WELCOME

Welcome to the MA in Victorian Studies

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 M.A. 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 I wish you an enjoyable and successful year.

Professor Gail Marshall
Course Director

October 2013

Information contained within this Handbook was correct as at 30 September 2013, but changes may exceptionally have to be made in the light of unforeseen circumstances.

This Handbook is available via the School website.
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**Induction**

An induction session will be held 11.00am to 1.00pm on Wednesday 2 October: 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. Professor Marshall will also meet with MA Victorian Studies students separately at 3.00pm on 2 October.

**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) 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).

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). 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/victorian/about

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

Information on Centre research interests can be found via the staff list at: www2.le.ac.uk/departments/victorian/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.
Staff List and Key Contacts

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

The following table provides key contact information:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>Prof Julie Coleman</td>
<td>1401</td>
<td>252 2635</td>
<td><a href="mailto:jmc21@le.ac.uk">jmc21@le.ac.uk</a></td>
</tr>
<tr>
<td>Senior Tutor for PGT</td>
<td>Dr Julian North</td>
<td>1308</td>
<td>252 2776</td>
<td><a href="mailto:jrn8@le.ac.uk">jrn8@le.ac.uk</a></td>
</tr>
<tr>
<td>Course Director</td>
<td>Prof Gail Marshall</td>
<td>1313</td>
<td>252 2638</td>
<td><a href="mailto:gm181@le.ac.uk">gm181@le.ac.uk</a></td>
</tr>
<tr>
<td>Programme Administrator / AccessAbility Officer</td>
<td>Mr Simon Poole</td>
<td>1514</td>
<td>252 2622</td>
<td><a href="mailto:englishma@le.ac.uk">englishma@le.ac.uk</a></td>
</tr>
<tr>
<td>Departmental Safety Officer / IT Contact</td>
<td>Mrs Carol Arlett</td>
<td>1504</td>
<td>252 2792</td>
<td><a href="mailto:cja26@le.ac.uk">cja26@le.ac.uk</a></td>
</tr>
<tr>
<td>Departmental Safety Officer</td>
<td>Mrs Carol Arlett</td>
<td>1403</td>
<td>252 2792</td>
<td><a href="mailto:cja26@le.ac.uk">cja26@le.ac.uk</a></td>
</tr>
<tr>
<td>Equal Opportunities Officer</td>
<td>tbc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careers Tutor</td>
<td>Dr Richa Dwor</td>
<td>1512</td>
<td>252 5337</td>
<td><a href="mailto:rgd5@le.ac.uk">rgd5@le.ac.uk</a></td>
</tr>
</tbody>
</table>

Professor Gail Marshall, 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 Att 1514 from 9.00am to 5.00pm, Monday to Friday.
Student Communications and Contact Details

The University keeps a record of your contact details – i.e. your term-time and vacation postal address(es), telephone number, any alternative (personal) email address, and your emergency contact person. It is important that this record is kept up-to-date.

Email registry@le.ac.uk, using your University email account, to inform the University of any change to your contact details. Include your student number in the email.

Check your University email account frequently to ensure that you do not miss any important communication from the University or your department.

When emailing the Registry, please c.c. your message to englishma@le.ac.uk, to ensure that the School also has an up-to-date record of your contact details.

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 alternate Wednesdays 1-2pm 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. Julian North jrn8@le.ac.uk.

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 2014 will be:

12 Feb
26 Feb
12 March
26 March
7 May
21 May
## Course Details

### Schedule of Year's Activities

#### SEMESTER 1 (Autumn Term)

**Core Module I – Victorian Society**  
Wednesdays, 2.00pm to 4.00pm  
Attenborough room 1315 (13th floor) unless indicated otherwise.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 Oct 2013</td>
<td>11am</td>
<td>Induction event (Physics Building lecture theatre and various venues)</td>
<td>All tutors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2pm</td>
<td>Introduction to the School and course (Bennett LT10 and Att LG02), to be followed by the</td>
<td>James Moore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5pm</td>
<td>School of English Postgraduate Reception (Belvoir Park Lounge, Charles Wilson building)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9 Oct</td>
<td>1.</td>
<td>Demographic Revolution: Growth, movement, dislocation</td>
<td>James Moore</td>
</tr>
<tr>
<td>3</td>
<td>16 Oct</td>
<td>2.</td>
<td>Industrial Revolution: Birth of the modern world</td>
<td>James Moore</td>
</tr>
<tr>
<td>5</td>
<td>30 Oct</td>
<td>4.</td>
<td>The Poor: Are always with us?</td>
<td>James Moore</td>
</tr>
<tr>
<td>6</td>
<td>6 Nov</td>
<td>5.</td>
<td>Governance and Social Regulation</td>
<td>James Moore</td>
</tr>
<tr>
<td>7</td>
<td>13 Nov</td>
<td>6.</td>
<td>The Invention of Modern Sport: <em>Mens sana in corpore sano</em></td>
<td>James Moore</td>
</tr>
<tr>
<td>10</td>
<td>4 Dec</td>
<td>9.</td>
<td>The British Empire and Imperialism: Imperial State</td>
<td>James Moore</td>
</tr>
<tr>
<td>11</td>
<td>11 Dec</td>
<td>10.</td>
<td>Family Life</td>
<td>James Moore</td>
</tr>
</tbody>
</table>

Bibliography, Research Methods and Writing Skills module  
Wednesdays 10.00am–12.00noon commencing 9 October 2013  
See separate timetable

**Options:** see separate timetable

- Core module essay 1 due: 12.00noon Wednesday 22 January 2014
- Option module essay (Autumn Term) due: 12.00noon Wednesday 29 January 2014
### SEMESTER 2 (Spring Term)

**Core Module II – Approaches to Victorian Literature and Culture**

Wednesdays, 2.00pm to 4.00pm  
Attenborough room 1315 (13th floor) unless indicated otherwise.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Lecturer(s)</th>
</tr>
</thead>
</table>
| 13   | 22 Jan | An Author: OSCAR WILDE  
Prose | Gowan Dawson |
| 14   | 29 Jan | Drama | Gail Marshall |
| 15   | 5 Feb | Fiction | Julian North |
| 16   | 12 Feb | A Period: VICTORIAN LITERATURE AT MID-CENTURY  
Class, Gender and Identity: John Halifax Gentleman | Holly Furneaux |
| 17   | 19 Feb | Fiction and Politics: Felix Holt | Gail Marshall |
| 18   | 26 Feb | The Decade of Sensation: The Moonstone | Gail Marshall |
| 19   | 5 Mar | Poetry of the mid-Century: Christina Rossetti | Julian North |
| 20   | 12 Mar | A Theme: THE VICTORIANS AND THE PAST  
The Uses of the Past | Gowan Dawson |
| 21   | 19 Mar | Tennyson and Victorian Medievalism | Julian North |
| 22   | 26 Mar | Curating the Victorians | Gail Marshall,  
Richa Dwor and  
MAVS team |

Options: see separate timetable

**Option module essay (Spring Term) due:**  
12.00noon Wednesday 7 May 2014

**Core module essay 2 due:**  
12.00noon Wednesday 28 May 2014

### SEMESTER 2 (Summer Term)

<table>
<thead>
<tr>
<th>Week</th>
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<th>Event</th>
<th>Access</th>
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<tbody>
<tr>
<td>23</td>
<td>7 May</td>
<td>10.00am-12.00noon</td>
<td>Dissertation Proposals preparation meeting (FJ SW SR1)</td>
<td>FT &amp; PT2 Students only</td>
</tr>
<tr>
<td>24</td>
<td>14 May</td>
<td>10.00am-12.00noon</td>
<td>Dissertation Proposals presentations (FJ SW SR1)</td>
<td>All Tutors</td>
</tr>
<tr>
<td>27</td>
<td>4 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>

- **Dissertation topics – written proposals to be submitted by:** 12.00noon Wednesday 25 June 2014
- **Report on progress of dissertation:** 12.00noon Wednesday 6 August 2014
- **Dissertations (FT & PT2) due:** 12.00noon Tuesday 16 September 2014

*Please note that options taken from outside of this MA course may have different submission schedules.*
**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 9 October 2013. 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>9 October</td>
<td>DW LIB SR</td>
<td>INTRODUCTION and RESEARCH IN LEICESTER</td>
<td>Dr J North, Dr A M D’Arcy, Dr C Morley, Dr R Dwor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction to the module and information about the assessment; Research in the School of English and the Leicester University Library Archive.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>16 October</td>
<td>LIB IT R1</td>
<td>ELECTRONIC SOURCES OF INFORMATION I: Search strategies and online catalogues</td>
<td>Jackie Hanes (Library)</td>
</tr>
<tr>
<td>4</td>
<td>23 October</td>
<td>DW LIB SR</td>
<td>ACADEMIC WRITING AND REFERENCING</td>
<td>Dr J North</td>
</tr>
<tr>
<td>5</td>
<td>30 October</td>
<td>DW IT R1</td>
<td>USING SPECIAL COLLECTIONS AND ARCHIVES</td>
<td>Simon Dixon, Caroline Sampson</td>
</tr>
<tr>
<td>6</td>
<td>6 November</td>
<td>DW LIB SR</td>
<td>ENGAGING WITH CRITICS: Writing a critical review</td>
<td>Prof G Marshall</td>
</tr>
<tr>
<td>7</td>
<td>13 November</td>
<td>LIB IT R1</td>
<td>SPECIALIST SESSIONS:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ATT 1315</td>
<td>HISTORICAL SOURCES AND 19th CENTURY PARLIAMENTARY PAPERS</td>
<td>Jackie Hanes (Library), Dr J Moore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ATT 1301</td>
<td>MEDIEVAL AND RENAISSANCE PERIODS</td>
<td>Dr A M D’Arcy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CW CW2 BPL</td>
<td>MODERN LITERATURE</td>
<td>Nick Everett</td>
</tr>
<tr>
<td>8</td>
<td>20 November</td>
<td>LIB IT R1</td>
<td>MANAGING REFERENCES AND CITATIONS: Hands-on session</td>
<td>Jackie Hanes (Library)</td>
</tr>
<tr>
<td>9</td>
<td>27 November</td>
<td>DW LIB SR</td>
<td>PRESENTATION SKILLS and PREPARING YOUR BIBLIOGRAPHY PRESENTATION</td>
<td>Steve Rooney Learning Development, Careers Service, Dr K Loveman</td>
</tr>
<tr>
<td>10</td>
<td>4 December</td>
<td>DW IT R1</td>
<td>USING BIOGRAPHICAL DATABASES</td>
<td>Dr A M D’Arcy, Dr K Loveman, Dr C Morley</td>
</tr>
<tr>
<td>11</td>
<td>11 December</td>
<td>Att 002</td>
<td>STUDENT BIBLIOGRAPHY PRESENTATIONS:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CW CW2 BPL</td>
<td>I. Research and MA English Studies</td>
<td>Dr A M D’Arcy, Dr K Loveman, Dr J North, Dr L Foster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DW LIB SR</td>
<td>II. MA Victorian Studies</td>
<td>Dr C Fowler, Nick Everett</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>III. MA Modern Literature</td>
<td></td>
</tr>
</tbody>
</table>

Assessment deadlines:

1. Students will submit two copies of their bibliography and deliver their presentation in the last seminar of the module on 11 December 2013 (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 13 January, 2014.
**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. A small charge may be levied to contribute to the coach fare.
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”


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’
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
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: J. S. Mill, On Liberty (1859)

John Bateman, The Great Landowners of Great Britain and Ireland (1883)
Walter Bagehot, The English Constitution (1867)
Isaiah Berlin, Four Essays on Liberty (1968)

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
J Herbert, Women in Leicestershire Secular Society 1870-1914 (MA thesis 1997)

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, pp1-8, 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)
D.C. Pedder, The Secret of Rural Depopulation. Fabian Tracts (1904)
Jacob A. Riis, *How the Other Half Lives* 1890 (Penguin)

**Social Science and ‘social control’:**

A.P. Donajgrodzki, *Social Control in 19c Britain* (1977)
Greta Jones, *Social Darwinism and English Thought* (1980)
Introduction, chs.3, 6, 7

**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*

**Contextual:**


A. Briggs, *The Victorian City* (1963)


B. Clapp, *An Environmental History of Britain since the Industrial Revolution* (1994)


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)


E. P. Hennock, Fit and Proper Persons (1973)


R. J Morris and Richard Rodger (eds), The Victorian City, 1820-1914 (1993)


R. Morris and R. Trainor, Urban Governance, Britain and Beyond since 1750 (2000)


A. Sutcliffe (ed.), British Town Planning: the Formative Years (Leicester 1981)

A. Sutcliffe, Toward the Planned City. Germany, Britain, the United States and France, 1780-1914 (1981)

P. Waller, Town, City and Nation: England 1850-1914 (1983)


J. Wolff, and J. Seed, The Culture of Capital: Art, Power and the Nineteenth-Century Middle Class (1988)


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:

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
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) &
Walker Revised, Being a Revision of John Walker’s Sufferings of the Clergy during the Grand Rebellion 1642-60, ed A G Matthews (Oxford 1948)


Robert Colls, The Pitmen of the Northern Coalfield (1987) part two

Robert Currie, Methodism Divided (1968)


Philip Davis, The Victorians, op cit ch 3 ‘Religion’


Dominic Janes, Victorian reformation. The fight over idolatory in the Church of England 1840-60 (2009)


Donald M. MacRaid, 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)

Hugh McLeod, Class and Religion in the late Victorian City (1974)


Geoffrey Milburn & Margaret Batty, eds., Workaday Preachers (1995) chs. by Turner, Milburn, Rose, Graham, Field, Colls, and Banks

D.L. Moody, Moody’s Great Sermons (1899)


Gerald Parsons, Religion in Victorian Britain (1988) 4 vols


Roger Sharrock, Pilgrim’s Progress. A Casebook (1976)


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 than 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)
MA in Victorian Studies
Course Handbook 2013/2014


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

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, Ormamentalism (2001)
John Fage, A History of Africa (2001)


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


Phillipa Levine, *Gender and Empire* (2007)


L.T. Merrill, ‘The English Campaign for the Abolition of the Slave Trade’, *Journal of Negro History*, 30, Oct 1945


J.S. Mill, signed ‘D’, ‘The Negro Question’, *Fraser’s Magazine* x/l January 1850  Short Loan X22607


Patrick Parrinder, *Nation and Novel*, ch 10 ‘Home and Abroad’


B. Tylor, *Primitive Culture* (1871)


Eric Williams, Capitalism and Slavery (1964)


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)

Contextual: Jane Lewis, Labour and Love. Women’s experience of home and family 1850-1940 (1986)


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)


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’  

2. **Drama** ~ *A Woman of No Importance* and other plays  

3. **Fiction** ~ *The Picture of Dorian Gray*, ‘The Happy Prince’ and ‘The Selfish Giant’  
   (You might also find it useful to read J.-K. Huysmans, *Against Nature* [A Rebours], Penguin Classic, trans. Robert Baldick)

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

5. Fiction and Politics: Felix Holt
   Contextual:

6. The Decade of Sensation: The Moonstone

7. Poetry of the mid-Century: Christina Rossetti
   Additional Reading:
Elaine Showalter, A Literature of Their Own (1977).

(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.

Primary Texts:
Charles Dickens, A Tale of Two Cities (Penguin or Oxford).
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.

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<td>EN7124 Evolution and Entropy</td>
<td>Dr Gowan Dawson</td>
<td>MON 10.00-12.00</td>
<td>27 Jan, 10, 24 Feb, 10, 24 Mar</td>
<td>Att 1413</td>
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<tr>
<td>EN7126: Women in Literature, Culture and Society, 1850-1900</td>
<td>Dr Claire Brock</td>
<td>THU 12:00-14:00</td>
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<td>EN7127 Literature and Culture in 1859</td>
<td>Prof. Gail Marshall</td>
<td>MON 11:00-13:00</td>
<td>14 Oct, 28 Oct, 11 Nov, 25 Nov, 9 Dec</td>
<td>Att 1313</td>
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<tr>
<td>EN7128: The Brontës</td>
<td>Dr Julian North</td>
<td>THU 10:00-12:00</td>
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<td>Att 205</td>
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<tr>
<td>EN7129: Anglo-Jewish Literature and Culture</td>
<td>Dr Richa Dwor</td>
<td>MON 11:00-13:00</td>
<td>7, 21 Oct, 4, 18 Nov, 2 Dec</td>
<td>Att 211</td>
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<tr>
<td>EN7222 The English Country House in Literature</td>
<td>Dr Julian North</td>
<td>TUE 16:00-18:00</td>
<td>28 Jan, 4, 11, 18, 25 Feb, 4, 11, 18, 25 Mar</td>
<td>Att 210</td>
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<tr>
<td>HS7207: Colonial Cities in British Asia and Africa, c. 1850-1950</td>
<td>Dr Prashant Kidambi</td>
<td>Please contact tutor for details</td>
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Programme and Module Specifications

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

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

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 checkpoints requirements this may result in the termination of your course and the subsequent reporting of this to the UK Border Agency, 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 Honesty section for details of coursework submission.

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

**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).

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 the rough draft but no more than one third of the final draft. 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.

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 or 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.

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 for campus-based programmes; 28 days for distance learning and approved programmes;
- In exceptional circumstances where this is not possible, students 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 (www.le.ac.uk/senate-regulation6). 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 60-credit 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.
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 Director 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 2013/14, the Postgraduate Staff-Student Committee will meet:

1.00pm, Wednesday 30 October 2013, in Att 1315
2.00pm, Thursday 6 March 2014, in Att 1315
2.00pm, Wednesday 7 May 2014, in Att 1315.

If you would like to raise an issue at a PGSSC meeting, please contact your course representative. (Details are posted on a noticeboard in the 16th floor and are also listed on Blackboard.)

Minutes of each meeting are posted on the noticeboard and on Blackboard, and are also emailed to all postgraduate students.

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.

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 (www2.le.ac.uk/departments/english/studentresources/societiesandcommittees) or join our Facebook Group page: https://www.facebook.com/groups/208586385844425.
University Facilities

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 250,000 eBooks and 20,000 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

Contact: David Wilson Library
+44 (0)116 252 2043 | library@le.ac.uk

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 go.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) and how to find other Student PC Areas;
- Files: personal ‘Z: drive’ to store your files, 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.  
More information can be found at go.le.ac.uk/it4students

For a list of computer user areas, see:  
www2.le.ac.uk/offices/itservices/resources/cs/2ls/pareas/pdfs/PCAreaList.pdf.

Available IT Services training includes:
- PowerPoint 2010 for Academic Posters: create and format an A1 or A0 poster in PowerPoint.
- PowerPoint 2010 for Presentations: learn to use PowerPoint to create visual aids for presentations.

**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.

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

**Other Important University Services**

- English Language Training Unit (ELTU) www2.le.ac.uk/offices/eltu  
- Languages at Leicester www2.le.ac.uk/departments/modern-languages/lal  
- Victoria Park Health Centre www.victoriaparkhealthcentre.co.uk  
- University Chaplaincy and Prayer rooms for students www2.le.ac.uk/institution/chaplaincy
University Regulations

Senate Regulations (www.le.ac.uk/sas/regulations) contain rules and other important information about being a 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

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 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 disciplinary regulations (see www.le.ac.uk/senate-regulation11, paragraphs 11.52 – 11.61).

In the most serious of cases of neglect the University has the right to terminate a student’s course.
Referencing and Academic Honesty

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 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 all of the rough draft, commenting on issues of argument, sources, structure, presentation and grammar, but may read no more than one third of the final draft.
- 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
2014

Candidate Number (NOT Name)

- Students are required to submit three copies of their dissertation, word-processed and soft bound (also called 'perfect bound'), by 15 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 (situated in the Fielding Johnson Building, website www2.le.ac.uk/offices/printservices), who require three days for binding, or ten days for 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 is not possible for dissertations submitted after 15 September** to be considered by the next Board of Examiners. Thus, failure to submit by the deadline means the award of the degree, and the opportunity to graduate, will be delayed.

* Dissertation word lengths are subject to confirmation by the University.
** Or by the following Tuesday, where 15 September falls on a weekend or a Monday.

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

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, paragraphs 11.62 to 11.77).

Avoiding Plagiarism and Poor Academic Practice

Check the Learning Development website for guidance on how to avoid plagiarism 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 Learning Development for individual advice. You can book an appointment online by visiting: www.le.ac.uk/succeedinyourstudies

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.
Notification of Ill Health and other Mitigating Circumstances

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

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

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

Personal Support for Students

School 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’s Equal Opportunities Officer is tbc.

The School AcessAbility officer is Mr Simon Poole.

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. Staff offer one to one support, assessment of dyslexia, the co-ordination of alternative examination arrangements and assistance with applications for the Disabled Students' Allowance. 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, laptops 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

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; and obtain assistance with applications to charities and trusts.

For international students, the Student Welfare Service organises various Welcome programmes throughout the year, the main five-day event taking place in September annually. Expert immigration advice is available; students are strongly advised to renew their visas through the scheme provided by Student Welfare. Student Welfare also co-ordinates HOST weekend visits to British families and other hospitality visits to local families in Leicester. Specialised Officers also support students who experience financial or personal problems.

A specialist officer can provide information over housing contracts and can assist students over disputes with neighbours/ housemates.

A legal advice clinic is held in conjunction with the School of Law.

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

Student Psychological and Healthy Living Service

This Service offers a range of expertise and support for both the physical and psychological aspects of health and wellbeing in the context of your academic journey.

Services on offer include:
• Student Counselling Support

Time-limited, free and confidential counselling on a one-to-one or group basis, as appropriate, addressing both academic-related and personal issues.
For information see our website: www.le.ac.uk/counselling

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

- **Student Mental Wellbeing support**
  Practical and emotional one-to-one and group support to students managing mental health issues 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

- **Student Healthy Living Service**
  The Student Healthy Living Service strives to help students enjoy a balanced life; the service helps individuals to identify an approach to life which can improve their wellbeing, enhance study and reach their full potential. The service is committed to the delivery of health and wellbeing activities that support students in developing life skills. As well as supporting academic achievement, these skills are transferable and should prove beneficial through the transition from University to the demands of employment and graduate careers. The Student Healthy Living Service works closely with the Victoria Park Health Centre and also provides direction to appropriate health care services. 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
  These services are located at: 161 Welford Road, Leicester LE2 6BF

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**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 Help and Advice staff in the Students’ Union Building on the first floor within the West Wing. Opening hours are 10.00 am to 4.00 pm and you can either pop in or book an appointment by contacting us on the details below:

**Contact:** Students’ Union Education Unit (ED), Students’ Union (First Floor)
+44 (0)116 223 1132/1228 | educationsu@le.ac.uk
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 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.

Careers and Employability

The School organises occasional events in collaboration with Martin Coffey of the Careers Service. Details are circulated via email and via the postgraduate noticeboards as appropriate.

The School’s Senior Tutor for Careers and Employability is Dr Richa Dwor.

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. With your drive and determination, the Career Development Service can help you gain the extra dimension you need to stand out – real-world skills and qualities that will not only enhance your early career prospects, but will stay with you for life.

The way to make the most of you is to work with us the moment you arrive at Leicester. If you’re willing to take responsibility for your own journey at the outset, we’ve got the knowledge and resources to spur you on to success.

Careers at Leicester isn’t just about getting you some work experience, we look at the bigger picture. We’ll encourage you to be reflective and think about what you want out of a career – what is it that really motivates and inspires you? We’ll also get you thinking about what skills and experience you possess or need to help you achieve your goals.

You can then explore your options and begin looking at what you need to do to fulfil those big ambitions.

Starting early is key, when you arrive at Leicester you will already be registered on MyCareers, which is the gateway to all the opportunities on offer, from volunteering, enterprise and business start-up, to elected officers, and student group leadership there are so many different ways to gain experience, many of which are accredited by the Leicester Award, our flagship employability award, designed to help you develop, assess, recognise and record the employability skills you are developing.

We want you to follow your passion. So whether you want to make a difference in the voluntary sector, reach the top in high-flying business or be the next big thing in media, there are specially designed programmes and activities here at Leicester that can support you in getting the skills, experiences and exposure you need.

Contact: Career Development Service, The Hub, Percy Gee Building (Students’ Union)
+(0)116 252 2004 | careershelp@le.ac.uk
www.le.ac.uk/careers
Personal Development Planning (PDP) is designed to enable you to think about, and plan for, your own personal, academic and career development. Throughout your degree you will be encouraged to reflect on your progress and achievements, and to identify areas you wish to develop and improve on. PDP will help you to:

- recognise the skills and abilities you are developing;
- identify areas for improvement and development; and
- think about how you can improve your employability and career prospects

To find out more about how the Department supports PDP, visit chat with your personal tutor. In addition, Learning Development provides some more general information about what PDP is, and how you can engage with it: www2.le.ac.uk/offices/ld/personal-development-planning-pdp.

PDP is a structured and academically supported process intended to help students reflect on their academic, personal and career development. During your course of study you will be given the opportunity to reflect on your progress over the year, to identify your own strengths and areas of development, and to plan for your future success.

The three key elements of Personal Development Planning (PDP) are:

- **Academic Development** -- *how can I improve my academic performance?*
- **Personal Growth** -- *what can I do to get the most from my time at University?*
- **Employability and Career Planning** -- *where do I want to be when I complete my course, and what can I do to get help from there?*

At Leicester, PDP is closely linked with the Personal Tutor programme. All MA students will be asked to complete a progress review form, which is then used as a basis for discussion in meetings with their personal tutors each semester. It is hoped that by introducing postgraduate students to PDP at the outset of their degrees, they will come to consider this act of self-assessment as an integral part of their studies and their reflections on the progress they are making at university. English School staff will assist students in their self-assessment of their own academic, personal and career development, and in the formulation of research and employability-related strategies based on this process of self-appraisal. You should make an appointment to see your personal tutor at least once a semester. He or she will be happy to discuss your progress on the course and to direct you towards appropriate resources and support. Postgraduate PDP forms, samples of which are included in the appendices to this Handbook, have been designed as an aid to reflection and may be used to provide a focus for discussion with your personal tutor. While PDP is optional, students are expected to have a formal meeting with their Personal Tutor at least once a semester.

Further details about the PDP programme at Leicester are available at www2.le.ac.uk/offices/careers/ld/resources/pdp, or, if you would like to discuss PDP further, please contact the Course Director.
Safety and Security

The School Safety Officer is Mrs Carol Arlett.

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

The fire alarm is tested once a week, usually on Thursday at 9.45am. If the alarm sounds at another time, 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.

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**

**RICHA DWOR** BA (British Columbia) MA PhD (Nottingham)
Room 1512, Attenborough Tower, 252 2533, rgd5@le.ac.uk
http://www2.le.ac.uk/departments/english/people/dr-richa-dwor

**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

**LOUISA FOSTER**
Room 1517, Attenborough Tower, 252 5073, lf122@le.ac.uk
http://www2.le.ac.uk/departments/english/people

**HOLLY FURNEAUX** BA MA PhD (London)
Room 1511, Attenborough Tower, 252 2742, hf35@le.ac.uk
http://www2.le.ac.uk/departments/english/people/hollyfurneaux

**PRASHANT KIDAMBI** MA MPhil (Jawaharlal Nehru University) PhD (Oxford)
Centre for Urban History
Room 19, Marc Fitch House, Salisbury Road, 252 2766, pk64@le.ac.uk
http://www2.le.ac.uk/departments/history/people/pkidambi/profile

**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
## 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+ | Comprehensive synthesis of relevant materials, i.e. a monograph, a journal article, a chapter from an essay collection, an electronic resource  
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

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<th>Mark</th>
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| Distinction: 70+ | Comprehensive coverage of relevant issues  
Indepedent 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. |

*N.B.* Work of whatever level with this kind of inaccurate presentation will be referred for correction.