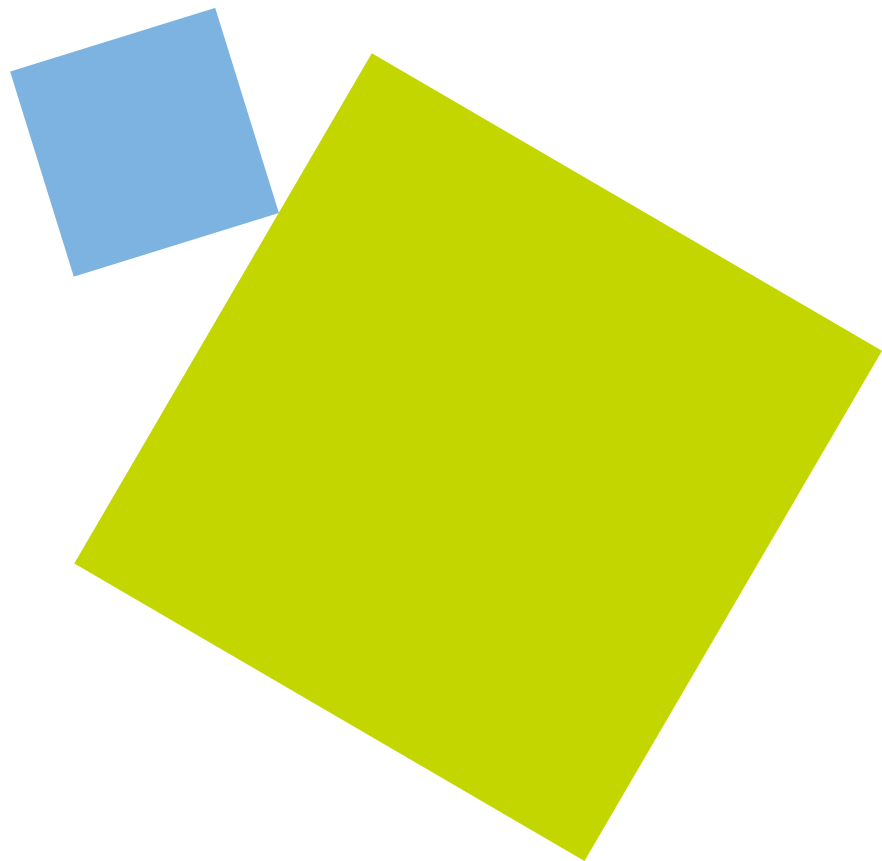
Multi-Factor Authentication (MFA) 

Email 

Microsoft Office 365 @ LSE 

Training and Development System 

Information security awareness training 



## 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**
- **Keep up to date with news and events from around LSE in your newsfeed**
- **Book appointments with academic staff (office hours) and support services.**

Available on iOS and Android app stores or as a web app at [studenthub.lse.ac.uk](https://studenthub.lse.ac.uk)





## 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](https://moodle.lse.ac.uk)

## LSE for You

LSE for You is a web portal which gives you access to a range of services. As part of ongoing development work, some of these services have been moved onto a new platform.

In [Student LSE for You](#) you can:

- View and update your term time (contact) and home (permanent) address
- Access your candidate number
- View your teaching timetable.

To select your courses, please use course selection in [LSE for You](#).

## 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](https://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](mailto: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

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](https://apps.lse.ac.uk/training-system)

Login using your LSE username and password.

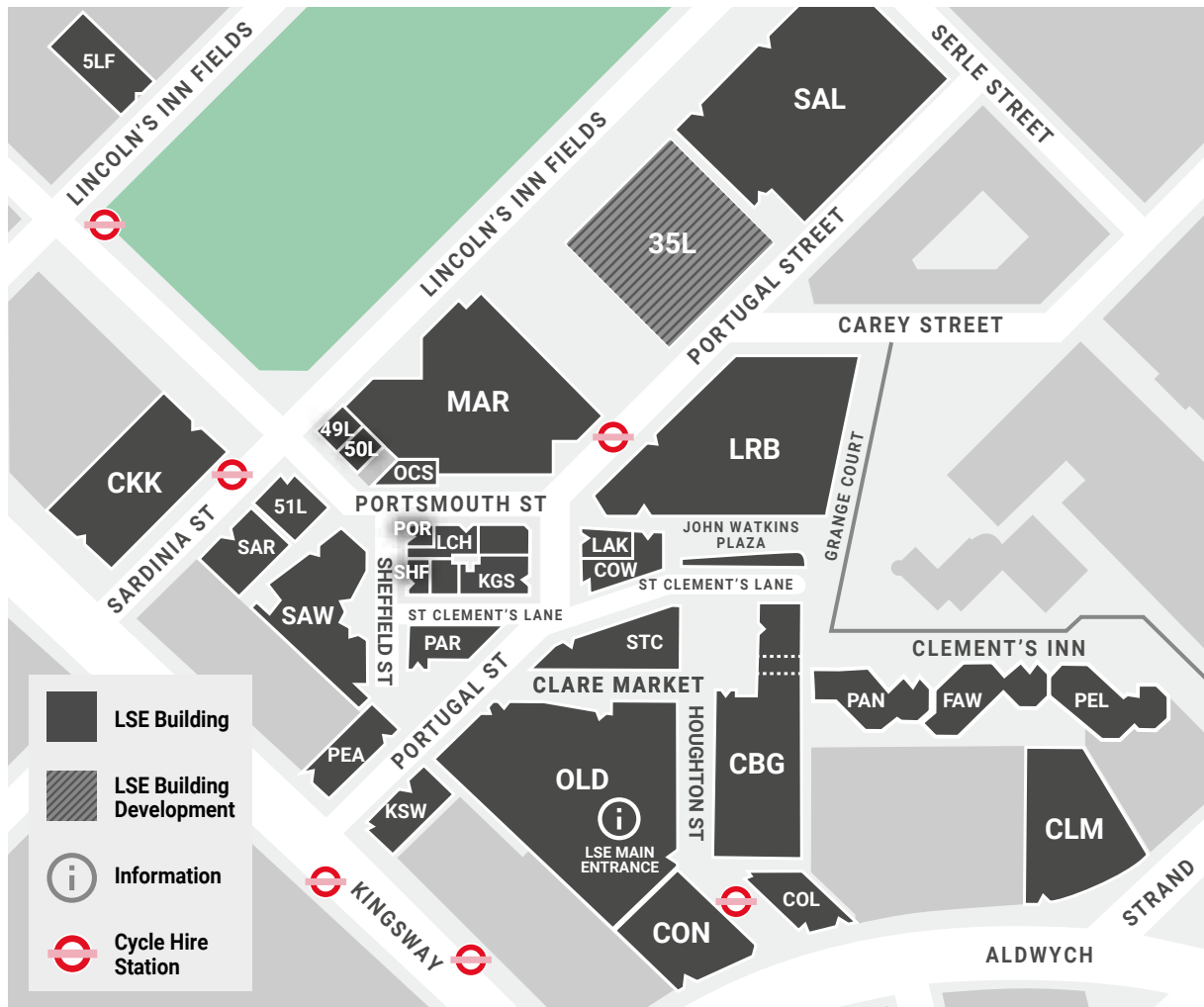
## Information security awareness training

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](https://lse.ac.uk/cyber)



## LSE Campus



### Key

<b>CBG</b> Centre Building	<b>KGS</b> King's Chambers	<b>50L</b> 50 Lincoln's Inn Fields	<b>PAN</b> Pankhurst House	<b>SHF</b> Sheffield Street
<b>CKK</b> Cheng Kin Ku Building	<b>KSW</b> 20 Kingsway	<b>51L</b> 51 Lincoln's Inn Fields	<b>PAR</b> Parish Hall	<b>SAL</b> Sir Arthur Lewis Building
<b>CLM</b> Clement House	<b>LAK</b> Lakatos Building	<b>LRB</b> Lionel Robbins Building, Library	<b>PEA</b> Peacock Theatre	<b>STC</b> St Clement's Clare Market
<b>COL</b> Columbia House	<b>LCH</b> Lincoln Chambers	<b>MAR</b> Marshall Building	<b>PEL</b> Pethick-Lawrence House	
<b>CON</b> Connaught House	<b>5LF</b> 5 Lincoln's Inn Fields	<b>OLD</b> Old Building	<b>POR</b> 1 Portsmouth Street	
<b>COW</b> Cowdray House	<b>35L</b> 35 Lincoln's Inn Fields	<b>OCS</b> Old Curiosity Shop	<b>SAR</b> Sardinia House	
<b>FAW</b> Fawcett House	<b>49L</b> 49 Lincoln's Inn Fields (Coopers)		<b>SAW</b> Saw Swee Hock Student Centre	



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](https://lse.ac.uk/International-History)



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Design: LSE Design Unit ([info.lse.ac.uk/staff/divisions/communications-division/design-unit](https://info.lse.ac.uk/staff/divisions/communications-division/design-unit))

Photography: Cover image from Unsplash, Pexels or iStock.  
Internal photography: Nigel Stead, and Maria Moore.