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Welcome to the Victorian Studies Centre at Leicester. Our Centre is the longest-established Centre for the study of Victorian literature, history and culture in Britain. It has been central to the development of the Victorian Studies discipline globally, and we are delighted to welcome you to be a part of its work. The MA brings together a unique group of students from diverse academic and cultural backgrounds. Your experience and range of perspectives enrich both the course, and the experience of your peers and tutors. Everyone has a worthwhile contribution to make and student input plays a key part in making the year an intellectually invigorating and rewarding one for all concerned. We very much hope that you will participate fully, not only in your seminar groups, but also in the Spring Seminar series run by the Centre, and that you will make the most of all the opportunities open to you at Leicester.

As you know, the MA in Victorian Studies is an interdisciplinary course which is taught by members of the School of English, together with members of the School of Historical Studies, the Centre for English Local History, the Centre for Urban History and the Department of History of Art and Film. Members of staff are all concerned to make this year stimulating, enjoyable and rewarding, and are here to help you. Please do feel free to contact us whenever you need to.

This handbook contains important information about the course and University: the course structure, module outlines, reading lists, marking criteria, staff details, personal tutors, facts about the library and computing facilities, and more. Please read the handbook carefully and keep it safe – you’ll need to refer to it throughout the course.

On behalf of all the tutors on the MA, may we wish you an enjoyable and successful year.

Dr Claire Brock
Course Director
September 2015
**Induction**

An induction session will be held 11.00am to 1.00pm on Wednesday 30 September: this session will include students in the School of English, the School of Modern Languages and the Department of the History of Art and Film. At 2.00pm Dr Julian North will lead an introduction to taught postgraduate study in the School, and Dr Claire Brock will meet with MA Victorian Studies students separately at 3.00pm.

**For International Students**

International students are encouraged to attend the University’s International Student Welcome Programme ([www2.le.ac.uk/offices/ssds/welfare/international-student-support/iswp](http://www2.le.ac.uk/offices/ssds/welfare/international-student-support/iswp)) prior to the beginning of term. International Student Support also provide ongoing support and advice for International students ([www2.le.ac.uk/offices/ssds/welfare/international-student-support](http://www2.le.ac.uk/offices/ssds/welfare/international-student-support)).

Students who are non-native English speakers and/or who are not familiar with UK Higher Education are strongly advised to attend the English Language Teaching Unit’s in-sessional programme Academic English for Postgraduates and Staff ([www2.le.ac.uk/offices/eltu/insessional/el2000](http://www2.le.ac.uk/offices/eltu/insessional/el2000)). These classes are provided free of charge for postgraduates and are designed to develop students’ English-language and study skills.

**Centre Details**

A brief history of the School may be found here: [www2.le.ac.uk/departments/english/about](http://www2.le.ac.uk/departments/english/about)

The School is located in the Attenborough Tower, primarily on floors 13, 14, and 15. The School Office is Attenborough 1514. Campus maps are available at: [www2.le.ac.uk/maps](http://www2.le.ac.uk/maps).

Information on School research interests can be found via the staff list at: [www2.le.ac.uk/departments/english/people](http://www2.le.ac.uk/departments/english/people)

**School Communications**

Pigeonholes for postgraduate students are located on the sixteenth floor. Noticeboards containing information relevant to postgraduates are also located on the sixteenth floor. Staff pigeonholes are located on the fifteenth floor, in Att 1514.

Dr Claire Brock, Director of the MA in Victorian Studies, is available for consultation about matters academic and pastoral at the times advertised on the doors of her room. In emergencies, she can be contacted at other times.

In addition, all students are allocated a personal tutor, whom they are invited to consult about personal and academic difficulties met during the course. Your personal tutor will offer confidential advice and support on a range of matters, from official dealings with the University, College or School (this includes advice on issues relating to modules on which your personal tutor also teaches; as personal tutor their role is to provide you with support, not discipline) to guidance on how to proceed in the event of a failure. It is in your interests to ensure that your personal tutor is kept informed about anything that might affect your ability to fulfil your assignment and attendance obligations. Your personal tutor will be able to put you in touch with a range of specialist advisers within the university, qualified to give financial, medical and welfare advice.

For administrative matters, the Programme Administration team are available in Attenborough 1514 from 9.00am to 5.00pm, Monday to Friday.
**Staff List and Key Contacts**

The School’s complete staff list may be found online at: [www2.le.ac.uk/departments/english/people](http://www2.le.ac.uk/departments/english/people)

The following table provides key contact information:

<table>
<thead>
<tr>
<th>Professor Philip Shaw</th>
<th>Dr Claire Brock</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head of School</strong></td>
<td><strong>Course Director</strong></td>
</tr>
<tr>
<td>+44 (0)116 252 5365</td>
<td>+44 (0)116 252 2533</td>
</tr>
<tr>
<td>Attenborough 1615</td>
<td>Attenborough 1512</td>
</tr>
<tr>
<td><a href="mailto:ps209@le.ac.uk">ps209@le.ac.uk</a></td>
<td><a href="mailto:cb178@le.ac.uk">cb178@le.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr Julian North</th>
<th>Dr Jonathan Taylor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senior Tutor for PGT</strong></td>
<td><strong>Careers Tutor</strong></td>
</tr>
<tr>
<td>+44 (0)116 252 2776</td>
<td>+44 (0)116 252 2778</td>
</tr>
<tr>
<td>Attenborough 1308</td>
<td>Attenborough 1513</td>
</tr>
<tr>
<td><a href="mailto:jrn8@le.ac.uk">jrn8@le.ac.uk</a></td>
<td><a href="mailto:jt265@le.ac.uk">jt265@le.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mr David Revill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme Administrator</strong></td>
</tr>
<tr>
<td>+44 (0)116 252 2622</td>
</tr>
<tr>
<td>Attenborough 1514</td>
</tr>
<tr>
<td><a href="mailto:englishma@le.ac.uk">englishma@le.ac.uk</a></td>
</tr>
</tbody>
</table>

**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.

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

**The Philip Collins Seminar Room**

The Philip Collins Seminar Room, named for the founding professor of the Victorian Studies Centre, is located on the thirteenth floor of the Attenborough tower and houses a collection of publications of interest to Victorian/nineteenth-century scholars. (Please note that this room is used for teaching for much of the week during term time; if you wish to consult these materials, please liaise with the Programme Administration team in Attenborough 1514 to find a suitable time.)

**Research Seminar Series**

The School hosts a number of research seminar series during the year; postgraduate students are very welcome to attend these seminars.
School of English Research Seminar
The School of English Research Seminar runs on Wednesdays 1.00-2.00pm throughout first and second semesters. Members of staff will speak on their current research and invite questions and discussion. All are welcome. Please see email and noticeboards for further details or contact Dr Mark Rawlinson on mjr1@le.ac.uk (Semester One) or Dr Emma Parker on ep27@le.ac.uk (Semester Two).

Leicester Linguistics Seminar
The Leicester Linguistics Seminars are held 4 or 5 times during the academic year, at dates and times that will be announced at the beginning of each semester. The talks, many given by scholars from outside the University of Leicester, cover a diverse range of topics in language and linguistics. ELL MA students on campus are expected to attend these sessions.

Victorian Studies Spring Seminar Series
The Victorian Studies Spring Seminar series takes place on Wednesday evenings in Att 1315, the Phillip Collins Seminar Room. The dates for 2015/16 are to be confirmed.

Early Modern Research Seminar
This seminar covers the period 1500-1800. It runs in the second semester, at 5.15pm on Mondays. Please email earlymodern@le.ac.uk to be added to the seminar email list and receive further information.
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

You can access all of this by visiting: 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 information resources including a print collection of over 1 million items and a Digital Library of over 500,000 eBooks and 50,000 electronic journals which you can use from anywhere on the Web;
- help in finding and using information; online, face to face and by telephone;
- individual and group study space, including the Graduate School Reading Room exclusively for postgraduate students;
- PCs, netbooks and wireless networking for your laptop;
- services for distance learners and researchers.

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 your subject, please visit www2.le.ac.uk/library/find/subjects/english.

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 2010 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, including on your smartphone or other mobile device;
- Printing: print, copy or scan on campus; pay by topping up your print and copy account;
- IT Help: visit the Help Zone in the Library, phone 0116 252 2253, email ithelp@le.ac.uk or attend a training course;
- Wifi: free access to eduroam wifi on campus, in halls 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). Download the map to find a Student PC area on campus from: www.le.ac.uk/pcareas;
- Files: store files on your Personal Z: drive, which is backed up and available anywhere;
- Blackboard Virtual Learning Environment: support and information for all your courses;
- Leicester Digital Library: access to journals, databases and electronic books online;
- Mobile app: download the University mobile app to find a University PC available near you or access Blackboard Mobile Learn.
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 confidential and impartial 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 a professional and friendly service.

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, online chat facilities are available (visit our website for further details), you can either pop in or book an appointment by contacting us on the details below:

Contact: Students’ Union Education Unit (ED), Students’ Union (First Floor)
+44 (0)116 223 1132/1228 | educationunit@le.ac.uk | http://leicesterunion.com/support/education

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. We offer 16 different languages including Arabic, British Sign Language, Chinese and Spanish to name just a few, six different levels of learning and two different 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

English Language Teaching Unit (ELTU)

The English Language Teaching Unit provides the following in-sessional courses for postgraduate students who wish to improve their English language skills:

- EL7000 Academic English for Postgraduates and Staff
- EL7040 Academic Grammar
- EL7050 Academic Listening
- EL7060 Academic Speaking

If you are new to Higher Education in the UK, we would recommend EL7030 Academic Writing Lectures, a series of four one-hour lectures in which the essentials of academic writing in a UK university are discussed.

Find out more at: www2.le.ac.uk/offices/eltu/insessional
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

Brookfield House

Brookfield is the University of Leicester’s new Postgraduate Teaching Centre and is a modern academic and social hub for all our Masters degree and taught postgraduate students and research students. Please visit: http://www2.le.ac.uk/departments/gradschool/brookfield.
University Regulations

Senate Regulations (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-regulations ‘Neglect of academic obligations’). In the most serious of cases of neglect the University has the right to terminate a student’s course.

**Recording Lectures and Teaching Sessions**

The University recognises that there are occasions when students may wish to record lectures to support their learning. Where a student believes that there are good academic reasons to request permission to record a lecture a University policy applies (see https://www2.le.ac.uk/offices/sas2/quality/recordinglectures). The policy seeks to protect the intellectual and privacy rights of both staff and students and take account of the relevant legislation concerning data protection and copyright issues.
Course Details

For information on normal and maximum periods of registration, please see Senate Regulation 2, paragraphs 2.20 to 2.29.

Schedule of Year's Activities

See [www.le.ac.uk/av/avsrooms/index.html](http://www.le.ac.uk/av/avsrooms/index.html) for help in locating venues.

**SEMESTER 1 (Autumn Term)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30 Sep 2015</td>
<td>Induction event (University Film Theatre and various venues)</td>
<td>All tutors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to the School and course (Bennett LT10 and Att 211), to be followed by the School of English Postgraduate Reception (Belvoir City Annexe, Charles Wilson building)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7 Oct</td>
<td>1. Demographic Revolution: Growth, movement, dislocation</td>
<td>James Moore</td>
</tr>
<tr>
<td>3</td>
<td>14 Oct</td>
<td>2. Industrial Revolution: Birth of the modern world</td>
<td>James Moore</td>
</tr>
<tr>
<td>5</td>
<td>28 Oct</td>
<td>4. The Poor: Are always with us?</td>
<td>James Moore</td>
</tr>
<tr>
<td>6</td>
<td>4 Nov</td>
<td>5. Governance and Social Regulation</td>
<td>James Moore</td>
</tr>
<tr>
<td>7</td>
<td>11 Nov</td>
<td>6. The Invention of Modern Sport: Mens sana in corpore sano</td>
<td>James Moore</td>
</tr>
<tr>
<td>8</td>
<td>18 Nov</td>
<td>7. Religion and Modernity: A Religious Revival</td>
<td>James Moore</td>
</tr>
<tr>
<td>10</td>
<td>2 Dec</td>
<td>9. The British Empire and Imperialism: Imperial State</td>
<td>James Moore</td>
</tr>
<tr>
<td>11</td>
<td>9 Dec</td>
<td>10. Family Life</td>
<td>James Moore</td>
</tr>
</tbody>
</table>

**SEMESTER 2 (Spring Term)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>27 Jan</td>
<td>An Author: OSCAR WILDE</td>
<td>Julian North</td>
</tr>
<tr>
<td>15</td>
<td>3 Feb</td>
<td>Drama</td>
<td>Gail Marshall</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Instructor(s)</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>10 Feb</td>
<td>Fiction</td>
<td>Jonathan Taylor</td>
<td></td>
</tr>
<tr>
<td>17 Feb</td>
<td>A Period: VICTORIAN LITERATURE AT MID-CENTURY: Politics: <em>Shooting Niagara?</em></td>
<td>Jonathan Taylor</td>
<td></td>
</tr>
<tr>
<td>24 Feb</td>
<td>Visual Culture: <em>Two on a Tower</em></td>
<td>Geoff Belknapp</td>
<td></td>
</tr>
<tr>
<td>2 Mar</td>
<td>The Decade of Sensation: <em>The Moonstone</em></td>
<td>Gail Marshall</td>
<td></td>
</tr>
<tr>
<td>9 Mar</td>
<td>Poetry of the mid-Century: Christina Rossetti</td>
<td>Julian North</td>
<td></td>
</tr>
<tr>
<td>16 Mar</td>
<td>A Theme: THE VICTORIANS AND THE PAST The Uses of the Past</td>
<td>Gail Marshall</td>
<td></td>
</tr>
<tr>
<td>27 Apr</td>
<td>Tennyson and the Past</td>
<td>Julian North</td>
<td></td>
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<tr>
<td>4 May</td>
<td>Curating the Victorians</td>
<td>Gail Marshall, MAVS team</td>
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Options: see separate timetable

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**SEMESTER 2 (Summer Term)**

<table>
<thead>
<tr>
<th>Week 23</th>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>FT &amp; PT2 Students only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 May</td>
<td>10.00am-12.00noon</td>
<td>Dissertation Proposals preparation meeting</td>
<td>All Tutors</td>
</tr>
<tr>
<td>24</td>
<td>11 May</td>
<td>10.00am-12.00noon</td>
<td>Dissertation Proposals presentations</td>
<td>All Tutors</td>
</tr>
<tr>
<td>27</td>
<td>1 June</td>
<td>12.30pm</td>
<td>End of Course lunch and Questionnaire Feedback session (venue to be advised)</td>
<td>All Tutors</td>
</tr>
</tbody>
</table>
**Schedules and Reading Lists**

**EN7001 Bibliography, Research Methods, and Writing Skills for Postgraduates**

The module is compulsory for all new postgraduates in the School of English and in the Victorian Studies Centre. It meets on Wednesday mornings from 10.00am to 12.00noon, unless otherwise specified, beginning on 7 October 2015. See [www.le.ac.uk/sas/courses/documentation](http://www.le.ac.uk/sas/courses/documentation) for assessment details.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Venue</th>
<th>Topic</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7 October</td>
<td>Special Collections</td>
<td>INTRODUCTION and RESEARCH IN LEICESTER Introduction to the module and information about the assessment; Research in the School of English and the Leicester University Library Archive.</td>
<td>Dr J North, Dr Lucy Evans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Room (DW Library basement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DW IT R1</td>
<td>ELECTRONIC SOURCES OF INFORMATION I: Search strategies and online catalogues</td>
<td>Ms Jackie Hanes (Library)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10-11 Introduction to using electronic sources at Leicester. This first hour is voluntary and is suitable for those who are new to Leicester or want to refresh their knowledge.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td>11-12 Using electronic sources at MA level This hour is not voluntary and everyone should attend.</td>
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<td>DW IT R1</td>
<td>ACADEMIC WRITING AND REFERENCING</td>
<td>Dr J North</td>
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<td>4</td>
<td>21 October</td>
<td>FJ L66</td>
<td>USING SPECIAL COLLECTIONS AND ARCHIVES</td>
<td>Dr Simon Dixon, Ms Caroline Sampson (Library)</td>
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<td>ATT219</td>
<td>ENGAGING WITH CRITICS: Writing a critical review</td>
<td>Prof Gowan Dawson</td>
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<td>4 November</td>
<td>KE323</td>
<td>REFERENCING AND REFWORKS: Hands-on session</td>
<td>Ms Jackie Hanes (Library), Dr J Moore</td>
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has questions about electronic searches. Can’t find the articles/books you are looking for? Come along!

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| 9      | 25 November | FJ L66 | PRESENTATION SKILLS and PREPARING YOUR BIBLIOGRAPHY PRESENTATION | Dr Ben Parsons  
Dr K Loveman |
| 10     | 2 December | FJ L66 | YOUR MA DISSERTATION  
(and an opportunity to ask any questions you have about the assessments for EN7001) | Dr Julian North |
| 11     | 9 December | FJ SW SR3  
BENL LG85 | STUDENT BIBLIOGRAPHY PRESENTATIONS:  
II. MA Victorian Studies  
III. MA Modern Literature | Dr J North, and Prof. Gail Marshall  
Dr Victoria Stewart and Mr Nick Everett |

Assessment deadlines:

1. Students will submit two copies of their bibliography and deliver their presentation in the last seminar of the module on 9 December 2015 (see timetable).

2. The critical review can be submitted via Turnitin at any point before the final deadline which is at 12.00 noon on Monday 11 January 2016. The expected return date will be Monday 1 February 2016.
**HS7499 Victorian Society**

**Module Convenor: Dr James Moore, School of History (jm68@la.ac.uk)**

**Introduction**

In this module we will study the Victorians by getting as close as we can to their own view of themselves. Our thinking, therefore, will engage with nineteenth-century ideas and feelings. In that sense Victorian Society will resemble a literature module. But we will also endeavour to see those ideas and feelings in their time and place. In that sense Victorian Society will resemble a history module. Throughout, the meaning of ‘Victorian’ will stretch beyond Queen Victoria’s reign. We will be concerned with what historians call ‘the long nineteenth century’ – 1790 to 1914.

**Subject Coverage and Module Outcomes**

At the end of this module you will have been introduced to the Victorians. You will have studied classic works and read a number of other histories. You will have had the opportunity to lead a seminar on a subject of your choice. You will have written one substantial essay, and participated in a number of discussions about history and the uses of history. There should be various ‘learning outcomes’ to do with all this – including your improved ability to read, write, present, discuss, argue, interpret, and think. Most importantly, you will have come to a view of who the Victorians were and how they lived. The strength and coherence of your view will be tested in the essay question.

**Essay questions (Choose One)**

- What were the most important social changes in Britain during the Victorian period?
- How important is social class in understanding the culture of Victorian Britain?
- Was the development of the British Empire the inevitable consequence of Britain’s rapid industrial and economic growth?
- To what extent did Victorian scientific theories and discoveries change attitudes towards religious practises and belief?
- How far can Britain be considered a democracy in 1901?

**Core works**

Suggested reading before the module begins:


**10 core questions for our first meeting**

At our first meeting we’ll be discussing the following questions. Come prepared with the answers.

- How many Victorians were there in 1837 and 1901?
- What were the main reasons for the rise in population?
- Where did most of them live?
- Why did most of them die?
- What were the three major occupational groups, in 1841? In 1901?
• What were Britain’s three leading exports in the 1840s? in the 1890s?
• What, constitutionally speaking, was Victoria queen of?
• Who, in your view, was her greatest prime minister? Why him?
• What was the difference between the Conservatives and Liberals?
• Did the Victorians live in a democracy? Did they want to?

Primary texts and background

Each of the ten seminars is devoted to a different theme, and the first three seminars are designed to give you an overview of the social, economic and political context of the period. You are expected to come to each seminar having read the primary text and some other works. I have chosen the primary texts for their availability as well as for their importance. All are available in paperback and most are available at second hand bookshops and on the Net. I’d like you to use the other texts to contextualize the primary text – in other words, to provide background and to assist your understanding. You will find a good spread of primary and secondary works in the syllabus but you are not expected to read all of them, or even all the words in the works you do read. What you are expected to do is to read the primary texts very carefully and then pack in as much meaning and background by reading beyond and around. You may find the book list useful in a similar way when you start your dissertation.

Presentations

Everyone will make a short, ten minute presentation over the course of the module explaining the significance of the primary text to the Victorians, and to us. In these presentations you are encouraged to teach your colleagues, rather than just read from a paper. After it, you will write me a brief two page report reflecting on the experience.

Field visit

It is hoped that we will be able to make a Saturday day trip to a site or city associated with the Victorians, which you’ll be expected to attend.

1. DEMOGRAPHIC REVOLUTION

Growth, movement, dislocation

“It is an obvious truth . . . that population must be kept down to the level of the means of subsistence”

(T. Malthus, Essay on the Principle of Population, 1798)

Primary text:

Additional reading:
M. Anderson. ‘Households, families and individuals: 1851 Census’, Continuity and Change, 3, 1988
William Cobbett, Rural Rides (1830)
Philip Davis, The Victorians, Oxford English Literary History, vol xiii (2002) ch 1
C. Holmes, John Bull’s Island: Immigration and British Society, 1871-1971


Humphrey Southall and David Gilbert, ‘A good time to wed?’ Marriage and economic distress in England and Wales 1839-1914 *Economic History Review*, x/ix I, 1996, fig i and section v


**Ireland**


**Scotland**


T.M. Devine, *Clanship to Crofter’s War: the social transformation of the Scottish Highlands* (1994)


**Civic Histories:**

Victorian town histories often give a wonderfully detailed account of the ‘rise’, or, to put it another way, the redevelopment and expansion, of their place during the industrial revolution. One marvellous example from the many is:

Philip Sulley, *History of Ancient and Modern Birkenhead* (1907)

2. **INDUSTRIAL REVOLUTION**

**Birth of the modern world**

‘The history of the proletariat in England begins with the second half of the last century, with the invention of the steam engine and of machinery for working cotton’

(F. Engels, *The Condition of the Working Class in England*)

**Primary text:**


**Additional reading:**


S. Checkland, *The rise of Industrial Society in England, 1815-1885* (1964)


P. Deane, *The First Industrial Revolution* (1979)


D.S. Landes, *The Unbound Prometheus* (1969)


Women’s Work:


Sandra Burman, ed *Fit Work for Women* (1979)


**The Affluent:**

G. Crossick, ed *The Lower Middle Class in Victorian Britain* (1977)
 Francois Guizot, *History of Civilization in Europe* (1846)
Patrick Parrinder, *Nation and Novel*, ch 11 ‘Puritan and Provincial’
W.M. Thackerary, *The Book of Snobs, or, The Snobs of England, by one of themselves* (1846) - with an introduction by John Sutherland
F.M.L. Thompson, *English Landed Society in the Nineteenth Century* (1963)

**The Working-Classes:**

J.M. Baernreither, *English Associations of Working Men* (1889)
K.E. Carpenter, ed., *Friendly Societies. Seven Pamphlets 1798-1839* (1972) - Articles of Town Porters’ Friendly Society, instituted 1688 (1833) and Articles of a Friendly Society held at the house of John Bamford, Barton Notts (1807)
Richard Fynes, *The Miners of Northumberland and Durham. A History of their social and political progress* (1873)


P. Gurney, ‘The Middle Class Embrace’: Language, Representation and contest over Cooperative forms in Britain 1860-1914, *Victorian Studies*, 37, 1994


* A study in the history of the English adult education movement* (1961)


George Howell, *Trade Unionism. New and Old* (1891)


Beatrice Potter, *The Co-operative Movement in Great Britain* (1891)


Short Loan X22599


3. RADICALS AND LIBERALS

**New people; new society**

“But, ours is, altogether, a system of monopolies, created by taxation and paper money, from which monopolies are inseparable”.

(William Cobbett, *Rural Rides*)

“The struggle between liberty and authority is the most conspicuous feature in the portions of history with which we are earliest familiar”.

(J. S. Mill, *On Liberty*)

**Primary text:**


**Additional reading:**


John Bateman, *The Great Landowners of Great Britain and Ireland* (1883)

Walter Bagehot, *The English Constitution* (1867)
William Cobbett, *Rural Rides* (1830)
Martin Pugh, ‘Limits of Liberalism. Liberals and Women’s Suffrage 1867-1914’, in Biagini, *ibid*
David Cannadine, *The Decline and Fall of the British Aristocracy* (1990) chs.1,12
David Cannadine, *Class in Britain* (1999)
P. Corrigan and D. Sayer, *The Great Arch. English State Formation as Cultural Revolution* (1985)
Philip Davis, *The Victorians, op cit*, ‘High Realism’ ch 9
A Dicey, *Lectures on the relation between law and public opinion in England during the 19th century* (1914)
Brian Harrison, *Separate Spheres. The opposition to women’s suffrage in Britain* (1978)
F. J. Hayek, *Road to Serfdom* (1946)
L.T. Hobhouse, *Liberalism* (1911)
J. S. Mill and Harriet Taylor Mill, *Enfranchisement of Women* (1851)
J. S. Mill, *The Subjection of Women* (1869)
J. Ward, *Chartism* (1973)
J. Vernon (ed.), *Re-Reading the Constitution* (1996)

Women

Lady Bell, *At the Works* (1907) chs viii, ix
Sue Bruley, *Women in Britain since* 1900 (1999)
Barbara Caine, *Victorian Feminists* (1992)
M.L. Davies, *Life as We Have Known It* (1931)
Millicent Garrett Fawcett, ‘The Emancipation of Women’, *Fortnightly Review*, 50, 1891
Roger Fulford, *Votes For Women* (1957)
Jane Lewis, ed *Women’s Source Library* vol v *Arguments for and against women’s suffrage 1864-1896* (2001)
John Ruskin, *Sesame and Lilies*, two lectures delivered at Manchester in 1864: ‘Of King’s Treasures’, ‘Of Queen’s Gardens’
Valerie Steele, *Fashion and Eroticism. Ideals of Feminine Beauty from the Victorian Era to the Jazz Age* (1985)
Virginia Woolf, *A Room of One’s Own* (1929)
Leicester women
4. THE POOR

Are always with us?

“Mind and body are sapped by the undermining influences ceaselessly at work”.

(Jack London, The People of the Abyss 1903)

Primary texts:
- Henry Mayhew, London Labour & the London Poor (1849)
- Flora Thompson, Lark Rise to Candleford (1948)

Parliamentary:
- Children’s Employment, vol.6, pp.1-8, 24, 37, 44, 106

Additional reading:
- Brian Inglis, Poverty and the Industrial Revolution (1971)
- Peter Keating, Into Unknown England 1866-1913. Selections from the social explorers (1976)
- Simon Morgan, A Victorian Women’s Place. Public Culture in the 19th century (2007)
- D.C. Pedder, The Secret of Rural Depopulation. Fabian Tracts (1904)
- Jacob A. Riis, How the Other Half Lives 1890 (Penguin)
- Richard Rodger, Housing in Urban Britain (1989)

Social Science and ‘social control’:
- A.P. Donajgrodzki, Social Control in 19c Britain (1977)
The Poor Laws:


The poor in Victorian art:


John Ruskin, *Political Economy of Art* (1857)


5. GOVERNANCE AND SOCIAL REGULATION

“The high prosperity in respect to employment and wages, and various and abundant food, have afforded to the labouring classes no exemptions from attacks of epidemic disease, which have been as frequent and as fatal in periods of commercial and manufacturing prosperity as in any others..”

(E. Chadwick, *Report...from the Poor Law Commissioners on an Inquiry into the Sanitary Conditions of the Labouring Population of Great Britain 1842*)
Primary text: E. Chadwick, Report... from the Poor Law Commissioners on an Inquiry into the Sanitary Conditions of the Labouring Population of Great Britain 1842

M. Bannon, The Emergence of Irish Planning, 1880-1920 (1985)
A. Briggs, The Victorian City (1963)
G. Cherry, Urban Change and Planning. A History of Urban Development in Britain since 1750 (1972)
B. Clapp, An Environmental History of Britain since the Industrial Revolution (1994)
H. Conway, People’s Parks: The Design and Development of Victorian Parks in Britain (1991)
H.J. Dyos and M. Wolff (eds.), The Victorian City images and reality (1978)
Malcolm Elliott, Victorian Leicester (1979)
A. Fletcher, ‘The Role of Landowners, Entrepreneurs, and Railways in the Development of the North Wales Coast during the 19th Century,’ Welsh Historical Review 16 (December, 1993)
D. Fraser, Power and Authority in the Victorian city (1979).
E. P. Hennock, Fit and Proper Persons (1973)
6. THE INVENTION OF MODERN SPORT

Mens sana in corpore sano

“Lead me now my Creator in the days of my youth in all things that lead toward a true Christian manliness”.

(Membership pledge of Boys’ Brigade, founded Glasgow 1883.)

Primary text: Thomas Hughes, Tom Brown’s Schooldays (1857)

George and Weedon Grossmith, Diary of a Nobody (1892)

Additional reading:

Joanna Bourke, Dismembering the Male. Men’s Bodies, Britain and the Great War (1996)


Tony Collins, A Social History of Rugby Union (2009)

Mike Cronin et al, The GAA. A People’s History (2009)

Mike Cronin, ‘Projecting the Nation through Sport and Culture’, Journal of Contemporary History, 38, 2003

Hugh Cunningham, Leisure in the Industrial Revolution (1980)

Clifford Geertz, ‘Deep Play’. Notes on the Balinese Cockfight, in Geertz, The Interpretation of Cultures (1973)
Ramachandra Guha, *Corner of a Foreign Field. The Indian History of a British Sport* (Bombay 2002)


Edmund Gosse, *Father and Son* (1907)


Richard Jefferies, *The Amateur Poacher* (1879) and *The Gamekeeper at Home* (1878)


John Tosh, *A Man’s Place. Masculinity and the Middle Class Home* (1999)


Allen Warren, ‘Sir Robert Baden-Powell, the Scout movement and citizen training in Great Britain 1900-1920’, *English Historical Review*, cl, 1986

Schooling:

British Educational Theory in the 19th century (1993), various authors

Robert Colls, ‘Oh Happy English Children!’ Coal, Class and Education in the North East’, *Past and Present*, 73, Nov 1976


A M Davies, *The Barnsley School Board 1871-1903* (1965)


Brian Simon, *The Victorian Public School* (1975)


7. RELIGION AND MODERNITY

A Religious Revival
“Then the pilgrims desired with trembling to go forward, only they prayed their guide to strike a light…”

*(John Bunyan, *The Pilgrim’s Progress* 1678-84)*

**Primary text:**
John Bunyan, *The Pilgrim’s Progress* (1678-84)

**Additional reading:**
- David Thompson, *Nonconformity in the Nineteenth Century* (1972)
- Herman Ausubel, ‘General Booth’s Scheme of Salvation’, *American History Review*, 56, 3, 1951
- Edmund Calamy’s *Account of the Ministers and Others Ejected and Silenced 1660-62*, ed A G Matthews (Oxford 1934)
- Philip Davis, *The Victorians*, op cit ch 3 ‘Religion’
- Donald M. MacRaild, *Culture, Conflict and Migration. The Irish in Victorian Cumbria* (1998) chs. 4, 5, 6
- J. McKinnon, *Recollections of D.L. Moody and his work in Britain* (1905)
- D.L. Moody, *Moody’s Great Sermons* (1899)
David Vincent, *Bread, Knowledge and Freedom. 19c working class autobiography* (1981) chs.3,6

8. SCIENCE AND FAITH

Darwin and Religion

“I see no good reason why the views given in this volume should shock the religious feelings of anyone”

(Charles Darwin, *The Origin of Species*, 1859)

Primary texts:
Charles Darwin, *The Origin of Species* (1859), ch.15


*The Athenaeum*, 30 June, 7 July, 14 July 1860

*Jackson’s Oxford Journal*, 7 July 1860

Additional reading:
Peter Bowler, *The eclipse of Darwinism: anti-Darwinian evolution theories in the decades around 1900* (1983)


Owen Chadwick, *The Victorian Church* (1970) two vols

Philip Davis, *The Victorians, op cit*, ch 2 ‘Nature’


J. Durant, *Darwinism and divinity: essays on evolution and religious belief* (1985)


H M Jones and I B Cohen, eds *Science before Darwin* (1963)


Samuel Wilberforce, *Essays contributed to the Quarterly Review* (1874)


**Sciences of the Mind: Phrenology, Mesmerism, Animal Magnetism and Spiritualism:**


James P. Browne, *Phrenology, and its application to education, insanity, and prison discipline* (1869)

George Combe, *A system of phrenology* (1836)

George Combe, *The constitution of man: considered in relation to external objects* (reprint, 1970). (Sold more copies that Darwin’s *On the Origin of Species* in the nineteenth century)


L.S. Hearnshaw, *A short history of British psychology, 1840-1940* (1964)

J.S. Hodgson, *Considerations on phrenology : in connexion with an intellectual, moral, and religious education* (1839)


D. Turnbull, *Phrenology, the first science of man* (1982)


For an excellent website on phrenology by John Van Wyhe, including digitised copies of texts such as Combe’s *Constitution of Man*, see: [http://pages.britishlibrary.net/phrenology](http://pages.britishlibrary.net/phrenology)

9. THE BRITISH EMPIRE AND IMPERIALISM

**Imperial State**

*“Kim could lie like an Oriental”*

(Rudyard Kipling, *Kim* 1901)

**Primary text:** Rudyard Kipling, *Kim* (1901)

**Additional reading:** Kingsley Amis, *Rudyard Kipling* (1975)

Roger Anstey, *Atlantic Slave Trade and British Abolition 1760-1810* (1975)


Alison Blunt, *Travel, Gender and Imperialism. Mary Kingsley and West Africa* (1994)


David Cannadine, ‘The Empire Strikes Back’, *Past and Present*, 147, May 1995

David Cannadine, *Ornamentalism* (2001)


Mary Kingsley, *Travels in West Africa* (1897)

10. FAMILY LIFE

“...always when he went with Miriam, and it grew rather late, he knew his mother was fretting and getting angry about him – why, he could not understand”
(D H Lawrence, Sons and Lovers 1913)

Primary text: D. H. Lawrence, Sons and Lovers (1913)


Paul Delaney, D.H. Lawrence’s Nightmare. The writer and his circle in the years of the Great War (1979)
Frieda Lawrence, ‘Not I but the Wind...’ (1935)
Kate Millett, Sexual Politics [section on Lawrence] (1977)
Mark Kinkead Weekes, D H Lawrence. Triumph to Exile 1912-20 (1996)
John Worthen. D H Lawrence. The Early Years 1885-1912 (1991)

Lady Bell, At the Works (1907) chs viii, ix
Sue Bruley, Women in Britain since 1900 (1999)
Julia Bush, Women against the Vote. Female anti-Suffragism in Britain (2007)
Barbara Caine, Victorian Feminists (1992)
M.L. Davies, Life as We Have Known It (1931)
Bram Dijkstra, Idols of Perversity. Fantasies of feminine evil in fin-de-siècle Culture (1988)
Francis Finnegan, Poverty and Prostitution. A study of prostitutes in York (1979)
Roger Fulford, Votes For Women (1957)
Patricia Hollis, Ladies Elect. Women in English Local Government 1865-1914 (1987)
Jane Lewis, ed Women’s Source Library vol v Arguments for and against women’s suffrage 1864-1896 (2001)

John Ruskin, *Sesame and Lilies*, two lectures delivered at Manchester in 1864: ‘Of King’s Treasures’, ‘Of Queen’s Gardens’


Valerie Steele, *Fashion and Eroticism. Ideals of Feminine Beauty from the Victorian Era to the Jazz Age* (1985)


Flora Thompson, *Lark Rise to Candleford* (1948)


Virginia Woolf, *A Room of One’s Own* (1929)
EN7021 Approaches to Victorian Literature and Culture

The module takes three different approaches to the study of Victorian literature and culture. The first is to look at the oeuvre of a particular author (Oscar Wilde), considering the development of his ideas and literary techniques across their career, and examining his writing in different genres. The second is to focus on a particular portion of the Victorian age (the mid-Victorian period), attempting to understand how literary texts produced in that historical ‘moment’ engaged both with contemporary events and with each other. The third is to consider a particular theme in Victorian literature and culture (the Victorians and the past), tracking this concern in writing (and the visual arts) across the entire period, and examining how the theme is dealt with in radically different ways in a variety of genres. The final session, Curating the Victorians, continues our thinking about how the past is represented, and allows us to reflect on the ways in which the Victorians are presented to different audiences today, in museums, art galleries, literary and historical tours etc.

(i) AN AUTHOR: OSCAR WILDE (3 seminars)

1. Prose ~ ‘The Critic as Artist’ (Parts I & II) and ‘The Soul of Man Under Socialism’ GD
2. Drama ~ A Woman of No Importance and other plays GM

(You might also find it useful to read J.-K. Huysmans, Against Nature [A Rebours], Penguin Classic, trans. Robert Baldick)


Please note that this collection does NOT include ‘A Woman of No Importance’, ‘The Soul of Man Under Socialism’ or ‘The Selfish Giant’. These three texts are included in the Wordsworth edition of The Collected Works of Wilde.

Additional reading:


(ii) A LITERARY PERIOD: VICTORIAN LITERATURE AT MID-CENTURY (4 seminars)

These seminars will consider the literature of the 1850s and 60s – novels, poetry and non-fictional prose – against the background of political and social change in the period – a period which witnessed the emergence of
the ‘Woman Question’, changes in legal rights and education and employment opportunities for women, the second great Reform Bill of 1867, as well as challenges to orthodox religion and the impact of contemporary science. We will be discussing the validity of this approach and also the usefulness of choosing a decade as a means of understanding Victorian writing.

4. Class, Gender and Identity: John Halifax Gentleman

5. Fiction and Politics: Felix Holt

6. The Decade of Sensation: The Moonstone

7. Poetry of the mid-Century: Christina Rossetti

Primary Texts:

Dinah Craik, *John Halifax: Gentleman* (Gloucestershire: Nonsuch, 2005). This is readily available, but you are welcome to use a different edition.

George Eliot, *Felix Holt* (Penguin or World’s Classics)

Wilkie Collins, *The Moonstone* (World’s Classics, Broadview or any available edition)


Contextual:


Tennyson, *Enoch Arden* (1864).

Additional Reading:


[Margaret Oliphant], ‘Sensation Novels’, *Blackwood’s Magazine* May 1862, 564-84.


*(iii) A THEME: THE VICTORIANS AND THE PAST* (3 seminars)


10. **Curating the Victorians** ~ essays from Nicola Watson, ed., *Literary Tourism and Nineteenth Century Culture*, materials presented by the group. MAVS team

**Primary Texts:**


Thomas Carlyle, *Selected Writings*, ed. Alan Shelston, (Harmondsworth: Penguin, 1971). This edition is now out of print but you may still be able to pick up a second-hand copy. If not, the Carlyle texts will be included in a photocopied pack.


**Essays from Nicola Watson, ed., Literary Tourism and Nineteenth Century Culture* (Basingstoke, Palgrave, 2009).

**Task for week 10:** Visit a site, or participate in an event, which curates the Victorians in some way (e.g. author home museum, ‘living history’ museum, art gallery, Victorian walking tour . . .). Think about the narratives presented and how audiences are engaged. You might want to consider the following questions: What is interesting about the way in which the period is presented? Are there any significant areas of emphasis or omissions? How are visitors/participants responding? Draw your thoughts together into a five minute presentation, which will be given in week 10. PowerPoint and facilities to make photocopies in advance will be available, should you wish to show any material.

**Additional reading:**


Option Modules

Preparatory reading lists for these option modules, along with brief module descriptions, were circulated during the summer vacation period. Further details of these modules may be found at www.le.ac.uk/sas/courses/documentation.

Semester One

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<td>EN7127 Literature and Culture in 1859</td>
<td>Professor Gail Marshall</td>
<td>MON 11:00-13:00</td>
<td>5 Oct, 19 Oct, 2 Nov, 16 Nov, 30 Nov</td>
<td>Att 1313</td>
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<td>EN7128 The Brontës</td>
<td>Dr Julian North</td>
<td>THU 10:00-12:00</td>
<td>8 Oct, 22 Oct, 6 Nov, 20 Nov, 3 Dec</td>
<td>Att 215</td>
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Semester Two

TBC

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.

Dissertation Preparation

Proposals

On the last Wednesday of the summer term students are required to submit a brief proposal (500 words) outlining their dissertation topic, together with a bibliography

The Presentation

The dissertation proposal presentation – though compulsory – does not form part of your final assessment. Before the official presentation session, students meet together without staff present to discuss any concerns about subject matter and presentational detail (see below). The purpose of this session is to help students assess together the scope and nature of each other’s chosen topic, as well as to begin planning for the research necessary to complete the dissertation. Presentations are expected to be of a professional standard (including, for instance, the use of audio-visual equipment, such as PowerPoint).

Proposals for the dissertation are then presented to tutors at a special seminar in the summer term. All tutors from the MA attend this second session and will be able to offer both specific advice as well as new perspectives on more general areas. There are certain formal requirements for the oral presentation of the dissertation proposal:

- The presentation should not be any longer than five minutes.
- Ideally, the presentation should address two or three issues relating to the topic that has been chosen. Additionally, students should consider what might be their next steps in preparing for the dissertation, as well as what problems they perhaps envisage (it is a good idea, for instance, to designate certain areas for which specific help is needed and which might be supplied by a range of tutors from across the MA).
• The aim of the presentation is to open up various issues and problems that can be discussed during the proposals session rather than to offer a series of closed answers.

• Presentations are expected to be of a professional standard (including, for instance, the use of audio-visual equipment, such as PowerPoint).

• Please notify your Programme Administrator of any audio-visual equipment you will require for the pre-presentation meeting and for the main presentations meeting. If you require a laptop computer for a PowerPoint presentation, please also let her know the drive you require (CD, floppy or USB port).

Please notify the Programme Administrator of any audio-visual equipment you will require for the pre-presentation meeting and for the main presentations meeting. If you require a laptop computer for a PowerPoint presentation, please also let her know the drive you require (CD, floppy or USB port).

The Written Proposal

Following the presentations students submit a written proposal which should be no more than 500 words excluding a bibliography. Please put your names on these proposals and either place them in the postbox on Att. floor 16, email them to englishma@le.ac.uk, or post them in to the School Office (Att. 1514).

The key questions a proposal should address are what, why and how?

• What is the topic? What questions will I be asking about this topic as I undertake research? You may, if you wish, include a list of research questions in your proposal.

• Why am I writing it; that is, why is this topic interesting and significant?

• How am I going to do it? Which texts will I use? How will it be structured?

A bibliography should be attached to the proposal featuring key primary and secondary sources.

Supervision

Supervisors will be allocated after the presentations and the submission of written proposals, and candidates are then invited to plan a course of research and supervision with the designated member of staff. This is an independent project but at every stage, from conception through composition and revision to final submission, staff are available to offer support and feedback. With the help of the supervisor’s advice and guidance, students plan, develop, revise and improve their work through a series of drafts. They are provided with up to five hours of one-to-one supervision and must meet with their supervisor on a formal basis on at least three occasions during the process of writing the dissertation (between May and September). Students who do not attend supervisions will be reported for academic neglect. (In exceptional cases, students may make alternative arrangements for supervision (e.g. via email), but must then keep a record of all communications with their supervisor.)

In addition, students are expected to spend 445 hours on private study. Supervisors may read and offer feedback on all of a dissertation in draft but must not be asked to look at multiple drafts of the same section/chapter. The final date for the submission of draft work to supervisors is 1 September (except by special arrangement). After supervisions, students are required to submit a short summary of the meeting (of no more than one page of A4) to their supervisor as an aid to self-reflection and a record of progress.

By the end of July, students are required to complete and submit to the School Office (Att.1514) a report on progress of their dissertation.

Attendance Requirements

Attendance 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.
In addition to other attendance monitoring practices, departments will monitor international student attendance at two ‘checkpoints’ during each academic year, typically at a compulsory learning and teaching session appearing in course or examination timetables. Students will not normally be notified of checkpoint dates in advance. If you are an international student and you fail to meet attendance and/or checkpoint requirements this may result in the termination of your course and the subsequent reporting of this to UK Visas and Immigration (UKVI), in line with University sponsor obligations.

Tutors will keep a record of students’ attendance at seminars; where modules are team-taught, module convenors will monitor attendance across the semester.

**Teaching Timetable**

You will be notified of any timetable alterations by email/Blackboard; please check your University email account frequently.

**Coursework Submission**

Please see the [Referencing and Academic Integrity](#) section for details of coursework submission.

Please note the following coursework submission deadlines, as well as the dates on which you should receive your marks and feedback:

**SEMESTER ONE**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core module essay</td>
<td>12noon Wednesday 20 January 2016</td>
</tr>
<tr>
<td>Option Module essay Autumn Term</td>
<td>12noon Wednesday 27 January 2016</td>
</tr>
</tbody>
</table>

**SEMESTER TWO**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option Module essay Spring Term</td>
<td>12noon Wednesday 11 May 2016</td>
</tr>
<tr>
<td>Core module essay</td>
<td>12noon Wednesday 25 May 2016</td>
</tr>
<tr>
<td>F/T dissertation proposals</td>
<td>12noon Wednesday 25 May 2016</td>
</tr>
<tr>
<td>Dissertation topics – written proposals to be submitted</td>
<td>12.00noon Wednesday 22 June 2016</td>
</tr>
<tr>
<td>Report on progress of dissertation</td>
<td>12.00noon Wednesday 3 August 2016</td>
</tr>
<tr>
<td>Dissertations (FT &amp; PT2) due</td>
<td>12.00noon Thursday 30 September 2016</td>
</tr>
<tr>
<td>Report on progress of dissertation</td>
<td>After November Exam Board</td>
</tr>
</tbody>
</table>

**Penalties for late submission of work**

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-regulation](http://www.le.ac.uk/senate-regulation) or [www.le.ac.uk/sas/assessments/late-submission](http://www.le.ac.uk/sas/assessments/late-submission)).
If you do need to submit a piece of work after the submission deadline, you will need to take it to the reception
desk in Attenborough 1514; you must complete and sign a ‘Late Submission of Assessed Work’ form to
accompany any late work.

**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 the University’s Registry 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.

The External Examiner for this programme is: Dr James Mussell, Associate Professor in Victorian Literature, University of Leeds. Please note that students are not permitted to initiate direct contact with External Examiners (see Regulation 7.36).

Feedback and the Return of Work from Staff

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 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.
- All work is marked by two markers. Please see the end of this Handbook for our Marking Criteria.
- Students will receive a written report and an agreed grade for each assessed essay and dissertation.
- Other feedback will include verbal feedback from seminar tutors.
- You are encouraged to discuss your assessment feedback with your personal tutor, if you have any questions or concerns.

Progression and Classification of Awards

The University’s system for the classification of awards and the rules of progression are defined in the Regulations governing taught postgraduate programmes of study (https://www2.le.ac.uk/offices/sas2/regulations/documents/sr6-taught-postgraduate). Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: www.le.ac.uk/sas/assessments/pgt-progressionaward

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

Should you fail to achieve a pass mark (50%) in a module, you will be entitled to re-sit or re-submit any of the failed components of assessment associated with that module, on one occasion only. Please note, however, that the number of credits of taught modules that you are entitled to re-sit or re-submit is half of the credit value of the taught component of the programme (i.e. up to 60 taught credits if you are undertaking a short dissertation or up to 45 taught credits if you are undertaking a long dissertation). One resubmission of the dissertation will normally be allowed. For further details, please refer to Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

Please see also your Study Skills Guide.
Referencing and Academic Integrity

Referencing Style

You must use a consistent referencing style when referring to books and other publications that you have read for your coursework. Most academic departments have a specific referencing style which you are required to use. Please note that some of your modules may be taught by different departments. 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.

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.

Your coursework must meet each of the following conditions:

• You should agree your essay question with the module tutor before commencing to write.
• The School of English recommends the MHRA referencing system (www.style.mhra.org.uk), but if you are familiar with an alternative system, such as MLA or Harvard, you may use this instead. (Please note on your work the name of the alternative referencing system.) Please consult an appropriate style guide to ensure you are using your chosen system correctly.
• Your essay should be within the stated word limit. Word limits include footnotes and appendices but exclude bibliographies.
• Your essay must be word-processed (or typed). If, exceptionally, you have been given permission to submit it in hand-written form, you MUST write legibly.
• Make sure that you put your student number and module title in the header of your essay, as well as on the cover sheet. Do not put your name on either.
• Your essay should be on one side of the paper only and in double-line spacing. There must be a wide margin on the left-hand side of the page.
• The pages must be numbered.
• Two copies of assessed work should be submitted in hard copy with a cover sheet completed and fixed to the front of each. Note that there are different cover sheets for essays, creative writing and reflective commentaries for creative writing modules. Ensure that you attach the correct cover sheet to your work. Cover sheets are available on Blackboard and in a box on top of the postgraduate pigeonholes on Attenborough floor 16.
• Firmly fasten the pages of each copy together. Please do not submit your work in folders.
• It is ESSENTIAL for you to keep a copy of your work.
• All submitted course work should be placed in the School’s postgraduate postbox on Attenborough floor 16 landing, except for dissertations which should be handed in to the School Office (Attenborough 1514).
• You may submit coursework essays by post, as long as these are sent by Recorded Delivery and arrive in the School Office by the stated deadline; you should allow 24 hours for mail to be forwarded by the University’s central post room to the School.
• If your piece of work does not meet all the School’s requirements, it will not be accepted as examinable material.
• Work submitted for assessment which does not meet the requirements of the examiners in respect of presentation (including grammar, spelling and punctuation) will be referred back for amendment.
• Candidates who have not passed their coursework will not be permitted to proceed to the dissertation, or, in the case of part-time students, will not be permitted to enter the second year of the course.

Essays and exercises are double marked. Work is usually marked within 21 days of submission. Work which is submitted late, for any reason, falls outside of this schedule.

In addition, for dissertations:

• Supervisors may read and offer feedback on all of a dissertation in draft but must not be asked to look at multiple drafts of the same section/chapter.
• Dissertations should not be more than 15,000 words in length (25,000 words for the MAES 90-credit version) including notes, but excluding the bibliography. This limit may only be exceeded by prior permission of the supervisor.
• Put your student number, not your name, on the dissertation.
• Front cover (cardboard) of dissertation should bear same details as title page, i.e.

  DISSERTATION TITLE
  MA in Victorian Studies
  University of Leicester
  2015
  CANDIDATE NUMBER (NOT NAME)

• Students are required to submit three copies of their dissertation, word-processed and soft bound (also called ‘perfect bound’), by 30 September * of the year in which they submit their proposal, with a completed Postgraduate Assessment Feedback: Written Work cover sheet placed in (but not bound into) each copy.
  • We recommend that dissertations be bound by the University’s Print Services (website http://www2.le.ac.uk/offices/printservices; drop-off and collection service via the Bookshop), who require one day for binding or three days for printing/copying and binding. Enquiries to 0116 252 2851 or printservices@le.ac.uk. You are free to select your own choice of colour for the cover.
  • Dissertations should be handed in at the School Office (Att.1514) and also submitted electronically on Turnitin.
  • It may not be possible for dissertations submitted after 30 September* to be considered by the next Board of Examiners. Thus, failure to submit by the deadline may mean the award of the degree, and the opportunity to graduate, will be delayed.

* Or by the following Tuesday, where 30 September falls on a weekend or a Monday.

Turnitin plagiarism software is used in the School of English. In addition to two paper copies, you are also required to submit each essay electronically via the Turnitin plagiarism-detection database on Blackboard:

• Log on to Blackboard
• Click on to your course title
• Click on ‘Assignments’
• Click on ‘View/Complete’ for the relevant assignment
• Fill in your name and the title of the essay
• Click on ‘Browse’ and select the essay as you would an attachment to an email (the software accepts the following file types: Word, Text, Postscript, PDF, HTML, and RTF)
• Click ‘Open’ (this will return you to the Turnitin page)
• Click ‘Submit’

You will be sent an email to confirm that you have submitted your essay successfully. You will not be able to see the originality report.

If you have any concerns about plagiarism you should talk to your supervisor, seminar tutor or personal tutor about it.
The University views academic integrity as one of the foundations of academic development. A key part of this is the acknowledgement of the work of others. You must always be sure that you credit ideas, data, information, quotations and illustrations to their original author. Not to do so is plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

The University expects students to conduct their studies with exemplary standards of academic honesty and will penalise students who submit work, or parts of work, that have been:

- plagiarised;
- completed with others for individual assessment (collusion);
- previously submitted for assessment, including self-plagiarism;
- prepared by others;
- supplied to another for copying

**Plagiarism and collusion**

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings as one’s 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, without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the deliberate and detailed presentation of another’s concept as one’s own;
- reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Any student who prepares or produces work with others and then submits it for assessment as if it were the product of his/her individual efforts (collusion) will be penalised. Unless specifically instructed otherwise, all work you submit for assessment should be your own and should not have been previously submitted for assessment either at Leicester or elsewhere.

See also [www.le.ac.uk/sas/assessments/plagiarism](http://www.le.ac.uk/sas/assessments/plagiarism)

**Penalties**

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](http://www.le.ac.uk/senate-regulation11), paragraphs 11.63 to 11.78).

**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](http://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](http://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.
Notification of Ill Health and Other 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) 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.

Students should submit evidence of mitigating circumstances within five working days of the relevant assessment deadline. This should be submitted to the Programme Administrator either via the School Office (Attenborough 1514) or by email.

Completed mitigating circumstances forms and supporting documentation will be considered by a Mitigating Circumstances Panel. Mitigating Circumstances Panel meetings are held every week during term time, and you can expect to receive a decision in relation to your form and evidence within ten working days of this having been submitted.

The Mitigating Circumstances Panel membership comprises colleagues from the School of English, School of Modern Languages, and the Department of History of Art and Film. This allows us to schedule regular Mitigating Circumstances Panel meetings so as to present timely responses to our students. Please note that student confidentiality is of utmost importance to the Mitigating Circumstances Panel, and specific information will never be disclosed outside of the Mitigating Circumstances Panel.

If you have any questions about this, or if you would like to find out when the next Mitigating Circumstances Panel meeting will be held, please contact the Programme Administrator for your degree.

Ethical Approval of Student Projects

Ethical approval is needed for all research and consultancy undertaken by University staff and students (both undergraduate and postgraduate) wherever research and related activities involves human participants or raises ethical issues. All research and related activities within the University which involves human participants, or which raise ethical issues, require approval through the University's ethical review system: http://www2.le.ac.uk/institution/ethics/approval.

Personal Support for Students

Departmental 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. The Department’s personal tutor system operates in accordance with the Code of Practice on Personal Support for Students: www.le.ac.uk/sas/quality/personaltutor.

Your personal tutor will offer confidential advice and support on a range of matters, from official dealings with the University, College or School (this includes advice on issues relating to modules on which your personal tutor also teaches; as personal tutor their role is to provide you with support, not discipline) to guidance on how to proceed in the event of a failure. It is in your interests to ensure that your personal tutor is kept informed about
anything that might affect your ability to fulfil your assignment and attendance obligations. Your personal tutor will be able to put you in touch with a range of specialist advisers within the university, qualified to give financial, medical and welfare advice.

The writing of references for potential employers is generally done by your personal tutor. Please do remember to ask your personal tutor, though, before giving his or her name as a referee. It would also help your tutor if you could provide an up-to-date curriculum vitae, and specific details about the position applied for.

**Equal Opportunities**

The School Equal Opportunities Officer is Dr Jonathan Taylor.

The School AccessAbility officer is Mr David Revill.

If you have any concerns related to equal opportunities (ethnicity, gender, disability, etc.), these may be raised at a regular Postgraduate Student-Staff Committee meeting.

**University Student Support Arrangements**

**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). Low-level 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](http://www.le.ac.uk/accessability)

**Student Welfare Centre**

The Student Welfare Centre 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 and guidance is available in relation to private rented accommodation.

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](http://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 counselling on a one-to-one or group basis 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.

For information see our website: [www.le.ac.uk/counselling](http://www.le.ac.uk/counselling)

**Contact:** Student Counselling Service  
+44 (0)116 2231780 | counselling@le.ac.uk

**Student Mental Wellbeing Support**

Practical and emotional one-to-one and group support to students managing mental health issues whilst at the University.

**Contact:** Student Support (mental wellbeing)  
+44 (0)116 252 2283 | mentalwellbeing@le.ac.uk  
[www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing](http://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](http://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](http://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: [www2.le.ac.uk/students/info/new/postgrad/health](http://www2.le.ac.uk/students/info/new/postgrad/health)

**Careers and Employability**

**Career Development Service**

You need a first-class education; that’s a given. But you also need an edge, an advantage, a head-start in the competitive graduate recruitment world. Based in the Students’ Union, your award winning Career Development Service is here to guide and support you from your arrival at Leicester through to graduation and beyond.
Throughout your studies you will engage with the Career Development Journey which is your personal guide to working out what you want to do after University and how to get there. Starting early is key, and completing the first step of the journey is simply achieved by logging onto MyCareers with your university username and password. You can access this through our homepage.

MyCareers is your 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;
- Invitations to employer events;
- Finding all the opportunities available exclusively for Leicester students such as paid internships, volunteering, and enterprise and business start-up activities.

Get involved by:

- Signing up to Unitemps if you are looking for part time work whilst studying. We are based next to the Career Development Service in the Students’ Union.
- Coming along to fantastic employer events throughout the year including the Festival of Careers. We are one of the top 25 universities targeted by the largest number of top employers!
- Reflecting on your skill development throughout your academic studies and extra-curricular activities, as you will need to show employers how you can communicate, work in a team and much more. For more information on the Transferable Skills Framework go to our website.

Come and visit us in the Students’ Union and log onto your MyCareers account to get started. We’re here to support you throughout your time at university so make the most of the services we offer, to make the most of you.

Contact: Career Development Service, Level 0, Students’ Union, Percy Gee Building

0116 252 2004 | careershelp@le.ac.uk | www.le.ac.uk/careers | @uolcdds | fb.com/uolcdds
Feedback from Students

Student Feedback Questionnaires

Students are asked to complete a course questionnaire at the conclusion of the taught section of their course (at the end of the spring term or beginning of the summer term).

The School uses questionnaire feedback within the process of reviewing individual modules and the course as a whole.

The Course Convenor will respond to feedback verbally (where appropriate) at the end-of-course meeting and will communicate actions taken via Blackboard.

Student Staff Committees

The School Postgraduate Student-Staff Committee meets three times each year.

Representatives are drawn from each of the School’s MA programmes and also from the English Research (PhD) programme. Volunteers are sought at the beginning of each academic year; the Students’ Union will circulate details about Course Rep elections.

In 2014/15, the Postgraduate Staff-Student Committee will meet:

1.00pm, Wednesday 28 October 2015, in TBA
1.00pm, Wednesday 10 February 2016, in TBA
1.00pm, Wednesday 18 May 2016, in TBA.

If you would like to raise an issue at a PGSSC meeting, please contact your course representative. (Details are listed on Blackboard.)

Minutes of each meeting are posted on Blackboard; they are also forwarded to the School Meeting, the Students’ Union Education Unit and to the College Academic Committee.

The University’s Code of Practice on the Work of Student-Staff Committees may be downloaded here: [www2.le.ac.uk/offices/sas2/quality/codes/documents/sscommittees.pdf](http://www2.le.ac.uk/offices/sas2/quality/codes/documents/sscommittees.pdf)

Societies

SPELL is the social and academic society for postgraduates in the School of English. We exist to nurture a lively postgraduate community within the department, acting as the social hub for both MA and PhD students. The society aims to support postgraduate students throughout their studies, whether that’s simply by offering a chance to make new friends and catch up with old ones, or through the development of research skills and interests at a workshop or Postgraduate Forum. Throughout the year we coordinate formal and informal events to bring postgraduates together, from casual socialising in the pub and/or afternoon tea to academic workshops. Regular events include an annual welcome reception, the Postgraduate Forum, Café Spell and a theatre trip, in addition to special events such as the Shakespeare workshop, creative writing workshop and the summer picnic held over the past year. We also maintain links with other societies across the College, such as the New History Lab.

The SPELL Committee is focused on reaching out to all postgraduates in the School of English and hope to run activities that everyone can enjoy. Please get in touch with any member of the committee if you have any suggestions/ideas for the future. We look forward to meeting you in October.

The new membership year will begin at our welcome reception at the beginning of term.

If you would like to join the Society, please see the SPELL web pages on the School of English site ([http://www2.le.ac.uk/departments/english/studentresources/societiesandcommittees](http://www2.le.ac.uk/departments/english/studentresources/societiesandcommittees)) or join our Facebook Group page: [https://www.facebook.com/groups/208586385844425](https://www.facebook.com/groups/208586385844425)
Safety and Security

The School Safety Officer is Mrs Andrea Vear (av128@le.ac.uk, ext. 2662, Attenborough 1514).

Emergency Numbers

To summon the fire brigade, police, or ambulance from an internal phone: dial 888
If there is no reply: dial 9 then 999
From an external phone / payphone: dial 999

Attenborough Building

The Attenborough Building is open from 8.00am to 6.00pm, Monday to Friday.

The fire alarm is tested once a week, usually on Thursday at 9.30am. If the alarm sounds at another time, please exit the building via the stairs. Do not collect personal belongings. Follow any instructions issued by the fire wardens. The assembly point is the area in front of the Mathematics Building.

Paternoster

In order to prevent the Paternoster from malfunctioning, students are asked to observe strictly the safety instructions posted in each car.

Student IT Cards

If you need to order a replacement Student ID Card, please visit http://www2.le.ac.uk/offices/sas2/studentrecord/access.

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

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. These pages should be read in conjunction with the University’s Regulations governing student appeals (www.le.ac.uk/senate-regulation10) and Regulations governing student complaints (www.le.ac.uk/senate-regulation12).
Tutors

CLAIRE BROCK BA (Cardiff) MA (Cardiff) PhD (Warwick)
Room 1512, Attenborough Tower, 252 2533, cb178@le.ac.uk
http://www2.le.ac.uk/departments/english/people/clairebrock/profile

GOWAN DAWSON BA (East Anglia) MA (Nottingham) PhD (Sheffield)
Room 1413, Attenborough Tower, 252 2779, gd31@le.ac.uk
http://www2.le.ac.uk/departments/english/people/gowandawson

FELICITY JAMES MA MSt DPhil (Oxford) FHEA
Room 1507, Attenborough Tower, 252 2199, fj21@le.ac.uk
http://www2.le.ac.uk/departments/english/people/felicityjames

GAIL MARSHALL BA (Durham) MA (Leeds) PhD (Cambridge)
Room 1313, Attenborough Tower, 252 2638, gm181@le.ac.uk
http://www2.le.ac.uk/departments/english/people/gailmarshall

JAMES MOORE PhD (Manchester)
School of Historical Studies
Room 105, 6 Salisbury Road, 229 7531, jm68@le.ac.uk
http://www2.le.ac.uk/departments/history/people/jmoore

JULIAN NORTH BA DPhil (Oxford)
Room 1308, Attenborough Tower, 252 2776, jrn8@le.ac.uk
http://www2.le.ac.uk/departments/english/people/juliannorth

KEITH SNELL MA (Cambridge) PhD (Cambridge)
Centre for English Local History
Room 20, Marc Fitch House, Salisbury Road, 252 2763, kdm@le.ac.uk
http://www2.le.ac.uk/departments/historical/people/ksnell
# Marking Criteria

## EN7001 Bibliography Presentation

<table>
<thead>
<tr>
<th></th>
<th>Fail</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of academic referencing conventions</strong></td>
<td>Minor errors in the majority of entries/major systematic errors</td>
<td>Minor errors in the minority of entries/minor systematic errors</td>
<td>Minor errors in a small minority of entries</td>
<td>Virtually faultless</td>
</tr>
<tr>
<td><strong>Range of sources</strong></td>
<td>Limited</td>
<td>Satisfactory</td>
<td>Evidence of breadth</td>
<td>Very wide</td>
</tr>
<tr>
<td><strong>Relevance and appropriateness of sources</strong></td>
<td>The minority of items relevant and appropriate</td>
<td>The majority of items relevant and appropriate</td>
<td>A very large majority of items relevant and appropriate</td>
<td>All items very relevant and appropriate</td>
</tr>
<tr>
<td><strong>Rationale and procedures for selection</strong></td>
<td>Unsatisfactory rationale and procedures</td>
<td>Satisfactory rationale and procedures</td>
<td>Very good rationale, thorough procedures</td>
<td>Sophisticated and clear rationale, very thorough procedures</td>
</tr>
<tr>
<td><strong>Clarity of presentation</strong></td>
<td>Lacking in coherence</td>
<td>Satisfactory</td>
<td>Coherent</td>
<td>Lucid</td>
</tr>
</tbody>
</table>
## EN7001 Written Exercise

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Distinction: 70+** | Excellent coverage of relevant materials  
Sophisticated analysis of concepts and arguments  
Marked independence of thinking  
Excellent organization and illustration of materials  
Excellent range of reference to the appropriate materials  
Clear academic writing in a discriminating register  
Near-faultless presentation in accordance with the appropriate academic conventions. |
| **Merit: 60–69** | Thorough coverage of relevant materials  
A very good standard of analysis of concepts and arguments  
Substantial evidence of independent thinking  
Very clear and effective organization and illustration of materials  
Wide range of reference to the appropriate materials  
Clear academic writing in an appropriate register  
Very good presentation in accordance with appropriate academic conventions with evidence of careful proofreading and correction. |
| **Pass: 50–59** | Fair coverage of relevant materials, but with some gaps  
Evidence of critical analysis of concepts and arguments  
Some evidence of independent thinking  
Sound organization and illustration of materials  
A fair range of reference to the appropriate materials, but with some significant omissions  
Writing in an academic register with satisfactory levels of precision and clarity  
Good presentation in accordance with appropriate academic conventions, but evidence of insufficiently thorough proof-reading and of some shortcomings in referencing, bibliography, citation and matters of style. |
| **Fail: below 50** | Significant oversights in the coverage of relevant materials  
Little critical analysis of concepts and arguments  
Little evidence of independent thinking  
Weakly conceived, with a lack of clarity and purpose in the organization and illustration of the materials  
Writing in an inappropriate register, with lack of clarity and precision  
Inaccurate presentation, evidence of weak or inconsistent use of academic conventions, poor proof-reading and serious problems with referencing, bibliography, citation, formatting or style.  
**N.B.** Work of whatever level with this kind of inaccurate presentation will be referred for correction. |
## Coursework

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Distinction: 70+** | Comprehensive coverage of relevant issues  
Independent and effective research  
Sophisticated analysis of texts and concepts  
Marked independence of thinking  
Excellent organization and illustration of arguments  
Excellent range of reference to the appropriate primary and secondary sources  
Clear and lucid academic writing in a discriminating register  
Near-faultless presentation in accordance with the appropriate academic conventions. |
| **Merit: 60–69** | Thorough coverage of relevant issues  
Substantial evidence of effective research  
A very good standard of analysis of texts and concepts  
Substantial evidence of independent thinking  
Very clear and effective organization and illustration of arguments  
Wide range of reference to the appropriate primary and secondary sources  
Clear academic writing in an appropriate register  
Very good presentation in accordance with appropriate academic conventions with evidence of careful proofreading and correction. |
| **Pass: 50–59** | Fair coverage of relevant issues, but with some gaps  
Evidence of research  
Evidence of critical analysis of texts and concepts  
Some evidence of independent thinking  
Sound organization and illustration of arguments  
A fair range of reference to the appropriate primary and secondary sources, but with some significant omissions  
Writing in an academic register with satisfactory levels of precision and clarity  
Good presentation in accordance with appropriate academic conventions, but evidence of insufficiently thorough proof-reading and of some shortcomings in referencing, bibliography, citation and matters of style. |
| **Fail: below 50** | Significant oversights in the coverage of relevant issues  
Very little evidence of research  
Little critical analysis of texts and concepts  
Little evidence of independent thinking  
Weakly conceived, with a lack of clarity and purpose in the organization and illustration of the argument  
A limited range of reference to primary and secondary sources  
Writing in an inappropriate register, with lack of clarity and precision  
Inaccurate presentation, evidence of weak or inconsistent use of academic conventions, poor proof-reading and serious problems with referencing, bibliography, citation, formatting or style. |
<table>
<thead>
<tr>
<th>MA Oral Presentation Marking Criteria</th>
<th>DISTINCTION</th>
<th>MERIT</th>
<th>PASS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, and relevance of content</td>
<td>Evidence of systematic, independently-minded reading and thought. Directly relevant to the nuances of the topic</td>
<td>Evidence of careful and resourceful reading and thought. Directly relevant to the topic</td>
<td>Evidence of some careful reading and thought. Mainly relevant to the topic</td>
<td>Significant gaps in reading and thought. Often irrelevant to the topic</td>
</tr>
<tr>
<td>Critical analysis and evaluation of material</td>
<td>Subtle, detailed and independent-minded analysis. Confident and balanced evaluation</td>
<td>Detailed and thorough analysis. Clear effort made to weigh up evidence carefully</td>
<td>Usually thorough analysis, going into some detail. Some effort made to weigh evidence</td>
<td>Limited or superficial analysis. Tendency to describe rather than evaluate</td>
</tr>
<tr>
<td>Clarity and range of expression</td>
<td>Highly articulate, fluent, wide-ranging expression with strong command of critical language and/or proper terminology</td>
<td>Clear expression, generally fluent, very good command of critical language and/or proper terminology</td>
<td>Some minor losses of clarity. Largely accurate use of critical language and/or terminology</td>
<td>Flaws in clarity at times. Limited expression. Problems with accurate use of critical language and/or terminology</td>
</tr>
<tr>
<td>Pace and timing</td>
<td>Excellent time keeping and excellent delivery pace</td>
<td>Good time keeping and well paced delivery</td>
<td>An ability to keep to agreed time and an attempt to keep the delivery paced</td>
<td>Unable to keep to agreed time; issues with delivery pace severe enough to affect audience’s comprehension.</td>
</tr>
<tr>
<td>Appropriateness to audience (specialist/non-specialist)</td>
<td>Expertly adjusted to cater to all present, with well-judged levels of explanation.</td>
<td>Well-adjusted to the needs of the majority of the audience, with suitable levels of explanation.</td>
<td>Attention given to explaining terms and contexts likely to be unfamiliar to the audience.</td>
<td>Not adapted to the levels of knowledge of the majority of the audience.</td>
</tr>
<tr>
<td>Engagement/rapport with audience</td>
<td>Excellent ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience</td>
<td>Very good ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience</td>
<td>Good ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience</td>
<td>Limited ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience</td>
</tr>
<tr>
<td>Use of handout, visual and other aids</td>
<td>Highly confident use of aids, which are fully integrated, thoroughly relevant to the presentation, and entirely clear</td>
<td>Assured use of aids, which are well integrated, directly relevant to the presentation and very clear</td>
<td>Satisfactory use of aids, which are largely well integrated, relevant to the presentation and clear</td>
<td>Limited confidence in use of aids, which are not always well integrated, relevant to the presentation or clear</td>
</tr>
<tr>
<td>Response to Questions (if applicable)</td>
<td>Direct and thoughtful responses, revealing broader subject knowledge and/or clear sense of potential challenges for research</td>
<td>Direct responses, indicating good knowledge of subject material and/or awareness of potential challenges.</td>
<td>Satisfactory responses, indicating questions and their implications for work were understood</td>
<td>Responses indicate significant gaps in understanding of subject / lack of appreciation of challenges for research</td>
</tr>
</tbody>
</table>

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