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INTRODUCTION

Welcome to the Institute of Social Psychology.

We have compiled this handbook to guide you through your studies at the LSE. It is correct at the time of going to press (September, 2008), however, circumstances may change subsequent to publication and the School reserves the right at all times to withdraw or alter particular courses and syllabuses. The handbook should serve as a guide to the Institute and also your programme of study. Please read it carefully!

Further useful information is to be found in the School Calendar which is available online to all registered students at the web address:

http://www.lse.ac.uk/resources/calendar/taughtMasters.htm

We hope you will enjoy your time here.
INFORMATION AND ADVICE

The Institute of Social Psychology is a thriving centre for the study of social psychology and has an international reputation for its research-led teaching in a variety of fields. Founded in 1964 as the Department of Social Psychology in LSE, the institute is one of the largest concentrations of social psychologists in Europe with 11 members of staff and over 150 graduate students enrolled on four specialist Masters programmes and conducting research towards a PhD. The MSc degree in Social Psychology, established in 1964, was the first specialised degree in Social Psychology in the UK. The MSc in Organisational and Social Psychology was launched in 1990, the MSc in Social and Public Communication in 2003, and the MSc in Health, Community and Development in 2005. The MSc Social Psychology and MSc Organisational and Social Psychology are recognised by the Economic and Social Research Council as providing research training. In the 2001 Research Assessment Exercise (in which the Institute was assessed with Sociology) the research of the Institute received a rating of 5. The MSc in Social Psychology, now named MSc Social and Cultural Psychology, and the MSc Organisational and Social Psychology were also evaluated by the Quality Assurance Agency in 1999/2000 and received a rating of “excellent”, scoring 23 points out of a possible maximum of 24.

The Institute has an active interest in a wide range of theoretical, methodological and applied issues. Its research atmosphere still benefits from the legacy of Emeritus Professor Rob Farr and the late Professor Hilde Himmelweit, whose work established the LSE as a centre for the study of societal and sociological forms of social psychology. Understanding social phenomena in their social contexts is a key aspect of the research conducted in the Institute. Among the range of current interests are health, social representations, community, racism, ethnicity, culture, communications and the media, organisational psychology, the social construction of technology, gender, economic psychology, sexuality, social identities and risk in society. The Institute also maintains active teaching and research links with The Methodology Institute, LSE Health, DESTIN (the Development Studies Institute), The Gender Institute, The Interdisciplinary Institute of Management and the Departments of Sociology, Social Policy and Anthropology.

More than three-quarters of our students come from abroad, reflecting our international outlook, our historical grounding in both American and European traditions of research, and our strong interest in promoting interchange and dialogue between these traditions and the ideas and practices of academics and social activists from other parts of the world. We have distinguished academic visitors from abroad and have well-established research and collaborative networks stretching from South and North America to Africa, Eastern Europe and Asia. The academic staff and their research students are frequent contributors to international meetings on all five continents. Our former students include many professors, lecturers, researchers, professionals and policy makers in the worlds of business, the media. NGOs and social and public policy now working in the UK, the rest of Europe, North and South America and other parts of the world. Many of our students go on to hold academic positions in universities both in the UK and abroad. Our alumni hold positions in a variety of international organizations including the UN and the WFP. Others have entered a variety of occupations in areas including social development, public health and health promotion, social research, marketing, media and broadcasting, industry, personnel, consulting and teaching. About one in five graduates from our master’s programmes go on to complete higher degrees by independent research.

In the Institute you will find a lively and stimulating atmosphere with excellent computing and technical support in which to develop your knowledge of social psychology. Located as we are in one of the world's leading institutions of the social sciences brings the benefits of exploring the links between social psychology and other neighbouring disciplines and the privilege of a world-class library. A sophisticated multimedia laboratory provides students with the option of drawing on sound and image, as well as text, as sources of research data. The Institute also has special audio and video facilities for conducting and recording individual and group interviews.
## WHO'S WHO?

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<th>Members of the Institute</th>
<th>Room</th>
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There is a fax machine in the department and all staff can be reached this way on: 020 7955 7565.
PROGRAMME ENTRY REQUIREMENTS

To be considered for a place on the programme you should normally have a good honours degree (at least an upper second) from a UK university, or its equivalent, in one of the social sciences. Relevant professional experience would also be desirable, though not essential.

Students whose first language is not English will be required to demonstrate their proficiency in English. Currently the requirements are the British Council’s International English Testing System (IELTS) with a score of at least 6.5 or Test of English as a Foreign Language (TOEFL) with a score of at least 603 or 250 on the computer-based test.
THE TEACHING AND LEARNING ENVIRONMENT

LSE Race Equality Statement

The Institute of Social Psychology is committed to promoting an environment of race equality. As such, we are committed to promoting equality of opportunity and good race relations between persons of different racial backgrounds whilst working towards the elimination of unlawful discrimination.

Principles

LSE’s mission, as defined in its Strategic Plan, is to be a world-class University Centre of the Social Sciences in the heart of London. Diversity of students and staff is pivotal to this objective, and is supported by Article 13.2 of the School’s Articles of Association (dating from 1999), which reads:

"Everyone shall be entitled to equal treatment on the basis of individual merit and without unfair discrimination as regards admission to and membership of the Court of Governors and status as Governor, Council member, officer and employee of the Company, and as student or other individual associated with the Company, and as regards access to the benefits, facilities and services provided by the Company."

More information on this policy can be found at: http://www.lse.ac.uk/resources/raceEquality/policy.htm

School's Policy on Disability

The Institute of Social Psychology is committed to complying with the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability Act 2001 (SENDA) by:

- Maximising accessibility to the School’s services and activities for staff, students, alumni, visitors, and prospective staff and students with disabilities, and to ensure that no-one is treated less favourably on the ground of disability.
- Developing a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss reasonable adjustments in order to promote equal participation in the School’s services and activities. In adherence to the Data Protection Act 1998 (DPA 1998), such information shall be passed on only with consent and where there is a legitimate reason to do so.
- Reviewing, monitoring and revising, as appropriate, all School systems, procedures, facilities, services and buildings in compliance with the DDA and SENDA in addition to the Human Rights Act 1998 (HRA), which includes the right not to be denied access to education.
- Creating, maintaining and disseminating information about services, support and facilities available for staff, students, alumni, visitors and prospective staff and students with disabilities.

For the purpose of this policy, the term "disability" has the same meaning as that given in the DDA and SENDA:

'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'.

In recognition of evolving case law, this includes, but is not limited to: sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, cancer, HIV/Aids, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects such as pain or fatigue and a past history of disability.

The local Institute contact for issues relating to disability and well-being is the Institute Manager, Daniel Linehan.

More useful information can be found at: http://www.lse.ac.uk/collections/disabilityOffice/
Communication between Staff and Students

Contacting Staff
Members of staff can be contacted without appointment, during their office hours, or via appointments made directly with them. Messages can be left via their pigeon hole in the General Office (S302), or with administrative staff (S302). All staff are on email and it is often more efficient to contact them in this way.

Students are expected to be contactable as well. Students should check their emails regularly for messages from staff. To set up your email account, you must go to the IT services help desk in the Library, with your student card

Sources of Information
Outside the Hilde Himmelweit Room (S315) there are noticeboards for all students. There is a section for 'Urgent' messages and a special section for each MSc programme which should be checked regularly. The student intake is now too large for all communications to be posted either internally or externally to individual students so the importance of the noticeboard and email cannot be underestimated.

In general staff distribute reading lists at the start of courses and often provide more specific readings during a course. These reading lists are also available on the Institute’s Public Folders on Microsoft Outlook. Students are encouraged to keep themselves up-to-date with any reading required for their courses. For the core course PS461, reading lists and copies of many readings are available electronically on Moodle.

Staff-Student Committee
The Institute of Social Psychology has its own Staff-Student Committee which comprises representatives from amongst research students and from each MSc programme. This provides a forum for students to provide positive feedback, make suggestions and/or voice complaints on issues that may affect a particular student group as opposed to difficulties of a more individual nature. Course representatives will be elected in the 2nd week of the Michaelmas term. The representative for each MSc programme will also usually act as the programme's representative on the Masters' Students Committee convened by the Dean of the Graduate School. Matters that cannot be resolved through the Institute’s Staff-Student Committee can be taken further in this other forum. In addition, the Students’ Union has a part-time postgraduate students’ officer who can be approached for advice or information.

WWW Site
The Institute has its own website on the Internet http://www.psych.lse.ac.uk/socialpsychology/ which contains a wealth of information about the MSc programme and the Institute. You are encouraged to check out the site for information, course details, regulations etc before approaching individual members of staff. Both the Library and IT Services provide plentiful information about accessing the Internet and you are able to sign up for short courses or teaching sessions in order to familiarise yourself with the use of these facilities.

Students can register on line by accessing the website http://teaching.lse.ac.uk/tech/.

Moodle
Moodle is the centrally supported virtual learning environment (VLE) currently in use at LSE. It provides web-based support for courses and programmes by bringing together a range of resources and tools in one location that is available at any time and from any place via the Internet. It is important that you familiarise yourself with this learning environment. Detailed information can be found at: http://moodle.lse.ac.uk/

Public Folders
In Outlook, the email system used by the School, you will find “Public Folders”. The Institute has it’s own public folder (under Departments, Social Psychology) where you will find a great deal of information relating to Institute activities, and under General Institute Information - room availability, your Staff-Student committee minutes, conference information, job and study opportunities, plus copies of all the general information emails sent to you by the Institute throughout the year.
Student Status
You may need written confirmation of your student status for a number of reasons (e.g. Council tax). The Student Services Centre provides a standardised letter on request for any student but you should expect to wait 5 working days for this to be processed. The Student Services Centre should also be approached for other types of standard letters you may require (typically of the “To Whom It May Concern” variety).

Institute Administration
Administrative staff in the Institute may be consulted if you cannot find answers to your queries from written information, the Web site or the Student Services Centre. Please bear in mind that administrative staff are there primarily to support academic staff and a constant stream of enquiries leaves little time to complete the day’s work.

References
If you need a member of staff to write a reference or letter for you, please plan ahead so that both the lecturer and the office staff concerned have time to process your request. Please always try and give staff at least four weeks warning before the date the reference is required. If you require staff members to write references for you once you have finished the programme, please make sure that they are familiar with your whereabouts and activities, and that they have your recently updated CV on record.

Volunteer to represent LSE!
Although your graduation day may seem a long way off, over the next year or so your thoughts may turn to what you will do after you leave LSE. Before you forget about your days on Houghton Street, you may be interested to know that, as an alumnus / alumna, you can use your own experience of studying at the School to help advise prospective LSE students. The Student Recruitment Office runs an Alumni Recruitment Volunteer (ARV) programme which supports a network of LSE alumni around the world who have volunteered to offer information to prospective students on what it is like to study at the School, to live in London and the UK and to answer general enquiries on particular courses of study. Opportunities for volunteering range from delivering a presentation to students at your old school or university to representing LSE at a recruitment fair.

We hope that you will enjoy your time at LSE and that you will want to recommend studying at the School to other potential students. If this is the case, please visit the Alumni Recruitment Volunteers website and complete the application form to join our worldwide network of volunteers: http://www.lse.ac.uk/AlumniRecruitmentVolunteers

The LSESU Health Society
This society aims to be a platform for communication and information among students, with regards to relevant issues in the healthcare field. It seeks to give members an insight into health sector industries, international organisations and governments, and also the opportunity to exchange ideas with fellow students and get to know each other. Events are organised along three main lines: Study Trips (e.g. to Geneva, Brussels); Lectures and Public Events and Social Events.

More information about the society is available on: http://www.lse.ac.uk/collections/LSEHealth/ResearchNetworks/LSESUSOCIETY.htm

Social Life in the Institute
London is an exciting, vibrant and colourful city with a full range of culture and entertainment to experience and enjoy. As part of this experience the Institute holds a number of social events throughout the year which we would encourage you to attend. We recognise the demands on your time but we find that our most successful students are generally those who ‘join in’. Psychology is the sort of subject where talking over problems with others is vitally important - you will almost certainly learn from discussing things with your colleagues. We also hope you will make a point of attending the parties and other social occasions held in the Institute, such as the Staff/Student Seminar Series – and take the opportunity to get to know the staff.
SUPPORT AND GUIDANCE

Getting Started
Once you arrive at LSE it is tempting to start with a relaxed attitude and allow yourself a long settling-in period. You will find that, in fact, time is very short, so that it is important to dive into your work and take it seriously from day one. It is a good idea, for example, to start early on with background reading in preparation for classes and seminars because it is often hard to catch up.

You may find that the style of work required is very different from what you are used to - especially if your first degree is from outside psychology. The best way of getting a feel for things is by trial and error: in particular, by doing the course work required of you and paying attention to the feedback you get from the seminar teacher (and possibly your peers as well).

If you feel that you need more help or help of a different kind, you can take advantage of the various types of support programmes run by the School.

Study Skills Support
The School offers a range of study support facilities, via the Library, IT Services, the Teaching and Learning Centre (TLC), the Language Centre, and Academic Registry. These include study skills classes and workshops, library and IT skills classes, language classes and careers advice. See the section on Learning Support and Career Development Skills in the Graduate Prospectus for further information on the range of assistance available.

Easy access to various events and support activities are available via the TLC web site: http://learning.lse.ac.uk/. The TLC organises a series of study skills lectures and workshops. All students are welcome to attend – check the web site for details. The TLC also offers one-to-one "tutorials" for students requiring more detailed support.

Academic Advisor Support/Research Supervisor
At the start of term you will be assigned an Academic Advisor who is a member of the academic staff in the Institute. Academic Advisors take a personal interest in their students’ welfare as well as in their academic studies and progress. You can normally expect to see your Academic Advisor twice a term or more frequently if you have any particular difficulties. All members of staff operate regular office hours during term time and you may approach any lecturer if you have any difficulties. Alternatively you may approach the Programme Director, Professor Catherine Campbell. In the Lent term you will also be asked to identify and then allocated a Research Supervisor. The Research Supervisor will be your initial point of contact for all issues relating to your research report (dissertation) and you are advised to meet with them on a regular basis to discuss your progress.

More useful information can be found at:
http://www.lse.ac.uk/resources/schoolRegulations/codeOfGoodPracticeForTaughtMastersProgrammesTeachingLearningAndAssessment.htm

English Language Support
Quite a number of students who study at LSE are non-native speakers and, as such, may need additional language support to help them meet the extremely high levels of language that tutors and departments expect. Excellent Academic English skills are necessary for you to benefit fully from your programme, especially if you are to write successful essays and take part fully in academic discussions. We find that many overseas students, whose subject skills are good, nonetheless struggle to pass their individual courses because of language difficulties.

The LSE Language Centre offers free language support for non-native speakers to improve their Academic English skills and we strongly recommend that you take these courses. Details of these courses, and of modern language courses offered to LSE students, can be found at http://www.lse.ac.uk/Depts/language/InsessionalSupport.htm.
Personal support – Welfare Services
A variety of welfare services are available at the School.

St Philip’s Medical Centre at the LSE
St Philip’s Medical Centre at LSE offers general practice care for students living in a large area of London, including night and weekend emergency cover. The Medical Centre has four doctors and two nurses. The medical centre offers a comprehensive service including a gynaecologist, dentist, ophthalmologist, osteopath and acupuncturist.

Four counsellors in the Medical Centre provide advice, counselling and psychotherapy, available free of charge to all students whether you are registered with the health service or not. This includes an emergency drop-in service daily between 4pm and 5pm. Sessions can be booked by phone (020 7955 7016) or in person on that day. For further details, please refer to the Medical Centre’s Web pages: http://www.lse.ac.uk/collections/medicalCentre/

The Counselling Service also runs Examination Stress Workshops each year during the exam period. You can find details of these on posters displayed around the School or ring them on 020 7852 3627 or ext 3627

See the Study Skills Web Pages to find out more: http://learning.lse.ac.uk/studyskills.asp

Student Union Student Advice Centre
The Students’ Union (SU) has a Student Advice Centre incorporating a welfare officer, housing advisor and counsellor.

The advice centre is located on the second floor of the East Building in room E297. You may visit the centre in person or ring them on 020 7955 7145. Reception opening hours are Monday & Friday 10.30am to 4pm, Tuesday, Wednesday and Thursday 10.30am to 1pm. Outside of these hours, messages can be left on the ansaphone and calls will be returned as quickly as possible. Alternatively, refer to http://www.lsesu.com/pages/Student_Support/advice_centre/

The Union also provides four Welfare Advisers who can help on a range of problems such as financial, childcare needs, immigration and disability. All advice and counselling services are strictly confidential.

Other Welfare/Support Services Available at the School
The LSE Chaplaincy provides a focus for information and support for students interested in spiritual issues as well as those already committed to a particular faith.

The Adviser to Women Students offers advice and support to women students with personal problems and is available to discuss all issues of concern to them.

More information about these welfare services is available at: http://www.lse.ac.uk/collections/medicalCentre/.

Financial Aid
The Financial Support Office of the Graduate School can give advice on financial aid. In addition, opportunities exist on occasion for students to participate in ongoing research as research assistants to specific faculty members.

More information on the services offered by the Financial Support Office are available at: http://www.lse.ac.uk/collections/studentServicesCentre/financialSupportOffice/.
LEARNING RESOURCES

Information Technology
The rapid advances in computer technology have provoked an expansion in the range of facilities available to students, both School-wide and in the Institute of Social Psychology itself. The School has a large number of PC computers, with the School's network allowing access to The Library catalogue (Unicorn) as well as the University of London Senate House Library and catalogues of other London University college libraries. Access is also available to a variety of information databases through the School's own networked services and the Internet. Both the Library and IT Services provide written instructions and offer short courses on the use of many of the popular software packages and networked services (e.g. Lexis-Nexis, PsychLit, Sociofile, etc). All new students are automatically set up with both network accounts and e-mail. Information is given from IT services about how to access these facilities.

Library Facilities
The Library is the national library of the social sciences. It is one of the world's greatest social science libraries and a major resource for both postgraduate teaching and research. It has recently undergone a major refurbishment designed to improve facilities for social science researchers. The Library's collections cover the social sciences in the widest sense and are particularly strong in economics, politics, sociology, and the social, economic and international aspects of history. LSE students have access to the Library's extensive research collections. The Main Collection contains books and journals in all major subject areas of relevance to the LSE. It includes millions of books and approximately 31,000 journal titles, 10,000 of which are current subscriptions. The interdisciplinary nature of the LSE's teaching and research interests is reflected in the range of materials available. In addition to the Main Collection there are also many collections of primary materials that support original research.

The Library has exceptionally comprehensive collections of governmental and intergovernmental documents from all over the world. These documents contain a wealth of information on public policy issues at both national and international levels. Governmental documents include those from the United Kingdom, United States (federal), France, Germany, Australia and Canada. Intergovernmental documents include policy papers from the European Commission and European Parliament, documents from the United Nations Security Council and General Assembly, and reports from the World Bank and International Monetary Fund. There is also an almost complete set of the documents of the League of Nations from between the two world wars. As part of these collections, the Library has always placed a great emphasis on obtaining as many statistical series as possible. The many thousands of series held include population statistics, social indicators and, in many cases, more detailed figures relating to particular products, commodities or services. The Pamphlets Collection contains pamphlets published by trade unions, political parties, activists, pressure groups and others since approximately the mid-nineteenth century. Many of these pamphlets are rare and enable the researcher to study the development of social and political arguments using the very medium, the pamphlet, which provided a major form of communication at the time. In some cases, microfiche reproductions of major collections are acquired in order to provide access to important research materials. Examples include United States declassified documents and parts of the Labour Party archives.

The Library is not only a storehouse of published materials but also includes extensive archives of original manuscripts and papers. Electronic publishing is expanding rapidly and LSE's collection of electronic resources reflects this. It includes both bibliographical research tools (indexes and abstracts) and full-text resources, such as newspapers, journals, statistics and government reports. Most of the sources can be accessed via the Internet from home- so it is not necessary to go to the Library to use them. Freely available to all students are such services as the Social Sciences Citation Index, the International Bibliography of the Social Sciences, recent issues of some journals in electronic form, leading UK newspapers in full text such as the Financial Times and the online catalogues of other libraries throughout the world. There are also many subject-based abstracting and indexing services that enable details of journal articles, working papers and other publications to be traced. Statistical series are also increasingly available in electronic form. Statistics from the OECD, United Nations and World Bank are readily accessible on the School network. In addition, the Data Library provides access to a whole range of specialist datasets - primarily of interest to LSE research students and staff.

Electronic services of particular interest to psychology include PsycInfo which is produced by the American Psychological Society and indexes articles from over 1300 psychology journals from 1887 to date.
The library subscribes to a growing collection of over 20,000 electronic journals. These include all major titles published by the British Psychological Society (including British Journal of Psychology, British Journal of Social Psychology and the British Journal of Educational Psychology) from 1999 onwards.

Students have access to the Library from 8am to midnight during Michaelmas, Lent and Summer Terms as well as most of the Easter Vacation. Opening hours will differ on public holidays, around Easter and the Christmas period, so please always check at these times. The Library is open 24 hours during exam time.

You may also find it helpful to seek out reading materials outside LSE. When there is heavy demand on course material references can often be found in Senate House Library (Malet Street, London WC1) or the Institute of Education Library (Bedford Way, London WC1). Students have borrowing rights at the Senate house Library and access to their on-line journal collection which includes the PsycArticles database.

Information on all services offered by the Library, including training in the use of electronic databases via its online training course and face to face information skills sessions is available on: http://www.lse.ac.uk/library/HelpforLSEstudents.htm

**Technical Facilities**
The Institute of Social Psychology has its own highly skilled technicians, and provides excellent research support facilities. The workshop Technicians provide advice and training on the use of any technical facilities to be used in research. The facilities available include interview recording equipment, various types of microphones, telephone recording equipment, transcription machines, camcorders, tripods, video recorders, and computer software for running social psychology experiments (e.g., ERTS, Inquisit). The Technicians can also provide assistance in the design and writing of computer programmes to run studies or produce internet based surveys, and have access to digital video editing suites and multi-media authoring and production facilities. There are a number of dedicated laboratories for use by students carrying out research in social psychology – these include a multimedia presentation lab, a general multimedia and interactive computing lab, two general computing laboratories and an observational lab (with two-way mirrors). We regularly use these facilities in the course ‘Research Methods for Social Psychology’ to videotape students conducting interviews and focus groups, which you can then use as feedback on your skills, and also in preparing research students for conference presentations.
Career Guidance
The Careers Service provides a range of facilities catering for those at each stage of jobhunting, from choosing a career, to locating potential employers and managing the recruitment process. There is an extensive website and an information library with reference and take-away material covering most career options and most areas of the globe. Information is available about further study, vocational and academic, both in the UK and overseas.

Throughout the Michaelmas and Lent Terms there is an extensive programme of talks and presentations given by different employers, together with practical seminars to hone application and interview skills. The website has information on a range of different sectors, careers fairs, forums, seminars, workshops and employer-led skills sessions. As events are very popular, podcasts are put onto the website when possible. Through the My Careers Service option you can book to attend events, search for employer vacancies including internships and book an appointment to see a careers adviser. Careers advisors are available for ‘quick queries’ (15 minutes), Monday to Thursday, at various times throughout the day and these can be booked on-line. Advice can be given on a variety of matters, from choosing a career to fine-tuning applications. If an adviser refers you for a longer appointment you can book these on line also.

The LSE Careers Service is in W610, Sixth Floor, Tower Three, and the opening times are 10am - 5pm, Monday to Thursday; 11am - 5pm, Friday (during term and vacations, except when LSE is closed).

There is also a recruitment service known as the Online Vacancy Board. This has been formed to assist current students or graduates at LSE in their search for full-time, part-time and temporary employment and internships. You can register through My Careers to access the range of job opportunities. The LSE Volunteer Centre, based in the Careers Service, has links with a range of local, national and international organisations providing volunteering opportunities in a variety of areas.

More information is available on: [http://www.lse.ac.uk/collections/careersService/](http://www.lse.ac.uk/collections/careersService/)

There is also a careers adviser in the Institute, Professor Catherine Campbell*, whom you can contact. In addition the Institute holds a careers event in November of each academic session and information on job vacancies are kept on the Institute’s public folders.

* Dr Caroline Howarth will be the Institute Careers Advisor for the Summer Term.

After LSE
Career prospects for graduates from the Institute are good. A number of our students hold academic positions in Universities both in the UK and abroad. Others have entered a variety of occupations including social research, marketing, media and broadcasting, industry, personnel, consulting and teaching.

Further Study – The Doctoral Programme: MPhil/PhD
Some of you may want to study for a research degree after finishing your MSc. You may want to do so at LSE or somewhere else. Remember, if you want to register for a research degree you need to start thinking about it and planning for it pretty quickly! For example, the deadline for ESRC grant applications is usually the beginning of May, with an internal Institute deadline of March. This means you need to have decided where you want to study and what you want to study before the internal deadline date. Any member of the academic staff will be pleased to advise you. To gain admittance to the doctoral programme, in addition to strong references and a promising research proposal, the LSE requirement is to obtain an average of 65% on one of the Institute’s MSc programmes or on a similar qualification from another institution.
STUDY GUIDELINES

Time Commitment
Students often ask “How many hours a week should I expect to attend LSE?” The answer is somewhat complicated since the schedule varies between terms and across courses. Some courses comprise a one hour lecture and a weekly one hour class; others offer a two hour lecture and no class, etc. Some run throughout the year, one hour per week, others run only for one term, more intensively. For a more accurate figure students should check the course guides at the end of this handbook which give the detailed teaching schedule for each course offered.

Study at a graduate level involves a transition from undergraduate study, where you were introduced to an established body of knowledge, to graduate studies where independent research and analysis is called for. Consequently, you are expected to be even more responsible for your own work, for managing your time and for independently researching essays and other coursework so that you can present your own analysis and evaluation, with strong supporting evidence, of issues and of established conceptual paradigms. We therefore place a high value on originality (e.g. in applying new theories to familiar problems or critically evaluating established theoretical paradigms by applying them in novel contexts), consistency and incisiveness in argument, clarity of expression and the organisation and marshalling of relevant empirical evidence.

Seminars
Attendance at seminars is highly recommended, and it is monitored. In seminars, you are expected to present seminar papers/reports based on your reading, and to participate in the discussion of the seminar topic.

Essay Writing
These guidelines are advisory only: every essay is different and several different approaches to the same essay question are acceptable.

While you should base your answers to essay questions on sources selected from the reading list you should also make use of the wide resources within the libraries to research your essay independently. When you have completed most of the reading for an essay, before you begin to write it, you should be able to draft an outline of your answer which indicates the main arguments you will make, the conclusions you will draw, and, probably also, the content of the major paragraphs.

The emphasis in the essay should be on analysis and criticism; avoid excessive description and narrative. In other words, do not make the essay a summary of your notes, but rather focus on your theoretical argument, drawing on your notes as the grounding but not the main substance of the essay.

It may be disappointing but true that you will fare better by avoiding a journalistic style and adopting an academic style which aims for accuracy, logic and analysis, rather than an exciting presentation. Include an introductory paragraph in which you say how you will interpret the essay question and how your essay will provide an answer. You will need to define key concepts as you use them. Make sure that you refer back to the question so that the essay remains focused. It is generally helpful to provide some detailed examples of the issues discussed. Case studies are sometimes appropriate, but these should be carefully justified and should not dominate the essay. You should also consider alternative arguments or contradictory evidence which raise problems for your line of argument and indicate how you might resolve these problems.

You may include a methodological focus: e.g. what conceptual or empirical difficulties are involved in addressing this question? You may include a historical focus: how has this problem changed over time or how have people previously attempted to address this problem? Include a concluding section in which you sum up the arguments and issues discussed in the body of the essay and link these back to the title of the essay. This conclusion may also refer forward to future developments in research and in society.

Include a complete bibliography at the end of the essay. The bibliography should follow a standard system of referencing so that the reader (who at some future date is likely to be you!) can retrieve the texts cited. This means that author, title, date and place of publication, publisher and (in the case of journal articles) page and volume numbers must be cited correctly.
Essays should be typed or word processed. Please anticipate occurrences such as flu, family visits, computer disc failure etc. and make sure you meet the deadlines. Essays are retained by the Institute as part of the examination procedure and so are not returned.

Please ensure you keep your own copy of assignments, especially if you require them for reference at a later stage.

Exam Technique
Some of you may never have taken a three hour unseen examination before and, for others it may have been a long time since doing so. We set unseen exams to assess your knowledge and capabilities over a wide range of material and your ability to write speedily and concisely. They ensure that all students are examined on the basis of their own work. The best preparation for an unseen examination is to thoroughly review the whole course. You will then be able to answer any of the questions that appear on the paper. Cutting corners in preparation for an exam and trying to “spot” questions will restrict your choice in the examination hall. Observing some basic rules will help you perform well.

• Take up to ten minutes to read the questions and decide which you will answer.
• Read the exam requirements. Don't answer two (or four) questions if you are told to answer three.
• Read all questions. Don't just skim them! Make sure you understand what the question is really asking - not what you think it ought to ask!
• Make some very brief notes sketching how you would answer questions. Select the questions you can do best and start with the one you feel most confident about.
• Make sure you spend an equal time on each question. Remember, the last 20% of possible marks on a question are very much more difficult to get than the first 20% on another. The law of diminishing returns cuts in fast!
• Allow up to ten or fifteen minutes to read, and correct, your answers before the exam ends.

Research Report
Your research report will form an important part of your assessment. However, this is not something that you need to worry about immediately. Even if you think you know now what you would like to write on, our experience is that these ‘pre-decisions’ are very often changed by the experience of studying the courses. However, you will need to have an idea of the area in which you are going to work when you return from the Christmas vacation. You will be responsible individually for bringing your research to a successful conclusion and for submitting it for assessment on time and as specified in the coursework regulations. Academic members of the Institute are here to help you to do so. You should discuss your research proposals with staff and, with the agreement of the lecturer in question, choose a supervisor. Please consult this handbook for information on the research interests of members of staff to help you decide whom to approach for supervision.

You should choose the lecturer best able to assist you. Who can you get on with well enough? Who knows about what you plan to do? Who best complements your strengths and weaknesses? In January MSc HCD students are offered a Research Support Workshop with full creative support.

During the Summer vacation, when the availability of Supervisors cannot be guaranteed you will have access to Project Officers: PhD students in Social Psychology: 1) who have experience of designing, carrying out, analysing and reporting their own empirical research; and 2) are available between the end of term and the week before the final submission of the Research Report.

To succeed in submitting a good report you must:
• organise your time so that you get all that has to be done, done on time.
• identify a topic which interests you, is researchable, is worth investigating because of its intrinsic intellectual or practical/policy relevance and is clearly related to your course of study.

Remember, writing up is likely to take longer than you think - leave a quarter or a third of the total time for that task.

Establish “milestones” so that you know whether or not you are on target month by month and week by week.
**Ethical Standards and Research by Students**

In preparation for your research report all students, MSc and MPhil/PhD, are given an introduction to ethical considerations in research, in the form of a lecture or part lecture.

When you submit your research proposal you should consider whether your research has ethical implications. Your supervisor will advise you on this issue. The Institute's ethics committee will then check your proposal and determine whether the proposal can be approved.

This committee may either ask for clarification from you as to how any ethical concerns can be met, or ask for specified revisions to the proposal to meet ethical concerns, or may reject the proposal. In the latter case the committee will supply reasons for its decision so that you can, in consultation with your supervisor, produce a new proposal.

**Guideline Timetable for the Report**

December 2008: A listing of academic staff research interests circulated.

January 2009: Discussion of possible topics with supervisor(s).


February 2009: 1st Project Plan (topic identified, primary and secondary sources identified, supervisor identified and agreement secured). Two copies need to be handed in to the General Office to be logged in and then one will be passed to your supervisor.

May 2009: 2nd Project Plan (structure should be clear, gaps for further research identified, sources known). As with your 1st project plan two copies need to be handed in to the General Office to be logged in and then one will be passed to your supervisor. You will also be required to complete a progress report form which you give directly to your supervisor.

Supervision ends at the end of the Summer Term, but there is support available from Project Officers throughout the summer months.

August 2009: Submission
GENERAL INFORMATION

Health and Safety
The London School of Economics and Political Science is a relatively low risk environment, nevertheless the School is committed to achieving the highest standards of health and safety for its workforce, students and visitors to the School. The School has a Safety policy, which has been endorsed by the Academic Board, which sets out health and safety responsibilities and the School’s arrangements for complying with relevant health and safety legislation.

Each Head of Department is required to appoint a Safety Co-ordinator (usually the Departmental /Institute Manager) to co-ordinate health and safety issues for the department. Accidents or any enquires concerning health and safety matters should be made to the Safety Co-ordinator in the first instance.

The School also employs a full time Health and Safety Officer, whose role is to give advice on any health and safety issue, advice on best practice when devising and implementing health and safety measures and to monitor the operation of the School’s health and safety arrangements. Ann O’Brien, the Health and Safety Officer can be contacted on extension 3677 or by email: ann.o'brien@lse.ac.uk

Information on the School’s health and safety procedures is available on: http://www.lse.ac.uk/collections/healthAndSafety/

Fire
Basic information on the action to take in the event of a fire is given below; this information is also given on ‘Fire Action Notices’, which are posted on each floor and adjacent to emergency exits.

- Everyone has an important role in ensuring that the School’s measures to prevent fire operate effectively.
- The School has sophisticated fire safety systems installed in its buildings. It is a criminal offence to misuse or tamper with them!
- Do not block fire escape routes; it may result in persons being unable to exit the building safely in the event of a fire.
- Do not wedge open fire doors, these are designed to protect escape routes and prevent the spread of toxic smoke and fumes. (The majority of deaths in fires are the result of inhalation of toxic smoke & fumes).
- Do not overload electrical sockets, or tamper with plug fuses.
- Take care with portable heating appliances; always check with the Estates Department to ensure the building’s electrical supply is capable of taking the load. Radiant heaters i.e. fires with an exposed element or flame must not be used.
- LSE operates a No Smoking Policy throughout the School. For the avoidance of doubt, smoking is not permitted in any public areas, toilets, lecture theatres, meeting rooms, seminar rooms, common rooms and offices.

On Discovering a Fire:
Operate the nearest fire alarm (break glass call point) and dial 666:
- Give the precise location of the fire.
- Do not attempt to tackle the fire unless you have been trained to do so.
- If you have been trained, attack the fire if possible using the appliances provided, but without taking risks.
- Proceed to the assembly point.

ON HEARING THE FIRE ALARM:
- Proceed to your assembly point, using the nearest available fire exit route.
- Close the doors behind you as you leave and if possible close windows too.
- If you are a wheelchair user or have mobility difficulties that prevent you from using the stairs make your way to the nearest fire refuge point.
- Use the telephone in the refuge point to let the Control room know where you are; wait in the refuge area for further instructions.
Know:
- Your means of escape routes, primary and secondary.
- Your nearest Fire Alarm break glass call point.
- Where your assembly point is for your building.
- Know who the Fire Marshals are for your work area.

In the Event of Fire:
- Remain Calm.
- Leave quietly without stopping to collect your belongings, without rushing and without attempting to pass others.
- Lifts must NOT be used.
- Follow the instructions of the Fire Marshal or Warden or the Security Staff.
- If there is not a designated Fire Marshall for your particular floor or work area, on arriving at the assembly report to the Senior Fire Marshal and let them know which floor or work area you have come from and whether or not it has been cleared.
- Remain at the designated Assembly point until you receive further instructions.
- DO NOT re-enter the building until you are told it is safe to do so by a LSE Fire Marshal.

LSE Codes of Practice
You can find details of the School’s “Code of Practice for Taught Masters Programmes” in the online Calendar:

[http://www.lse.ac.uk/resources/schoolRegulations/codeOfGoodPracticeForTaughtMastersProgrammesTeachingLearningAndAssessment.htm](http://www.lse.ac.uk/resources/schoolRegulations/codeOfGoodPracticeForTaughtMastersProgrammesTeachingLearningAndAssessment.htm)

These codes detail the obligations which the School has to you and the obligations and responsibilities which you have to the School. Please take time to consult them.

Student Services Centre
Routine enquiries can be made at the Student Services counter, which is open between 10am and 4pm (3pm on Wednesdays). The Student Services Centre can also advise and assist you. It keeps the official records of your studies at the School, so if you change your address during your studies, it is essential that you notify the Office. If you do not, you may miss vital information.

Information about the Student Services Centre is available on:
[http://www.lse.ac.uk/collections/studentServicesCentre/](http://www.lse.ac.uk/collections/studentServicesCentre/)

Dean of Graduate Studies
The Dean of Graduate Studies has a wide range of duties concerned with relations between the School and its students. The Dean is available to any graduate student who wishes to raise any problem, academic or otherwise. The Dean will see students by appointment or during open office hours as published outside the office (A202).
MSC HEALTH, COMMUNITY AND DEVELOPMENT PROGRAMME DETAILS

Induction Day
Friday 3 October, 2 – 4pm in S.314.

It is vital for you to attend this event. If there is any unavoidable reason why you cannot do so, please contact Professor Campbell by email at the earliest possible time.

Term Dates
Session 2008 - 2009

Michaelmas Term: Thursday 2 October 2008 - Friday 12 December 2008
Lent Term: Monday 12 January 2009 - Friday 20 March 2009
Summer Term: Monday 27 April 2009 - Friday 3 July 2009

Although the MSc programme runs for a full calendar year, formal teaching is usually completed by the end of the Lent Term. Examinations are generally held in mid to late May to mid June and the research report is due in August. Results are then published by the School in November.

In general, the majority of courses offered are assessed partly by written examination and partly by coursework. Coursework must be typed/word processed. Full details regarding submission dates, procedures and penalties for late submission can be found in this handbook. All issues to do with registration for specific courses, transfers between courses, marking schemes, deferrals, referrals, repeating, results, etc will be handled through the Institute, via the Student Services Centre.

Further information is available on the website:
http://www.lse.ac.uk/collections/studentServicesCentre/

Full and Part-time Study
This programme can be taken either full-time over one calendar year or part-time over two. Most students study on a full-time basis. If one studies part-time you should take the core courses (Health, Community and Development, and Research Methods for Social Psychology) in the first year, with the remaining option(s) in the second year. Work on the Research Report can be spread over the two year period. The precise arrangements for which courses are taken in which year can be decided with the Programme Director at the start of the academic session. Those applying for a part-time place should note that (a) places are limited, (b) they should be available to study and to attend courses for approximately 20 hours per week, (c) no alternative arrangements are made for part-time students - they will have to attend the same scheduled lecture times as full-time students and (d) it cannot be guaranteed that options available for the current session will also be available for the following year.

Programme Aims
• To provide students with high-quality post-graduate education in the social psychology of public health and community participation.
• To familiarise students with theory and research in this area, drawing on community psychology, health psychology and social psychology and, where appropriate, the overlap between these sub-disciplines of psychology and the disciplines of anthropology, sociology and political science.
• To provide knowledge of developments in the design and implementation of grassroots participatory programmes seeking to promote health-enhancing behaviour change.
• To prepare students for a career in health-related agencies or organisations in the development, NGO or public sector.
• To qualify students for PhD research in the social sciences.
• To familiarise students with case studies of participatory community development.

Programme Objectives
At the end of the programme you should be able to:
• Carry out research projects that transfer conceptual research skills to new problems.
• Review and critically evaluate theories, concepts and empirical research in the relevant areas of community social psychology and development studies.
• Design participatory health promotional initiatives.
• Formulate evaluation plans to establish the effectiveness of such initiatives.
• Understand the social psychology of participation and collective action within the public sphere.
• Demonstrate a critical understanding of major alternative positions underlying theory and practice in this field.
• Evaluate the central concepts and debates in community and social psychology relevant to social development contexts.
PROGRAMME CURRICULUM

The MSc programme comprises four course units. The core course and methodology courses constitute the central focus of the MSc, providing an advanced understanding of theories, concepts and methods of research. The various option courses allow you to pursue diverse interests on a variety of topics related to various aspects of health, social development and collective action, permitting a range of specialisms. In the research report you will draw upon the methods courses to conduct original research which develops your particular interests. Full details of each course, including preliminary reading and methods of assessment, can be found on the following pages.

Seminars
Many courses have a series of seminars linked to the lectures. The seminars are designed to supplement the lectures, by considering both practical, real-world applications of the theories discussed in the lectures, and by scrutinising those theories in more detail. Emphasis will be placed on how the discipline relates to the other social sciences. The locations and times of seminars are available on the LSE website. The seminars are an integral part of the course. They provide a major opportunity for you to raise questions and debate issues, and they also allow for the development of novel ideas which could form the basis of the research project.

The seminar teachers will be available to members of their classes for consultation and discussion for one hour per week during term time.

MSc Health, Community and Development

Compulsory Courses:
- PS461 Health, Community and Development
- PS448 Research Methods for Social Psychology 1 or/
- PS449 Research Methods for Social Psychology 2
- PS498 Dissertation

Half-unit Optional Courses (students must do two of these):
Courses to the value of one full unit from the following:
- AN436 The Anthropology of Development (H)
- DV420 Complex Emergencies (H)
- DV421 HIV/AIDS and Emerging Health Threats (H)
- DV428 Managing Humanitarianism (H)
- GI405 Globalising Sexualities (H)
- GY421 Gender and Development: Geographical Perspectives (H)
- GY431 Cities, People and Poverty in the South (H)
- PS410 Social Representations (H)
- PS418 The Social Psychology of Health Communication (H)
- PS443 Modern Social Psychology (H)
- PS447 Psychoanalysis and Communication (H)
- SA4C2 Basic Education for Social Development (H)
- SA4D2 Health and Population in Developing and Transitional Societies (H)
- SA4D6 Health Systems and Policies in Developing Countries (H)
- SO453 Gender and Post-Colonial Theory (H)

In certain circumstances, and subject to timetabling and to approval by the Programme Director and other relevant teachers, students may choose other MSc half unit options offered in the school.

For a detailed breakdown of course content, teaching arrangements, assessment and reading lists refer to the online Calendar course guides on:

http://www.lse.ac.uk/resources/calendar/courseGuides/graduate.htm
MSc Health, Community and Development Programme Assessment

The MSc in Health, Community and Development comprises four units.

1. **PS461 Health, Community and Development (1 Unit)**
   - This course is compulsory.
   - It will be examined by a three-hour "unseen" examination paper in the Summer Term and one essay (of not more than 5,000 words) written during the year.
   - The written examination (three questions to be answered from a range of choice covering the syllabus as taught, normally ten questions) will count for 50% of the marks and the essay 50%.
   - The essay must be handed in by 12 noon on Monday 12 January 2009.
   - In addition there will be a non-assessed piece of coursework which will be graded but will not count towards the formal assessment of the course. This coursework is due in on Monday 27 October 2008.

2. **Half Unit Options (1 Unit - 0.5 Unit for each paper)**
   - Two options should be chosen from the following list.
     - AN436 The Anthropology of Development (H)
     - DV420 Complex Emergencies (H)
     - DV421 HIV/AIDS and Emerging Health Threats (H)
     - DV428 Managing Humanitarianism (H)
     - GI405 Globalising Sexualities (H)
     - GY421 Gender and Development: Geographical Perspectives (H)
     - GY431 Cities, People and Poverty in the South (H)
     - PS410 Social Representations (H)
     - PS418 The Social Psychology of Health Communication (H)
     - PS443 Modern Social Psychology (H)
     - PS447 Psychoanalysis and Communication (H)
     - SA4C2 Basic Education for Social Development (H)
     - SA4D2 Health and Population in Developing and Transitional Societies (H)
     - SA4D6 Health Systems and Policies in Developing Countries (H)
     - SO453 Gender and Post-Colonial Theory (H)

   As stated above, any other paper which is offered in the School at Master's level, subject to the consent of the candidates’ teachers and providing there is no timetable clash with the core course or the methods course.

   In the case of half-unit options delivered by the Institute of Social Psychology, i.e. those with a ‘PS’ prefix, these half unit options will be examined by a two-hour written examination paper, in which two questions out of five should be answered, and an essay (of not more than 3,000 words) written during the year. The examination will count for 50% of the marks, with the essay making up the other 50%.

   The date for submission of the ‘PS’ essays is 12 noon on Monday 16 March 2009, with the exception of the PS443 Modern Social Psychology formative assignment which is due in on Monday 24 November 2008 at 12 noon and the summative assignment which is due in on Monday 23 February 2009.

   For the assessment and deadline dates for half-unit options delivered outside the Institute of Social Psychology, i.e. those courses without a ‘PS’ prefix, you should refer to the relevant course outline. Ensuring that you meet the necessary conditions for successful completion of these outside courses is student’s personal responsibility. The Institute of Social Psychology plays no role in the teaching, administration or assessment of these courses.

3. **PS498 Dissertation (1 unit)**
   - Two paper copies of dissertation plus an electronic copy should be submitted by 12 noon on Monday 17 August 2009.

   This dissertation should be no more than 10,000 words, must be typewritten (A4, double-spaced) and must include a complete bibliography and an abstract. In addition to the paper copy, and "e-book" version of the report incorporating video and photographic annotations to the text may be submitted on CD-ROM. Work on the project will begin by the Lent Term and you will be required to present an outline of your
research in a seminar to be held at the beginning of the Summer term.

A paper listing the research areas of academic staff will be circulated towards the end of the Michaelmas Term. You are advised to reflect on the topic of your report over Christmas and to consult a supervisor early in the Lent Term. You will be expected to produce a 3-4 page summation during the Lent term. This should be approved by your supervisor before Easter. We would expect you to write one chapter (probably a literature review) during the Easter vacation and a full draft by the end of the Summer term.

For advice, you may consult MSc reports from previous years on Moodle and some hard copies held in the Social Psychology Hilde Himmelweit (Room S.315).

In addition there will be 2 non-assessed pieces of coursework in the form of project plans for the research report. The first should be submitted on Monday 9 February 2009 and the second on Monday 18 May 2009.

4. Methods Teaching

All students on the MSc Health, Community and Development, MSc Organisational and Social Psychology, Social and Cultural Psychology, and MSc Social and Public Communication students must take one full-unit of Research Methods, from a choice of two, as part of their programme of study.

Option 1
PS448 Research Methods for Social Psychology 1 consisting of:
- PS430 Research Techniques for Social Psychology (Michaelmas term and Lent term)
- MI451 Quantitative Analysis 1: Description and Inference (Michaelmas term)
- MI454 Qualitative Social Research: Interview, Text and Image (Michaelmas term)

If you register for PS448 you will automatically be included on PS430, MI451 and MI454.

Option 2
PS449 Research Methods for Social Psychology 2 consisting of:
- PS430 Research Techniques for Social Psychology (Michaelmas term and Lent term)
- MI452 Quantitative Analysis 2: The Generalised Linear Model (Michaelmas term recommended)
- MI454 Qualitative Social Research: Interview, Text and Image (Lent term)

If you register for PS449 you will automatically be included on PS430, MI451 and MI454.

Assessment
PS430 this course is assessed by two assignments, one formative assignment and one summative assignment. The formative assignment will be submitted on Monday 8 December 2008, 12 noon and the summative assignment on Monday 23 February, 12 noon. Guidelines for these assignments are contained in the course guide.

You will be required to take one of the following course offered by the Methodology Institute: MI451 Quantitative Analysis 1: Description and Inference or MI452 Quantitative Analysis 2: The Generalised Linear Model and MI454 Qualitative Social Research: Interview, Text and Image.

(Please refer to Methodology Institute Course Guides for the assessment strategy).
ASSESSMENT STRATEGY

This section should be read in conjunction with the School Regulations and Code of Practice for Taught Masters Degrees:

http://www.lse.ac.uk/resources/schoolRegulations/TaughtMastersDegrees.htm

Assessment Strategy

Our aim is to encourage and support you to develop a sophisticated knowledge of the subject, the capacity for independent and critical judgment, and the ability to express your ideas with clarity.

The Institute is committed to transparency and clarity in its assessment criteria. These General Assessment Criteria are intended as broad guides for what examiners will be hoping to find in written work. Please note, however, that assessment of written work is an art and not an exact science: These notes are for general guidance only.

During your study, your written work will be assessed in two ways – via written coursework and unseen written examinations. The Institute will apply the same general criteria for both kinds of assessment, though in the case of unseen written examinations, the restricted time will also be taken into account. Please note that courses delivered by other Institutes/Departments may have a different assessment strategy.

Overall, assessment is carried out not according to a checklist of separate contents, but in a more integrated way that assesses the piece as a whole and allows for deficits in one aspect of the piece to be compensated for by particular merits in another aspect. The type of questions posed require some novel thinking and/or synthesis across areas of the discipline. With such questions there may be some core of important material but there are usually a number of acceptable ways of framing that material and of introducing other relevant arguments. Moreover, since all unseen written examinations are time-limited, and coursework essays must be of restricted length, you must decide which theories and findings are critical to your own argument. Thus an important skill to develop is determining which content to omit, and appropriate omissions will depend on the argument that you wish to present. As a result, there are no "model answers" against which your written work is assessed – there are many different ways of successfully approaching any one question, and answers employing widely differing arguments may be equally successful.

The assessment in all cases involves three primary categories: presentation, content, and critical judgment.

Assessment Criteria for MSc Course Work and Examinations

In the assessment of an essay and the writing of feedback to students on the three criteria of content, critical judgment and presentation the examiners look for the following:

Presentation
- Clarity of expression
- Consistency of purpose
- Explicit structure
- Clear conclusion

Content
- Relevance to topic
- Accurate citation of references
- Wide reading
- Development of argument

Critical Judgment
• Depth of interpretation
• Imaginativeness
• Critical appraisal
• Thoroughness of analysis

Feedback on Written Work
• Not more than four teaching weeks after formal submission, students may expect to receive feedback on a standard institute feedback sheet (see Appendix 1) showing a provisional percentage as follows: 50-59% (pass), 60-69% (merit), 70%+ (distinction), or under 50% (fail).

• Feedback and percentages given are provisional: all work is double marked internally and the agreed internal mark is later ratified by the external examiner. No further information on marks will be available to students.

Coursework Deadlines
• Please note that the Institute operates a 12 noon submission deadline for all coursework.

If coursework is submitted after the deadline the following penalties will be applied as specified in the School Calendar.

For each day that the submission is overdue a deduction is made of five marks out of one hundred for each working day the submission is late.

After the submission is overdue ten working days it will be marked at pass/fail only i.e. the maximum mark obtainable will be 50%.

Deadlines, for coursework will be extended only in exceptional circumstances, such as illness or bereavement, agreed by the Chair of the Social Psychology Exam Board in the first instance and in advance of the deadline and with supporting documentation (such as a medical certificate).

Grounds that will not normally be considered relevant include (this is an indicative list, and should not be treated as exhaustive):

- non-academic work commitments
- pressure of other academic work commitments
- matters relating to personal or School computing facilities where the problem is not general to all students on the programme, e.g. essay deleted by mistake, computer breaking down, problems with recording media, inability to print, matters relating to practicalities of carrying out the task required to complete the assignment, e.g., unexpected difficulty in accessing respondents, unavailability of specific book in the library or library closure, unavailability of air line flights on relevant dates
- personal commitments: e.g., attending a wedding or other family or social gathering.

We therefore strongly advise that all coursework is submitted by the published deadline (refer to Appendix 2 for deadline dates).

• Special arrangements regarding late submission of the Research Report are as follows:

• The submission date is 12 noon, Monday 17 August 2009.
• Students may be given an extension with no penalty only in exceptional circumstances (as detailed below).
• Reports submitted after the deadline, without having arranged an extension due to exceptional circumstances, will have five marks out of one hundred for each working day the submission is late.

IMPORTANT NOTES:
(1) Submission of written work for Institute of Social Psychology courses: Two copies of all essays and other written work (including PS430 Methodology Assignments) should be handed in by the appropriate date to the MSc Administrator in Room S302. A copy of all coursework, with the exception of the research report, should also be uploaded electronically so that it can
be scanned using the JISC ‘similarity index’. When submitting essays and other written work you should complete **TWO** cover sheets (available from S315) and attach one to each piece of work. You will also need to complete an academic honesty form (also available from S315). Please note that, following final submission, essays and assignments will not be returned and students are strongly advised to keep a copy for revision purposes and also as a fallback in case submitted work is accidentally lost within the Institute.

(2) **Bibliography:** All written work submitted for assessment should include a complete bibliography using an accepted referencing system, i.e. Harvard or the American Psychological Association (APA).

(3) **Plagiarism/Academic Dishonesty:** All work submitted as part of the requirements for any examination of the School must be expressed in your own words and incorporate your own ideas and judgments. Plagiarism - that is, the presentation of another person’s thoughts or words as if they were your own - must be avoided in all assessed coursework. This applies to both timed examinations and to essays and reports written in your own time.

Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks and a full reference to their source 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. Equally, if you summarise another person’s ideas or judgments, you must refer to that person in your text and include the work referred to in your bibliography. Passing off another student’s work as your own is clearly a case of plagiarism.

Note that this also covers the issue of self-plagiarism which is a situation where you as the author reuse your own previously written work or data in a ‘new’ written piece of work without letting the reader know that this material has appeared elsewhere.

It is also important to note that plagiarism as defined above need not be deliberate or intentional, for it to constitute an assessment offence. The core consideration is whether the work submitted as your own for a given assignment, bears significant overlaps in content with other work (published or unpublished), whether this is deliberate or accidental.

Failure to observe these rules may result in a formal allegation of cheating. You should therefore consult your Academic Advisor if you are in any doubt about what is or is not permissible. Plagiarism is treated seriously by examiners at UK universities and it could result in you failing your degree overall.

More detailed information on School regulations for assessment offences and plagiarism can be found in the online Calendar. The relevant web address is:

http://www.lse.ac.uk/resources/schoolRegulations/regulationsOnAssessmentOffences-Plagiarism.htm

(4) **Adjustments for Students with Disabilities:** In keeping with the School’s commitment to complying with the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability Act 2001 (SENDA), students with disabilities are strongly advised to contact the Advisor to Students with Disabilities and/or Dyslexia no later than 7 weeks before the date of their first examination. This will enable academic units to make reasonable adjustments with the aim of ensuring parity across the student group.

**Examination Regulations**

The Board of Examiners will normally follow the guidelines below. These guidelines should be read in conjunction with the School’s Scheme for the Award of a Taught Masters Degree.
1. **Marking Frame:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>0-29%</td>
<td>Bad Fail</td>
</tr>
<tr>
<td>30-49%</td>
<td>Fail</td>
</tr>
<tr>
<td>50-59%</td>
<td>Pass</td>
</tr>
<tr>
<td>60-69%</td>
<td>Merit</td>
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<tr>
<td>70% and over</td>
<td>Distinction</td>
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</table>

2. **Eligibility for award of degree**

The rules for eligibility of the award of degree are set out in the School calendar [www.lse.ac.uk/resources/calendar/](http://www.lse.ac.uk/resources/calendar/) with the exception that failure in any compulsory course within the degree structure will not normally be condoned by the Board of Examiners.

3. **Calculation of the Award of Degree**

Rules for the calculation of the award of degree will be applied as specified in the School Calendar. The relevant web address is:

[http://www.lse.ac.uk/resources/schoolRegulations/TaughtMastersDegrees.htm](http://www.lse.ac.uk/resources/schoolRegulations/TaughtMastersDegrees.htm)

4. **Part-time Students**

Part-time students may, with the approval of the School, take the examination in two parts. The first part will normally consist of one or two of the core courses and one option course in the first year, with the remaining core course(s) and option(s) in the second year.

5. **Rules for completion and submission of coursework**

Note that the rules for completion and submission of coursework are strict, normally allowing leeway only for medical conditions or serious personal problems.
INSTITUTE OF SOCIAL PSYCHOLOGY RESEARCH ACTIVITIES

The Institute of Social Psychology has three research groups, equivalent to the Sociology Dept’s research clusters. We are currently exploring ways in which these can be integrated into the overall set of research clusters within the whole Department of Sociology. Each of the ISP research groups functions in an integrated way, with seminars and events under the group’s name.

- Community Health and Development (coordinator: Professor Catherine Campbell)
- Organizational Research (coordinator: Professor Patrick Humphreys/Dr Lucia Garcia)(note that this group incorporates the Complexity Research Group)
- Science Technology and the Public Sphere (coordinator: Dr Martin Bauer)

The areas addressed in these groups are conceptually distinct from the existing Sociology research clusters (although the Science Technology and the Public Sphere research group (STePS) has concerns which intersect with those of BIOS).

Associated Research:

- Social Psychological Research into Racism and Multiculture (Caroline Howarth)
- Culture and Cognition (Bradley Franks and Andy Wells).

Issues of integration of the research groups will be high on the agenda in the period up to the RAE 2008.

Each of the Research groups of the Institute of Social Psychology provides a research environment, and local and international research links which adds up to a rich intellectual context for both research and students, and provides many opportunities for fostering collaboration, both in terms of intellectual projects (such as joint papers and special editions of journals) and in terms of establishing international networks of academics and practitioners concerned with the application of social psychological principles to the domains addressed by the group.

Each research group:
- Has been highly successful in attracting external research funding
- Has produced a series of internationally recognised research publications
- Is affiliated with interdisciplinary units or networks in LSE and beyond
- Hosts a series of seminars and research meetings
- Offers an environment for the conduct of PhD research
- Informs research-led teaching at the graduate level

Approximately 90% of the research carried out by staff in the Institute of Social Psychology is located within these three research groups (some members of staff split their research interests and activities over two groups). Each group has a critical mass in terms of membership (Academic Staff, research staff and PhD students. The three research group coordinators collectively constitute the Social Psychology Research Committee (Chairman: Professor Gaskell). Details of each of the three research groups are as follows:

COMMUNITY HEALTH AND DEVELOPMENT
Coordinator: Professor Catherine Campbell

Intellectual focus: The social psychology of community, health and social development, with health being broadly understood in terms of physical, mental and social resources for living.
Key members of cluster:

- **Catherine Campbell, Professor in Social Psychology**: Community participation; partnerships; social development; public health and health promotion; sexuality; HIV/AIDS; stigma; collective action; social change; power and empowerment, southern Africa.

- **Sandra Jovchelovitch, Reader in Social Psychology**: The social psychology of public life and community; Social representations; community development; local knowledge; participation; primary health care in the community; identity.

- **Caroline Howarth, Lecturer in Social Psychology**: Multicultural communities and multicultural identities; racism, resistance and anti-racist strategies; stigma and social representations; involving young people in research

Esteem:


Associated Masters Programmes:

MSc Social and Cultural Psychology (approx 20 students p.a.) ESRC–recognised research training outlet, 1 ESRC quota studentship

MSc Health, Community and Development (approx 15 students p.a.).

Research students:

Currently: 12 PhD candidates; 5 with ESRC studentships, several with prestigious scholarships from home countries.

Funded research:

- Dynamics of a mature HIV epidemic in Africa. (2003-2008) £1.9-million. Wellcome Trust. (Grantholders: Gregson and Garnett from Imperial College, Campbell)

- Facilitating community responses to HIV/AIDS. (2002-2007) Rolling series of grants to Campbell’s South African intervention, currently US$150 000 per year from Pepfar.

- Wellcome Trust Masters Research Training Fellowship (2006-8) £54 000. Wellcome Trust. (Grantholders: Campbell and Gregson from Imperial College)

- The social conditions that support successful community mobilization: successful participatory programmes by sex workers in India (2007-2009) £190 000. ESRC-DFID. (Grantholders: Cornish from Glasgow Caledonian, Campbell)


Key activities:

Psychology as social science. High profile lecture series funded by Deputy Director’s Discretionary Fund. Communities and change. One-day conference at LSE.

Annual events organized by SPRRaM: Social Psychological Research into Racism and Multiculture. Regular HCD seminar series in ISP.

Outreach:

Research group members are frequently invited speakers at universities and conferences around the
Selected projects:

Facilitating the training and support of ‘barefoot doctors’ in deprived communities: Research group members are working in partnership with the Centre for HIV/AIDS Networking in South Africa and a number of local NGOs on this research-led intervention, seeking to develop the theory and practice of facilitating ‘AIDS-competent community contexts’. It involves working with a remote rural community to facilitate (i) the training of local volunteers to serve as ‘barefoot doctors’ in the care of people living with AIDS in a remote community, and to lead grassroots health programmes, and (ii) to building health-related partnerships between local volunteers and appropriate agencies in the private sector, public sector and civil society.

Community, Social Representations and Health in Latin America: This is an ongoing project on the links between the development of community resources, social representations and health in Latin America. This project is a multidisciplinary initiative, which attempts to establish the contribution of community participation and local knowledge to the efficacy of health care delivery. The project involves the mapping out of local knowledge about the community itself and its health resources, as well as how patterns of communication between users and providers of health services impinge on the quality of health care. It intends to identify the different rationalities involved in everyday knowledge and how these rationalities relate to the needs and resources of a community of people.

Ethnic identities, community, and health inequalities: This UK-based project has examined the ways in which local community relations serve to promote or undermine peoples’ engagement in health-damaging behaviours, or their ability to withstand the negative effects of stress and strain. It has been part of an ongoing study of the way in which social environments impact on peoples’ opportunities for health and well-being. A major component of the project has focused on ethnic identities, in the context of ethnic health inequalities in England. It has been funded by a series of grants from the UK Health Education Authority and Health Development Agency.

Social capital and the temporal dynamics of HIV transmission, impact and control in a maturing African epidemic: This project involves working in with epidemiologists and demographers from the Imperial College School of Medicine and the Harare-based Biomedical Research and Training Institute on a five-year project funded by the Wellcome Trust. Particular attention is given to the role of social capital on health through in-depth case studies of the impact of HIV/AIDS on small local communities on the border of Mozambique and Zimbabwe, in the interests of understanding possible links between group memberships and HIV transmission.

Asserting identity in a stigmatised, multicultural community: This project examined the relationship between identity, community and representation in a stigmatised community (Brixton, South London). Working in secondary schools in the same community raised intellectually challenging questions about the ways in which the institutionalised culture of a school can help or hinder children’s struggle for recognition, belonging and ambition. This was funded by a ESRC PhD studentship.

ORGANISATIONAL RESEARCH

Coordinators: Professor Patrick Humphreys and Dr Lucia Garcia

Intellectual focus:
The Organisational Research Group was established in 1984, specialising in the domain areas of decision making and decision analysis, organisational analysis, modelling and design, management and project management, and eliciting user requirements, designing, as well as developing and evaluating software to support practice within each of these domains of human action. This research has since been expanded, applied, generalised and set in context in many projects on innovative and creative decision-making, organisational change and transformation and sector and community development. The group includes the London Multimedia Lab for Audiovisual Composition and Communication, directed by Carol Lorac and Patrick Humphreys, the Knowledge Organisations and Development network (KODE), funded and coordinated by Lucia Garcia and the Complexity Group, directed by Eve Mitleton Kelly.
Coordinators' research interests:
* Patrick Humphreys, Professor of Social Psychology, Co-director, London multimedia Lab for audiovisual composition and communication
* Lucia Garcia, Director of the Msc in Organisational and Social Psychology: culture, organisational change and new ways of organising, organisational boundaries and network building; knowledge and the diffusion of innovations, collaborative work, alliances and partnerships; complexity theory and research methods in organisations. Co-ordinator of KODE.

Organizational Research Group Membership The researchers and fellows who currently comprise the Organizational Research Group were brought together through joint work undertaken by the group on many national and international research projects, located in the UK, Russia, Latvia, Ukraine, Peru, Chile, Spain, Greece, Brazil, Hungary and other countries. Postdoctoral researchers and doctoral candidates join the group on a project-by-project basis.

Research staff and Post-Doctoral Fellows:
* Carol Lorac, Senior research fellow, co-director London multimedia lab for audiovisual composition and communication
* Eve Mitleton Kelley, Senior Research Fellow, Director, Complexity Group
* Slavica Slavic, Research Officer
* Hannele Huhtala, Post-Doctoral Fellow

LSE Visiting Fellows:
* Marcello Ramella, research director, Bermuda financial services bureau
* Charles Liasides, Innovative business developer, Chairman: Arcanum Quest Limited

Research Students:
The Coordinators of the Organizational Research Group: the group have supervised many postgraduate students undertaking doctoral research in these areas, for which it organizes a monthly seminar PhD students working in related fields: Goldenberg, Kreideweiss, Kourti, Roser, Shaw, Vinson, Voss, Yu. Six Successful PhD Graduations 2001-6 (Sell-Trujillo. Ramella, Calvert, Imas, Huhtala, Steinberg).

Associated Masters Programme:
MSc Organisational and Social Psychology (approx 50 students p.a.) ESRC-recognised research-training outlet, 1 ESRC quota studentship. These students provide key input to the work of the cluster, undertake internships and relevant research, and some go on to take PhDs in this area and join the group as research students or research officers.

Indicators of Esteem (Organisational Research Group Coordinators):

Current externally funded research projects:
* Positive Futures Young People's Views. Funded £250,000 2004-6 by UK Home Office Drugs Strategy Directorate
* Thematic Area 4: Communication, Complexity, Mediation and Facilitation LSE/EDS Innovation
Technology and Creativity Research programme. Funded £125,000, 2005-10 by EDS
* Evaluation of ‘Creative Partnership Programme: Pathways to Value. Funded £35,000 2006 by Arts Council England
* The dynamics of partnerships Funded £15,000 2005-6 by National Children’s Bureau Outreach

Research Dissemination Activities of the Group Activities include organizing monthly open ORG research seminars; Weekly (Lent term) PS404 Organisational and Social Psychology Professional Seminar Series). Organization of IFIP international Conference on Creativity and Innovation in Decision Support at LSE, June 2006 (www.CIDMDS.org). Specialist symposia: (knowledge and new ways of organising, organisational knowledge practices, organisational identity - at EGOS, EAWOP, IFIP and BMA conferences) and annual conferences and workshops (e.g., in 2007, studying networks workshop, LSE, Case Studies in Decision Making and Decision Support, Samos)

Future strategy:
In the last few years there have been revolutionary changes in understanding the nature of effective organisational practices such as decision making and how to support them, no longer are management practices focused only on managers' need to control for instance the decision process and the implementation of its prescriptions. This intersects with new understanding of the nature and importance of knowledge, communication and networking in organizations, where decision-making is distributed and takes place in multiple changing contexts. We intend to develop and expand the World-class research and practice that the Organisational Research group now integrates through the enabling contexts of collaborative environments, multimedia platforms, a design led approach and peer-to peer information authoring and communication. Recognition of the Organizational Research Group's cutting-edge position in these developments has been marked, for example, by IFIP’s invitation to us to host its 2006 conference on Innovation and Creativity in Decision Making at LSE. We aim to strengthen our academic links with both organisations and practitioners, through the planned research and networking activities of the London Multimedia Lab for Audiovisual Composition and Communication, the KODE network and the Complexity Group.

SCIENCE, TECHNOLOGY AND THE PUBLIC SPHERE
Coordinator: Dr Martin Bauer

Intellectual Focus:
Social psychological theory and research makes significant contributions to the development of public debates over new technologies such as nuclear power, space technology, computing and information technology, genetic engineering, and recently nanotechnology. At the LSE, the STP group has worked in this context since the mid 1990s.

Social psychology traditionally contributes to the development of new technology within the diffusion paradigm. Acceptance research contributes psychometric and sociometric profiles, quantitative and qualitative studies of early adopters, late adopters or laggards, and studies of effective communication to speed up the adoption process. Although this constitutes a major field of enquiry and employment for social psychologists, this paradigm has proven its intellectual limited. It is expertocratic; idealistic and unrealistic to black box the techno-scientific process by attributing the deficits to public opinion and its management.

In line with developments in the Sociology of Knowledge (Science and Technology Studies), the social psychological analysis has widened from the study of perceptions, attitudes and values as reactions after the fact to the study of the innovation processes itself. The social analysis of innovation moves upstream. This suggests a range of research questions where social psychology can make a significant contribution. These include

- Public controversies: the analysis of public claims making of science and technology. How do controversies affect technical developments?
- Risk perceptions: the complex of risk and trust as representations of the future that are socially negotiated and anchored.
- Public understanding of science as cultural context for scientific and technological debates and developments; international comparison of this cultural context.
Technological imagination: what is the significance of wild and unrealistic anticipations of 'futures' for the development of technology; how is such imagination and expectations distributed and rooted in life styles, values and everyday life? Is there a deeper reason why 'hype' does not go away?

Science communication: the analysis, evaluation and impact of professional and amateur communication at all stages of the innovation process. What is the changing relationship between science reportage and Public Relations?

Public engagement and participation: Towards an inventory, justification, and evaluation of exercises of public engagement. How does one organise it and what does it offer? How might this relate to a sense of ‘citizenship’ and developments in democracy?

Popular science: popularising science is not only a genre of mass media productions, but it provides psychological reassurance and public legitimacy for doing the very science it reports (The Fleck hypothesis).

In a corporate perspective, many of these issues refer to Corporate Social Responsibility (CRS) of the high tech sector and are reflected in the recognition of non-market forces in the process of sustainable innovation.

Members of Research Group:
This group comprises Social Psychology staff members Gaskell and Bauer and their PhD students working in related fields (Jost, Howard, Kolka, Leseeer, Newton, Schlag, Thomopoulos, Veltri)

Research Programme:
The group’s active research programme contributes to the interdisciplinary field of STS, Science and Technology Studies, and its national and international circus of conferences and meetings, and is closely related to the international network on the study of ‘social representations’. The group offers a research environment with a lively group of doctoral students and welcomes international visitors who conduct independent research or consult one of the various databases maintained by the research group. The group has close links within the LSE with CARR, BIOS, and the Methodology Institute. On a monthly basis we also host the inter-collegiate London Public Understanding of Science seminar.

ASSOCIATED RESEARCH:
SOCIAL PSYCHOLOGICAL RESEARCH INTO RACISM AND MULTICULTURE (SPRRaM)
Coordinated by Dr Caroline Howarth
http://www.psych.lse.ac.uk/socialpsychology/research/racism/sprram/index.php

Members:
Eleni Andreoli, Carlos Bruen, Alison Chryssides, Parisa Dashtipour, Japinder Dhesi, Derek Hook, Shira Keshet, Shose Kessi and Mohammad Sartawi

SPRRaM is a forum for engaged critical social psychological research into racism and multiculture, made up of PhD and academic researchers from the Institute of Social Psychology and associates from around the globe.

We hope to develop an understanding of how to problematise racialising representations in the process of doing research. We believe that critical social psychological research can play an important role in fostering positive debate about racism and multiculture and that through our work we can have a transformative impact on ourselves, our families, our communities and our societies.

With the increasingly evident racialisation of government policies, media reactions and everyday debates in relation to ideological constructions of global security, terror, immigration, crime and social inequalities, a rigorously social psychological analysis of these issues is crucial. In different ways, we attempt to:

- encourage a critical approach to the Social Psychology of racism and multiculture
- develop creative methods that highlight both the production and contestation of racialising discourses and practices
• establish a network of researchers who contribute to workshops, conferences and publications.

Together we are establishing a forum for engaged critical social psychological research into racism and multiculture. We are developing an understanding of how to problematise racialising ideologies/representations/beliefs in the process of doing research. We hope to establish an understanding of the transformative potential of research - particularly research in the fields of racism and multiculture.

We also are developing skills in collaborative research - which means developing a sense of how to work together, how to resolve differences, and how to promote productive dialogue and debate across difference of perspective/theory/ and even politics.

Completed Projects:

Asserting identity in a stigmatised, multicultural community

This project examined the relationship between identity, community and representation in a stigmatised community (Brixton, South London). Working in secondary schools in the same community raised intellectually challenging questions about the ways in which the institutionalised culture of a school can help or hinder children’s struggle for recognition, belonging and ambition.


Resisting racialisation: Black pupils experiences of school exclusion

This examined black British students’ experiences of inclusion and exclusion and explored the social psychological connections between social exclusion and school exclusion in racialised contexts. This study highlighted the importance of researching the individual and collective possibilities for resistance, contestation and social change in the face of racism. Nottingham Trent University provided funding from the Research Enhancement Fund.


Contesting representations of ‘race’ in predominantly white schools

Working in a predominantly white primary school I examined young children’s representations of racism and whiteness, focussing on the collaborated ways in which they reject, resist and transgress racist discourses. This study used children's drawings and stories as a means of exploring the ways in which they construct and contest the significance of ‘race’ and racism in their lives.


Howarth, C. (2007). “I hope we won’t have to understand racism one day": Problematising racialised difference in a British primary school. Under review.

Research in Progress:

Mosaic identities: Developing a social psychology of intercultural identities.

We use art workshops (funded by the Arts Council) as a means of participant observation to explore how children (between 7 and 10 years) and young people (between 11 and 19 years) ‘do’ or perform identities. These workshops have been designed to promote the development of positive cultural identities and encourage specific social psychological tools to address racism in everyday experiences.

Towards a Social Psychology of Resistance: Identities in multicultural Sweden
The aim of this PhD is to contribute towards the development of a critical social psychology of resistance by drawing from social representations theory, cultural studies and psychoanalytic theory. In Sweden, studies have been conducted which illustrate that in media and in everyday and institutional practices, the category “immigrant” is constructed as “Swedish otherness”. The current research uses data such as Weblogs, magazines and music lyrics. The analysis investigates the ways in which the “immigrant” and “Swedish” identities are produced, combined and ripped apart from each other, a process which involves the interplay of representation, power and unconscious defences. It seeks to understand both how stigmatized identities are resisted as well as how and why particular identities are defended against.

British Children’s Representations of Muslims

This research aims to address the impact of ideology on the genesis, development and nature of social representations generally, and specifically, how it may inform children’s understandings of Muslims. Whilst much research has investigated children and ‘racial’ prejudice, very little has addressed children’s understandings of Muslims, despite accusations of Islamophobia in schools and within British adult society. It is not assumed that children are prejudiced towards Muslims; rather the aim of the research is to see how children debate about Muslims and how their representations may be contested and defended by both Muslim and non-Muslim British children alike. In better understanding the ideological component of social representations, it is considered that strategies for combating so-called ‘institutional’ racism and Islamophobia may be more effective.

Racialising Representations of Africa: The Role of International Development in Tanzania

This research is concerned with racialising representations of development in Tanzania and how these representations impact on the identities of the many stakeholders of international development. The aim is to reveal some of the processes that influence the rationale and work of international development efforts using a critical social psychological approach into racism and drawing on postcolonial theory. Despite ongoing concerns to address poverty in Africa and large increases in international aid, we are nevertheless continuously and persistently inundated with a portrayal of Africa as disease ridden, destitute, violent and corrupt. These images remain largely unchallenged whilst the benevolence of Western governments, institutions and peoples is rarely under scrutiny. Thus, uncovering the contradictions and ambiguities that often exist in international development represents a key concern for development processes in many parts of the world.

Folk Sociology vs. Folk Political Theory: The Cognitive Ecology of Intergroup Relations

Intergroup relations represent one of the most fundamental social problems of our times. A key component of intergroup relations is the process of social categorization. The present research intends to challenge the received wisdom in extant theories, which implicitly or explicitly, assume that there is a single cognitive mechanism underpinning social categorization. Drawing on the Cognition and Culture perspective, it is postulated that the representation of social categories is the by-product of two distinct cognitive mechanisms, one for representation social coalitions, a Folk Sociology and the second for representing social hierarchies, a Folk Political Theory. In order to lend empirical support to the proposed theoretical framework, experimental research will be conducted using both minimal groups and ‘racial’ groups. The expected contribution of this research will be in providing a more coherent account of the cognitive component of intergroup relations. This is an important goal not only for what answers it will provide us about cognition, but also for its potential contribution to debates about the complex social antagonisms that exist in many parts of the world today.

Networks and links outside the School

Group members have developed links with a range of research, policy and media related organizations. These include the Department of Education and Skills, the Commission for Racial Equality, National Children’s Bureau, Save the Children, the Trust for the Study of Adolescence, Diversity, Advisory Centre for Education, Community Empowerment Network and Mama & Dada International. The network has institutional links with a variety of British and South African universities, including universities of Cambridge, Loughborough, Lancaster, Plymouth, Stirling, Sussex, KwaZulu-Natal, Witwatersrand, Cape Town, the Open University.

SPRRaM Events and Projects:
• January 2005: Launch of new MSc option course on The Social Psychology of Racism, Multiculture and Resistance
• March 2005: Workshop on Critical Social Psychology and Racism at LSE (speakers include Susan Condor, Colin Leach, Tuen van Dijk).
• April 2005: Flesh and Blood: Psychoanalysis, Politics and Resistance, LSE conference, with a focus on racism as ‘affective economy’.
• June 2005: International Society of Theory and Psychology conference; Cape Town: symposium on ‘racism’
• July 2005: International Critical Psychology conference in Durban; symposium ‘whiteness’
• May 2006: International conference and launch of special issue on White Terror/(Post) Empire (speakers included Les Back, Ros Gill, Paul Gilroy, Vron Ware, Valerie Walkerdine).
• September 2006: 8th International Conference on Social Representations, Rome. Symposium on Resisting racialisation in the media
• May 2007: LSE workshop on Current research into racism, multiculture, islamophobia, key speakers included Les Back and Steve Garner.

LSE Programme in Culture and Cognition

The LSE has considerable strengths in research, from a social science perspective, on human learning and cognition. We are particularly strong regarding the social/cultural environments in which human learning and cognitive development takes place, and the philosophical and evolutionary foundations of cognition. We have substantive partnerships with leading scholars in cognitive studies based in other institutions (including Harvard, Chicago, CNRS, etc). Within the Institute of Social Psychology the staff associated with this Programme are Bradley Franks and Andy Wells, and there are six PhD students working on cognate topics (Sharon Attia, Katarina Keresztesova’s, Alain Samson, Carol Norton, Paul Marsden and Japinder Dhesi).

However, our work has never been systematically coordinated across departments. In order to address this, we are establishing an LSE Programme in Culture and Cognition (PCC). The primary aim of the PCC is to coordinate, facilitate and publicise our research, and to establish the LSE’s credentials as a leading centre for work in this area.

The initial participants are Rita Astuti (Anthropology), Maurice Bloch (Anthropology), Bradley Franks (Social Psychology), Nicholas Humphrey (CPNSS), Eleonora Montuschi (CPNSS), Dan Sperber (Anthropology/CNRS), Charles Stafford (Anthropology) and Andy Wells (Social Psychology). There are also, at the LSE, a large number of PhD students (12 in Anthropology and Psychology alone) with research interests related to cognition, as well as a steady stream of MSc students, whose active participation in the PCC will contribute to the emerging critical mass.

The coordinators of the PCC, in the first instance, will be Astuti, Franks and Stafford. Our main activities for the next two sessions will be:

• To apply for funding: (1) to support the activities of the PCC (e.g. buying in the participation of guest teachers); (2) to support specific research projects related to the PCC’s agenda (e.g. for Stafford’s work on “learning and economy in China”).
• To coordinate a series of special public lectures, seminars and conferences, building on the international conference on anthropological and psychological methods held at the LSE in January 2006. We will continue with a seminar series on Culture and Cognition.
• To coordinate teaching activities, including building links between the MSc Social and Cultural Psychology and the MSc Anthropology of Learning and Cognition.
• To strengthen our existing ties with other research centres, including the Laboratory of Developmental Studies and the Graduate School of Education at Harvard; the Institut Jean Nicod at CNRS/EHESS; the Institute of Cognition and Culture at Belfast; and the Culture and Cognition Programme at Michigan.

The intention is that the PCC will, over time, build up research/teaching synergies so that the LSE’s profile in the important field of cognitive studies within a social science perspective will be enhanced.
Academic Staff Research Interests and Selected Recent Publications

**Dr Martin W Bauer, Lic Phil (Bern), PhD, Reader in Social Psychology and Research Methodology**

Resistance to change; organisational learning; biotechnology and society; public understanding of science; science communication; science and public relations; social influence and public opinion; motivation and stress; media monitoring; content analysis and qualitative methodology.


Bauer MW 'Arenas, platforms and the biotechnology movement', Science Communication, 2002 (24), 144-161.


Bauer MW and Gaskell (eds) Pesquisa Qualitativa con Texto, Imagem e Som, Petropolis, editora VOZES, 2002


**Prof Catherine Campbell, MA Clin (Natal), MA Res (Natal), PhD (Bristol), Professor of Social Psychology**

HIV/AIDS; health; community participation; partnerships; social development; public health and health promotion; sexuality; stigma; collective action; social change; power and empowerment; social capital; social exclusion and social inequalities; health inequalities and social identities of gender, ethnicity and age/youth; UK; Africa.


Campbell, C, Cornish, F and McLean, C (2004) Social capital, participation and health inequalities: obstacles to African-Caribbean participation in 'partnerships' to improve mental health. Ethnicity and


**Dr Bradley Franks, BSc, MSc (Edinburgh), PhD (Edinburgh), Senior Lecturer in Social Psychology**

Cognitive and social psychology; meaning; cognition and culture; communication and pragmatics; representations of natural and social world, religious beliefs; philosophical issues; evolutionary psychology.


**Dr Lucia Garcia, BSc, MSc, PhD, Lecturer in Organisational and Social Psychology**

Organisational theory and culture; communication and knowledge processes in organisations; networking and organisational change; collaborative work, new ways of organising; complexity theory and research methods in organizations.


**Prof George Gaskell, BSc, PhD, Professor of Social Psychology**
Risk and trust, economic values; ethical, legal and social aspects of genomics; science technology and social values, qualitative and survey research methods.


**Dr Derek Hook, BA, PhD, Lecturer in Social Psychology**
Critical psychology; discourse analysis and theory; image analysis; psychoanalysis as political criticism; theories of communication; technologies of subjectivity, governmentality and affect; postcolonial theory; the critical social psychology of 'race', racism and resistance; space, power and identity; the social constitution of subjectivity in post-apartheid southern Africa; critical qualitative research methodology.


Dr Caroline Howarth, BA (Cambridge, UK), MSc, PhD, Lecturer in Social Psychology
Contemporary identities; racialisation and multiculture; whiteness; social representations; resistance; community; inclusive practices at school; critical psychology; qualitative research; performative and creative research methods; involving young people in research.


Howarth, C. (Under review). 'It's not their fault they have that skin-colour, is it?' Problematising racism in a British primary school. Political Psychology.


Prof Patrick Humphreys, BSc, PhD, Professor of Social Psychology
Decision making and decision support systems; project management, decision and negotiation; organisational transformation; primary health care resource management; authoring and communication.


Adam, F., Brezillon, P., Humphreys, P. and Pomerol J.C. (2002) Decision making and decision support in the Internet Age  Cork: Oaktree Press,


Dr Sandra Jovchelovitch, BSc (PUC-RS, Brazil), MSc (PUC-RS, Brazil), PhD, Reader in Social Psychology
Social representations; the social psychology of public life and community; dialogue and dialogical approaches to mind and development; participation; community development and health.


Understanding the communicative dynamic between self-other-object]. Hermés, 41: 51-57.


Dr Jan Stockdale, BSc, PhD, Senior Lecturer in Social Psychology
Policing; crime reduction and community safety; young people, criminal activity and anti social behaviour; social exclusion, deprivation and criminal justice; violence and harassment; gender; drug/alcohol use; process, outcome and economic evaluation.


Dr Andy Wells, BA (Wales), BSc (CNAA), DipCompSci, PhD, Lecturer in Psychology
Cognitive science; history of computation; psychological research methods; philosophy of psychology; evolutionary psychology.


Hania Kamel, 1995, *The Role of Mothers in the Social Development of their Infant's Facial Expressions.*


Thomas Fraser, 1996 *Self Esteem, Social Comparison and Discrimination: A re-appraisal and development of Tajfel's Social Identity Theory.*


David Steinberg, 1999, *Why Hollywood lost the Uruguay Round: The political economy of mass communication revisited*.


Caroline Howarth, 2000, *'So you're from Brixton?' Towards a social psychology of community*.

Miltos Liakopoulos, 2000, *The debate on biotechnology in Britain: A social psychological analysis of arguments, images and public perceptions*.

Dejan Vercic, 2000, *Trust in organisations: A study of the relations between media coverage, public perceptions and profitability*.


Elisabeth Juana Acha, 2001, *The Peruvian State and the Nature of the Police Forces*


Mary Ann Lauri, 2001, *The social psychology of social marketing: Promoting organ donation in Malta*.


Miguel Imas, 2003, *Authoring the organisational decision-making genre: writing managers' stories in Chile*.


Polyphasia, Emotions and Illness Action.

Nick Allum, 2005, Risk attitudes, social trust and knowledge: public perceptions of gene technology in Britain.

Kate Rigby, 2005, The Evolution of Sex Differences in Cognition: Mate Choice, Creativity and Concept Combination.


Alexandra Steinberg, 2005, Emergent knowledge dynamics in innovation: exploring e-business entrepreneurship after the dotcom crash.

Assaf Sharabi, 2006, Behind the Narrative Bars: Taking the perspective of the other in the Israeli-Palestinian conflict: Case study with Israeli children.


Manuela Nocker, 2006, Teams as Performative Knowledge Space: Co-authoring the narrative from IS development projects.


Susan Howard, 2007, The changing image of scientists in post-war Britain


Sevasti Nolas, 2008, Disrupting the Emancipatory Narrative: An Ethnographic Study of Participation in a Youth Inclusion Programme

Barbara Osborne, 2008, Making Sense of Repetitive Strain Injury: Identity Consequences and Adaption

Claudine Provencher, 2008, Cognitive Polyphasia in the MMR controversy: A Theoretical and Empirical Investigation


Public Lectures and Research Seminar Series

Academics from elsewhere in the UK and abroad are invited to contribute to the student experience through a number of seminars. Students are encouraged to attend these public lectures and seminars which take place throughout the year.

Dates for the 2008/9 academic session will be announced on the Institute website.

The 2007/2008 series included the following topics and speakers:

Psychology as a Social Science Lecture Series:
- Professor Stephen Pinker, Harvard University, The Stuff of Thought: Language as a Window into Human Nature
- Professor Steven Reicher, University of St Andrews, Public Lecture Beyond the Banality of Evil
- Professor Jim Flynn, University of Otago, Intelligence: Four Paradoxes and the Role of G
- Professor Lawrence Hirschfeld, University of Michigan, Why is it always ‘us’ and ‘them’? On the Natural History of Thinking Through Groups.
- Professor Michael Tomasello, Max Planck Institute for Evolutionary Antropology, The Human Adaptation for Culture

Institute Seminar Series:
- Mr Conrad Bird, Head of Strategic Communication, Government Communication Group, Cabinet Office, Government Communication
- Professor Pedrinho Guareschi, Catholic University of Rio Grande do Sul Brazil, Social Psychology and Social Change
- Dr Martin Bauer, London School of Economics, Resistance: the Social Psychology of Change and Response
- Professor Ian Lubek, University of Guelph (Canada), The Value of Community Health Initiatives
- Dr Brendan Gough, Institute of Psychological Sciences, University of Leeds, Unhealthy masculinities: Deconstructing media discourse on men’s health

Public Understanding of Science Seminar Series:
- Alice Bell, Imperial College, No Laughing Matter? Comedy in Science Communication
- Dr Petra Pansegrau, Institute of Science and Technology Studies (IWT), University of Bielefeld, Risks of communication - The public debate on global climate change in Germany
- Dr Sebastian Linke, University of Gothenburg, How context constrains science in public - 'Sociobiology' in Germany
- Dr Edgar A. Whitley and Aaron Martin, London School of Economics and Political Science, Perceptions of government, surveillance and privacy: the UK Identity Cards Scheme
- Dr Les Levidow, Open University, Democratising Agri-Biotechnology? European Public Participation in Agbiotech Assessment

Dr Nick Allum, University of Essex, What Makes Some People Think Astrology is Scientific?

Dr Martin W Bauer, London School of Economics and Dr Rajesh Shukla, NCAER, Delhi, Mapping the Societal Conversation of Science and Redefining the Problem of Public Understanding of Science
DISSERTATIONS OF RECENT STUDENTS

Copies of dissertations which obtained a merit and distinction grade, are available on Moodle and these include the titles:

(2005-2006)
- Lay & Professional Social Representations Of Mental Illness Among Urban Communities In Karachi, Pakistan.
- Lady Health Workers In Pakistan: Determining The Links Between Rhetoric And Reality.
- Stigmatisation Of Sickle Cell Anaemia: Young Women’s Willingness To Consider A Male Sickle Cell Sufferer As A Potential Life Partner.
- The Voices Of Immigration Detainees.
- Psycho-Social Factors Influencing The Disappointing Outcome Of A HIV Intervention In Eastern Zimbabwe.
- Re-Constructing Social Identity: Second Language Acquisition As A Tool For Immigrant Identity Negotiation.
- Social Representations Of Hiv/Aids Amongst Indian Women In Mumbai City.
- Finding A Home In The Public Sphere: Young Women, Social Representations And Encounters With The Political.

(2006-2007)
- Healthy Communities: Participation And Performance Amongst Canadian Urban Inuit.
- A study into the effect of a spiritual practice on well-being.
- Men And Intimate Labour: Masculinities In Informal Care.
- Generation XXX: Raunch Culture, Sexual Identity And The Future Of Pornified Societies.
- Challenging HIV/AIDS Stigma In Community Settings In China.
- The Problem Of Teenage Pregnancy In South Africa: Exploring Social Representations And The Experience Of Early Childbearing.
- Participatory Video: Authentic Knowledge For Social Change? An Analysis Of The Use Of Participatory Video As A Tool For The Promotion Of Good Health Practice.
• Not All Black Boys Are Troublemakers: Stereotyping Violence In African-American Boys: Positive Identity Formation As A Healing Agent.


• Nazarenes And Networks: Social Capital And Empowerment Among The Nazarenes In Nairobi, Kenya

• Poverty Reduction Programmes In Nigeria: From Policy To Practice

• Appreciative Inquiry And Extended Language Video Representations Of Community And Future By Rural Costa Rican Youth

• Raising Critical Consciousness Amongst International Development Workers: A Social Representations Study

• Exploring The Role Of Grassroots Social Networks In The Reduction Of HIV/AIDS Stigma: A Case Study From Rural Zimbabwe

• The Empowering Effect Of Microcredit In East London

• A Process Of Critical Consciousness: Using Photovoice For Schools-Based HIV Prevention In Botswana
Appendix 1
Coursework Feedback Forms

LONDON SCHOOL OF ECONOMICS: INSTITUTE OF SOCIAL PSYCHOLOGY
MSc Social and Cultural Psychology/MSc Organisational and Social Psychology/
MSc Social and Public Communication/MSc Health, Community and Development

Feedback for Full-Unit Coursework 2008/2009

CANDIDATE NUMBER:       C O U R S E:    
ASSIGNMENT:               

<table>
<thead>
<tr>
<th>CONTENT (relevance, accuracy, breadth, argument):</th>
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<tbody>
<tr>
<td>Unsatisfactory □</td>
<td>Fair □</td>
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<tr>
<th>PRESENTATION (clarity, consistency, structure, conclusion):</th>
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<tbody>
<tr>
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<td>Fair □</td>
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<tr>
<th>CRITICAL JUDGEMENT (depth, imagination, critical appraisal, thoroughness):</th>
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<tbody>
<tr>
<td>Unsatisfactory □</td>
<td>Fair □</td>
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</tbody>
</table>

GENERAL COMMENTS ON ASSIGNMENT:

Strengths:

Areas for Further Development:

Other:

Provisional grade (subject to confirmation at the final meeting of board of examiners):

D = Distinction (70+)  M = Merit (60-69)  P = Pass (50-59)  F = Fail (30-49)  BF = (0-29)

Marker's initials (for further feedback/discussion):
Feedback for Half-Unit Option Coursework 2008/2009

CANDIDATE NUMBER:     COURSE CODE:

ASPECTS OF EVALUATION:

Critical Judgement/Content:
- Intellectual content: Low 1 2 3 4 5 High
- Originality: Low 1 2 3 4 5 High

Presentation:
- Organization: Low 1 2 3 4 5 High

Content:
- Writing skills: Low 1 2 3 4 5 High
- Use of materials: Low 1 2 3 4 5 High

Areas for improvement (as ticked):
1. Make (more) reference in the text to articles and/or books and/or statistical sources in order to substantiate the arguments made in the essay.
2. Make fuller reference to texts quoted (e.g., using Harvard system). Quotations, tables and statistics need full sources, including page numbers.
3. More analysis of the essay question and planning of the answer is required.
4. Longer introduction and planning of the answer is required.
5. More sign posting for essay structure is needed in order to help the reader to follow the argument.
6. A fuller conclusion needs to be drawn.
7. Include a full List of References.
- essay too short/too long
- use of one-sentence paragraphs
- style over-ornate
- odd use of capitals
- use of slang, informal
- or inelegant expressions
- too many subtitles
- use of sexist language
- use of unacceptable abbreviations
- illegitimate resort to note form
- excessive use of numbering
- contains typing errors

9. Problems with: sentence-construction/grammar (g); spelling (s) punctuation (p)

D = Distinction (70+)  M = Merit (60-69)  P = Pass (50-59)  F = Fail (30-49)
BF = (0-29)

Marker's initials (for further feedback/discussion):
## APPENDIX 2
### Assignment Deadlines Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Michaelmas Term 2nd October – 12th December</th>
<th>Lent Term 12th January – 20th March</th>
<th>Summer Term 27th April – 3rd July</th>
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<tbody>
<tr>
<td>Book Review</td>
<td>27th October Week 4</td>
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<tr>
<td>Methods Assignment</td>
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<td>8th December Week 10 (formative)</td>
<td>9th February Week 5 (summative)</td>
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<tr>
<td>Option Course: Modern Social Psychology</td>
<td>24th November Week 8 (formative)</td>
<td>23rd February Week 7 (summative)</td>
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<tr>
<td>Core Course: Health, Community and Development</td>
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<td>12th January Week 1</td>
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<tr>
<td>All Institute option courses (LT)</td>
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<td>16th March Week 10</td>
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<tr>
<td>Research Report/Project Plan</td>
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<td>17th August</td>
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Please note that these deadline dates are for option courses with a ‘PS’ prefix only.