A

Style Guide

for Ph.D. Theses in the

Department of Social Policy

London School of Economics and Political Science

Edited by
Christopher L. Pallas

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1. Introduction

The goal of the Style Guide for Ph.D. Theses in the Department of Social Policy is to facilitate clear, consistent writing in all academic contexts, including conference papers, journal articles, and doctoral theses. Although the use of this guide is not mandatory for Social Policy students, it is highly recommended. The following sections describe the purpose of the guide, its basis in established academic style, and the ways in which it is used.

1.1 Purpose of the Guide

The purpose of this guide, first and foremost, is to facilitate student writing. Students are advised to use this guide because it will decrease the time and energy they spend answering formatting questions as they write their theses, dissertations, and papers. Use of the guide will also ensure that theses and dissertations meet certain mandatory requirements for format and printing that have been established by the university. Even those students who opt not to use this guide are encouraged to read the relevant chapter on printing and submission.

Second, this guide was created to encourage good style. At one level, good style will make your work more readable. Using a style that is familiar to the reader will allow them to anticipate and watch for signals, like a change in topic signaled by a new heading or the beginning of a quotation signaled by an indentation and a change in line spacing. Academic writing also has a certain feel and format that sets it apart from other literature. Using an appropriate academic style will signal to the reader that you have given them a serious academic work and they will read it accordingly.

Lastly, and by no means least, the department style was been created with publication in mind. Each policy-related journal is somewhat different, but most use the core elements of form described in this guide: 12 point font, three levels of headings, in-text citation, etc. Using the departmental style will minimize the reformatting necessary as you turn sections of your thesis into academic articles or, conversely, incorporate text from your academic articles or conference papers into your thesis. If you also use electronic formatting and Endnote, you will be able to make changes between different formats and citation styles with minimal difficulties.

1.2 Basis for the Guide

This guide is based on a survey of the publication requirements of the major British and American journals in social policy and the major style manuals used in the social sciences. It also takes into account the standards used by other major universities. The guide counts as its primary reference *The Chicago Manual of Style*, 15th edition (CMS) and students with style questions which are not answered by this guide are advised to reference the CMS. Most of the information in this guide, however, clarifies points of style on which the CMS is silent. On any points at which the CMS and this guide conflict, students are advised to follow this guide.

1.3 Using this Guide

As noted, the use of this guide optional. The most common measure of acceptable formatting in social policy is not adherence to a particular style, but rather consistency throughout any given piece of work. For that reason, students are advised to use either this guide or another guide, rather than picking piecemeal from multiple sources or creating an original style of their own. Other acceptable styles in the social sciences include those created by the American Psychological Association (APA) and the Modern Language Association (MLA). (The CMS, while quite comprehensive, may be less useful as a stand-alone guide because it presents multiple options for many formatting situations.) Please note that whatever style you choose, if you are submitting a thesis or dissertation you must follow the submission guidelines in the final chapter of this guide.

Whatever guide you choose to use, you will be best served by using it for all of your academic work, including submissions to advisors, draft chapters, and conference papers. Using appropriate formatting in the first draft of a piece is generally less time consuming than correcting the format during subsequent revisions. It will also allow you to cut and paste text from earlier works (e.g. a review of the literature sent to your advisor) into later ones (e.g. a chapter of your thesis) with a minimum of modification. For those writers less experienced with British standards for citation and documentation, consistent use of a style guide will also help prevent accidentally violating university plagiarism guidelines.

2. Getting Started

This section describes the use of the Microsoft Word template "Social Policy Standard" and the basic formatting to be used in most writing.

2.1 Using the Microsoft Word Template

Microsoft Word allows uses to create a collection of pre-set preferences which can apply to any new document. These are referred to as "templates". To use the social policy template, do the following:

- Open Microsoft Word. A blank page will appear.
- Click on the "File" menu and select "New." A menu labeled "New Document" will appear on the right-hand side of the screen.
- On the "New Document" menu will be a section labeled "Templates". Below the "Templates" label, click on "On my computer…". A pop-up box will appear.
- Double-click on Social Policy Standard. A new blank page will appear.
- Start writing.
- For chapter titles, use Heading 1
- For major headings, use Heading 2
- For subheadings, use Heading 3
- For ordinary text, use Normal.

2.2 Basic Formatting

The following notes cover font, headings, and page set-up. They should help you begin your writing. Other essentials, including citations, are covered in later chapters.

2.21 Font

All text should be in Times New Roman or a similar serif font, such as Garamond. Serifs are the small embellishments added to the main strokes of a character, such as the small horizontal line across the foot of the upper-case 'F' or the flag atop a lower-case 'l'. Sans serif fonts, of which Arial is the most common, have a clean, sleek look. They are commonly used in email and in business publications, and sometimes in curriculum vitae. However, san serif fonts are rarely used for body text in academic journals and are almost never used in academic books. One possible reason for this is that most sans serif fonts fail to distinguish between the characters 'l', 'I', and '1', all of which appear as a simple vertical line. Another may be that sans serif fonts often require more space than some serif fonts (particularly standards like Times New Roman) to achieve an equivalent degree of readability. In any case, sans serifs should not be used in your academic writing at the LSE.

2.22 Chapter Titles

Chapter titles should be in Bold 14 point font. The number of the chapter should be written on one line, followed by a hard return, with the title of the chapter underneath. Always use Arabic numerals (1, 2, 3, etc.) not Roman numerals (IV, V, IV, etc.) as your chapter numbers. If the title is too long to fit on one line, break the title at a logical point (e.g. a colon, period, or conjunction) and place the secondary element immediately under the main title.

If using a numbered format for your headings (see section 2.24), your chapters should also be in numbered format. Omit a separate line for the chapter number and place the number immediately adjacent to the chapter. See example 3.

Example 1:

Chapter 2

Three Debates on Global Civil Society

Example 2:

Chapter 3

Bringing Down the House:
Corruption Scandals in the US House of Representatives 1995-2005

Example 3:

2. Three Debates on Global Civil Society

2.23 Headings
Headings are used to divide your work. They help the reader distinguish between ideas and facilitate reviewing or finding key passages. In the body of your text, you may use up to three levels of headings to distinguish between ideas. You should not need more than three levels of headings. All headings should be in 12 point size, in the same font as the body of your text.

Major section headings: Major headings should use **Bold** font in title case, preceded by an empty line and followed by a hard return. Title case in the LSE Social Policy Style means that the first letter of the first word is in uppercase, as is the first letter of each succeeding word, except for articles (the, a, an), prepositions (of, in, for, etc.), and conjunctions (and, but, or). The paragraph immediately following a major heading begins flush left, without an indentation.

Subsections: Primary subsections should use *Italics* in title case, preceded by an empty line and followed by a hard return. The paragraph following should begin flush left, without an indentation.

Additional subsections: A third level of headings is only used occasionally in most social policy writing. In many instances, clear segues and the use of signposting words (e.g. next, further more, subsequently, lastly) will provide a more fluid and readable text than additional headings. However, in some instances you may find a third level appropriate.

In such cases, additional subsections should be Underlined and written in sentence case. (This means that only the first letter of the first word is capitalized.) They should be indented, and followed by a colon. There is no hard return before, nor is there one afterwards. Rather, the text starts immediately after the colon.

Note that there should only be one space between the colon and the adjacent text. Also, titles should not be treated as part of the following sentence. Thus one should write "US Congress: Congress has 435 members…" NOT "US Congress: has 435 members". (This level of heading does not appear in the social policy template because Microsoft Word will not recognize two styles on the same line. Use Normal and add the underline by clicking on the appropriate button.)

An example of all three levels of headings in use is shown below.

Enhancing Citizen Control

From the early 1980s through the period of the 10th IDA, civil society engaged with the World Bank in a number of ways that enhanced citizen control. Such engagement can be divided into three categories, some of which have also been identified by other authors. The first is improved transparency. Civil society has helped expose the Bank's policies and actions to public scrutiny by circulating information, researching its activities, and lobbying for the release of internal reports and other Bank-generated data. Civil society has also encouraged accountability, by challenging the Bank's public legitimacy, conditionalizing its funding, and promoting oversight and review mechanisms. Lastly, civil society actors have promoted dialogue, both over specific projects and general policies. Some of these mechanisms have been used successfully to pursue specific policy objectives. However, their larger significance in terms of democratization is that they have developed or reinforced patterns of citizen input which have diminished the World Bank's independence and autonomy.

Improved Transparency

Keck and Sikkink identify "information leverage" as one of the key tools employed by civil society organizations in their pursuit of specific policy goals (1998). Information leverage may include gathering testimony, disseminating information, or monitoring projects. Such practices, however, may be better construed as broader contributions to democratic global governance than as mere means to achieving limited policy change (Scholte 2004 pp. 211-13). Civil society contributions to transparency have taken three main forms: information transfer, information creation, and information liberalization. Each of these various types of transparency decreases the autonomy of international organizations by providing outside actors with the information necessary to evaluate, monitor, and direct the actions of international organizations. The forms are by no means mutually exclusive; the same civil society campaign may promote multiple forms of transparency and improved transparency may also overlap with the other types of governance reform to be discussed later.

<u>Information transfer:</u> Information transfer has been described by other authors as the publicizing of abuses or the dissemination of closely held information (c.f. Keck and Sikkink 1998; Nelson 2002; Nanz and Steffek 2004). It might be more accurately defined, however, as the provision of actionable information to third party agents such as government representatives or the general population. In this regard, civil society contributes to informed decision-making and breaks elite monopolies on information. Its actions are akin to the media's role in creating an informed electorate in a national democracy.

2.24 Numbered Headings
Some authors (or advisors) will desire numbered headings. Headings are frequently numbered in government documents. Some journals, e.g. *Development Policy Review*, follow suit. If numbering your headings, the first number of the heading should reflect the chapter number and is followed by a decimal point. Major headings are indicated in sequence, using the tenths place (2.1, 2.2, 2.3). Subheadings use the number of heading above them and are numbered in sequence using the hundredths place (2.31, 2.32, 2.33). Additional subheadings are not numbered.

Note that the first heading or subheading in a section is numbered 1, not zero. Thus begin a series of headings in chapter 2 with 2.1, not 2.0; begin subheadings under 2.1 with 2.11, not 2.10. This is because 2 and 2.0 are are mathematically the same number, as are 2.1 and 2.10.

Also, always number your sections mathematically. Thus smaller numbers like 2.17 always come before larger ones like 2.2. Occasionally you will find works where 2.17 is treated like “2-point-seventeen,” and so “2-point-two” precedes it. Do not use this model.

An example of the use of numbered headings is this style guide.

2.25 Body Text
The body of the text should be in 12 point font. Paragraphs should be arranged in tabbed format: the first sentence in each paragraph should be indented, except when appearing immediately after a main heading or subsection heading. There should be no extra lines between paragraphs. All text should be aligned left.

<u>Punctuation after a period:</u> Punctuation ending a sentence, including periods and question marks, should be followed by two spaces. Additional notes on punctuation are listed in section 4.1.

<u>Line spacing:</u> Line spacing should be set at 1.5 for most text. The exception to this rule is block quotations and footnotes, which are single spaced.

2.26 Margins
To facilitate binding, the margins must be set asymmetrically. Set the left margin at 3cm and the right margin at 2.5cm. Top and bottom margins should be left at the Word default: 2.54cm.

2.27 Page Numbers
Typically your thesis will be arranged as follows: title page, declaration of authorship (see section 6.62), abstract, table of contents, preface (if any), acknowledgements (if any), chapter 1, chapter 2, [etc.], reference list, appendices. Pages are numbered consecutively from the title page forward using Arabic numerals (1, 2, 3). This differs somewhat from standard publication format, in which the pages preceding the table of contents are numbered differently, but it is required by the Research Degrees Unit for theses and dissertations.

Page numbers should be set in the upper right-hand corner.

3. Citing Your Sources

Citing the sources used in your writing serves several purposes. First, it gives credit to the authors, interviewees, and others who words and ideas have inspired your own. It can also establish the credibility or veracity of your conclusions by linking them to an established source or concrete data. Finally, appropriate citation can serve as a guide to future researchers seeking to build off your ideas. By sharing your sources of information, you allow them to test your hypotheses and to locate sources for their own research.

This chapter deals with each of these aspects of citation. The following sections touch on plagiarism, citations, and the writing of reference lists.

3.1 Avoiding Plagiarism

The London School of Economics has very strict regulations regarding plagiarism and the Department of Social Policy has issued a document titled “Plagiarism Guidance”, intended to help students avoid violating the school rules. **All students are advised to read the departmental guidance**, which is included in Appendix 2. However, it is important to note that the following must always be cited:

- Text from another source. Note that text used verbatim must be put in quotation marks. While paraphrasing is preferable to verbatim quotations in many situations, minimal changes in a quoted sentence or phrase (e.g. changing just a few articles, one or two words, or the punctuation) can create confusion as to authorship. In such cases, it may be better to retain the original form and put the passage in quotation marks.
- Paraphrases. Even when, for instance, summarizing a paragraph or a chapter from another work in your own words, you must cite the original source.
- Ideas borrowed from another source. If you are using a specific concept or theory from another author, you should attribute that concept or theory when you introduce it in your work.
- Facts derived from others’ research or occurring in a unique source. If you checked a history book to find the date of the Battle of Trafalgar, you do not need to cite the book; the date is common historical knowledge available in many places. If, however, you make reference to a meeting between Tony Blair and Bill Clinton and the details are only available in Clinton’s memoirs, then you must cite the memoirs. Likewise, if the only available statistics on teenage use of methamphetamines come from a single study, you must cite the study when using the statistics. This gives researchers fair credit for their discoveries and it avoids giving your reader the false impression that you have an inside source at Downing Street or have yourself compiled the drug statistics. It also gives your work transparency: if Clinton is later shown to have dissembled in his memoirs or the methamphetamine study is discredited, future readers will be able to reassess any conclusions made based on erroneous information.

3.2 In-text Citation, Footnotes, and Endnotes

Common forms of citation include in-text citation (sometimes referred to as parenthetical citation or Harvard Style), footnotes, and endnotes. In *in-text citation*, information is listed in the body of the text itself, usually in parentheses after the sentence in which the information is cited. Usually this information is limited to the author's last name, the date of publication, and any relevant page numbers. A separate reference list is then printed at the end of the work with complete information on all of the works cited. *Footnotes* are complete citations, which include the author, publication date, publisher, title, etc., placed at the foot of the page on which the cited information appears in the text. Superscript numbers in the text inform the reader of when to reference a footnote.[1] If the same source is cited multiple times, subsequent citations use only abbreviated information. *Endnotes* function like footnotes, except that the information is placed at the end of the text. Footnotes and endnotes can also be used to make discursive statements, i.e. to provide details or commentary which are not appropriate in the text but might nonetheless be valuable to the reader.

The department has opted to use a combination of parenthetical citation and footnotes. Parenthetical citation is very popular among social policy journals. Citing works in the text gives the reader an immediate sense of the source or credibility of certain statements, while a comprehensive reference list at the end of the piece is useful to future researchers. However, not all works are appropriate for a reference list: for instance, raw data, unpublished papers, and interviews rarely appear. Such sources are also difficult to cite concisely in the text because they may not have an author, publisher, or publication date. Therefore, in keeping with the model of the Chicago Manual of Style and several leading journals, the department uses footnotes for certain types of works. Footnotes may also be used for discursive notes. This combination of parenthetical notation and footnotes is accepted by many (probably most) of those journals using in-text citation.

3.21 In-text Citation

In-text citation will be used for the majority of your citations. It should be used for all sources appearing in the end-of-text references list. These include books, journal articles, most government documents, and media articles.

Formatting In-text Citation: At the end of the sentence containing the quotation or paraphrase, cite the author or authors in the following format: open parenthesis, author's last name, publication date, p. (for a single page) or pp. (for multiple pages), the page number(s), and closing parenthesis. Thus if citing a quotation taken from page 38 of a book written Hartley Dean and published in 2006, write (Dean 2006 p. 38). If the quotation is multiple pages, or you are paraphrasing information from multiple pages, you would indicate it thus: (Dean 2006 pp. 38-9) or (Dean 2006 pp. 38-41).

If one or more elements of the citation information are disclosed in the sentence, it is not necessary to include them in the citation.

Example 1 (no author necessary): The ideas laid out in Smith's *The Wealth of Nations* describe the efficiency of market forces – and the government interventions necessary to channel them (1776).

Example 2 (no citation necessary): Keck and Sikkink's *Activists Beyond Borders*, published in 1998, described international activism as being dependent on global networks.

Forthcoming pieces: If a work has been accepted for publication but is not yet published, its date should be given as "forthcoming". Thus, if David Lewis has shared with you the proofs of an upcoming article relevant to your research, you would cite it as (Lewis

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[1] For example.

forthcoming). Works that are forthcoming will often lack page numbers, so the these may be omitted.

Multiple authors: If a work has more than one author, all should be listed the first time the work is cited. For instance: (Keck and Sikkink 1998 p. 41) or (Bebbington, Lewis, Batterbury, Olson, and Siddiqi forthcoming). If a work has more than two authors and is cited multiple times, it is acceptable to cite only the first author in future citations, followed by "et al.", an abbreviation for the Latin phrase "et alia", meaning "and others". Thus, in future instances, one might write (Bebbington, et al. forthcoming).

Multiple citations in the same sentence: When multiple works are referenced in the same sentence, the citations should be separated by a semicolon. Thus, (Bebbington, et al. forthcoming; Keck and Sikkink 1998 p. 41).

Multiple sources from the same author: If you have several sources from the same author in the same year, you should add a, b, c, etc. to the publication date to indicate to which source a citation refers. The lettering should indicate the order in which the sources appear in the reference list (where they should be organized by publication date when the day or month is known or otherwise alphabetically by title). It is not necessary to repeat the author's name for each citation. Thus if a journalist named Marshal wrote a series of dispatches related to your work and you are using several in one sentence, you might write: (Marshall 1999a, 1999d, 1999e).

No author: When a document has no author, such as some government documents or a media piece without a byline, cite it by the publisher or publishing agency. Thus a World Bank report might be cited (World Bank 2000 p. 87). An editorial from the New York Times might be cited (New York Times 2000). However, many authorless documents, including interviews, survey data, and public laws, should actually be cited using footnotes. See section 3.22 for details.

Page numbers: Page numbers should be included for those citations referring to a specific statement within the text as opposed to the general work. When referring to an entire work, page numbers may be omitted.

For example: Several authors have argued that NGOs can successfully alter the behaviour of international institutions (Keck and Sikkink 1998; Fox and Brown 1998; Held 2006).

Page numbers should not be used when citing newspapers or other periodicals. As the *Chicago Manual of Style* points out, newspapers and magazines often feature the same story in several editions (e.g. morning and evening or US and European) and the page number may vary between these (2003 p. 700).

Punctuation and Placement: In-text citation goes inside the sentence, except when used in block quotes (see section 3.32). Any punctuation ending the sentence should be placed after the closing parenthesis. Citation should generally go at the end of the sentence. One exception to this is if two different ideas are discussed in the same sentence and you find it necessary to attribute each of these to a different author.

For example: It is difficult to reconcile the idea of worker control (Marx and Engles 1872) with a liberal conception of the market (cf. Smith 1776). [Cf. is an abbreviation for the Latin "confer", meaning "to compare".]

The citation always goes outside any quotation marks. For example: Held refers to this concept as "cosmopolitan democracy" (2006).

When the ending punctuation is a necessary part of the quotation, an additional period may be placed after the citation.

For example: According to one memoir, the soldiers' most frequent question was "Why are we fighting?" (Jones 1978 p. 29). Such confusion naturally undermined force morale.

3.22 Citation in Footnotes

Footnotes should be used to cite unpublished data (except forthcoming pieces), such as interviews, survey data, and observation notes, as well as personal correspondence, internal memoranda, conference papers, and unpublished manuscripts. Data which is 'published' only in the sense that it is recorded by the government or as part of a governance function should also be cited using footnotes. Examples include the minutes of Congressional committee hearings, laws, court cases, floor debate in Parliament, and the summary of a board meeting which a business releases to its shareholders.

Advice on formats can be found in the *Chicago Manual of Style*. However, because the sort of information contained in footnotes is so variable, it is difficult to prescribe strict rules on style. Consistency between similar footnotes is the most important thing. A few notes may be helpful:

- Interview citations should include the name of the interviewer, the name or pseudonym of the interviewee, and the date of interview. Citations should also include the location of the interview (or "by phone" for phone interviews), except where disclosing such information might threaten the anonymity of an anonymous subject.
- Quantitative survey data should include the title of the survey, the dates conducted, and the authors. In most instances it should also include the sample size and (briefly) any relevant methodological notes.
- Personal correspondence and internal memoranda should note both the author and the recipient as well as the date. If it is not obvious from the context of the citation, it may also be appropriate to include the subject of the correspondence or memo.
- Minutes of meetings or hearings should include the body holding the hearings, the date, subject, and location, and, where relevant, the primary participants. If referencing a statement made by a particular person during such hearings, begin by stating that person's name, for instance: Hillary Clinton, 19 January 2009, during hearings of the US Congress Senate Foreign Relations Committee on Mrs. Clinton's confirmation as Secretary of State, Washington, D.C.

3.23 Discursive Notes

Footnotes may also be used for discursive notes. Use such notes when you feel that additional information may be helpful to some readers but does not fit with the text or is not necessary for the majority of people reading a piece. Discursive footnotes should not be used to excess and many publications ask authors to keep their discursive footnotes brief and few in number. Some acceptable uses:

- Additional detail. For instance, you are describing a major government meeting and you recognize that specialists will want to know exactly who was present. However, because there were 22 people in the room, naming them all

in the text would break up your narrative and confuse most readers. Therefore you might name just the key actors in the text and list the others in a footnote.
- Methodological notes on published research, especially quantitative research.
- Rebuttals to common critiques of the argument you are making.
- Original version of a phrase or term that you have translated into English.
- English translation of a foreign word or phrase used in the text.

3.3 Formatting Quotations
Quotations should be formatted as follows:

3.31 Short Quotations
Quotations of less than three lines should be marked with double quotation marks. As noted above, the citation goes outside the final quotation marks. Punctuation generally follows the citation.

When ending punctuation is a necessary part of the quotation, an additional period may be placed after the citation.

For example: According to one memoir, the soldiers' most frequent question was "Why are we fighting?" (Jones 1978 p. 29). Such confusion naturally undermined force morale.

3.32 Block Quotes
Quotations of more than three lines may be set apart as block quotations or 'block quotes'. Rather than being marked by quotation marks, they are visually set off from the surrounding text.
- The text should be inset on both the left and the right, single-spaced, and justified.
- Citation should be part of the block of text but set outside the punctuation of the final line (and without additional punctuation after the citation).
- The text preceding the block quote should generally end with a colon, although exceptions are possible. See *The Chicago Manual of Style* section 11:17 for details.

An example:

Global civil society exists in reaction to the current system, but not to overturn it. Rather, GCS subjects the state-driven international system to a scrutiny to which it has historically been immune and pressures states to devise cooperative, global solutions:

> At the core of the development of global civil society is the concept of 'global responsibility'…. Each [GCS campaign] has implicitly or explicitly challenged the principles of sovereignty and non-intervention which have been seen as core assumptions of international civil society…. There has been a real struggle between the instincts of statesmen to maintain the principles of sovereignty and non-intervention, and the pressure from global civil society to transcend them. (Shaw 1992 p. 432)

By contrasting the globalized nature of civil society with the atavistic instincts of nation-states, the question of democracy is largely avoided. Simply expressing global concerns is a triumph for a globalized citizenry.

3.33 Quotations within Quotations

When one quotation is inside a short-form quotation, it should be delineated using single quotation marks. When using the block form, use double quotation marks to delineate internal quotations.

3.4 Creating a Reference List

A reference is complete information on a published work, given at the end of a document. It enables others to find the works you have used. If you are using the Endnote software (which is highly recommended), Endnote will automatically format your reference list for you. The Department of Social Policy prefers the CMS-b style, which derives from the *Chicago Manual of Style.*

3.41 Title of the Reference List

Reference lists should be labelled with a header in the chapter style (14 point Bold text, centered) stating "References". For articles, it does not need to be on a separate page. Note that you should not use the term "Bibliography". A bibliography is a list of every work you have consulted, not just every one you have cited. Most journals request that you only list those works that you have actually cited.

3.42 Formatting References

All references must provide the author(s), year of publication, title of the work, title of the journal (for articles) or edited volume (for edited works), location of publication, and publisher. Note that unlike the Harvard style, the department style lists the author's whole first name, not just her or his first initial. Some common examples:

- Book, one author:
    - Blogs, Joseph (1972) *Single Author Citations*. New York: Harper Collins.

- Book, two authors:
    - Doe, Jane and James Blogs (1979) *Citing Multi-Author Works*. New York: Harper Collins.

- Article in a journal (includes the journal name, the volume and/or issue number, and the pages of the artice):
    - Doe, Jonathan (1999) "Russia After Yeltsin: Looking Towards the Future" *Foreign Policy Review*, 27:5-31.

- Chapter in a book:
    - Gladstone, David (2008) "History and Social Policy" in Peter Alcock, Margaret May, and Karen Rowlingson, eds. *The Student's Companion to Social Policy.* Oxford: Blackwell.

- Website (must include author [if available], year of copyright or last update [usually at the bottom of the page], page title, URL, and date of access):

- World Bank (2008) “Urban Rail Programs Represent New Frontier” http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/0,,contentMDK:21982718. Viewed 23 November 2008.

3.5 Foreign Language References

When a piece is published in a foreign language, the reference should include the original title of the piece and the journal, newspaper, book, etc. in which it was published after the translated version. For works not written in the Latin alphabet, such as Chinese, Japanese, or Arabic works, there should be an English translation followed by the Romanised word in bracket. If the relevant words are translated into English directly without the Romanised words, it may be impossible for other readers to trace the source in the future and can often cause confusion.

For example, from Chinese to English, one might write: Journal of Social Policy (shehui zhengce xuekan). This indicates a journal in Chinese, not the British journal. If there is no Romanisation, people would think this is the English journal.[2]

If citing a foreign language source using footnotes, also be sure to include an appropriate translation.

[2] Thanks to Dr. Bingqin Li for making this point and providing the example.

4. Additional Style Notes

This chapter contains some additional notes on punctuation, spelling, numbers, and word usage.

4.1 Punctuation

Punctuation should hold to commonly accepted standards, particularly those used in the UK.

4.11 Spacing

Punctuation within a sentence, including colons, footnotes, and dashes, should be followed by a single space. Punctuation ending a sentence, including periods and question marks, should be followed by two spaces.

4.12 Periods and Commas with Quotations

Punctuation should only go inside the quotation marks if the punctuation itself is part of the quotation. Otherwise it should go outside the quotation marks. American students (and those trained in American formats) should note that this is a British distinction. In American writing, commas and periods at the end of a quotation are always placed inside the quotation marks.

4.13 Parentheses

When using parentheses, punctuation should go outside of the closing parenthesis (like this). (The exception is when an entire sentence is in the parentheses, in which case punctuation goes inside.)

4.14 Italics, Bold, and Punctuation Marks

Punctuation should be italicized (or printed in bold, underlined, etc.) only when it is part of a larger phrase receiving such treatment. Thus, in this sentence, the question mark is italicized: "Watching Obama at the convention, even some supporters wondered, *Can he win?*" In this sentence, the comma is not: "Researchers referred to this type of manufactured citizens movement as *astroturfing*, contrasting its artificiality with genuine grassroots action."

4.2 Spelling

Spelling should conform to UK standards. If using Microsoft Word, set your spellchecker to English-UK.

- Thus labour, not labor; colour, not color; defence, not defense; etc.
- "-ise" is preferable to "-ize" (thus organise, not organize) but either is acceptable as long as the author is consistent. This latter point is a concession to the fact that even set for "English – UK" the spellchecker in Microsoft Word does not catch -ize words as misspelled.

4.3 Social Policy Terms

The following terms are frequently used in social policy:

- Data. This word is plural.

- Health care. This should be written as two words; the one-word form, while common, is incorrect.
- Methodology. Methodology refers to the study of methods. It is sometimes used inappropriately as an 'academic' way of saying 'methods'. If you write a chapter containing a critical analysis of existing methods and explaining why you chose the methods you did for your thesis, you may title it "Methodology". But if you are simply including an appendix that describes your statistical procedures, it should be called "Methods".
- Nongovernmental organization. Not "non-governmental organization".
- Policymaking. This is generally written as one word.

4.4 Foreign Words or Phrases

Foreign words or phrases should be italicised, except for those which have been integrated into English (e.g. etcetera, zeitgeist). Foreign words not likely to be familiar to the reader should be translated the first time they are used, either in the text or in a footnote.

4.5 Idiomatic and Colloquial Expressions

Words or phrases which reflect commonly spoken expressions but which are not actual quotations may be marked by single quotations marks or italics. Single quotation marks may also be used to express irony or a contradiction between the spoken sense of a word and its usual definition.

Example 1: Teachers in the study group described some of their pupils as being 'posh', by which the teachers meant that the students cared more about expressions of status than academic attainment.

Example 2: This sort of *astroturfing* creates the appearance of a grassroots movement through professional organizing and high-volume funding.

Example 3: These 'public' consultation actually exclude most interested stakeholders.

4.6 Numbers

Numbers should be spelled out from 1 to 10 and displayed as figures from 11 to 999,999.

- When more than one number is being compared in a sentence or paragraph, all numbers should be displayed as figures, to facilitate comparison.
- At 1 million and above, the first number or numbers should be displayed as figures, with million, billion, or trillion following.
- Use billion or trillion rather than millions, to prevent awkwardness when talking about very large numbers, like government budgets or economic output.
- Use commas, rather than periods, to break up long numbers. For instance, hundred thousand should be written 100,000 (not 100.000).
- Use a period between whole numbers and fractions thereof, to denote a transition to decimal form (thus 10.5, not 10,5).
- Per cent is to be written as two words.

4.7 Gender-Neutral Language

Gender-neutral language should be used whenever possible, but not at the expense of clarity or good grammar. Therefore do not use "it" to refer to a person or "they" when a single person is intended. Likewise, do not use the passive form (The bag was moved to the chair) simply to avoid the active voice (She moved the bag to the chair).

Options for developing a gender neutral thesis or paper include rephrasing the text to facilitate the use of gender-neutral nouns (“an individual”, “the subject”, “humankind”), using “he or she” where this is not too cumbersome, or alternating between gendered pronouns in different examples or descriptions.

5. Title Page, Table of Contents, and Appendices

When the text of your thesis or dissertation is nearly complete, you will need to consider the title page, table of contents, and appendices. Although you may consider your appendices in advance, particularly if you are making reference to one or more appendices in the text, you will generally not need to deal with these until after your text is complete.

5.1 Title Page
The LSE degree regulations specify the title page of your thesis or dissertation must include the official title of the thesis, the candidate's full name as registered, the name of the LSE and the degree for which it is submitted.

5.2 Table of Contents
Theses and dissertations must have a table of contents. If you use the ‘styles’ function in Microsoft Word for your chapter titles, headings and subheadings, Word will create a table of contents for you. Word can also update it as your thesis changes. This is extremely useful and highly recommended.

Because of its length, your table of contents should show only two levels of detail: the chapter numbers and titles and the major headings in each chapter. Some advisors may prefer that only chapter titles be listed in the table of contents.

Appendices should also be listed in the table of contents, with a label and title. For example: Appendix 1: Notes on Methods.

5.3 Appendices
Appendices include additional information that is necessary for whomever is reviewing your thesis. This may include notes on methods, samples of your survey forms, or tables of statistical data.

The appendix should begin after your reference list and start on a fresh page. The first page of the appendix should be a miniature table of contents, listing the numbers of the appendices and their titles.

Each appendix should have a title which describes its contents written after the number. For example:

Appendix 1: Statistical Methods

6. Printing and Binding

The following information is provided by the Research Degrees Unit and applies to all LSE students seeking postgraduate degrees from the LSE. Students seeking a University of London degree face slightly different requirements and should contact Research Degrees for information.

Theses have to be robust enough to endure the examination process and also have to be easily identified.

Once the examination is successfully completed, a copy of the thesis is deposited in the School's library so that the research undertaken can be publicly available; it may be used to make a microfilm copy if requested.

Examiners sometimes require candidates to make minor amendments to otherwise successful theses. If you are asked directly by your examiners to make amendments, you should check with them whether to give your corrected theses to the examiners, your supervisor or the Research Degrees Unit. If you had originally submitted all copies of your thesis softbound, you must now have it hard-bound, whether you were required to make amendments or not. It is not possible to issue your diploma until we have the final approved copy of the thesis in the required format.

If you are entering for a University of London degree, slightly different arrangements will apply. If at any stage you are uncertain what to do, please ask the Research Degrees Unit.

For the requirements of a thesis (including any length limitations), the current Regulations for the relevant degree should be consulted. Every candidate submitting a thesis must do so in accordance with the following instructions:

6.1 Number of copies

Two copies must be submitted to the Research Degrees Unit. However, a candidate may be required to provide a third copy of their thesis if a third examiner is appointed at any stage in the examination process. Each candidate is required to bring one additional copy to the oral examination paginated in the same way as the copies submitted to the School and adequately bound.

6.2 Presentation

Theses must be presented in a font size and style which is easily readable. Any photographic and other illustrations should be permanently mounted on A4-size paper and bound in with the thesis. In no circumstances should adhesive tape or similar materials be used for any purpose. You must make every effort to correct errors before submission. It is not the task of examiners to act as editors or proof-readers of a thesis.

6.3 Paper

A4 size paper (210 x 297 mm) should be used. Plain white paper must be used, of good quality and of sufficient opacity for normal reading. Only one side of the paper may be used.

6.4 Layout
Margins at the binding edge must not be less than 40 mm and other margins not less than 20 mm. Double or one-and-a-half line spacing should be used, except for indented quotations or footnotes where single spacing may be used.

6.5 Pagination
All pages must be numbered in one continuous sequence, i.e. from the title page of the first volume to the last page of type, in Arabic numerals from 1 onwards. This sequence must include everything bound in the volume, including maps, diagrams, blank pages, etc.

6.6 Components of the Thesis
Theses must include the following:

6.61 Title Page
The title page must bear the officially-approved title of the thesis, the candidate's full name as registered, the name of the LSE and the degree for which it is submitted.

6.62 Declaration of Authorship
The title page should be followed by a signed declaration that the work presented in the thesis is the candidate’s own and, if appropriate a statement of conjoint work. A template is available on the Research Degrees website.

6.63 Abstract
The title-page should be followed by an abstract consisting of no more than 300 words. An extra copy of the abstract typed on the special form provided with the entry form, is required for publication in the ASLIB Index of Theses. You should submit this copy to the Research Degrees Unit at the same time as you submit your theses.

6.64 Table of Contents
In each copy of the thesis the abstract should be followed by a full table of contents (including any material not bound in) and a list of tables, photographs and any other materials. [Lists of abbreviations, key dates, or other such keys to the material should immediately follow the table of contents – ed.]

6.7 Illustrative material
Illustrative material may be submitted in the following forms:
(a) Audio recordings: CD
(b) Photographic slides: 35 mm in 2" x 2" frame,
(c) Illustrative material in other forms may be submitted at the discretion of the Academic Registrar. Enquiries should be made well in advance of the submission of the thesis to the Research Degrees Unit. Any material which cannot be bound in with the text must be placed either in a pocket inside or attached to the back cover or in a rigid container similar in format to the bound thesis. If it is separate from the bound volume it must be clearly labelled with the same information as on the title-page (see Section 6 above). Each copy of the thesis submitted must be accompanied by a full set of this material.

6.8 Binding
In the first instance (for examination) candidates should submit two copies of their theses, either
• two of which are soft-bound, or
• one which is soft-bound and one which is hard-bound.

All theses, except the copies submitted for the examination, must
• be covered in medium blue cloth;
• be lettered in gold up the spine with degree, year, and surname and initials in the same form as the LSE records, with letters 16 or 18 point.

Hard-bound theses must have the pages sewn in (not punched).
Soft-bound theses should have the pages glued in (not spiral-bound).
Final copies of theses submitted in any other form of binding will not be accepted.

After the examination is complete you should make sure that the Research Degrees Unit has one hard-bound copy of your thesis with any required corrections completed (or one hard-bound and one soft-bound if you are getting a University of London degree). The School will not issue the result of the examination to success¬ful candidates until it has received this copy and the examiners have confirmed that any amendments to the thesis required by them have been made.

Addresses of binders are available on the Research Degrees web pages.

7. Open-Access Publication

Students and faculty are encouraged to submit pre-publication works to LSE Online, an online, open access repository of work by LSE researchers. Full information is provided in Appendix 3.

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Appendix 1: Advice on Writing

Originally published by Durham University Department of Anthropology: Writing Across Boundaries. See http://www.dur.ac.uk/writingacrossboundaries/writingonwriting/julianlegrand/

Many Ph.D. supervisers tell their students – rightly – to start writing early. But it is even more important to finish writing early. For every thesis, there will always be more that could be done to improve the work: another article or book to read, another interview to undertake and to analyse, another argument to refine, another data set to explore, another regression to run. But these are false sirens; like Odysseus' sailors, the student must plug his or her ears to their songs and steer for port.

This applies not only to theses but to post-doctoral publications. I know of many academics who have got an article – or even a book - 90% of the way towards publication, but cannot bring themselves to complete the final 10%. I've also had one or two Ph.D. students in the same position with respect to their theses. This is partly because of a misplaced perfectionism: the feelings of the kind I've just described. All the loose ends have to be tied up, every argument must be polished, every counter-argument effectively rebutted. But it also arises from a reluctance to put one's head above the parapet. Once the thesis is submitted, the article sent to a journal, or the book manuscript dispatched to the publisher, they are open to judgment. No longer can they, or their author, remain in the realm of glittering potential; now they, and their author, are out there in the open, for peer assessment - and for peer criticism.

Of course these two concerns are related. The desire for perfection comes in large part from the fear of criticism. But, to misquote Kipling, these two imposters must be faced down. Nothing can ever be perfect, nothing immune from potential critique. There will never be a finishing point where it is all done. To misquote someone else – Iris Murdoch, I think, but irritatingly I've never been able to find the source - you never finish a piece of academic work; you only abandon it.

Julian Le Grand

London School of Economics

August 2008

Appendix 2: Plagiarism Guidance

DEPARTMENT OF SOCIAL POLICY

PLAGIARISM GUIDANCE

Declaration on Assessed Work
When submitting assessed work, all students are required to sign a declaration to confirm that they have read and understood the School's regulations on assessment offences and that the work submitted is their own, apart from properly referenced quotations.

Plagiarism

You must avoid the act of plagiarism when referring to other sources to support your assessed work. Please read the information below carefully.

• *Defining Plagiarism*

"To take and use the thoughts, writings, inventions, etc. of another person as one's own."
(Oxford English Dictionary)

The **School** regulations state that:
"All work for classes and seminars as well as scripts (which include, for example, examinations, essays, dissertations and any other work, including computer programs) must be the student's own work. The definition of a student's own work shall include work produced by collaboration expressly permitted by the department or institute concerned. **Quotations must be placed properly within quotation marks and must be cited fully and all paraphrased material must be acknowledged completely.** Infringing this requirement, whether deliberately or not, or the deliberate or accidental passing off of the work of others as the work of the student is plagiarism.

Plagiarism refers to any work of others, whether published or not, and can include the work of other candidates. Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such and a full reference to their sources must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source."

The most obvious form of plagiarism is to use someone else's words without any acknowledgment whatsoever. However, **inadequate referencing can also result in plagiarism**. For example, inserting a section of text (of any size) from someone else's work in to your own without quotation marks would be plagiarism even if the source were acknowledged in a precise reference. **If you use verbatim material from other sources it must both be in quotation marks and precisely referenced with page numbers.** When the work of other people is referred to, there should always be an acknowledgement.

Please note that plagiarism can arise from failing to source material obtained from Internet sources as well as from books, articles, etc.

• *Avoiding Plagiarism*

The appropriate citation of sources is an important tool for scholarly work and the responsibility for learning the proper forms of citation lies with the individual student. However, the Department of Social Policy and the School do provide resources to assist students. Information about referencing is available in the *Guidelines for Writing a Good Essay* document on the *Information for Current Students* section of the Department website and you should also refer to LSE Learning World (http://learning.lse.ac.uk/) for further study skills. In addition, it is advisable to observe the standards used in top refereed journals and follow them.

If you are unclear about plagiarism and/or require assistance with referencing you should consult your supervisor and/or course lecturers for advice.

Further useful sources of information:

The JISC Plagiarism Advisory Service gives guidance on accurate referencing:
http://www.jiscpas.ac.uk
There is also useful information on the following website:
http://www.hero.ac.uk/sites/hero/uk/studying/studying_and_learning/plagiarism.cfm

• *Detection of Plagiarism*

In a case of suspected plagiarism, the Department will act according to the School's *Regulations on Assessment Offences*, which can be viewed at the following link:
http://www.lse.ac.uk/resources/schoolRegulations/regulationsOnAssessmentOffencesAndPlagiarism.htm

Appendix 3: LSE Research Online

This information is taken from the library website: http://eprints.lse.ac.uk/faq.html

LSE Research Online-FAQs

1. How do I use LSE Research Online?

Please click here for the User Guide.

2. What is LSE Research Online?

- an online, open access collection of publications by LSE researchers
- "a university-based institutional repository is a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members. It is most essentially an organizational commitment to the stewardship of these digital materials, including long-term preservation where appropriate, as well as organization and access or distribution."[1] (Lynch, 2003)

If you are searching for LSE expertise, please use the LSE Experts directory part of the new Research and expertise website.

3. What does LSE Research Online contain?

- articles in refereed journals
    - accepted versions
    - submitted versions
- articles in un-refereed journals
- books
- book chapters
- discussion and working papers
- conference material
- theses
- forthcoming publications

4. Why set up an online open access repository?

- to provide a central collection of LSE research in one place on the web
- to provide a search mechanism for locating specific research by subject, keyword, LSE department or research centre, author or title
- to increase the visibility and impact of LSE research [2]
- to offer cross-searching with repositories at other universities in the UK and globally
- to preserve LSE research papers for the future
- to reduce the barriers faced by researchers across the world, by making LSE research freely available
- to assist the efficient management of RAE submissions
- to provide easy access to information for the many journalists who enquire about LSE research
- to follow the House of Commons Science & Technology Select Committee's recommendation that all UK higher education institutions establish institutional repositories on which their published output can be stored and from which it can be read, free of charge, online... [3]

5. How strongly does LSE endorse the repository?

In June 2008 the Academic Board agreed that:

1. all LSE research outputs (subject to an opt out by authors in cases where commercial or academic considerations make inclusion inappropriate) will be entered into LSE Research Online.
2. LSE Research Online is made as useful as possible by the inclusion of abstracts and electronic links to journal articles or publishers' websites.
3. authors will be encouraged to provide full-text deposits of journal articles in pre-publication form, clearly labelled as such, alongside references to publications.

6. Why should my work be in LSE Research Online?

- research papers posted on departmental or personal websites may be retrieved using a search engine, but they are more likely to be retrieved and have a higher ranking if they have high quality metadata (bibliographic description of the item) attached. higher ranking and increased visibility of works results in:
    - increased citations to work
    - increased speed of certification (ie public claim of ownership) of work
    - better communication with other researchers
- time saving, especially for creation of bibliographies or details for CV's
- the repository will create a central archive of LSE research output, preserve it and make it accessible in the long term. This cannot be achieved by departmental or personal websites.
- usage/download statistics
- inclusion of links to associated materials, data, audio-visual materials, author's professional/personal home page
- links to cited references

7. What is LSE Research Online *not?*

- an alternative to publishing in scholarly journals
- an open access journal - see the Directory of Open Access Journals at http://www.doaj.org for more information on these
- attempting to play the same role as a peer-reviewed journal
- likely to increase plagiarism. A huge proportion of research materials is already available electronically. Open access allows instances of plagiarism to be checked more easily.

8. Who is managing LSE Research Online?

- LSE Library, reporting annually to the Research Committee.
- we have taken advice from interested parties within LSE and inspiration from examples of best practice across the world.
- library staff managing the repository are information professionals with experience of working with researchers and of creating high quality catalogue and index records.

9. How is material added to LSE Research Online?

- library staff will complete bibliographic details and add the full text
- academic staff are welcome to add their own papers. Bibliographic details will be checked by Library staff before a paper is made publicly available.

10. How much work do researchers need to do?

Very little! Library staff work to make the deposit process as seamless as possible. The responsibilities of researchers are as follows:

- the author should sign the Deposit Agreement. This gives the Library permission to store, copy and manipulate documents in order to ensure that they can be preserved and made freely available in the future. The agreement is non-exclusive, and the depositor does not give away any of their rights to the repository.
- if a research output or publication has one or more co-authors, get their agreement to the deposit in the repository.

Researchers also must conform to the following:

- the work should be original
- the author should not deposit works where copyright or other rights may be infringed

11. What are the responsibilities of the Library?

The Library will ensure that LSE Research Online:

- is well maintained
- remains fully searchable and complies with international standards
- complies with publishers' copyright policies

12. What about copyright?

- publications are covered by copyright law and clear conditions of use are displayed on the web pages. Readers will have no more rights for copying and downloading than in any other publication readers are made aware that documents may be protected by both foreign and UK copyright, and may not be downloaded for any commercial purpose
- the Library is working with the many publishers who now permit the archiving of articles in institutional repositories, without requiring a specific request to be made
- authors are increasingly scrutinising copyright transfer agreements and choosing to retain copyright. It is now common for authors to license the publisher to publish their work, rather than signing away their copyright
- find out your publisher's position using the RoMEO website http://www.sherpa.ac.uk/romeo.php or by checking the agreement you signed. The Library will help if you are not sure

13. What version of my work will LSE Research Online contain?

Authors are encouraged to deposit work in pre-publication form, clearly labelled as such, alongside web references to publications. This will ensure your work is accessible to all but still closely associated with the publication that contains the published version. Where available LSE Research Online contains links to an article's DOI (http://www.doi.org/) and the homepage of the journal or publisher website, ensuring the published version is clearly identified to users of the repository.

For full guidance on versions for authors, please see the VERSIONS toolkit for researchers.

14. What is the future of LSE Research Online?

Library staff, in association with the SHERPA project nationally, are investigating the optimum methods for long term preservation. In the digital environment this is a complex issue and one which publishers are not formally addressing. We feel it is important that LSE research output remains highly visible and accessible in the long term.

15. Which other UK institutions already have a similar repository?

* Bath * Birkbeck * Birmingham * Bristol * British Library * Cambridge * Cranfield * Durham * Edinburgh * Glasgow * Imperial * King's College London * Leeds * Newcastle * Nottingham * Open University * Oxford * Portsmouth * Royal Holloway * St Andrews * Sheffield * SOAS * Southampton * UCL * York

16. Contacts

General enquiries and to deposit your research:
LSE Research Online
lseresearchonline@lse.ac.uk

Frances Shipsey
eServices Librarian
f.m.shipsey@lse.ac.uk

Michelle Blake
Project Officer (eServices)
m.blake@lse.ac.uk

Chris Brown
ePrints Assistant
lseresearchonline@lse.ac.uk

Your department's Liaison Librarian
http://www.lse.ac.uk/library/atozservices.htm

17. Glossary:

Authorization
A means whereby the user can prove who they are, for example, a bona fide member of LSE.

Cross-searching
Searching across two or more sources such as databases at the same time with a single search.

Institutional repository
An open access archive, maintained by the institution and usually containing items resulting from research at that institution.

Metadata
Data describing data. A library catalogue is an example of metadata records about books and so on.

Open access
Made available via the world wide web to anyone with internet access. No barriers to access such as a password or payment. An open access repository is not the same as an open access journal.

Version Glossary

Draft
Early version circulated as work in progress

Submitted Version
The version that has been submitted to a journal for peer review

Accepted Version
The author-created version that incorporates referee comments and is the accepted for publication version

Published Version
The publisher-created published version

Updated Version
A version updated since publication

[1] Lynch, Clifford, (2003). Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age. ARL (Association of Research Libraries), Bimonthly Report 226, February 2003. Available at http://www.arl.org/newsltr/226/ir.html [Accessed 10.12.04]

[2] A growing body of evidence demonstrates that work that is freely available is cited more frequently and also has greater impact. For example the article by Antelman, K., (2004). Do open-access articles have a greater research impact? College and Research Libraries. September. pp. 372 - 382 concludes that "this study indicates that, across a variety of disciplines, open-access articles have a greater research impact than articles that are not freely available.

[3] Great Britain (2004) House of Commons Science & Technology Select Committee. Tenth Report. 2003-2004 session. Scientific publications: Free for all? Available at http://www.publications.parliament.uk/pa/cm200304/cmselect/cmsctech/cmsctech.htm [Accessed 10.12.04]