Student Handbook

2016-2017

- BA American Studies
- BA American Studies (with a Year Abroad)
- BA English and American Studies
- BA History and American Studies
- American Literature and Culture (Minor)
- American History and Politics (Minor)
# Table of Contents

- Welcome/Introduction ........................................................................................................... 4
- Induction ..................................................................................................................................... 4
- Joint and Major/Minor Students ............................................................................................ 4
- Centre for American Studies Details ...................................................................................... 5
- Centre for American Studies Communications ..................................................................... 5
- Staff List and Key Contacts ................................................................................................... 5
- Student Communications and Personal Details ...................................................................... 7
- Learn at Leicester .................................................................................................................... 7
- University Library .................................................................................................................. 7
- IT Services ............................................................................................................................... 8
- Student Learning Development .............................................................................................. 8
- Students’ Union Education Unit (ED) ..................................................................................... 8
- Learn a New Language with Languages at Leicester ............................................................. 9
- Other University Facilities ......................................................................................................... 9
- University Bookshop ............................................................................................................... 9
- University Regulations ........................................................................................................... 9
- Student Responsibilities .......................................................................................................... 10
- Attendance and Engagement Requirements ........................................................................... 10
- Neglect of Academic Obligations ........................................................................................... 10
- Examination Regulations ....................................................................................................... 11
- Course details ........................................................................................................................ 11
- Programme and Module Specifications .................................................................................... 11
- BA American Studies (3 year and 4 year) .............................................................................. 11
- BA English and American studies ......................................................................................... 13
- BA History and American Studies .......................................................................................... 16
- Year Abroad in North America ............................................................................................... 19
- Attendance and Engagement Requirements ........................................................................... 22
- Teaching Timetable ............................................................................................................... 22
- Coursework Submission ........................................................................................................... 22
- Change of Course/Module ....................................................................................................... 26
- Marking and Assessment Practices ......................................................................................... 26
- Feedback and the Return of Work from Staff ....................................................................... 26
- Progression and Classification of Awards ............................................................................... 27
- Scheme of Assessment .......................................................................................................... 27
- Scheme of Assessment for Joint Hons English & American Studies (QT37) ....................... 28
- Scheme of Assessment for Joint Hons History & American Studies (VT17) ....................... 28
Scheme of Assessment for BA American Studies (T701: 4-Year Degree) and BA American Studies (T700: 3-Year Degree) ................................................................................................................................................................. 28
  Referencing and Academic Integrity ................................................................................................................................................... 28
  What we mean by ‘plagiarism’, ‘self-plagiarism’ and ‘collusion’ ................................................................................................................................. 28
  Resources and advice to help you study with integrity and avoid committing plagiarism ................................................................................................................................. 29
  Referencing style ....................................................................................................................................................................................... 29
  A. Lectures .................................................................................................................................................................................... 30
  B. Seminars .................................................................................................................................................................................. 30
  C. Essay Writing ......................................................................................................................................................................... 31
  D. Referencing and Bibliography .................................................................................................................................................. 34
  E. Understanding Essay Marks ........................................................................................................................................................ 41
  F. Exam Preparation ........................................................................................................................................................................ 42
  Mitigating Circumstances ................................................................................................................................................................. 44
  Personal Support for Students ............................................................................................................................................................ 45
  Centre for American Studies Student Support Arrangements ........................................................................................................... 45
  Equal Opportunities ........................................................................................................................................................................ 45
  University Student Support Arrangements ........................................................................................................................................ 45
  Health Care and Registering with a Doctor .................................................................................................................................................. 47
  Careers and Skills Development ............................................................................................................................................................. 47
  Career Development Service .................................................................................................................................................................. 47
  Feedback from Students ........................................................................................................................................................................ 48
  Student Feedback Questionnaires .......................................................................................................................................................... 48
  Student Staff Committees .................................................................................................................................................................... 48
  Departmental Prizes ........................................................................................................................................................................ 49
  Societies .................................................................................................................................................................................................... 49
  Personal Belongings ........................................................................................................................................................................ 49
  Complaints and Academic Appeals Procedures ....................................................................................................................................... 49
Welcome/Introduction

Welcome to American Studies at Leicester!

Soon after the formal launch of the Centre for American Studies in 1997 we acquired the motto: 'Declare your independence'. This motto is appropriate for two reasons. The gaining and exercise of independence is a major theme in the American history, literature, politics and culture that you will be studying here at Leicester. More importantly, though, we know that by choosing American Studies you are declaring your independence from the academic mainstream.

The Centre for American Studies believes that the best way to understand a subject is to apply a variety of disciplines as tools to develop a multifaceted perspective. We also seek to develop your own independence as a scholar. We believe that the best work you do will be that which reflects your interests. During your time at Leicester you will build your research and writing skills to the point when, in your final year, you will have the chance to have your say on the American subject of your choice – from Elvis Presley to Toni Morrison, from the Revolutionary War to September 11.

This Handbook contains information that is crucial for all American Studies students. We encourage you to read it thoroughly and use it as a point of reference throughout the year – this applies whether you are a Single Honours American Studies student on the 3-year or 4-year degree, a Joint Honours student in English & American Studies or History & American Studies, or whether you are taking American Studies as a supplementary subject in your First Year.

All the staff in the Centre are delighted you have chosen American Studies and wish you well for your time with us. We trust that the knowledge and skills you acquire during your time at Leicester will help you go as far as you can in your learning and your life.

Dr Andrew Johnstone
Director of American Studies

Induction

During the initial weeks of Semester 1 Single Honours American Studies students will attend a series of sessions designed to help with adjusting to studying at university level. The work you do on the degree programme will steadily develop your existing skills in research, analysis and writing. These sessions will support you in that process of transition and development.

Full details of these sessions will be advised separately.

Joint and Major/Minor Students

As a student at the University of Leicester you will be on one of our pathways, taking either one subject or two subjects in combination. As a Joint or Major/Minor degree student you will build up relationships with both departments that you are studying with, however your degree will be linked to a home department. If you are doing a Joint degree your home department is the department for the first subject in the title of your degree programme. If you are doing a Major/Minor degree your home department will be your Major department. You will receive a handbook for both your subjects. Additional information for students studying more than one subject is available through www.le.ac.uk/learnatleicester.
Centre for American Studies Details

The Centre for American Studies website is at:
http://www2.le.ac.uk/departments/americanstudies

The American Studies Office is located in the Attenborough Tower, 7th Floor Room 707. Office hours are normally 9 am to 5 pm. Please note that in the first instance Amy Bentley, the American Studies Administrator, should be consulted about any general American Studies queries.

Centre for American Studies Communications

- **E-Mail**

  Email is the most frequent way by which your tutors will contact you about a range of matters. IT IS ESSENTIAL THAT YOU CHECK YOUR UNIVERSITY E-MAIL ACCOUNT DAILY. Please be aware that members of the Centre will expect normal levels of grammar and spelling to apply to any e-mail correspondence: they may not reply to e-mails that have been improperly formulated.

- **Blackboard**

  All AM core modules use the University’s Blackboard facility to post up lecture outlines, hand-outs and supplementary material for the use of students on particular modules. You can access Blackboard through the University homepage. Click on the Blackboard link and then log in using your University of Leicester username and password.

- **Noticeboards**

  Notices and reference information are all displayed here. Information on forthcoming events is displayed on the noticeboard on the 7th floor of the Attenborough Tower in the corridor between the lift and the paternoster. The notice-boards should be consulted regularly.

- **Pigeonholes**

  Staff pigeonholes are located in their home department/School (i.e. English, History, History of Art and Film and Politics).

Staff List and Key Contacts

<table>
<thead>
<tr>
<th>The Centre may be contacted at <a href="mailto:amstudies@le.ac.uk">amstudies@le.ac.uk</a></th>
<th></th>
</tr>
</thead>
</table>
| Amy Bentley  
Administrator for the Centre  
Attenborough 707  
ab543@le.ac.uk |  |

| Dr Guy Barefoot, History of Art & Film  
Chair of Student Staff Committee  
Careers Tutor  
Attenborough 1710  
gb80@le.ac.uk | Teaches the second year module on American film and visual culture and final year options. His research interests include British and American cinema and in particular Hollywood melodrama and the Hollywood serial. |

| Dr James Campbell  
Year Abroad Tutor (on leave November-May)  
Attenborough 613 | Teaches the first year module on US History from 1776 to 1877 and options on slavery in the Americas, the Civil War, and crime and punishment in the US. His research interests lie in race and criminal justice in the United States and the Caribbean and the comparative history of slavery in the Americas. |
<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Institution</th>
<th>Teaching and Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Elizabeth Clapp</td>
<td><a href="mailto:jc62@le.ac.uk">jc62@le.ac.uk</a></td>
<td>Attenborough 614</td>
<td>Teaches mostly nineteenth-century US history. Her teaching interests are in Populism and Progressivism, women's and social history. She also teaches American political history to the Civil War. Her research interests are in US women's history, particularly the role of women in social reform.</td>
</tr>
<tr>
<td>Mr Nick Everett</td>
<td><a href="mailto:ejc12@le.ac.uk">ejc12@le.ac.uk</a></td>
<td>Attenborough 614</td>
<td>Teaches American literature modules. His special interests include nineteenth-century and twentieth-century American poetry, particularly developments in form and genre, creative writing, and American autobiographical writing.</td>
</tr>
<tr>
<td>Sarah Graham</td>
<td><a href="mailto:ejc12@le.ac.uk">ejc12@le.ac.uk</a></td>
<td>Attenborough 614</td>
<td>Teaches American literature modules, with a focus on American texts from the Modernist period to the contemporary, especially in relation to gender and sexuality. Her special interests include the work of H.D. (Hilda Doolittle) and J.D. Salinger, contemporary fiction, representations of adolescence, and texts related to HIV and AIDS.</td>
</tr>
<tr>
<td>Professor Martin Halliwell</td>
<td><a href="mailto:ejc12@le.ac.uk">ejc12@le.ac.uk</a></td>
<td>Attenborough 614</td>
<td>Teaches American literature, film and cultural history. His research interests include 20th-century fiction, modernism and postmodernism, film adaptations, popular music, and 1950s &amp; 1960s American culture. His research interests are in transatlantic literature, intellectual history, film and critical theory.</td>
</tr>
<tr>
<td>Dr Andrew Johnstone</td>
<td><a href="mailto:ejc12@le.ac.uk">ejc12@le.ac.uk</a></td>
<td>Attenborough 615</td>
<td>Teaches the first-year module on 20th Century US history and final-year options on the Roosevelt Years and the Vietnam War. His research interests are in the field of 20th-century US foreign policy and internationalism.</td>
</tr>
<tr>
<td>Dr George Lewis</td>
<td><a href="mailto:ejc12@le.ac.uk">ejc12@le.ac.uk</a></td>
<td>Attenborough 615</td>
<td>Teaches the second-year module on Ethnicity and Diversity in American Life, options on McCarthy’s America and the Civil Rights Movement, and convenes the team-taught second year module on The American City. His research interests include southern politics, domestic anti-communism, ideas and concepts of “un-Americanism”, race relations, and in particular racism and white supremacy.</td>
</tr>
<tr>
<td>Dr Catherine Morley</td>
<td><a href="mailto:ejc12@le.ac.uk">ejc12@le.ac.uk</a></td>
<td>Attenborough 615</td>
<td>Teaches the second-year module on Ethnicity and Diversity in American Literature. Her research interests include contemporary American literature, transatlantic and transnational cultures and American Modernism.</td>
</tr>
<tr>
<td>Dr Deborah Toner</td>
<td><a href="mailto:ejc12@le.ac.uk">ejc12@le.ac.uk</a></td>
<td>Attenborough 615</td>
<td>Her research interests which include the social history of nation-building, race and identity, and political culture in the Americas in the nineteenth century, especially Mexico and the United States. Her teaching and research interests particularly focus on the social and cultural history of drinking, the history of indigenous peoples, and the Mexican-American war.</td>
</tr>
<tr>
<td>Dr Alex Waddan</td>
<td><a href="mailto:ejc12@le.ac.uk">ejc12@le.ac.uk</a></td>
<td>Attenborough 615</td>
<td>Teaches the first year Introduction to US Politics module and final year US politics modules. He is a specialist in American politics and contemporary history, particularly foreign policy, social welfare, and presidential politics.</td>
</tr>
<tr>
<td>Dr Zalfa Feghali</td>
<td><a href="mailto:ejc12@le.ac.uk">ejc12@le.ac.uk</a></td>
<td>Attenborough 615</td>
<td>Teaches final year American Literature modules. Her work in contemporary North American writing lies in border studies, reader studies, and citizenship studies.</td>
</tr>
</tbody>
</table>

**Note:** The above information is a natural representation of the extracted text from the student handbook. The email addresses provided are for contact purposes and may not be up-to-date or accurate.
We also have the following associated American Studies staff in the College of Arts, Humanities & Law (CAHL) during the 2016-17 academic year:

- Dr Claire Jenkins, Lecturer in film and TV Studies (cmj23@le.ac.uk)
- Dr Sheldon Penn, Lecturer in Latin American Studies (scp10@le.ac.uk)
- Professor Mark Phythian, Professor of Politics (mp249@le.ac.uk)
- Ms Laraine Porter, Lecturer in Film Studies (ldp9@le.ac.uk)
- Dr Harry Whitehead, Lecturer in Creative Writing (hdw5@le.ac.uk)
- Dr Terry Corps (tc76@le.ac.uk)

**Student Communications and Personal Details**

The University keeps a record of your personal details such as your full name, addresses i.e. home address and term-time address, telephone numbers, personal email address and your emergency contact details. It is important to keep your details up to date as this will help you to receive information about your studies and exams and also ensure that official documents are provided to you with the correct name details.

You can check and update your details by logging-in to MyStudentRecord - [http://mystudentrecord.le.ac.uk](http://mystudentrecord.le.ac.uk) using your University username and password. Click on the My Details tab and you will then be able to review and change your personal details. You should also notify the American Studies Office by e-mail of any changes to your personal particulars.

It is important that you check your University email account frequently to ensure that you do not miss any important communication from the University.

**Learn at Leicester**

Whatever your subject or level of study, there are many, many different ways in which you can access academic advice and support. The Learn at Leicester webpage provides you with further details of this support, together with direct links to a wide range of resources and services to help you:

- Make the most of the Library
- Develop your IT skills
- Manage your own learning
- Improve your English language
- Get independent advice about your course
- Manage your student information
- Sharpen your mathematics and statistics skills

You can access all of this by visiting: [www.le.ac.uk/learnatleicester](http://www.le.ac.uk/learnatleicester)

**University Library**

The Library is your gateway to high quality information relevant to your studies. Using it effectively contributes directly to your success.

The Library provides you with:

- access to a huge range of specialist digital and print information resources for your subject;
- help in finding and using information - online, face to face and by telephone;
- individual and group study space;
- PCs and wireless networking for your own device throughout the David Wilson Library;
- services for distance learners.
The Library is a shared resource for all members of the University. Please respect it and observe the Library regulations available at www.le.ac.uk/library/about.

To get started, visit www.le.ac.uk/library.

For information about American Studies library resources, please visit http://www2.le.ac.uk/library/find/subjects/americanstudies

**IT Services**

Whilst studying at the University you will have a **University IT account** and **email** address. There are hundreds of University PCs available with Office 2013 and many specialist programs to help you with your studies.

Visit www.le.ac.uk/it4students for more information about:

- **Student email**: access your email and calendar anywhere; on your laptop or mobile device
- **Printing**: print from any device to a University printer
- **Microsoft Office**: available at no cost whilst you study at the University
- **IT Help**: visit the Help Zone in the Library, phone 0116 252 2253, ithelp.le.ac.uk for IT Self Service, web chat or email ithelp@le.ac.uk
- **IT Training**: attend our workshops in Word, PowerPoint and Excel
- **WiFi**: free access to eduroam wifi on campus, in student accommodation or at other universities
- **PCs on campus**: there are over 900 PCs available, with 350 located in the David Wilson Library (including 24/7 access during exam periods)
- **OneDrive**: the online storage location for all your files
- **Blackboard Virtual Learning Environment**: support and information for all your courses
- **Leicester Digital Library**: access to journals, databases and electronic books online

**Student Learning Development**

Studying for a degree is a stimulating, challenging and rewarding experience. In order to make the most of this experience, the University of Leicester provides a wide range of resources and services to support and enhance your academic development in areas such as essay-writing, critical thinking, independent learning and time-management. The Student Learning Development Team is here to help you develop the skills and abilities you need in order to succeed in your studies. To find out more about how we can help you develop your academic skills and abilities, visit our website: www.le.ac.uk/succeedinyourstudies

**Students’ Union Education Unit (ED)**

Education help and advice is provided by the Students’ Union for all students.

If you would find it helpful to talk to someone outside of your department, we offer a free, confidential service to help and advise you about where to go and what to do. If you wish to come and talk to us about your personal circumstances or academic worries, for example, exams or putting together an academic appeal, we will provide professional and friendly support.

You will find the Education Unit staff in the Students’ Union Building on the first floor, within the West Wing. Opening hours are 10.00 am to 4.00 pm, and you can either pop in or book an appointment by contacting us on the following details:

**Contact**: Students’ Union Education Unit (ED), Students’ Union (First Floor)
+44 (0)116 223 1132 | educationunit@le.ac.uk | http://leicesterunion.com/support/education

Online chat facilities are also available for appointments and drop in sessions.
Facebook – https://www.facebook.com/talktoED (Drop in on Wednesdays, 3:30pm-4:30pm)
Skype - @ed_ucation1 (Drop in on Tuesdays, 9am-10am)

**Learn a New Language with Languages at Leicester**

There are many benefits to learning a new language. Not only could you **enhance your career prospects** and broaden your cultural horizons, but studies show that you could also improve your literacy skills, boost your memory, increase your attention span and even help to grow your brain!

Study with the **Languages at Leicester** Team on campus, and you will be taught by expert native tutors who are based within our School of Modern Languages, which has been ranked **3rd in the country in the University League Tables, The Guardian University Guide 2016.**

We offer **16 different languages** including Arabic, British Sign Language, Chinese, German, Korean and Spanish to name just a few, six levels of learning and two course lengths, so you can study in a way that suits you. Classes take place during evenings and Wednesday afternoons, as well as intensive ‘fast track’ courses on Saturday mornings.

Find out more about **Languages at Leicester**, including fees and term dates at: www.le.ac.uk/ml/lal.

The successful completion of a **Languages at Leicester course will appear on your Higher Education Achievement Report** (HEAR) when you graduate. For further details about the HEAR, please visit: www.le.ac.uk/hear.

**Contact:** Languages at Leicester +44(0)116 252 2662 | lalenquiries@le.ac.uk | www.le.ac.uk/ml/lal

**Other University Facilities**

**University Bookshop**

The Bookshop is owned by the University and is located on the ground floor of the David Wilson Library.

All prescribed and recommended texts are stocked, so that students can rely on the Bookshop for the books that they need in the course of their studies. We also sell a wide range of paperbacks and books of general interest. Books not in stock can be quickly provided to order. The Bookshop has a range of deals in the Autumn term which are exclusively for students.

Greetings cards, a wide range of stationery items and University of Leicester branded merchandise and clothing are always available.

The opening hours are:

- **Monday to Friday** 9.00 a.m. - 5.30 p.m. (5.00 p.m. in vacations)
- **Saturday** 10.00 a.m. - 2.00 p.m.

**Contact:** University Bookshop, David Wilson Library

+44 (0)116 229 7440 | bookshop@le.ac.uk | www.le.ac.uk/bookshop

Twitter: @LeicUniBookshop | Facebook: www.facebook.com/UoLBookshop

**University Regulations**

**Senate Regulations** ([www.le.ac.uk/sas/regulations](http://www.le.ac.uk/sas/regulations)) contain rules and other important information about being an undergraduate or taught postgraduate student at the University of Leicester. The Regulations are part of the formal contract between you and the University; you will have confirmed when completing registration that you will comply with procedures defined in the University’s Regulations.
The Quick Guide to Student Responsibilities (www.le.ac.uk/sas/regulations/responsibilities) summarises some of your most important responsibilities as a student at Leicester, as defined in detail in the Regulations. These responsibilities relate to:

- attendance
- submission of work by set deadlines
- term time employment (full-time students – Home/EU and International)
- illness or other circumstances impacting upon studies
- maintaining your personal details
- the additional responsibilities of international students

Failure to adhere to student responsibilities can have serious consequences and may lead to the termination of your studies.

Student Responsibilities

The University expects its students to behave responsibly and with consideration to others at all times. The University’s expectations about student behaviour are described in:

- the Student Charter
- the Regulations governing Student Discipline
- the Student Code of Social Responsibility
- the Code of Practice governing Freedom of Speech
- the University’s regulatory statement concerning Harassment and Discrimination

These can be found at www.le.ac.uk/senate-regulations

Attendance and Engagement Requirements

Attendance and engagement with your course is an essential requirement for success in your studies. The University’s expectations about attendance are defined in Senate Regulation 4: governing student obligations (see www.le.ac.uk/senate-regulation4). Full-time students must reside in Leicester, or within easy commuting distance of the city, for the duration of each semester. You should attend all lectures, seminars, practical sessions and other formal classes specified in your course timetable, unless you have been officially advised that attendance at a particular session is not compulsory or you have received formal approval for absence. You are also expected to undertake all assessments set for you.

The University operates a Student Attendance Monitoring procedure. Your attendance will be monitored throughout the academic year and if sessions are missed without an acceptable explanation being provided to your department then neglect of academic obligations procedures will be initiated. This may result in your course of study being terminated.

If you are an international student and your course is terminated this will be reported to UK Visas and Immigration (UKVI), in line with University sponsor obligations.

Neglect of Academic Obligations

You are expected to attend all learning and teaching events which are timetabled for you. These include lectures, tutorials or practical classes. You are also expected to submit work within the deadlines notified to you. Persistent failure to attend taught sessions and/or to submit work, without good cause, will be considered to be a neglect of academic obligations. Departmental procedures for dealing with neglect are set out within the University’s regulations (see http://www.le.ac.uk/senate-regulation4 ‘Neglect of academic obligations’). In the most serious of cases of neglect the University has the right to terminate a student’s course.
Examination Regulations

If your course involves any exams you must ensure that you are familiar with the University's Examination Regulations (www.le.ac.uk/sas/assessments/examregs). These contain a variety of regulatory information and instructions relating to exams, including the rules governing:

- scheduling
- admittance
- student conduct
- permitted and prohibited items and clothing
- use of calculators and dictionaries
- absence due to illness
- cheating

You can also find information about exams in the Students' Guide to Exams (www.le.ac.uk/sas/assessments/examsguide)

Course details

Programme and Module Specifications

View the programme and module specifications for your course via www.le.ac.uk/sas/courses

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module’s aims, teaching and learning methods, assessment components and their percentage weighting.

BA American Studies (3 year and 4 year)

In the online programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module’s aims, teaching and learning methods, assessment components and their percentage weighting.

INDUCTION

During the initial weeks of Semester 1 Single Honours American Studies students will attend a series of sessions designed to help with adjusting to studying at university level. The work you do on the degree programme will steadily develop your existing skills in research, analysis and writing. These sessions will support you in that process of transition and development. Full details of these sessions will be advised separately.

YEAR 1

Students take six 20 credit compulsory modules.

Semester 1

AM1001 Freedom Written in Blood: United States History, 1776-1877
AM1002 Classic US Texts
AM1003 Introduction to American Politics

**Semester 2**

AM1004 American History, 1877-Present
AM1005 Modern American Writing
HA1224 American Film and Visual Culture

**YEAR 2**

Students take six 20 credit modules. Five of these are compulsory, and one optional.

**Semester 1**

AM2013 Ethnicity and Diversity in American Literature 1950-2000
AM2016 Americas Plural
HA2224 American Film and Visual Culture

**Semester 2**

AM2011 The American City
AM2014 Ethnicity and Diversity in American Life

**Options**

HA2432 Contemporary Hollywood
HS2311 Domestic Revolutions: Women, Men and the Family in American History
HS2346 Slavery, The Civil War & Reconstruction in the United States
HS2359 From Beer to Fraternity: Alcohol, Society and Culture in North America
HS2318 Origins of Global Economy, 1783-1914

**FINAL YEAR**

Final-year students study two modules in each semester from an approved list, together with the following compulsory Dissertation modules:

3-year students: AM3018 (Semester 1) & AM3019 (Semester 2)
4-year students: AM3025 (Semester 1) & AM3026 (Semester 2)

AM3018/3019: DISSERTATION A and B (for T700)

The compulsory dissertation (10,000 words max) is written under the guidance of a supervisor appointed in the light of the student's choice of topic. It offers students the opportunity to undertake an extended piece of independent research and so to develop their writing and organisational skills, together with one-to-one teaching. The dissertation is submitted at the end of the module AM3019 taken in the second semester.

AM3025/3026: DISSERTATION WITH RESEARCH IN USA, A & B (for T701)

The compulsory dissertation with research in the USA (10,000 words max) aims to offer students the opportunity to undertake an extended piece of supervised research based on special access to resources facilitated by the year abroad, and so to develop their knowledge of the United States, writing and organisational skills, together with one-to-one teaching. The dissertation work is begun during the second
semester abroad in a research module directed by an American academic supervisor. The dissertation is completed during the final year in Leicester.

Students are required to show evidence of the use of US sources in their final work, and the dissertation grade will reflect research activity in the United States. The dissertation must include a two-page Statement of American Sources and Resources (NOT part of the word count of your dissertation). This should give a summary of the ways in which your work has been enhanced by your research time in the USA. Aspects to document might include use of archive sources; fieldwork (polls/surveys); library resources; consultation with American academics; use of American course material as a foundation/inspiration. The assessor will be able to reward those students who made best use of their time overseas. The dissertation is submitted at the end of module AM3026 taken in the second semester.

**BA English and American studies**

This chapter provides important information about the BA English and American Studies QT37 degree. You can view full programme and module specifications via: [http://www.le.ac.uk/sas/courses/documentation](http://www.le.ac.uk/sas/courses/documentation)

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module’s aims, teaching and learning methods, assessment components and their percentage weighting.

This Joint Honours Degree was introduced in 2007-8 in collaboration with the School of English. You will have access to both English and American Studies handbooks to support the two elements of your degree and we would encourage you to read these widely.

This section serves three purposes: (1) to outline key people within English and American Studies; (2) to give you guidance as to how to find relevant information in this handbook; and (3) to provide you with an overview of your degree structure.

1. **Key Members of Staff**

You will meet a number of staff members in your first few weeks here. Some will be teaching you; others you will meet during registration and induction; and others will be assigned as personal tutors. Listed below are staff who are particularly significant for your degree.

- **Dr Philip Shaw, Head of School of Arts**
  Tel: 0116 252 5363; Email: ps209@le.ac.uk
- **Dr Catherine Morley, Subject Lead for English and English & American Studies Senior Tutor**
  Tel: 0116 223 1068; Email: cm260@le.ac.uk
- **Dr Andrew Johnstone, Director of American Studies**
  Tel: 0116 223 1068; Email: cm260@le.ac.uk
- **Mr Nick Everett, Director of Student Progress**
  Tel: 0116 252 2644 ; Email : ngre1@le.ac.uk
- **Dr James Campbell, Year Abroad Tutor, American Studies**
  Tel: 0116 252 2583; Email jmc62@le.ac.uk
- **Dr Marion Krauthaker, Erasmus Co-ordinator**
  Tel: 0116 252 2690; Email mk467@le.ac.uk

(Contact to move to 4-year degree with a Year Abroad in Europe)
Mr David Revill, Administrator, School of English
Tel: 0116 252 2622; Attenborough 1514; Email: englishug@le.ac.uk about assessment matters relating to EN modules)

Miss Amy Bentley, Administrator, Centre for American Studies
Tel: 0116 252 5009; Attenborough 707; Email: ab543@le.ac.uk
(Contact about American Studies related matters and especially year abroad in North America)

The School Office is Attenborough 1514 for general enquiries and the American Studies Office is Attenborough 707.

2. Relevant Information

You will find a great deal of useful information in each of the sections of this handbook.

Induction Course for English American Studies Joint Honours students. Please see the information supplied by the School of English.

Week 3: Essay Writing and Referencing at Degree Level - details to be advised.

* Submission of American Studies Work

The regulations for submitting work on AM coded modules will be slightly different from EN coded modules. Please double check by reading the relevant sections of both your handbooks.

** Transfer to 4-Year Degree

Joint English and American Studies students are encouraged to apply to transfer to the 4-year degree in Semester 2 of their first year. A year abroad North America interest meeting usually takes place in mid-March. The deadline for submission of interest forms will be Wednesday 4 May 2016.

EITHER: to study abroad for a year in the USA at one of the Centre’s partner institutions (contact Dr James Campbell)

OR: to study abroad for a year in Europe at a partner institution of the School of English (contact Dr Marion Krauthaker)

Please be aware that final decisions concerning transfer to the 4-year degree will be made at the English & American Studies Exams Board in late June 2016. Transfer is not automatic, and those wishing to transfer will have to satisfy the Board, in terms of both their academic performance and their good academic standing.

If you wish to transfer onto the four year degree with a year in the USA, you will be expected to attend the Year Abroad induction course – details will be advised in due course.

N.B. Students who do not attend this course will not normally be allowed to take up their year abroad place.

3. Overview of BA English & American Studies Degree

Below is an overview of all the years of your Joint Honours Degree, with module codes and credit weightings.

YEAR 1

Students take three modules each from English and American Studies, each for 20 credits

Semester 1

EN1010 Reading English
EN1020 A Literary Genre: The Novel
AM1002 Classic US Texts
### Semester 2
- HA1224 American Film and Visual Culture
- AM1005 Modern American Writing
- EN1050 Renaissance Drama: Shakespeare and His Contemporaries

### YEAR 2
Joint Honours students take three modules each from English and American Studies, each for 20 credits

#### Semester 1
- AM2013 Ethnicity and Diversity in American Literature
- HA2224 American Film and Visual Culture
- EN2020 Renaissance Literature

#### Semester 2
- AM2014 Ethnicity and Diversity in American Life
- EN2050 From Satire to Sensibility: Literature 1660-1789
- EN2060 Concepts in Criticism

### FINAL YEAR (Year 3, or 4 if you have spent a year abroad)
Joint Honours students take a minimum of 40 credits each in English and American Studies. Students must take either ROUTE A in both semesters, or ROUTE B in both semesters.

#### Semester 1
- **ROUTE A** OR **ROUTE B**
  - EN3020 Romantics and Victorians: 1789-1870
  - American Studies option
  - EN3010 Dissertation
  - American Studies Dissertation (part 1)

#### Semester 2
- **ROUTE A** OR **ROUTE B**
  - EN3030 Victorian to Modern: Literature 1870-1945
  - EN3040 Post-war to Postmodern: Literature 1945-Present Day or Special Subject Module in EN3030 or EN3040
  - American Studies option
  - AM3019 or AM3026

- **ROUTE B**
  - EN3020 Romantics and Victorians: 1789-1870
  - American Studies option
  - AM3018 or AM3025
  - American Studies Dissertation (part 1)
American Studies Dissertation (part 2)

Students on the three year programme may take EN3010 (English Dissertation) or AM3018/AM3019 (American Studies Dissertation).

Students who have been to Europe must take EN3010 (English Dissertation). Students who have been abroad in Canada or the USA must take AM3025/AM3026.

**BA History and American Studies**

This chapter provides important information about the BA History and American Studies VT17 degree. You can view full programme and module specifications via: [http://www.le.ac.uk/sas/courses/documentation](http://www.le.ac.uk/sas/courses/documentation)

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module’s aims, teaching and learning methods, assessment components and their percentage weighting.

This Joint Honours Degree was introduced in 2009-10 in collaboration with the School of History. You will have access to both History and American Studies handbooks to support the two elements of your degree and we would encourage you to read these widely.

This section serves three purposes: (1) to outline key people within History and American Studies; (2) to give you guidance as to how to find relevant information in this handbook; and (3) to provide you with an overview of your degree structure.

1. **Key Members of Staff**

You will meet a number of different staff members in your first few weeks here. Some will be teaching you; others you will meet during registration and induction; and others will be assigned as personal tutors. Listed below are staff who are particularly significant for your degree.

Dr George Lewis, Head of School of History, Politics and International Relations  
Tel: 0116 252 5370; Email: gdgl1@le.ac.uk  
Dr Andrew Johnstone, Director of American Studies  
Tel: 0116 252 2861; Email: aej7@le.ac.uk  
Dr Deborah Toner, History & American Studies Tutor  
Tel: 0116 229 7392; Email: dt151@le.ac.uk  
(Contact for queries about Joint Honours degree regulations)

Mr Nick Everett, Director of Student Progress, American Studies  
Tel: 0116 252 2644 ; Email : ngre1@le.ac.uk  
Dr Svenja Bethke, First Year Senior Tutor, School of History  
Tel: 0116 252 5138; Email: sb744@le.ac.uk  
Dr James Campbell, Year Abroad Tutor, American Studies  
Tel: 0116 252 2583; Email: jmc62@le.ac.uk  
(Contact to move to 4-year degree with a Year Abroad in the USA)

Dr Claudia Prestel, Erasmus Coordinator  
Tel: 0116 252 5795 Email: cp59@le.ac.uk
(Contact to move to 4-year degree with a Year Abroad in Europe)  
Mrs Lynne Wakefield, School of History  
Tel: 0116 252 2803; Attenborough 707; Email: ljf3@le.ac.uk  
(Contact about assessment matters relating to HS modules)  
Miss Amy Bentley, Administrator, Centre for American Studies  
Tel: 0116 252 5009; Attenborough 707; Email: ab543@le.ac.uk (Contact about American Studies related matters and year abroad in North America). The School of History Office and the American Studies Office is Attenborough 707.

2. Relevant Information
You will find a great deal of useful information in each of the sections of this handbook.
Induction Course for History American Studies Joint Honours students – please see information supplied by School of History.
Week 3: Essay Writing and Referencing at Degree Level - Session hosted by American Studies– details to be advised.
* Submission of American Studies Work
The regulations for submitting work on AM coded modules will be slightly different from HS coded modules. Please double check by reading the relevant sections of both your handbooks.
** Transfer to 4-Year Degree
Joint History and American Studies students are encouraged to apply to transfer to the 4-year degree in Semester 2 of their first year. A year abroad in North America interest meeting usually takes place in mid-March. The deadline for submission of interest forms will be Wednesday 4 May 2016.
EITHER: to study abroad for a year in the USA at one of the Centre’s partner institutions (contact Dr James Campbell)  
OR: to study abroad for a year in Europe at a partner institution of the School of History (contact Dr Ian Harris)
Please be aware that final decisions concerning transfer to the 4-year degree will be made at the History & American Studies Exams Board in late June 2016. Transfer is not automatic, and those wishing to transfer will have to satisfy the Board, in terms of both their academic performance and their good academic standing.
If you wish to transfer onto the four year degree with a year in the USA, you will be expected to attend the Year Abroad induction course – details will be advised in due course.
N.B. Students who do not attend this course will not normally be allowed to take up their year abroad place.

3. Overview of BA History & American Studies Degree
Below is an overview of all the years of your Joint Honours Degree, with module codes and credit weightings.

**YEAR 1**
Students take four modules in American Studies and two from Historical Studies, each for 20 credits.

**Semester 1**
AM1001  Freedom Written in Blood: United States History 1776-  1877
AM1003  Introduction to American Politics
HS1002  The Shock of the Modern

**Semester 2**
AM1004 American History, 1877-Present

**CHOOSE TWO modules from:**

HS1012 Global History: Connections and Cultures in a Changing World, 1750 to the present
HS1013 Great Britain: The State We’re in
HS1016 Europe 1861-1991: Emancipation and Subjugation

**YEAR 2**

Joint Honours students take one multidisciplinary American Studies module, three American History modules, and either two non-American History modules or one non-American History module and Historical Research Methods. Each module is for 20 credits.

**Semester 1**

AM2016 Americas Plural
HS2400 Perceiving the Past

**CHOOSE ONE module from**

HS2234 Race and Ethnicity
HS2237 All Bourgeois Now? Class in History, 1700-2000
HS2238 Global Cities
HS2239 Radical Histories

**Semester 2**

AM2014 Ethnicity and Diversity in American Life

**PLUS ONE American History Module**

HS2311 Domestic Revolutions: Women, Men and the Family in American History
HS2318 Origins of the Global Economy, 1783-1914
HS2346 Slavery, the Civil War and Reconstruction in the United States
HS2359 From Beer to Fraternity: Alcohol, Society and Culture in North America

**PLUS**

HS2500 The Historian’s Craft (compulsory if taking History dissertation)

**OR ONE Non-American History Option**

HS2027 Classical and Post Classical Latin
HS2314 Imperialism and Decolonisation
HS2348 Rise and Fall of the Soviet Union
HS2360 History in the Classroom
HS2363 Architecture and rebellion: Ireland’s militarized landscape, 1796-1882

**FINAL YEAR (Year 3, or 4 if you have spent a year abroad)**
VT17 students take a dissertation in History or American Studies, plus four optional modules from History, American Studies and Politics. VT18 students taking a year abroad in the USA/Canada must write an AM dissertation in their fourth year.

**Semester 1**

Dissertation in History or American Studies

Two optional modules from History, American Studies or Politics.

**Semester 2**

Dissertation in History or American Studies

Two optional modules from History, American Studies or Politics.

N.B. Students must take at least 40 credits but no more than 80 credits in non-American history.

**Year Abroad in North America**

Students on the T701, QT37 and VT18 degrees spend their third year on an approved course of study with dissertation research at one of our exchanges:

<table>
<thead>
<tr>
<th>US/Canadian University</th>
<th>Principal City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University (Tempe)</td>
<td>Phoenix</td>
</tr>
<tr>
<td>Bellarmine University</td>
<td>Louisville</td>
</tr>
<tr>
<td>California State University (Long Beach)</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>California State University (Monterey Bay)</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Colorado State University (Fort Collins)</td>
<td>near Denver</td>
</tr>
<tr>
<td>George Mason University (Fairfax)</td>
<td>near Washington DC</td>
</tr>
<tr>
<td>Hastings College (Nebraska)</td>
<td>near Omaha</td>
</tr>
<tr>
<td>Illinois State University (Normal)</td>
<td>Chicago – St Louis</td>
</tr>
<tr>
<td>James Madison University (Virginia)</td>
<td>near Richmond</td>
</tr>
<tr>
<td>Kent State University (Ohio)</td>
<td>near Cleveland</td>
</tr>
<tr>
<td>Le Moyne College (Syracuse)</td>
<td>New York State</td>
</tr>
<tr>
<td>Louisiana State University (Baton Rouge)</td>
<td>near New Orleans</td>
</tr>
<tr>
<td>North Central College, Naperville (Illinois)</td>
<td>Chicago</td>
</tr>
<tr>
<td>Oklahoma State University (Stillwater)</td>
<td>near Oklahoma City</td>
</tr>
<tr>
<td>Old Dominion University (Norfolk, Virginia)</td>
<td>near Richmond</td>
</tr>
<tr>
<td>St John’s University, New York</td>
<td>New York</td>
</tr>
<tr>
<td>San Diego State University (California)</td>
<td>San Diego</td>
</tr>
<tr>
<td>State University of New York at Buffalo</td>
<td>near Toronto</td>
</tr>
<tr>
<td>Stetson University, Florida</td>
<td>DeLand</td>
</tr>
<tr>
<td>University of Alabama (Tuscaloosa)</td>
<td>near Oklahoma City</td>
</tr>
<tr>
<td>University of Arizona (Tuscaloosa)</td>
<td>Tuscon</td>
</tr>
<tr>
<td>University of Calgary (Canada)</td>
<td>Calgary</td>
</tr>
</tbody>
</table>
University of Florida (Gainesville) mid-Florida
University of Georgia (Athens) near Atlanta
University of Kansas (Lawrence) Topeka-Kansas City
University of Miami (Coral Gables) Miami
University of Mississippi (Oxford) near Memphis
University of North Carolina (Greensboro) Greensboro
University of Oregon Eugene
University of Southern Maine Portland
University of Texas (Arlington) near Dallas
University of Tulsa (Oklahoma) near Oklahoma City
University of Windsor (Ontario, Canada) near Detroit
Utah State University (Logan) near Salt Lake City
Willamette University, Salem near Portland, Oregon

Full details of these partner universities are available on the American Studies website – click on "Year Abroad": http://www2.le.ac.uk/departments/americanstudies

**Year Abroad Orientation Course**

This Orientation Course runs throughout Year 2 for and is designed to prepare you for the year abroad in the USA/Canada. It involves a series of meetings, usually in October, March and June which second-year T701, QT37 and VT18 students are expected to attend.

The Orientation Course has three crucial meetings through the year which you are required to attend.

1. **Preliminary Year Abroad Meeting**

   This will be convened in the first semester (usually October) of the second year by the Year Abroad Coordinator James Campbell and the Year Abroad Administrator Amy Bentley. In this meeting you will be given information about the year abroad generally, as well as about each of our partner universities. You are encouraged to contact final-year students who have been to the US or Canada and American/Canadian students on campus.

   Following this meeting you will have chance to discuss your year abroad choices with James Campbell and you will be asked to rank your choice of North American universities in order of preference. The University’s need to keep the number of outgoing and incoming students more or less equal means that you are not guaranteed your first choice. However, you can expect to go to one of the universities in your top four choices.

   PLEASE NOTE: first-year marks are taken into serious consideration when year abroad transfers and placements are made.

   All students intending to spend a year abroad must attend this meeting. Fourth-year students who have returned from their Year Abroad will be available to provide information and answer questions about all aspects of the experience.

2. **Mid-Year Meeting**

   This session, held towards the beginning of the second semester, is also convened by the Year Abroad Tutor Year Abroad Administrator. It deals with some of the practicalities of the year abroad as well as our academic requirements.
3. Pre-Departure Meeting

This session is held in June for all students going to the US/Canada in the second semester. This third meeting is absolutely compulsory as the final session for preparing you for your year abroad.

Poor Performance

The Centre for American Studies reserves the right to transfer any first-year or second-year T701 student onto the T700 3-year degree who demonstrates particularly poor performance in assessed work. Only students who have passed all coursework, are deemed to be in good standing and have completed their Dissertation Form will be allowed to proceed with their Year Abroad application.

Year 1 T700 students who wish to apply for transfer to the 4-year degree should notify the Year Abroad Tutor by the end of February 2017 at the latest. Decisions concerning transfer will be made at the American Studies Exam Board at the end of June in consultation with External Examiners. Transfer is not automatic, and those wishing to transfer will have to satisfy the Board of both their academic performance and their good academic standing. Priority in allocating year abroad places will be given to T701 students and those on the joint degrees. As such, T700 students who are accepted onto the year abroad may have a reduced selection of US/Canadian universities to choose from.

NOTE: there are minimum grades for entry to North American universities. It is a requirement of the University of Leicester that all students spending a year at a partner institution in the US/Canada shall have satisfied the American Studies Examination Board that they have passed all their first and second-year modules before departing on the year abroad. If there are elements of assessment that have not been satisfactorily completed at the time of the June Examination Board, the year abroad will be put in jeopardy.

Year Abroad Criteria: In order to gain the necessary 120 credit equivalents during their year in North America, students are required to complete and pass 8 modules at their exchange university, including a dissertation research preparation module in their second semester (the actual name of this module will vary between universities, but is often called an Independent Study module).

You are required to take 4 courses in each Semester. These courses (or 'classes') must in normal circumstances all be at the 300 or 400 Level and have American Studies related subject matter.

Seven of these courses are taught on a weekly basis. The other course should be a research course, or Independent Study (usually taken in Semester 2), during which you will work towards your dissertation in Leicester. You must complete and pass this module and have a grade (or a pass mark) for this on your official transcript at the end of your year abroad.

The marks for 6 of the 8 completed modules will be included in the assessment of the student’s final degree classification. Of the two modules that do not count towards the student’s final degree classification, one will normally be the Independent Study module and the other will normally be the weakest of the remaining modules.

For each module under the eight that is not passed, the student will be required to submit to the Centre for American Studies at the University of Leicester a 3,000 word re-sit essay. If the re-sit essay is not completed and passed, the original grade will be carried forward as one of the six year abroad marks.

Your Marks from the United States

The literal marks you receive for the Level 300 courses (or higher) you take in the United States will normally be translated into the University of Leicester numerical system in the following way.

\[
\begin{array}{ccc}
A/A+ & 75 & D+ \\
A- & 72 & D \\
B+ & 68 & D-
\end{array}
\]
"NB: exceptions to this conversion scheme will be made where a US institution explicitly provides a different definition for a particular letter grade (e.g. “E” is sometimes used to indicate a fail grade)."

**Year Abroad Grade Conversions: Canada**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>75</td>
<td>C+</td>
<td>58</td>
</tr>
<tr>
<td>A</td>
<td>75</td>
<td>C</td>
<td>54</td>
</tr>
<tr>
<td>A-</td>
<td>70</td>
<td>C-</td>
<td>50</td>
</tr>
<tr>
<td>B+</td>
<td>68</td>
<td>D+</td>
<td>45</td>
</tr>
<tr>
<td>B</td>
<td>64</td>
<td>D/D-</td>
<td>40</td>
</tr>
<tr>
<td>B-</td>
<td>60</td>
<td>F</td>
<td>35</td>
</tr>
</tbody>
</table>

Anyone interested in knowing more about the Year Abroad should contact Amy Bentley on ab543@le.ac.uk or consult the web pages:

[http://www2.le.ac.uk/departments/americanstudies](http://www2.le.ac.uk/departments/americanstudies)

**Attendance and Engagement Requirements**

Attendance and engagement with your course is an essential requirement for success in your studies. The University’s expectations about attendance are defined in Senate Regulation 4: governing student obligations (see [www.le.ac.uk/senate-regulation4](http://www.le.ac.uk/senate-regulation4)). Full-time students must reside in Leicester, or within easy commuting distance of the city, for the duration of each semester. You should attend all lectures, seminars, practical sessions and other formal classes specified in your course timetable, unless you have been officially advised that attendance at a particular session is not compulsory or you have received formal approval for absence. You are also expected to undertake all assessments set for you.

The University operates a Student Attendance Monitoring procedure. Your attendance will be monitored throughout the academic year and if sessions are missed without an acceptable explanation being provided to your department then neglect of academic obligations procedures will be initiated. This may result in your course of study being terminated.

If you are an international student and your course is terminated this will be reported to UK Visas and Immigration (UKVI), in line with University sponsor obligations.

**Teaching Timetable**

Students will automatically receive electronic personal timetables showing lectures and seminars. These should be checked on a very regular basis in case of any changes. You may also enquire in the American Studies Office (Att. 707).

**Coursework Submission**

You should make sure that you submit your assignments by their due date to avoid any marks being deducted for lateness. Penalties for late submission of coursework follow the University scheme defined in Regulations
governing the assessment of taught programmes (see www.le.ac.uk/senate-regulation7 or www.le.ac.uk/sas/assessments/late-submission).

• You are required to submit by the dates specified by your tutors and detailed in the module outlines.

• All students are required to submit their assignments via Blackboard.

• Please include the following on the top of the first page: (a) your candidate number; (b) the module code; and (c) the name of the module convener or seminar tutor. This is so that your work can be marked anonymously and without prejudice. You are advised to keep a copy of any essay that you might need for exam revision.

NOTE: Some modules are taught by staff outside the Centre. It is essential that you are familiar with submission procedures of each module that does not have an AM code given in module outlines.

Late Submission of Coursework

University regulations do not allow extensions to be granted for coursework and any work that is submitted after the published deadline is subject to late penalties.

In all cases, therefore, you must submit coursework by the deadline or as soon as possible afterwards. If you feel you have a good reason, such as illness, for not being able to complete a piece of work on time, you should additionally submit a claim for mitigating circumstances. A copy of the mitigating circumstances form can be found on the following Blackboard site:

American Studies Notices
(for American Studies Single Subject students as well as Joint English and American Studies and History and American Studies students)

Once completed, the form should be submitted to the American Studies Office along with supporting documentation in accordance with the University’s mitigating circumstances rules.

NB: Late penalties will only be waived in exceptional circumstances.

Any piece of coursework that has not been received in time for marking – normally by the beginning of examinations in each semester, Monday 9 January 2017 (Semester 1) and Monday 15 May 2017 (Semester 2) – will not be accepted, will be given a mark of zero, and counted as such in calculating the total mark for the module.

Mitigating Circumstances

The University recognises that students may suffer from a sudden illness or other serious and unforeseen event or set of circumstances which adversely affect their ability to complete an assessment or the results they obtain for an assessment. In such cases the mitigating circumstances regulations and procedures may be applied. These regulations are designed to ensure the fair and consistent treatment of all students.

If your studies are affected in any way by illness or any other mitigating circumstance you must tell the Centre for American Studies at the time that it occurs. You are also required to supply supporting evidence (e.g. a medical certificate) to the Centre for American Studies by the relevant deadline. The deadline will be normally not later than seven days after the assessment deadline to which it relates.

See www.le.ac.uk/sas/regulations/mitigation for full details of the mitigating circumstances regulations and procedures, including the University’s definition of a mitigating circumstance.

To apply for mitigating circumstances in relation to an American Studies module, students should:
• Inform the American Studies Office (amstudies@le.ac.uk) at the earliest opportunity (ideally in advance of the deadline) that you will be submitting work late and applying for mitigating circumstances.

• Submit a mitigating circumstances form and supporting evidence within 7 days of the published deadline. In cases where this is not possible, please contact the Director of Academic Progress, Dr Nick Everett ngre1@le.ac.uk (semester 1) or Dr Sarah Graham shsg1@le.ac.uk (semester 2)

The information and evidence you have provided will be considered by a Mitigating Circumstances Panel. Mitigating Circumstances Panels operate under the authority of Boards of Examiners. The Panel will decide whether or not you have established sufficient grounds of mitigating circumstances relevant to your assessment(s). You should normally receive a response from the Mitigating Circumstances Panel within two weeks of submitting your mitigating circumstances form and evidence.

Where mitigating circumstances are accepted, the Mitigating Circumstances Panel will make one of the following recommendations to the Board of Examiners:

• provide a student with the opportunity to take the affected assessment(s) as if the first time i.e. a ‘sit’ or ‘submit’, allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap on the grade;
• waive late submission penalties;
• determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
• note the accepted mitigation for the module(s) and recommend that the Board of Examiners takes this into account when considering borderline cases at the point of award and classification.

Late Penalties

In cases where there are no mitigating circumstances, late submission of coursework shall lead automatically to the imposition of a penalty.

The University’s penalty scheme is as follows:

• a deduction of 10% of the maximum mark available from the actual mark achieved by the student shall be imposed upon expiry of the deadline;

• a further deduction of 5% of the maximum mark available from the actual mark achieved by the student shall then be imposed on each of the next subsequent working days, until the pass mark for the assessment is reached.

NOTE: ‘available marks’ in this context means the maximum marks available for the piece of work (for example, 100 would be the available mark in a percentage marking scheme); ‘working day’ in this context means a period of twenty four hours or part thereof from Monday to Friday inclusive.

• Computer failure will not be accepted as a reason for missing an assessment deadline: you are strongly advised to backup all of your work, for example on a pen drive, to ensure that you are still able to submit to a deadline in the event of a computer-related failure.

Submission of Work and Passing Modules:

• For all First Year modules, each individual piece of assessed work must be submitted and passed in order to secure a pass for that module.

• For all Second and Final Year “AM” modules, each individual piece of assessed work must be submitted before a pass can be secured for that module.

Exceptions will normally only be made in cases of illness or other major circumstance.
Blackboard

All AM-coded modules make use of a Virtual Learning Environment (VLE) called Blackboard. You can Login to the Blackboard site from any computer with an Internet browser, whether on or off campus:

- go to the University of Leicester homepage;
- click on Blackboard from the Find it menu;
- enter your University IT account username and Password.

Once you have logged in successfully, you will find the following:

Modules for which you are registered.

Click on each individual module for further details and information. You will find a menu on the left hand side that gives you access to an array of useful documents and materials. Conveners will tailor each module to best suit their students’ needs, but you will normally find module guides, past exam papers, textual extracts, lecture hand-outs etc. You can also send e-mails to other students on the module via the Communication button.

How to submit coursework via Blackboard - https://connect.le.ac.uk/tiisubmission

This 3 minute video tutorial introduces Turnitin and shows you how to submit an assignment. The video has both narration and subtitles and will open in a new window or tab.

To submit your assignment to Turnitin:

1. Log in to Blackboard https://blackboard.le.ac.uk/ and access your course site.
2. Find the part of the course site that contains the Turnitin assignment submission point. This may be in an area called Assessment, but your tutor will be able to tell you where it is if you cannot find it.
3. Click the View/Complete link.
4. You will now see the Turnitin Class Homepage. If you want to see more information about the assignment, including any instructions from your tutor, move your mouse over the Info symbol.
5. To submit your assignment, click Submit.
6. You will now see the Submit Paper page. Your name should be filled in automatically. Enter a name for your assignment in the Submission title box.
7. Click the Choose from this computer button and browse to find your file.
8. Click Upload to load your file into Turnitin.
9. You will see a preview of your assignment so that you can check you have selected the correct file. You can click on the preview to zoom in and see more details. If you have chosen the wrong file, click Cancel and choose a new file. If the file is correct, click Confirm.
10. You should see a message at the top of the page telling you that the submission was successful.
11. If you want to check your submission or print your digital receipt, you can click Return to assignment list. To print the receipt, click the Download button and choose the Digital receipt option.

American Studies Notices

This is an increasingly important means of contact between the office, academic staff, and students. Essential information concerning your degree will be posted here, and you must check the notices regularly. These will include, for example, your examination timetables, personal tutor lists, details of meetings including those for the Year Abroad.

https://blackboard.le.ac.uk
American Studies Notices (for American Studies Single Subject and Joint English and American Studies and History and American Studies Students)

**Change of Course/Module**

Discuss your options with your personal tutor, or another appropriate member of staff in your department, if you are considering a change of course or module. Changes of course or module require approval by your department and will only be allowed in certain circumstances.

See [www.le.ac.uk/sas/courses/transfercourse](http://www.le.ac.uk/sas/courses/transfercourse) or [www.le.ac.uk/sas/courses/transfermodule](http://www.le.ac.uk/sas/courses/transfermodule) for details of the procedures involved and deadlines that apply.

**Marking and Assessment Practices**

Student anonymity will be preserved during the marking of all formal examinations. Summative coursework (i.e. coursework that contributes to your module mark or grade) will be marked anonymously unless there are sound educational reasons for not doing so, or the type of assessment makes marking impractical.

Each programme at the University has one or more External Examiners, who are members of staff of other institutions that review the academic standards at the University and confirm that these are appropriate and comparable with other Universities.

The External Examiners for your courses are listed at:

[www.le.ac.uk/sas/assessments/external/current-undergraduate](http://www.le.ac.uk/sas/assessments/external/current-undergraduate)

**Feedback and the Return of Work from Staff**

**Coursework**

The Department complies with the University’s policy for the return of marked coursework (see [www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work](http://www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work) for details of the full policy):

General principles:

- Feedback and provisional grading on coursework will be returned within 21 days of the submission date;
- In exceptional circumstances where this is not possible, you will be notified in advance of the expected return date and the reasons for the longer turn-round time and where possible staff will provide some interim feedback: for example in the form of generic feedback to the class regarding common errors and potential areas for improvement.

**Examinations**

The Department complies with the University’s policy for the return feedback on examinations (see [www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work](http://www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work) for details of the full policy):

General principles:

- Following the approval of the provisional results by examination boards, departments will make the results available to students within 14 days. Where appropriate this will include a breakdown at the level of the examination and coursework.

At the end of each Semester, students will receive an email, containing a link to access results online.
Progression and Classification of Awards

The University’s system for the classification of awards and the rules of progression are defined in Senate Regulation 5: Regulations governing undergraduate programmes of study (www.le.ac.uk/senate-regulation5) Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: www.le.ac.uk/sas/assessments/progression-ug

Any specific progression requirements for your course are stated in its programme specification (see www.le.ac.uk/sas/courses/documentation)

Scheme of Assessment

Information for ALL Students

Each module is assessed individually and you will receive an overall mark for the module when you have completed it. The method of assessment for a particular module will be explained to you at the beginning of the semester by the module convener. Some modules will be assessed by a single examination or extended essay, but many modules in Year 1 and Year 2 will have an overall mark made up of two elements (coursework and examination) or three elements (for example, oral presentation, essay and examination).

Examinations will be familiar to you and any special structure that the exam (and the rubric of the examination) will take will be explained to you by your course tutor.

Coursework can take a number of different forms. The most common form in American Studies modules is the assessed essay (both short essays and long essays). You may also be asked to give an oral presentation, take part in a group work project, complete a numeracy exercise, or present a log of your reading.

The University’s system for the classification of awards and rules of progression are defined in the General Regulations for Taught Programmes http://www.le.ac.uk/sas/regulations/general-regulations-for-taught-programmes. Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: http://www.le.ac.uk/sas/assessments/progression

Any specific progression requirements for your course are stated in its programme specification (see http://www.le.ac.uk/sas/courses/documentation)

Special Factors: Candidates whose work has been affected by special factors (for example: problems of ill health or a change in personal circumstances which might affect exam results), will be looked at individually on their merits by the Board of Examiners.

All special factors affecting work and marks MUST be made known to the Examinations Officer in writing before the June Examiners’ Meeting.

Where necessary relevant medical certificates MUST be produced. Such information will be treated as strictly confidential. Sickness or disabilities during the examinations MUST be referred to the Student Health Service or to an appropriate Counsellor, from whom a report must be sent to the Examinations Officer.

Illness, disability or an adverse change in personal circumstances during term should be made known, with appropriate evidence/certificates, to the American Studies Administrator Miss Amy Bentley (Att. 707) at the time. In such cases, the Board has the discretion to set aside the strict application of the above rules, where this is deemed to be justified by the performance and/or circumstances of the candidate.

Resits: First and second year students who are declared in June to have failed any modules taken during the year may be allowed to present themselves in September for re-examination in any written examinations associated with those failed modules.
Students who have failed or have not completed elements of assessed coursework may be provided by the Board of Examiners with the opportunity of (re)submitting the work by the first day of the September examinations or by a date specified by the Board of Examiners. The maximum mark which can be obtained in an examination deemed to be a resit is 40%.

NOTE: All candidates will be looked at individually on their merits by the American Studies Board of Examiners, which has an absolute discretion in the award of degree classes.

**Scheme of Assessment for Joint Hons English & American Studies (QT37)**

All students follow the assessment scheme for T700 in Year 1. Thereafter, students taking the 4-year degree pathway follow the T701 scheme of assessment, whilst those on the 3-year pathway remain on the T700 scheme.

**Scheme of Assessment for Joint Hons History & American Studies (VT17)**

All students follow the assessment scheme for T700 in Year 1. Thereafter, students taking the 4-year degree pathway (VT18) follow the T701 scheme of assessment, whilst those on the 3-year pathway remain on the T700 scheme.

**Scheme of Assessment for BA American Studies (T701: 4-Year Degree) and BA American Studies (T700: 3-Year Degree)**

All students follow the assessment scheme for T700 in Year 1. Thereafter, students taking the 4-year degree pathway follow the T701 scheme of assessment, whilst those on the 3-year pathway remain on the T700 scheme.

**Referencing and Academic Integrity**

Principles of academic integrity apply to the work of everyone at the University, staff and students alike, and reflect the University’s commitment to maintaining the highest ethical and academic standards. A key part of this is acknowledging where and when, in the process of producing your own work, you have drawn on the work of others. In practice, this means that the ideas, data, information, quotations and illustrations you use in assignments, presentations, reports, research projects etc. must be credited to their original author(s). This process of crediting the work of others is achieved through referencing (see the section below on ‘Referencing styles’). Failure to do this properly is to risk committing plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

**What we mean by ‘plagiarism’, ‘self-plagiarism’ and ‘collusion’**

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings and presenting them as if they are our own. Examples of forms of plagiarism include:

- the verbatim (word for word) copying of another’s work without appropriate and correctly presented acknowledgement;
- the close paraphrasing of another’s work by simply changing a few words or altering the order of presentation, with or without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the presentation of another’s concept as one’s own;
• the reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Collusion is where work is prepared or produced with others but then submitted for assessment as if it were the product of individual effort. Unless specifically instructed otherwise, all work you submit for assessment should be your own and must not be work previously submitted for assessment either at Leicester or elsewhere. For more detailed information on how the university defines these practices, see also: www.le.ac.uk/sas/assessments/plagiarism

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that departments are authorised to apply are defined in the Regulations governing student discipline (see www.le.ac.uk/senate-regulation11 ‘Plagiarism and collusion: Departmental penalties for plagiarism and/or collusion).

Resources and advice to help you study with integrity and avoid committing plagiarism

Negotiating these various rules, regulations and conventions can sometimes be a challenge, especially if they are new or different from previous experiences of studying. Check the Student Learning Development website for guidance on how to manage your studies so that you meet the required standards of critical scholarship and academic integrity: www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial

If you are in any doubt about what constitutes good practice, ask your personal/academic tutors for advice or make an appointment with Student Learning Development for individual advice. You can book an appointment online by visiting: www.le.ac.uk/succeedinyourstudies.

One of the most important practices in ensuring the academic integrity of your work is proper referencing. The following section contains details of how to ensure your work meets the specific referencing requirements for the discipline(s) you are studying.

Referencing style

You must use a consistent referencing style when referring to books and other publications that you have read for your coursework. Most subject areas have a specific referencing style which you are required to use. If you are on a Joint or Major/Minor programme you may find that your subjects use different referencing styles and it is important that you use the correct ones. To find out which referencing style each department uses, and for information and help on each referencing style, please visit http://www.le.ac.uk/library/help/referencing.

Requirements differ on how to arrange bibliographies (complete list of all reference and other sources at the end of your coursework) and whether references are included within the word count for your coursework – please refer to any separate guidance provided on these points.

Study Guide

This section includes the following sections:

A. Lectures

B. Seminars

C. Essay Writing

D. Referencing and Bibliography

E. Understanding Essay Marks

F. Exam Preparation
A. Lectures

The function of lectures is to provide a basic framework for a module and a springboard for further investigation through reading, discussion and essay writing. No module can be adequately studied solely by attending lectures, but important areas of courses will not be properly grasped if a series of lectures is missed. All lectures, seminars and screenings on AM modules are compulsory.

You will approach lectures with varying levels of background knowledge, so some subjects will be familiar to you and others not. It is not necessarily true that the more notes you take, the more profitable the hour has been. You might leave the lecture without a single line, but with a fresh understanding of vital issues that will remain embedded in your mind.

It is good practice to compile a file of lecture notes to which you can refer when writing essays and revising for exams. It is essential that notes are clear and well organised, so that they will make sense months after the lecture. This means:

1. Paying attention to the structure of the lecture. Since this is often outlined at the start, late arrival has its penalty.
2. Using the same structure for your notes, generally by numbering sections and points (one scheme is 1, 2, 3, with a, b, c for sub-sections and i, ii, iii for further sub-divisions).
3. Highlighting the lecture’s key points by underlining or starring significant information.
4. Avoiding the danger of trying to write down too much detail, which often leads to missing important parts of the lecture. One error is to write down examples given by the lecturer, because they are solid facts, rather than the presentation of key arguments or interpretations. Remember to concentrate on points of analysis as the core of your lecture notes, rather than on a narrative of events.
5. Reading through notes after the lecture, ensuring structure and highlights are clear and that points follow on from one another. Check names or dates of which you are uncertain.

• For further information see the Student Learning Centre Guide: Making the Most of Lectures.
  http://www2.le.ac.uk/offices/careers/ld/resources

B. Seminars

A seminar is a small group, typically of about twelve students, which meets for an hour at least five times a semester for each module. On each occasion, the group discusses a topic selected by the tutor as having central relevance to the course. The basis of the discussion is work that has been set in advance: for example, specified reading to be done or questions to be considered.

Through seminar discussion, you should be able to advance your existing understanding in depth, and to make contrasts and comparisons with other themes or topics in the course. By pooling ideas, each student should gain from the insights and arguments of others. At the same time, you are acquiring vital skills of mental agility and of communicating with confidence and relevance in oral debate. This is why attendance at seminars is compulsory.

The role of the tutor is frequently misunderstood: it is not primarily to impart further information. A seminar is not an alternative form of lecture, and you should not be attempting to take notes as you would in a lecture, for you cannot both do that and make a useful contribution to the discussion.

The effectiveness of seminars depends on you. If you have not prepared the work set or are unwilling to discuss ideas, then the seminar will not be an exciting learning experience. If you put little into the session you will find that you get little out of it.

You should not make the tutor the focal point and direct all your comments to him/her; the purpose of the seminar is to engage in discussion with the rest of the group.
Nor should you feel nervous about airing views; it is better to venture an opinion than not to contribute at all. Often students hang back because of a feeling that any comment they make must be correct. It is often more useful for an answer to a question or problem to emerge slowly. You should be prepared to modify your views in the light of the evidence raised in seminars. Learning to be receptive to ideas and to modify your analysis to incorporate other arguments is one skill that you will learn in university.

Final Year Seminars

Final year seminars are sometimes longer meetings than regular seminars, of up to two hours usually meeting once a week. These seminars may take as their starting point one or two seminar papers, which the student members prepare in rotation and then orally present to the group. Other final year seminars may move between the tutor presenting material formally and a student-led discussion of ideas or specific texts.

In the case of all seminars, the essential foundation must be the reading and thinking that you have done in preparation. Your comments should be rooted in historical and cultural reality and pay proper attention to the available evidence. It is always good practice to articulate your own ideas, however, and not to simply summarise or uncritically repeat what you have read.

• For further information see the Student Learning Centre guide: Contributing to Seminars and Tutorials.

http://www2.le.ac.uk/offices/careers/ld/resources/study

Your tutors go to great lengths to provide you with written feedback on your assessed work. In particular, the Coursework Marking Sheet on your returned coursework provides you not only with a mark for your essay but with feedback that will detail the strengths and weaknesses of your assignment, and some suggestions on how to improve it.

The coversheet offers comments on the quality of your written communication skills. Please note that while the columns in the top half of the sheet may reflect and inform the essay mark you have received, your final mark is not determined by any one category in the columns ticked. Essays are assessed through a careful consideration of all the general areas listed: weaknesses in one or more areas of an essay may be outweighed by its strengths in others.

You should read the comments on your assessed work carefully: their purpose is to help you reflect on your work and to give you some pointers on how you might improve your future essays. Take note of areas your tutor has indicated require more attention: punctuation, grammar, paragraphing and general use of English. Other areas which might be causing you difficulties are when and where to reference your work, and how you should format those references. There is detailed guidance on how to do this elsewhere in this handbook, but if you have any doubts, discuss them with your tutor.

It is good practice to ensure that before you hand in your next essay, you reflect on whether you have understood and implemented all the suggestions for improvement given in the feedback on your earlier essays. If you wish for more guidance, your tutors are available during their advertised office hours to help you.

C. Essay Writing

The following notes are intended to highlight some of the essential points of good essay writing, and to warn against some common pitfalls. They are not an exhaustive or definitive survey though and guidance can be sought from individual tutors.

Word Count

Please note that published word counts for all coursework assignments are maximums and should not be exceeded.

Preparing the Essay

1. The question will invite you to consider some aspects of an important problem in your American Studies module.
2. Read it carefully and be sure you understand it. If necessary, use a dictionary or reference work to check the meaning of terms used.

3. Keep the question firmly in mind while you read the books and articles on the reading list, so that you confine your answer to the aspects set. Begin with the more general works and then progress to the more specialised. If your tutor has recommended a textbook or survey, it is a good idea to start with the section that deals with the topic set, in order to place it in context (including basic chronology in a history essay).

4. In making notes, pay attention to the arguments the author is advancing and to the key examples used to support them. Take care to summarise the material in your own words, and not just copy the author’s text: the latter is likely to lead you into plagiarism, which is a serious offence (see below).

Planning and Structuring the Essay

1. An essay is not a narrative description of events or a recital of the plot of a novel but an explanation or analysis of them.

2. Look at the evidence available, decide which of the possible interpretations best fits the facts, and then argue a case for it.

3. Presenting this argument forms the basis of your essay, although a good answer should also show an awareness of any other factors or interpretations.

4. Come to your conclusions before you start writing and keep your central argument in mind throughout.

5. Do not allow yourself to stray from the topic or wander into repetition: irrelevance and repetition are common signs of poorly focused preparation.

6. Be careful of summarising the opinions of scholars if you are not familiar with their work. Above all, make your own views clear: do not simply list the opinions of others.

7. Make a plan of your essay before you write it. This will help you to present your discussion in a clear and logical way, and to maintain a proper balance between more important and less important issues.

Possible Essay Structure

- **Introduction:** One short paragraph in which you comment on the question and set it briefly in its historical context.

- **State your argument:** Come straight to the point and avoid unnecessary background material. Present your argument in considerable detail.

- **Give the evidence:** Justify your view, drawing not only on scholars’ opinions but also on reported events and the contents of historical sources (in the case of history essays).

- **Discuss other factors:** At this stage the other possible explanations should be briefly surveyed, and their importance as contributory factors assessed.

- **Conclusion:** One final paragraph in which you summarise your answer to the question, whilst acknowledging the possibility of other viewpoints.

- **Bibliography:** Finally, provide a list of the reading you have done.

Once you have mastered the basics of essay writing, you will be able to pass on to more varied essay structures: do not tie yourself down too rigidly to any one approach.

- For further information see the Student Learning Centre Guides: Planning Essays and Writing Essays.
Grammar and Style

A good essay should read well: it should flow, and not be marred by bad grammar, punctuation, spelling, or style. These are basic skills of written English and you will be penalised for carelessness in this regard. Above all your writing should be clear.

Divide your essay into paragraphs, each making its own distinct point. Avoid slang, abbreviations, colloquialisms, and contractions (e.g. didn’t, couldn’t). Be very sparing in the use of underlining for emphasis, and do not overuse brackets: an aside is often better indicated by commas or dashes, or placed in a separate sentence altogether. Capital letters should only be used when really necessary: in a sentence they are usually needed only for names.

Careful proof reading is essential to help you avoid common errors in your use of English. Be sure to set sufficient time aside for this important final stage of writing an essay.

If you are unsure about aspects of grammar, use the consultations at the Student Learning Centre, or refer to written guidance. The Student Learning Centre’s Writing with Clarity guides provide useful advice on important areas of grammar and punctuation.

- The 6 Guides cover: Using Paragraphs; Sentence Structure; Using the Apostrophe; Using the Comma; Using the Semi-colon and Colon.

Helpful guidance on English style can be found in the following:


And for reference or browsing:


Some further points to bear in mind in Essay Writing:

1. Be critical: think sceptically about all you read.
2. Never write essays in note form.
3. Essays should be typed or word-processed.
4. Define your terms, especially when handling broad terms such as ‘middle class’, ‘progressive’ and ‘feminism’.
5. Always read your finished essay back to yourself and check it for errors of spelling or style before you hand it in.
6. The information available on the Internet is of variable quality. Think carefully about which sites are most appropriate for your essay, and ask your tutor if you are unsure.

Bibliography

At the end of your essay you must include a bibliography. N.B. While references and quotations are included in the word count, the bibliography is not.

Presentation of Assessed Work
1. Assessed essays/Dissertations should be typed with double-spacing between lines. All pages should be numbered. If work must be hand-written, permission should be sought in advance from the Director of Teaching.

2. The presentation of assessed essays and dissertations is very important. A penalty is imposed for work that is careless, illegible, or contains spelling and typing mistakes. Always proof read your work and correct errors before submission.

3. Paragraphs should either (i) be separated by a blank line (as they are on this page) OR (ii) the first word of each paragraph must be indented from the left margin by at least 10 mm.

4. Make sure that you leave adequate margins. At least 25 mm (1 inch) should be left clear at the right-hand side of each page, and at the top and bottom.

5. References presented at the foot of the page are called footnotes; those at the end of the essay are endnotes. You may use either convention but not a combination of both. Begin numbering at 1; do not begin at 1 for every new page or section.

6. All work submitted must clearly state the student’s candidate number, the title of the piece of work and the module title and code for which the work is submitted. It should also state the name of the module convener.

7. Writing Style. The essential principles to bear in mind are: (i) clarity, (ii) readability, and (iii) ease of reference. In stylistic terms, this means the use of good written English. Care should be taken over grammar and punctuation, and contractions and colloquialisms should be avoided (i.e. it’s should be ‘it is’; ‘wasn’t’ should be ‘was not’; ‘look into’ should be ‘analyse’ or ‘discuss’). There is no merit in long and cumbersome sentences: aim for a writing style that – while expressive in using a sophisticated vocabulary – remains clear and concise. The text should be properly divided into paragraphs.

8. Dates should be given in a consistent pattern, with day, then month, and then year, e.g. 24 August 1931. Dates of years should always be given in full, as numbers, e.g. 1789. When referring to a decade, the construction - the 1880s – is the correct format (but not the 1780’s). If referring to a century, this should be given in word form, e.g. ‘the nineteenth century’.

9. Names should also follow a consistent pattern. It is permissible to give a full name and title on the first mention (e.g. Martin Luther King, Jr or President Franklin Delano Roosevelt), and subsequently refer to that individual by her/his surname (or title, e.g. King or Roosevelt) on all subsequent occasions.

10. Foreign words or phrases in your text should be italicised or underlined (but not both): for example, ‘The Pentagon staged a coup d’état in January 1964.’ Italics are not needed for foreign language quotations. Note: where the English name for a place differs from the native form, the English version is used in all cases except a direct quotation: e.g. Munich rather than München.


12. Italics can also be used to give emphasis, but in this respect they should be used very sparingly indeed.

**D. Referencing and Bibliography**

**Dates, Names and Numbers**

Dates should be given in a consistent pattern of day, then month and then year, in the form 24 August 1931. Dates of years should always be given in full as numbers, e.g. ‘1789’. When referring to a decade, the construction ‘the 1880s’ is the correct format – there is no apostrophe before the letter ‘s’. When referring to a century, this should be given in word form, e.g. ‘the seventeenth century’.

Names should also follow a consistent pattern. The full name and title should be given at the first mention of a person in the dissertation, after which all later mentions can just refer to that individual by her/his surname.
Numbers up to ten should be written as a word; for larger numbers use figures. So one ... ten but 11 ... 20, etc. Fractions and decimals should be given as 1½, 1.37 etc. but, otherwise, use ‘half the empire’, etc. When referring to percentages in the text, use ‘per cent’ not ‘%’.

The titles of publications, such as newspapers, should be italicised.

Quotations

All quotations must have a reference giving the exact source fully and accurately (see below). Quotations should only be included in the text where they serve to advance your argument or support key elements of your work. It is important to strike a balance between a failure to buttress your analysis with evidence and an overly frequent insertion of quotations, especially of unnecessary in length. All quotations are included in the calculation of the word length.

Quotations of up to two lines of typescript should remain within the text of a paragraph, placed between single quotations marks ‘like this’. Longer extracts should stand separately at the appropriate point in the text: they should be indented from both margins by not less than 10 mm. and typed in single-spaced lines. A blank line must be left both above and below each such quotation, so that it stands out clearly from the surrounding text. For this reason, it is not necessary to place such quotations between quotation marks.

All quotations should correspond exactly with the original in wording, spelling and interior punctuation. Any alterations, omissions or insertions must be clearly shown using the following conventions:

You might wish to shorten a quotation. This is acceptable practice so long as it does not in any way sacrifice clarity or alter the sense (or spirit) of the original quotation. It is undertaken by means of an ellipsis, which is represented as three spaced full-stops at the point where the omission has taken place, regardless of the length of the omission, i.e. ... . Common sense should be used when editing quotations in this manner. Too many ellipses within a quotation should be avoided and it is not normally worthwhile to make omissions of less than five words. On the other hand, ellipses should not be used to link material across a very large omission.

Furthermore, extracts which are widely separated in the original should be rendered as different and distinct quotations.

All quotations should read grammatically so far as it is possible. In order to achieve this (or to make a quotation clearer), it may be useful to insert information. All such interpolations introduced by you, or by any previous editor, must be given in square brackets, i.e. [like this]. This rule applies to both short and long quotations.

Interpolations may be necessary in order to clarify a name, date or place. They may also be required for inserting a word clearly omitted in error in the original, e.g. ‘the President was of the opinion [that] war should be declared’. However, it is not necessary to alter minor grammatical points in a quotation, such as the tense.

In some cases a quotation may be made even less clear by the use of many such interpolations. When this might occur, alternative conventions can be employed to indicate that your reproduction of the original is not in error. One alternative is placing the word sic (meaning ‘as it is written’), in square brackets after the appropriate word or phrase.

Tables, Charts, Maps and other Illustrations

All illustrative materials should have a numbered title, consisting of the chapter number and the illustration number, followed by its title in italics. In the following example, the table is table 1 in chapter 1 and so is numbered 1.1. The next table in chapter 1 would be numbered 1.2. The source of the table is given as a reference immediately below the table (as below), and not as a footnote to the table heading.

Table 1.1: Death Rates in the United States.

<table>
<thead>
<tr>
<th>Year</th>
<th>Per 1,000 population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>17.2</td>
</tr>
<tr>
<td>1910</td>
<td>14.7</td>
</tr>
</tbody>
</table>
1920  13.0  
1930  11.3  
1940  10.8  
1950  9.6  
1960  9.5  


The table number and its heading should also be listed on the appropriate contents page – ‘List of charts, diagrams, graphs and tables’ – as:

Table 1.1: Death Rates in the United States.

Normally, illustrations are listed in separate series, although numbered in the same way by chapter and its place within the chapter series, so illustration 1.1 would be the first illustration in chapter one. As with charts, diagrams, graphs and tables, the source of illustration should be given at its foot and not as a footnote to its title.

References Format Requirements

References should be used to acknowledge your direct use of a source (whether it has been quoted or paraphrased). They may also be employed where you feel a need to provide supporting evidence for crucial or contentious elements of your analysis and argument. However, think very carefully about using this alternative. If something is either ‘crucial’ or ‘contentious’ then usually it needs to be clarified in the text rather than at the foot of the page.

References should not be overused. There is no credit for having voluminous references simply for their own sake. It is not necessary to have a reference for every sentence and, normally, a sentence only has one reference. The sole exception is when it contains two or more short but separate quotations. Not all the works or sources that you have consulted will inevitably appear in the references. The Bibliography at the end of the dissertation provides you with the opportunity to display the comprehensiveness of your research.

Footnote numbers should be inserted in your text following any adjacent punctuation marks. When placed at the end of a sentence, the footnote number always appears after the closing full stop. For example:

“...problems that intensified in the postwar years.14 Public attitudes were...”

Footnote numbers can either form a single sequence throughout the dissertation, or start with the number 1 in each chapter.

The most important principle in citing references is that you should employ a system that is consistent. Do not refer to a work or source in different ways on different occasions. Equally, if you are translating a source, be consistent. A lack of consistency, whether in the text or in the references, is careless as well as misleading.

The common practice in giving references is that at the first mention of any work, source or document there should be a description that is sufficiently full for the item to be readily traceable. Subsequent references to the same source may be abbreviated using a ‘short title’ form (see below). Abbreviations may be used in references, but they should always be clear enough to be readily understandable.

Remember to give a precise reference. In the case of a book or article the reference should be to the exact page or pages in question, with the abbreviations of either p. (for one page), as with p. 147, or pp. (for more than one page), as with pp. 147-9. The only exception to contracting the abbreviation of the page numbers specified as those consulted is in the case of pages in the ‘teens’, so pp. 111-13, not pp. 111-3. In the case of documents, the
reference should be to the particular item or, in long documents, to part of the item. Frequently, the reference can include the folio (sheet) number, using the abbreviations f. or ff.

If a reference contains more than one work or document, the items should be distinguished from one another by a semi-colon with a full stop placed at the end of the series. List first any items from which you have quoted. Thereafter, you should list items within a reference either in the alphabetical order of authors’ surnames or by date of the document.

**References to books**

The first reference should be:

Name(s) of author(s)/editor(s), with initials

Title of work in full, in italics

Volume number - if required

Place, followed by a colon ‘:’ edition (if not the 1st), and year of publication, all within brackets

Volume – if required

Page(s) referred to

For example:


If the publication is part of a series, the details of the series must also be given:


**References to articles**

These should be as follows:

Name(s) of author(s)

Title of article, between single quotation marks

Title of periodical, in italics

Volume number, in Arabic numerals (the abbreviation ‘vol.’ is not needed)

(If necessary, also give the issue or part number – this should be indicated by ‘no.’)

Year of publication, in brackets

Pages referred to

For example:


References to essays in books

Where the article appears not in a journal but in an edited collection of essays, the reference should be as follows:

Name(s) of author(s)

Title of article, between single quotation marks

The name(s) of the editor(s), followed by ‘ed.’ or ‘eds’; (‘ed.’ has a full stop and ‘eds’ does not)

Title of book in full, in italics

Place, edition (if not the 1st), and year of publication, all within brackets

Pages referred to.

For example:


References to online material

Internet references follow the same guidelines as print ones, e.g. titles of books and websites are in italics but not titles of articles. You should include at least the following:

Name(s) of author(s), if known

Title of website and where appropriate of the sub-section or page

Date of publication, creation or posting

Internet address, in full

Date on which you consulted the website in square brackets

For example:


References to unpublished documents
Document descriptions will vary considerably according to the period and type of document, but as a minimum you should indicate the authorship and nature of the document, and its date. Where fuller information exists, the footnote should indicate clearly the following information:

The institution holding the document

The name of the collection and archive reference

Description of the document

Date of the document (so far as it is known)

Where you have consulted the document in the original, the location consists of the place where the collection of documents may be consulted, the name of the collection in which it may be found and the precise reference numbers (if any):


Further references to the same collection can employ an abbreviation of the place where it is held, so:


However, if there are abbreviations which are being used frequently in the references, it is easiest to include them in the list of abbreviations in the preliminary pages of your dissertation:

References to documents in published editions

Where a document has been found in a published edition or collection, the reference should he footnote should indicate clearly the following information:

The nature of the specific document (author, recipient, title and date)

The editor(s) of the work in which it appears

The title of the work in which it appears

The publication details of the work in which it appears

Volume – if required

Page(s) referred to

For example:


Subsequent references: using the ‘short title’ system

Subsequent references to the same source may be presented as a ‘short title’, so long as certain minimum information is retained and clarity is not sacrificed. The author is normally referred to by surname only, and the title is shortened to a few key words (possibly just one), provided that there is no ambiguity with other works by the same author. The short title form of a book remains in italic, and the short title form of an article or essay appears in single quotation marks. The publications details are completely omitted. The following are acceptable short title forms for items shown in previous examples above:


Where a reference is identical with the one immediately previous except for the page numbers being cited, the abbreviation ‘Ibid.’ (an abbreviation of Ibidem, meaning ‘in the same place’) may be used instead of the short title of the book or article concerned:

For example:
1. Campbell, *Slavery on Trial*, p. 98
2. Ibid. p.101
4. Ibid. p.174
5. Lewis, ‘Complicated Hospitality’, p. 49.
6. Ibid. p. 56

In the above examples, note 2 is a reference to the book by Campbell and note 4 to the essay by Barefoot (not to the book by Campbell).

The following standard abbreviations may be useful:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS</td>
<td>Manuscript (plural MSS)</td>
</tr>
<tr>
<td>vol.</td>
<td>Volume (plural vols)</td>
</tr>
<tr>
<td>f.</td>
<td>Folio(s): sheet number, when referring to a manuscript source in which sheets are numbered on the front face only (plural ff.)</td>
</tr>
<tr>
<td>TNA</td>
<td>The National Archives</td>
</tr>
<tr>
<td>BL</td>
<td>British Library</td>
</tr>
</tbody>
</table>

**Bibliography**

This consists of a list of all the sources, both primary and secondary, that you have consulted during your research. It should be divided into primary and secondary sources, which should appear in the following order:

**Primary Sources**
- Unpublished Manuscript Collections
- Published Editions of Documents
- Contemporary Published Sources
- Memoirs and Autobiographies

**Secondary Sources**
- Books
- Articles and Essays
- Unpublished secondary sources
Within each sub-section, the items should be listed in alphabetical order, by the surname of the author. In the case of each entry the full details must be given, following the pattern set out above and in the Style Guide. The key point to bear in mind is clarity of presentation: each item should be clearly distinct from those listed before and after, and blank lines should be left between sections.

E. Understanding Essay Marks

In the Centre for American Studies, all coursework and examinations are awarded a numerical mark. These marks are divided into bands equating to the final degree classifications:

- 70 and over  First Class
- 60 to 69       Upper Second Class
- 50 to 59       Lower Second Class
- 40 to 49       Third Class
- 35 to 39       Pass with Credit
- 34 and below   Fail

First Class is a very high standard indeed, and any such mark attained is a mark of excellence.

First class work will: (i) be directly relevant to the subtleties of the question; (ii) command an excellent range of knowledge; (iii) be consistently analytical to a high level; (iv) have a logical and coherent argument, well substantiated with evidence; (v) show independence of thought; (vi) be well-written and clearly presented; and (vii) provide a full bibliography in the case of essays.

Upper Second Class (also known as 2.i) denotes work of consistent good quality.

To obtain an Upper Second mark an essay needs to: (i) show clear signs of insight and consistent analysis, addressing directly the question or issues that have been set and providing a discussion that is not just descriptive - not only what happened but why it did so, or with what consequences; (ii) evidence and example should serve and support the argument, but not swamp it with detail; (iii) it should be directly relevant to the question; (iv) show a good familiarity with a range of sources; demonstrate evidence of reading outside lectures and seminars; (v) be well-written and clearly presented; and (vii) provide a full bibliography for essays.

Lower Second Class (2.ii) work is satisfactory, but is not considered to be of Upper Second Class standard, either because of insufficient coverage or because the complexities of issues have not been fully revealed. You might have been more dogmatic than the evidence will bear, or you might have been too vague in discussion and too tentative in conclusion. Your aim should be to improve upon this standard as you proceed through your degree course.

A Lower Second Class essay will (i) be largely relevant to the question; (ii) demonstrate adequate knowledge of the material; (iii) be analytical, but may tend towards description or narrative; (iv) show limited evidence of independent thought; (v) demonstrate little evidence of reading outside seminars and lectures; (vi) be well-written but with occasional lapses in spelling and punctuation; (vii) provide a reasonable bibliography for essays.

Third Class: Students who are receiving marks in the Third Class or below should take heed of the warning this gives. Although marks in the range 40-49 are not in themselves fail marks, any consistent pattern of such marks indicates serious weaknesses in your approach to your studies and suggest that you may be in danger of failing the examination at the end of the course.

Third Class denotes (i) some irrelevance or generalization in the response; (ii) limited acquaintance with basic sources; (iii) limited analysis, largely descriptive or narrative-based; (iv) a lack of originality; (v) that the argument lacks clarity and/or is not substantiated with evidence; (vi) a poorly written essay; and (vii) a partial or incomplete bibliography.
Pass: Students receiving marks in the 35-39 range gain a pass mark only if overall average is greater than 40. This assessed work is very close to a fail though and any marks in this range should be treated very seriously as you are in danger of failing.

Pass mark denotes (i) substantial irrelevance or generalization in response; (ii) limited acquaintance with basic sources; (iii) very limited analysis, largely descriptive or narrative-based; (iv) a lack of originality; (v) that the argument lacks clarity and/or is not substantiated with evidence; (vi) is poorly written; and (vii) an incomplete or no bibliography.

Fail: Any failed work should be a matter of utmost concern and needs immediate attention on your behalf. A failed essay or exam will indicate one or more of the following: (i) little or no relevance to the question; (ii) little or no knowledge of the material; (iii) lacks analysis and/or argument; (iv) is derivative or plagiarised; (v) poor presentation; (vi) an essay that is full of errors; and (vii) an incomplete or no bibliography.

F. Exam Preparation

Revision

There are as many different approaches towards revising for examinations as there are students: what suits one individual will not suit another, and there is no ideal or foolproof technique. But some general points are worth making in the light of the Centre’s experience of the problems often associated with revision.

Work out what is the best pattern of revision for you: do not model your approach on that of others, and do not believe other students’ stories, either of how much or how little revision they are doing!

The key to revision is to use your common sense: ensure that you plan a regular schedule of work well in advance of exams, and maintain regular meals, a healthy diet, and sufficient sleep.

How to revise?

The notes that you have compiled during the module should provide the foundation for your revision. Specific topics of which you have a detailed knowledge can then be placed within the overall context of the module; this will help you to select appropriate topics on which to do further work. It is a mistake to confine your revision simply to constant re-reading of lecture notes: you may succeed only in perpetuating any errors your notes contain.

You will need to build on the essays or seminar papers that you have prepared during the coursework, although these will not on their own be sufficient for a good coverage of topics. Additional topics will therefore need to be covered by reading books and articles that you have not previously consulted.

It is often useful to return to articles and books that you read when taking the course; in the context of your overall understanding of the subject, ideas and insights may make an impression which they did not first time around. However, there comes a point when you will need to stop reading new material, and consolidate the knowledge that you have gained.

How much to revise?

It is unrealistic to expect to gain a grasp of every aspect of each module you have taken; and the examination system itself is built around the idea of selectivity in study and revision. In most of your papers this means that you have to write on perhaps two out of a total of seven questions. In these cases you should revise at least four topics thoroughly, but you should be prepared to range more widely should the need arise.

You can never rely on a topic recurring on the basis of a pattern detected – or imagined – in recent papers. Bear in mind too the practice of dividing some papers into two sections, with the stated provision that you must write on one question from each section. Past examination papers are available for consultation in the University Library. In the case of new courses you will be provided with a specimen paper.
Examination Technique

By contrast with revision technique, this consists of skills that have to be learnt and applied under exam conditions. By being accepted for a degree course you have already shown that you possess some of these skills, but they can be improved. Months of diligent course work and weeks of revision can easily be thrown away by inadequate thought or self-discipline in these two or three hours.

Timing

This is crucially important. First, spend some minutes deciding which questions you can best answer. Unless you do this you may well realise, once the examination is over, that you would have done yourself more justice answering different questions: an obvious point perhaps, but one that crops up again and again in post-examination discussions with candidates. Then give yourself about fifty minutes to plan and write each one-hour answer (being careful to respond directly to the question), and be sure not to let yourself overrun this time allocation by more than a few minutes.

One of the commonest failings in university examinations is a last answer that is short, incomplete, or written in note form. Good marks gained for a longer answer earlier in the script can never compensate for the poor marks awarded in these instances. However, even a short answer is better than none at all.

Planning the Answer

Individual answers should take the form of mini-essays. Most of the points made in the section on essay writing in this Study Guide section (see above) apply also to examination answers. This is particularly true of the emphasis placed on planning the essay: it is a good idea to spend a few minutes thinking about each question in all its aspects, and structuring the answer accordingly.

Consider why the question has been posed in this particular form: why has this angle been chosen, what will it illuminate? Look carefully at the time span that you are instructed to cover (or dates in the question), for these are clues that can alert you to the themes involved. Determine the main points that you think are relevant, and make these the framework of your paragraph construction. Do not spend time on over-elaborate plans that duplicate the content of the essay and reduce the time available for writing the answer itself.

Writing the Answer

1. The answer should usually take the form of analysis rather than narrative.
2. Keep your handwriting as legible as possible and do not let your prose style degenerate, for example by employing abbreviations not in current usage.
3. The failing that occurs most frequently on examination scripts is that of not answering the question. Sometimes this happens because the candidate has not spent enough time simply thinking about the question, and planning the answer carefully. This problem can also occur because the student insists on ‘working in’ knowledge and arguments derived from an essay that dealt with a similar topic. The result is a partially irrelevant answer that will be penalised.
4. Other common failings are repeating material within the answer, where the student has failed to realise that he or she has already covered that point; and failing to deal with the question in all its aspects, or covering part of the period specified in a very sketchy fashion.

What are Examiners looking for?

1. Examiners are looking for clarity of thought and understanding of the subject.
2. They want a full answer to the question that is both relevant and complete.
3. They expect a good written prose style.
4. The examiners expect your arguments to be supported by the citing of accurate and relevant examples and illustrations.
5. Nothing of major importance should have been overlooked.

Students often ask what is the difference between a 2.i and a 2.ii performance. Examination questions do not call for facts alone, but for an explanation, often either of causes or of consequences. The instructions in questions therefore ask the candidate to exercise critical judgement. This is also true of quotation questions, where the student is called on to debate the validity of the quotation.

A 2.ii answer is frequently a solid descriptive treatment of the subject, but fails to advance any explanation of it. It displays knowledge but not understanding; it describes rather than explains. A 2.i answer is qualitatively superior in terms of the use made of material, and in the sophistication of the arguments employed. A First Class answer follows this pattern with excellence and originality (see Understanding Essay Marks above).

In this context, students sometimes misunderstand the meaning of the term originality. The examiners do not expect you to have necessarily found out some new information, or to offer new ideas. What is being referred to is some contribution of thought from the student: that the answer is something more than just a compilation of material derived from the works that have been read, and that the student has integrated this material, and thought about it with understanding and critical judgement.

Examinations are not intended to trap and defeat you, but to offer you the opportunity to display your intellectual abilities to best advantage. Make sure you seize this opportunity.

- For more information see the Student Learning Centre’s Guides: Revision and Exams and Exam Stress.

Written Assessment Anonymity

The University operates a policy of examination anonymity. Your UCAS number remains your identification number throughout your time at Leicester and should be entered onto the cover of all essays, examination answer books and attendance sheets. This means that anonymity can be maintained throughout the marking process until all marking of scripts has been completed, and the marks entered onto the official marksheet.

If you are unsure of your Candidate Number this can be verified by Miss Amy Bentley, the American Studies Administrator, Attenborough Room 707. If you forget to take your number to the examination room, a list is usually available on request from the invigilator – however, be aware that this can waste valuable exam time.

Mitigating Circumstances

The University recognises that students may suffer from a sudden illness or other serious event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for an assessment. In such cases the mitigating circumstances regulations and procedures may be applied. These regulations are designed to ensure the fair and consistent treatment of all students.

You must keep your department(s) informed at all times of any personal circumstances that may impact upon your ability to study or undertake assessments. Tell your department(s) or Distance Learning Hub about any such circumstances at the time they occur. You need to supply supporting documentation (e.g. a medical certificate) as soon as possible and no later than the deadline relevant to the assessment(s) affected. Normally, the deadline for submission of a mitigating circumstances claim will be no later than five working days after the assessment deadline to which it relates.

See www.le.ac.uk/sas/regulations/mitigation for full details of the mitigating circumstances regulations and procedures, including the University’s definition of a mitigating circumstance.

If you have to miss a class or tutorial, or fail to submit coursework on time, through illness or because of personal circumstances, you must inform the American Studies Office as soon as possible. The University has a special procedure for this, which is set out below:
Students who suffer a minor illness for a period of less than five working days are required to report this to their departments:

(a) if the illness leads to absence from classes at which attendance is compulsory

(b) where it might be a contributory factor in a failure to meet course deadlines or to perform up to expectations in any academic assignment

Students may self-certify their illness using a standard form available on the American Studies website, and must report the illness as soon as they are fit to do so. Where the illness is of more than five days’ duration, or is of a non-minor nature, medical advice should be sought and a medical certificate submitted to the American Studies Office.

**Personal Support for Students**

**Centre for American Studies Student Support Arrangements**

From discussion of academic progress, to friendly advice on personal matters; personal tutors are there to provide support, advice and guidance on an individual level. Common topics for discussion may include course changes, study progress, module choices, exam results, career opportunities or more personal problems such as accommodation or financial difficulties. Personal tutors will offer confidential support and it is vital that you keep him/her informed about anything that might affect your ability to fulfil your assignment and attendance requirements. He/she can put you in touch with a range of specialist advisers within the University, qualified to give financial, medical and welfare advice.

The Centre for American Studies’ personal tutor system operates in accordance with the Code of Practice on Personal Support for Students: [www.le.ac.uk/sas/quality/personaltutor](http://www.le.ac.uk/sas/quality/personaltutor)

You may, if you wish, discuss any particular concerns with any member of academic staff or the Centre’s Administrator.

**Equal Opportunities**

The Centre for American Studies endorses the University of Leicester’s Equal Opportunity Policies, and aims to ensure that students and staff are treated fairly and equitably, solely on the basis of their merits, abilities and potential, and are never discriminated against on the grounds of any of the following: sex, gender, sexual orientation, disability, religious or political beliefs, race, ethnicity, national origin, age, family circumstances, socio-economic background, or union membership. Any concerns related to equal opportunities (ethnicity, gender, disability, etc) should be addressed to your Personal Tutor.

**University Student Support Arrangements**

**Student Services Centre**

The Student Services Centre in the Charles Wilson Building provides you with convenient and easy access to many support services all in one place. The recent move involves six services including: Student Welfare, Student Counselling and Mental Wellbeing, Career Development Service, Unitemps and Fees and Payments.

The opening hours are:

<table>
<thead>
<tr>
<th>Term time</th>
<th>Monday to Thursday</th>
<th>9.00 a.m. to 7.00 p.m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacation</td>
<td>Friday</td>
<td>9.00 a.m. to 5.00 p.m.</td>
</tr>
</tbody>
</table>

**Contact:** Student Service Centre, Charles Wilson Building

[http://www2.le.ac.uk/offices/ssc](http://www2.le.ac.uk/offices/ssc)
AccessAbility Centre
The Centre offers a range of services to all students who have specific learning difficulties, such as dyslexia, disabilities or long-term conditions including mental health which have a substantial day to day impact on their studies. Staff offer one to one support, the co-ordination of alternative examination arrangements and assistance with applications for the Disabled Students’ Allowance. It is possible to be screened for specific learning difficulties and access to formal assessment is available. Students are means tested to see if they are eligible for assistance with the cost of formal assessments. The open access Centre acts as a resource base for students and staff and is a relaxed place for students to work. Its computers are equipped with specialised software for screen enlargement. Essay planning and speech output software is on the University network. The Centre has some specialised equipment (CCTV, enlarged keyboard, and chairs) and some for loan (chairs, writing slopes and digital recorders). Photocopying and printing facilities are also available. The Centre welcomes self-referrals as well as referrals from academic staff.

Contact: AccessAbility Centre, David Wilson Library
Tel/minicom: +44 (0)116 252 5002 | Fax: +44 (0)116 252 5513 | accessible@le.ac.uk |
www.le.ac.uk/accessability

The Centre for American Studies AccessAbility Officer is Dr Nick Everett ngre1@le.ac.uk

Student Welfare Centre
The Student Welfare Service offers wide ranging practical support, advice, and information for students. Financial advice is offered, with information on budgeting and funding. Specialised staff can advocate over late loans and other financial issues. Students can apply for hardship grants and loans through the Service.

Information, advice and guidance is available on finance issues and budgeting. In addition, students can apply for hardship awards and loans through the welfare service.

For international students, the Student Welfare Service coordinates The International Welcome Week in September and January. Expert immigration advice is available and students are strongly advised to renew their visas through the scheme provided by Student Welfare. Specialised Officers also support students who experience financial or personal problems.

Contact: Student Welfare Service, Percy Gee Building (First Floor).
Tel: +44 (0)116 223 1185 | Fax: 0116 223 1196 | welfare@le.ac.uk | www.le.ac.uk/welfare

Counselling and Wellbeing Service
This Service offers a range of expertise and support for the psychological aspects of health and wellbeing. Services on offer include:

Student Counselling Support
Time-limited, free and confidential one-to-one counselling to help students find ways of dealing with academic-related or personal issues that may be affecting ability to study or engage with student life. Helping students to build on their skills to cope with the challenges of study, work and relationships through workshops.

For information see our website: www.le.ac.uk/counselling

Contact: Student Counselling Service
+44 (0)116 2231780 | counselling@le.ac.uk
Student Mental Wellbeing Support
Practical, emotional and skills based one-to-one support to students managing mental health issues whilst at the University. Helping students to build on their skills to cope with the challenges of study, work and relationships through workshops.

Contact: Student Support (mental wellbeing)
+44 (0)116 252 2283 | mentalwellbeing@le.ac.uk
www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing

Student Healthy Living Service
The Student Healthy Living Service provides direction to health care and health related activity which will contribute to wellbeing and help students to enjoy a balanced life. Students should register for health care local to the University; The University works closely with the Victoria Park Health Centre where staff have expertise in student health. More information can be found on the Healthy Living Service website.

Contact: Student Healthy Living Service
+(0)116 223 1268 | healthyliving@le.ac.uk | go.le.ac.uk/healthyliving

Health Care and Registering with a Doctor
Illness can affect any one of us at any time and for this reason the University strongly advises you to register with a doctor in Leicester. The Victoria Park Health Centre (www.victoriaparkhealthcentre.co.uk) has expertise in student health and has provided medical care to the University’s students for many years. The Health Centre is located conveniently close to the main-campus and registration is free.

If when you come to University you are already under the care of a ‘specialised team’, have a known medical condition including mental health or waiting for an appointment it is still advisable to register at the Victoria Park Health Centre. Soon after arrival, make an appointment to discuss with one of the doctors who will then be in a better position to communicate with the relevant doctors and help you to manage your condition to avoid any unnecessary disruption to your studies. Please take with you information from your current doctor or consultant which includes diagnosis, current management, including medication (provide a certified English translation if the original is not in English). This is essential for international students as some conditions may be managed differently in this country, particularly in relation to medication which may be licensed differently and may need changing to something which is available to prescribe in this country. If you take medication for your condition you must bring 12 weeks supply with you to ensure continuity until the registration process is complete.

More information about registering with a doctor and other health and well-being services can be found at: http://www2.le.ac.uk/offices/healthy-living-for-students/new-students/uk-students

Careers and Skills Development

Career Development Service
With your drive and determination, the Career Development Service can help you develop the skills and abilities that will not only help get you to where you want to be after university, but will stay with you for life.
Career development at Leicester isn’t just about getting some work experience and writing a CV; we make sure that you get personal support to achieve your aspirations. We’re here for you from the moment you arrive, through to your graduation and beyond. We’ll give you the opportunity to try new things and to figure out what you want from your career—what it is that really drives, motivates and inspires you.

We’ll also help you identify your personal strengths and what you need to develop to be ahead of the crowd. Even if you’re not sure what it is you want to do yet, we can help you develop the skills and experience that you need to get that first job out of university, but also the ability to manage your own career development and succeed on whichever path you choose.

It’s your career development journey and you decide where it is that you want to go. By working with us you make sure that you’re giving yourself the best possible chance to get there. We’ve got the knowledge and resources to spur you on to success so, by working with us, you really will make the most of you!

When you arrive at Leicester you’ll have access to MyCareers: https://mycareers.le.ac.uk, our career management system, by simply using your university username to login. This is the gateway to:

- Booking one-to-one appointments with our career consultants for support with career planning, job hunting, CVs and applications, and mock interviews
- Booking workshops, such as mock assessment centres and psychometric testing
- Meeting employers who are coming on campus
- Finding all the opportunities available exclusively for Leicester students such as paid internships, volunteering, and extra-curricular activities

If you are looking for part time work whilst studying, make sure you sign up to Unitemps, based in the Students’ Union, for opportunities on campus and in the city.

We’re here to support you throughout your time at university so make sure that you come and visit us and log-in to your MyCareers account to get started!

Contact the Career Development Service:
0116 252 2004 | careershelp@le.ac.uk | www.le.ac.uk/careers
@uolcds | fb.com/uolcds

Feedback from Students

Student Feedback Questionnaires

The Centre for American Studies greatly values the views of its students. Detailed feedback comes to us through questionnaires that we ask you to fill in at the end of each semester, and through the meetings of the Student Staff Committee (SSC).

Student Staff Committees

The Student Staff Committee comprises student representatives from each year (SS1, EN/AS1, HS/AS1, Supp.1, SS2, EN/AS2, HS/AS2, SS3, EN/AS3,HS/AS3, SS4, EN/AS4 and HS/AppS4), the Director of Teaching, Director of Academic Progress, Joint Degree Tutors, representative from the Library and American Studies Secretary. The SSC plays a key part in enabling staff and students to discuss the best ways for teaching and learning to take place.

A list of representatives is posted on the American Studies blackboard site. You are encouraged to raise issues with your student representative who will take your ideas and suggestions for discussion to the Committee. The SSC meets once every term and is responsible for compiling the annual student questionnaire.
To ensure that the SSC discussions are properly conducted and recorded, standard committee practices are followed. The meetings are chaired, there is an agenda, and minutes are written up and ratified at the next meeting. The Committee's minutes are placed on the agenda at the American Studies Staff Meeting and Board of Studies, and its recommendations receive full attention. The SSC minutes are circulated to Committee members and posted on Blackboard.

In view of the important role played by the Committee, it is crucial to secure good student attendance and representation at the meetings. Nominations for student representatives are requested early in the academic year. We urge you to think seriously about volunteering: it will be very good for your CV!

**Departmental Prizes**

The American Studies Prize is awarded at the end of the final year to the student(s) who has produced the best overall performance in the American Studies degree for that year.

There are two other prizes: a Dissertation Prize and a Second Year Prize. In addition, there are also a number of College prizes for which American Studies students may be eligible.

**Societies**

The American Studies Society

The American Studies Society offers support to new and existing students within the American Studies department by creating a sense of community. Themed socials are a great way to get to know your peers while fulfilling that dream of becoming a Grease cast member for one night. With film screenings, bar crawls, pub quizzes, day trips and more, the society offers something to suit everyone. As an academic group our main aim is to offer you the support you desire throughout your course while having some fun along the way!

The brand new blog opens up A.S.S. to all its members this year, making our society more interactive and letting you have a say in how we do things. You can now go to [www.uol-ass.tumblr.com](http://www.uol-ass.tumblr.com) where you’ll find everything you need to know about A.S.S.

President – Cameron Bonser ([crb25@student.le.ac.uk](mailto:crb25@student.le.ac.uk))

**Personal Belongings**

Your personal belongings are not covered by the University’s insurance. You are therefore advised to check whether your parents’ or family policies provide adequate protection. If not, private insurance arrangements should be made.

A lost property service operates from the Security Lodge, which is situated at the far end of the Fielding Johnson Building on Wyggeston Drive, University entrance No. 1.

Bicycles may be brought onto the main campus but must be placed in the cycle racks provided, and appropriate security measures taken to help to prevent theft and damage. For advice on preventing cycle theft and details of the University’s Coded Cycle Scheme visit: [www.le.ac.uk/estates/facilities & services/security/CodedCycleScheme.html](http://www.le.ac.uk/estates/facilities & services/security/CodedCycleScheme.html)

**Complaints and Academic Appeals Procedures**

The University has robust systems in place governing the quality and standards of its degree programmes and your experience as a student here. We are confident that, like the vast majority of students here, you will enjoy and be satisfied with your course. In most instances your department will be able to resolve any issues that do
occur but we recognise that this will not always be possible. For this reason, the University has official procedures that allow eligible cases to be formally reviewed.

Information about these procedures, including the relevant forms, can be found on the Student and Academic Services website: see [www.le.ac.uk/sas/regulations/appeals-complaints](http://www.le.ac.uk/sas/regulations/appeals-complaints). These pages should be read in conjunction with the University’s [Regulations governing student appeals](http://www.le.ac.uk/senate-regulation10) and [Regulations governing student complaints](http://www.le.ac.uk/senate-regulation12).