

Module Sign-up Brochure 2025-26

QV31: English Literature and History

Stage 2 going into Stage 3

1. Do your research

Read through the information on the SELLL website carefully and ask if you have any questions. If you're unsure of what modules you should be choosing, email UGOffice.elll@newcastle.ac.uk.

2. Sign up Online: Wednesday 30th April, from 9am

- Have the rules for your programme, from this brochure, with you when you log onto The Student Portal. <https://studentportal.ncl.ac.uk/>.
- Compulsory modules will already be selected and optional modules will be listed for you to choose.
- The portal will close on **12th May at 8:00pm**.
- Further guidance and screenshots are available here: <https://www.ncl.ac.uk/students/student-portal/>.

FAQs

How do I take an outside module?

Modules not listed on your degree regulations will not appear in this brochure and will not be available to you in S3P. Instead you will need to select 'HSS dummy module(s)'. Then you will need to fill in a module change form at the beginning of Semester 1 to change from the dummy module to your chosen outside module.

How long will module selection take?

A few minutes.

What if I suffer technical problems?

Please don't panic. You can call IT on [0191 208 5559](tel:01912085559) to log the issue. Alternatively, you can email elll@ncl.ac.uk and we will try to assist you.

Will I get my first choice of modules?

Not necessarily. We recommend that you login and submit your choices as soon as possible. We'd also recommend having back-up modules in mind, in case your first choices are full. This is why it's important to read the module descriptions and make your decisions before the portal opens.

I need further advice and guidance. Who should I ask?

If your question is in regard to a specific module, please contact the module leader listed in the module descriptions, via email. If the module leader is to be confirmed (TBC), the head of subject is listed and will also be able to answer your questions. If you don't understand your programme regulations please contact your Degree Programme Director (DPD): James.Harriman-Smith@newcastle.ac.uk. If, after reading the module descriptions, you're struggling to decide which modules to take you can contact your personal tutor via email.

I had arranged to have a semester abroad next year. What should I do?

If you haven't done so already, please contact Aditi Nafde (aditi.nafde@newcastle.ac.uk) to discuss your options.

What if I change my mind or make a mistake?

If your choices do not comply with your regulations, they will be rejected and we will contact you to choose all your modules again – if you do not respond by the given deadline, modules will be chosen for you. If you change your mind you will be given the opportunity to change your modules at a later date. Further information will be released closer to the time.

Rules of your Programme

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You must have a total of 120 credits with either a 60/60, 50/70 or 70/50 credit split across the semesters

Circle or highlight your choices, then add up your credits in the total column



Rules	Code	Module Title	Total Credits	Sem 1	Sem 2
Compulsory	SEL3377	Dissertation in English Literature and History	40	20	20
Literature Pick 2 <i>You must pick 1 from each Semester.</i>	SEL3379	Enlightened Romanticism: A Revolution in Feeling	20	20	
	SEL3412	Writing Liberty in the Romantic Era	20		20
	SEL3420	Fiction and the Philosophy of Terror: From the Supernatural to the Sublime	20		20
	SEL3444	Envious Show: Wealth, Power and Ambition in Narratives of the Country House, 1500-2000	20	20	
	SEL3445	Unsex'd Females: Feminism in the Age of Revolution and Reaction	20	20	
	SEL3455	Queer/Trans/Early Modern	20		20
	SEL3456	Utopian Dreams, Dystopian Nightmares: Science Fiction and Form	20		20
	SEL3457	The Medieval World, 1100-1500	20	20	
	SEL3347	Documentary Storytelling: Theory and Practice	20		20
	SEL3378	Landscapes of American Modernism	20	20	
	SEL3409	Planetary Imaginations: Literature in the Time of Environmental Crisis	20	20	
	SEL3415	Literature and Human Rights	20	20	
	SEL3422	Reading Freud	20		20
	SEL3428	Freedom and Imagination: US Literature 1850-1900	20	20	
	SEL3433	Popular Romance and Contemporary Political Discourse	20		20
	SEL3447	Exposing Ourselves: Privacy, Contemporary Performance and the Public Sphere	20		20
	SEL3449	Devolutionary Fictions: Literature, Politics, and the British State since 1960	20		20
	SEL3450	Border Fictions: Migrations, Memory, Transgressions in Global Anglophone Literatures, 1900-Present Day	20	20	
	SEL3458	Growing up Global	20	20	
History Pick 2 <i>You must pick 1 from each Semester.</i>	HIS3000	Reading History	20	20	
	HIS3020	Writing History	20	20	20
	HIS3036	Public History in Practice	20		20
	HIS3206	The Irish Revolution, 1879-1923	20		20
	HIS3212	Reconstruction and the New South, 1879-1900	20		20
	HIS3220	British Foreign Policy Since Suez	20	20	
	HIS3221	Birth Control in the Nineteenth and Twentieth Centuries	20		20
	HIS3232	Civil Rights and Armalites Northern Ireland since 1969	20		20
	HIS3240	Civil Rights in America, 1948-1975	20		20
	HIS3326	Gender and the British Empire: Violence towards Men and Women in the Making of Modern South Asia	20		20
	HIS3344	The Rise and Fall of the Berlin Wall, 1961-1990	20		20
	HIS3346	The Rising Generation: Youth, Age and Protest in Cold-War Britain	20	20	

	HIS3349	Healthy Spaces for Healthy Bodies: Medicine, Humans, Places	20	20	
	HIS3351	Buddhism and Society in Medieval Japan	20		20
	HIS3361	Body and Emotions	20		20
	HIS3364	May 1968	20		20
	HIS3365	British Colonialism in Sudan: Violence, Gender and Race, 1899-1956	20	20	
	HIS3366	Fictional Histories	20	20	
	HIS3368	Exhausted! The Problem of Sleep	20		20
	HIS3369	Insider and Outsiders: Migrants, Refugees, and the Making of Modern Europe	20	20	
	HIS3370	Beyond Brexit: the UK and European Integration since 1945	20	20	
	HIS3371	Riot, Reform and Revolution: c1760-1832	20	20	
	HIS3372	The News Revolution in Georgian Britain	20		20
<i>Optional Outside Modules</i> You can replace 20 credits from Literature or History.	NCL3007	Career Development for final year students	20	10	10
	HSS3110	Outside Dummy Module: 10 credits in semester 1*	10	10	
	HSS3210	Outside Dummy Module: 10 credits in semester 2*	10		10
	HSS3120	Outside Dummy Module: 20 credits in semester 1*	20	20	
	HSS3220	Outside Dummy Module: 20 credits in semester 2*	20		20



Module Descriptions

Further details of each module can be found in the module catalogue:

<https://www.ncl.ac.uk/module-catalogue/>

SEL3377 – Dissertation in English Literature and History

Module Leader: Dr Kirsten MacLeod & Dr Rosalind Haslett

Semesters 1 & 2, 40 credits total

Pre-Requisites: Students must have completed SEL2218, or have the permission of the module leader to enrol on this module.

This module allows students to write at length on a self-directed topic which utilises conceptual and methodological approaches from English Literature and History and is thus interdisciplinary in character.

Students will be asked to identify their likely area of interest at the end of their second year and be required to produce a research plan in the first month of semester 1 of their third year. In this process they will be supported by the module leader(s) and required to attend a series of plenary lecture-workshops on independent research designed to guide them in their initial planning. They will then be expected to work under individual supervision for remaining months of the dissertation module. In regular supervisory meetings, they will discuss the overall design of their dissertation and have the opportunity to receive oral or written feedback on plans and written feedback on up to 2500 words of draft writing. They will also have the opportunity to work with other students in seminars, culminating in an oral presentation of their research at a Dissertation Workshop.

Component	When Set	%	Comment
Written exercise	Mid	Formative	Students to submit a 1000-word plan and annotated bibliography in first semester.
Oral presentation	Mid	Formative	Presentation to peers of project. 3-5 minutes
Written exercise	Mid	Formative	Draft work of up to 2500 words.
Dissertation	End	100	A dissertation of 10,000 words.

SEL3379: Enlightened Romantics: A Revolution in Feeling

Module Leader: Dr Jennifer Orr

Semester 1, 20 credits

Pre-requisites: Students should have taken SEL1003 and SEL1004 to be able to take this module.

Since the Covid pandemic, psychological research has shown that although we are more likely to remember negative events than positive ones, in our day-to-day interactions, there is much more kindness in the world than we think (Hammond, 2022). The discipline of the Humanities demands that we consider life's 'big' questions from the perspective of different voices, asking critically why some voices have been, and continue to be, heard above others.

While the past might seem like a foreign country, writers were asking very similar questions in the Eighteenth and Nineteenth centuries. The Eighteenth Century did not see a global pandemic, but it was a period of revolutionary change, inspired by the philosophical ideas of Enlightenment which put the study of the common man at the centre of its philosophical world. It also saw the creation of the United Kingdom of Britain and Ireland out of the emerging British Empire, the consequences of which we are still living with today. It was one of the most exciting periods in the expansion of literacy and print culture; newspapers, lending libraries and sociable gatherings extended opportunities for people across society to read, debate ideas and to demand change. City merchants in coffeehouses, artisan weavers gathered in cottage bookclubs, and working people gathered in the local pub not only engaged with these conversations but could see themselves become fitting subjects as writers sought to capture real life and local character.

Yet until recently, the version of Romanticism taught in schools was mostly confined to poetry written by middle class, white, English men. While we don't exclude these writers, we want to look at British Romanticism as a transnational movement where the idea of being a corner of an emerging Empire with a global reach was looked at critically. Some embraced it, some resisted it, and others engaged with it whilst seeking to preserve and animate their own local cultures on the page.

A growing literary marketplace which included larger numbers of middle- and working-class readers, as well as the wealthy, desired to hear an 'authentic' voice emerge from the page, one that engaged with the deepest human questions and echoed their own human desires and aspirations. The labouring-class poet took the marketplace by storm, particularly in the glamorous ploughman-poet figure of Robert Burns whose 'heaven-taught' poetic skill seemed to offer the British public a taste of the deepest feelings of the human heart in the real language of men. But there is more to the labouring poet than meets the eye. Engaged with the philosophy and politics of their day, they took ideas to the widest possible audience, subverting audience expectations to set their own literary agenda and paving the way for the marginalised voices for centuries to come.

Component	When Set	%	Comment
Written exercise	End	100	3000-word essay
Written exercise	Mid	Formative	1000-word exercise

SEL3412: Writing Liberty in the Romantic Era

Module Leader: Professor Michael Rossington

Semester 2, 20 credits

No Pre-requisites

This module examines how writings in English from the 1790s to the 1830s engage with the struggle for liberty in continental Europe and globally.

The focus will be on work by Mary Wollstonecraft, William Wordsworth, Percy Shelley and Mary Shelley, and the testimony of Mary Prince. We will study poems, a travel narrative, a tragedy, a novel and life-writing.

Attention will be given to manuscripts and early editions of Romantic era writers, including some we study, through a workshop in Newcastle University Library's Special Collections. It is hoped that there will also be at least one live, virtual talk about such material by a Curator from Keats-Shelley House, Rome, The Pforzheimer Collection of Shelley and His Circle in the New York Public Library or Wordsworth Grasmere.

Component	When Set	%	Comment
Essay	End	85	Final Essay (2,750 words).
Reflective Log	End	15	Reflection on participation and engagement with module (250 words).
Essay	Mid	Formative	Formative essay (1000 words).

SEL3420: Fiction and the Philosophy of Terror: From the Supernatural to the Sublime

Module Leader: Dr Leanne Stokoe

Semester 2, 20 credits

No pre-requisites

The aim of this module is to explore how the link forged between terror and inspiration in Edmund Burke's philosophy of the sublime, impacted the rise of supernatural (or 'Gothic') fiction during the late Enlightenment. Students will read a range of canonical and non-canonical texts, including literature written by authors whose Gothic influences are less well-known. We will focus particularly on the process through which Burke's philosophy illuminates contemporary unease towards gender, class, race, and nationhood, and examine how these concerns evolved throughout the eighteenth-century, Romantic and Victorian eras.

Students will gain a thorough knowledge of the historical and cultural contexts which shaped the emergence of Gothic fiction. They will also combine this knowledge with some key philosophies of the human mind, in order to question whether the supernatural is 'real', or whether it can be 'explained' via the lens of patriarchal anxiety, forbidden desire, or fear of 'the Other'. We will connect these historical and cultural changes with formal and generic developments in the literature of the period, paying particular attention to the way that writers re-imagined Gothic tropes to reflect upon their own age. The module culminates by considering the extent to which the sublime not only generates terror, but also drives us to channel this sensation into enlightenment and reform.

The syllabus may vary year to year, but key authors may include Horace Walpole, Ann Radcliffe, Samuel Taylor Coleridge, Lord Byron, Jane Austen, John Keats, John William Polidori, Emily Brontë, Joseph Thomas Sheridan Le Fanu, Rudyard Kipling and William Butler Yeats.

Component	When Set	%	Comment
Essay	End	85	3500-word essay

Portfolio	Mid	Formative	1000-word research plan and annotated bibliography for final essay preparation
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SEL3444: Envious Show: Wealth, Power and Ambition in Narratives of the Country House, 1500-2000

Module Leader: Dr Ruth Connolly

Semester 1, 20 credits

No pre-requisites

The module traces the history and impact of the country house and estate in Britain and Ireland over five hundred years. This interdisciplinary module will consider how the country house forms a crucible in which ideologies of gender, race and class intersect with money, power and ambition. The country house's economic, political and cultural impact will be analysed using a diverse range of genres including but not limited to poetry, the eighteenth-century novel, estate papers, the boy's adventure story, tourist guides, the detective story, the crime novel and the Gothic memoir. Students will also study the history and fabric of a specific country house through estate papers and a field trip.

Component	When Set	%	Comment
Portfolio	Mid	40	Choice of written or spoken assessment. Students taking the presentation option may opt to submit a video of their presentation if a live presentation (in-person or remotely) is not possible
Written exercise	End	60	2500-word written exercise which will assess students' overall understanding and develop their intellectual independence whilst supporting student choice and interests

SEL3445: Unsex'd Females: Feminism in the Age of Revolution and Reaction

Module Leader: Dr Laura Kirkley

Semester 1, 20 credits

No pre-requisites

This module aims:

- * To study a transnational range of prose texts written at key political moments during a short but turbulent period of history (1780s-1820s);
- * To examine how feminist literature and representations of gender identity and women's sexuality developed during the Revolutionary and Romantic eras, particularly as they intersected with radical and reactionary politics and attitudes to nationhood, world citizenship and empire-building;
- * To analyse how representations of gender identity and women's sexuality were shaped by different writers' responses to important political, cultural and literary phenomena. Depending on the set texts, these phenomena might include: the French Revolution and the Revolutionary Wars; the Napoleonic Wars and their aftermath; the Irish Rebellion of 1798; the Italian Risorgimento; the slave trade and the abolition campaign; the celebrity of the Chevalier d'Eon; the public reaction to revelations about Mary Wollstonecraft's private life; the transnational rise of the sentimental and Gothic novel.
- * To develop students' ability to analyse texts from an intersectional feminist perspective incorporating analysis of sexuality and gender;

* To communicate critical responses orally and in writing, and to consider how content and register should vary to communicate effectively with different intended readerships.

Component	When Set	%	Comment
Written exercise	End	100	Students will have a choice between 1) a 3800-word literary critical essay responding to keyword prompts or 2) two 1500-word extended book reviews accompanied by an 800-word commentary on the aims of the pieces.
Portfolio	Mid	Formative	Structured tasks undertaken throughout the semester.

SEL3455: Queer/Trans/Early Modern

Module Leader: Dr Kate Chedgzoy

Semester 2, 20 credits

No pre-requisites

This module aims to introduce students to a varied selection of early modern texts, broadening their knowledge of the culture of the period across genres and forms.

By combining historicist scholarship with cutting edge theoretical approaches, it aims to provide students with the tools to critically analyse questions of embodiment, gender and sexuality in early modern culture and in our own context.

The module will take an intersectional approach, registering how class, colonialism and race helped to shape changing ideas about embodiment, gender and sexuality in the early modern period, and noting how those intersections remain significant. In doing so, it enables to enable students both to make sense of the complexity of literary representations of embodiment, gender and sexuality, and to make informed contributions to current debates about these issues.

Component	When Set	%	Comment
Essay	End	100	Either a final essay of 3500 words or a portfolio of 2-3 items to the same total length, as students prefer.

SEL3456: Utopian Dreams, Dystopian Nightmares: Science Fiction and Form

Module Leader: Dr Jon Quayle

Semester 2, 20 credits

No pre-requisites

This module introduces students to the genre and forms of science fiction through one of its dominant themes: utopianism. It will trace the development of utopian ideas in the 18th and 19th centuries, alongside the emergence of the novel as a dominant popular form during this time. Science fiction in the 20th and 21st centuries then expanded to encompass other forms—the short story, television, film, and video games. We explore how the concept of utopia — and dystopia — has intersected with science fiction, shaping the genre’s engagement with imagined futures, alternative societies, and speculative technologies. How has the genre of science fiction developed across the past three centuries in terms of form, and how is that development related to the history of utopian thought?

The syllabus will include selected texts from 1700 to the present in a variety of forms. It may include texts such as: Jonathan Swift’s *Gulliver’s Travels* (1726), Mary Shelley’s *The Last Man* (1826), short stories by H.G. Wells,

'Ursula K. Le Guin's **The Dispossessed** (1974), television episodes from the Star Trek franchise (1966-the present), the Bioshock series of video games (2007-2013), and the Dune films (2021-2024).

Component	When Set	%	Comment
Portfolio	Mid	40	Choice of written or spoken assessment
Written exercise	End	60	Choice of essay, creative response or digital exhibition

SEL3457: The Medieval World 1100-1500

Module Leader: Dr Adite Nafde

Semester 1, 20 credits

No pre-requisites

This module introduces students to medieval literature, 1100-1500. This period saw the expansion of myths such as that of King Arthur and the rise of authors such as Chaucer, professed Father of English literature. But despite its seeming 'Englishness', the culture of the period was a melting pot of languages and traditions from home and abroad, brought by travellers exploring new worlds, immigrants travelling to the British Isles, and the multicultural influences of Old English literature. The period saw numerous wars, the Black Death, the growth of political and religious dissent, the technological innovation of print, and the expansion of literacy and scientific enquiry. Authors were prompted to ask deep questions about the nature of the world, of the self, and of love.

The literature of this period has had immeasurable influence on centuries of texts that have come after it. Through close textual analysis, students will develop an understanding of medieval literary conventions, thematic approaches, and stylistic innovations while gaining an appreciation for the cultural, social, and historical contexts that helped shape these texts. Students will also investigate the continuing legacy of medieval literature, its influence on contemporary scholarship, popular culture, and discourse and, given its deeply misunderstood multiculturalism and diversity, its relevance to modern concerns such as race, gender, class, and religion.

Component	When Set	%	Comment
Essay	End	100	3000-word essay
Written exercise	Mid	Formative	Close reading/edition

SEL3347: Documentary Storytelling: Theory and Practice

Module Leader: Dr Tina Gharavi

Semester 2, 20 credits

No pre-requisites

Through lectures, screenings, technical workshops, production practice and a short series of visiting lecturers, students will have the experience of studying documentary as a genre and becoming aware of its various strands. Students will give presentations on a range of filmmakers whose work will be introduced through the course of the semester, they will analyse methodologies including codes and conventions and be able to make some practical experiments with the medium.

Students will be required to give oral presentations, create a short documentary, and write an essay on an aspect of contemporary documentary practice or, alternatively, will be able to make a proposal to create one of a select number of final projects which can be practice based.

All practice-based final submissions (in lieu of a formal essay) will also have a written element in which students are expected to reflect on their experience of practice, self-analyse their completed production and place their work in a historical and contemporary context.

Not all students may be allowed automatically to follow the practice-based option. There may be a selection process for this according to the quality of applications and the availability of resources.

Component	When Set	%	Comment
Design/creative project	End	80	Essay (of 3200 words) or Documentary Practice Film of 4 minutes (plus 2000-word reflective commentary)
Oral presentation	Mid	20	10-minute in class/on-line oral presentation and participation throughout the semester (including discussions, online discussions and homework)

SEL3378: Landscapes of American Modernism

Module Leader: Dr Fionnghuala Sweeney

Semester 1, 20 credits

Pre-requisites: Students should have taken SEL1003 and SEL1004 to be able to take this module.

What is modernity? Where does it happen? Who experiences it and what are the aesthetics of its expression?

This module explores a range of American literary responses to what it meant to be a 'modern' subject in the early 20th century. We will be looking at American modernist writers' attitudes to contemporary politics, to history, Europe and to transnational and regional landscapes in the United States.

There will be a dual emphasis on form and theme in this module, which aims to develop a vocabulary for critical analysis of both in the works studied. We will therefore consider the ways in which the asymmetries of modernity are expressed through focused reading of writers including Larsen, Faulkner, Fitzgerald, Cather, Hurston and Steinbeck. We will explore the 'newness' of much of the work that emerged in the period, its interest in experimentation, its narrative concerns, its expression of the uneven experiences of American modernity.

We will also consider the ways in which these writers engage with debates around region, conflict, gender, migration, labour and race.

Texts could include:

F Scott Fitzgerald, *Tender is the Night*
 Nella Larsen, *Quicksand* and *Passing*
 William Faulkner, *The Sound and the Fury*
 Zora Neale Hurston, *Their Eyes Were Watching God*
 Willa Cather, *The Professor's House*
 John Steinbeck, *The Grapes of Wrath*

Please note that ReCap is not currently offered on this module.

Component	When Set	%	Comment
Essay	End	60	2200-word essay
Essay	Mid	40	1800-word essay

SEL3409: Planetary Imagination: Literature in the Time of Environmental Crisis

Module Leader: Dr Ella Mershon

Semester 1, 20 credits

No pre-requisites

This module examines the entanglement of human and earth histories on an increasingly imperilled planet. While this entanglement has prompted geoscientists to speculate that we have entered a new geological epoch—the Anthropocene—this term also raises significant questions for literary studies as it suggests that we can no longer decouple “culture” from “nature.” Taking up the intervention of the human into earth systems, this module will use the provocation of the concept of the Anthropocene to consider how literature can help us understand, imagine, and interpret our relationship to geo-histories that eclipse the scale of human life.

This module will begin in the nineteenth century, when the widespread use of fossil fuels launched modern industrialization, when imperial powers “scrambled” to seize natural resources across the globe, and when the scientific discoveries of geological and evolutionary timescales revolutionized historical consciousness. We will discuss Victorian literature and scientific thought to understand how emerging generic and narrative conventions shaped representations of the human’s place in inhuman timescales. In the latter half of the module, we will turn to the twenty-first century and consider how postcolonial, Black, and Indigenous writers address these Victorian legacies that continue to shape the contemporary literary imagination.

Readings from Victorian literature, such as H. G. Wells, *The Time Machine* and Joseph Conrad, *The Heart of Darkness*, will be read alongside excerpts from nineteenth-century geology and evolutionary biology as well as contemporary environmental literature and ecocriticism. Readings from contemporary literature will include N. K. Jemisin, *The Fifth Season* and Kathy Jetnil-Kijiner, *Iep Jaltok: Poems from a Marshallese Daughter*.

Component	When Set	%	Comment
Essay	End	75	Final project. Students choose one of three options: critical, creative or editorial project
Oral presentation	Mid	25	Group presentation (prepared as a group or, where appropriate & only with prior agreement from the module leader, individually)
Research proposal	Mid	Formative	A project plan for the final project

SEL3415: Literature and Human Rights

Module Leader: Professor Neelam Srivastava

Semester 1, 20 credits

No pre-requisites

In this module we will explore the inter-disciplinary connections between the field of human rights (law, philosophy, advocacy) and modern literature. We will attempt to understand how the totalizing reach of postwar human rights discourse, enshrined in the 1948 Universal Declaration of Human Rights, is both enabling and troubling, when considering the representation of atrocity and dehumanization outside of Western locations. We locate the beginnings of this discourse in Joseph Conrad’s ambivalent critique of imperialism in his 1899 novella *Heart of Darkness*. Human rights became established as a fundamental principle of international law in the wake of the Holocaust and the Second World War, and Primo Levi’s *If This is a Man* (1958) narrates how this event provoked a profound crisis in the notion of the human. We then move on to consider more contemporary texts set in Palestine, Algeria, Sierra Leone, Ethiopia, India, and Sri Lanka, and examine how their narratives of displacement, civil war and atrocity both invoke and question the need for “human rights”. We look at how texts across the imperial divide sketch out global forms of solidarity, inter-racial allyship, and resistance to fascism, imperialism, and state terror. But can such a universal project ever be truly liberating without becoming yet another version of neocolonial liberalism? How do human rights relate to European imperialism more generally? How do we read the geo-political specificities of the authors’ stories against the backdrop of humanitarian intervention and a desire for these narratives to speak to a global audience? We will also consider the forms that such narratives engage with, such as testimony, autobiography, medical case histories, and legal narratives. Please note some of the texts are English-language translations from the original, and that this list is purely indicative, as texts may change from year to year.

Component	When Set	%	Comment
Essay	End	80	3,500-word essay
Portfolio	Mid	20	The portfolio will consist of 2 components, both equally weighted: 1) Participation and contribution to class discussion, which will be assessed throughout the module 2) Student group activity
Essay	Mid	Formative	1500-word essay

SEL3422: Reading Freud

Module Leader: Dr Robbie McLaughlan

Semester 2, 20 credits

No pre-requisites

Sigmund Freud imagined psychoanalysis as belonging to an intellectual legacy of disruptors that included Copernicus and Darwin, with his pioneering work in the development of psychoanalysis instituting a social revolution in the early twentieth century. This module focuses on that School of psychoanalytic theory known as 'Freudian', and is designed to introduce students to Freud's metapsychology and his theoretical vocabulary. Freud was an enthusiastic reader of literary works, but this is not a module in which Freud's ideas will be used to read literature via a psychoanalytic method. There are no literary texts on this module. Students taking Reading Freud will, instead, be expected to purchase *The Freud Reader* (ed. by Peter Gay) from which a curated selection of key Freudian texts will be taken. Week by week students will be introduced to the classical works of Freudian theory: *The Interpretation of Dreams*, a selection of his case studies (including Dora and Anna O); 'Three Essays on the Theory of Sexuality', *Civilisation and Its Discontents* and *Beyond the Pleasure Principle*. In doing so, we will follow the intellectual development of Freud's work from the early years of the psychoanalysis defined by a concentration on the individual, through to the 'political turn' in the late Freud's writing in which he focuses his psychoanalytic method upon the individual within society.

As well as covering the key works of Freudian theory, this module will turn to a selection of theoretical interlocutors who extend Freud's work after his death in 1939. As the module progresses and students become more familiar/confident with psychoanalytic theory, we will turn to those figures who found in psychoanalysis a methodology that could be used to develop their own theoretical and philosophical positions. In pairing Freudian theory with the work of Jacques Lacan, Jacques Derrida, Judith Butler, Julia Kristeva, Hélène Cixous and Luce Irigaray, Reading Freud will demonstrate the intellectual legacy and importance of Freud's writing as it escapes beyond the walls of the clinic.

Component	When Set	%	Comment
Essay	End	75	Final essay of 3000 words
Written exercise	Mid	25	A 1000-word encyclopaedia entry covering a psychoanalytic term

SEL3428: Freedom and Imagination: US Literature 1850-1900

Module Leader: Professor James Annesley

Semester 1, 20 credits

No pre-requisites

Freedom and Imagination will give students the chance to develop their knowledge of US literature from the second half of the 19th Century by reading texts in terms mediated by an account of the social and historical contours of US

society in the period, particularly the pressures created by Slavery/Post Slavery, the American Civil War, Westward Expansion and the annexation of territories from Native Americans, First Wave Feminism in the US (following the Seneca Falls Convention in 1848) and other relevant social contexts. Through the course of the module, we will be reading Henry David Thoreau's, *Walden*, Kate Chopin's, *The Awakening*, Charles Chesnutt's, *The Marrow of Tradition*, Frederick Douglass', *Narrative of the Life of Frederick Douglass* and other texts from the period.

Component	When Set	%	Comment
Essay	End	85	2500 words
Prof skill assessment	End	15	Participation in class activities plus a portfolio of reflective and self-evaluative exercises, approximately 600 words
Essay	Mid	Formative	1000-word essay
Written exercise	Mid	Formative	Preparation for final assessment

SEL3433: Popular Romance and Contemporary Political Discourse

Module Leader: Dr Rosalind Haslett

Semester 2, 20 credits

No pre-requisites

This module will explore how popular romance (novels, plays, performances, films, pop songs) reflect and respond to current events. Students will consider the role that narrative, performance and imagination play in our everyday lives, using a range of research methods to analyse performance events and reading communities and/or to respond creatively to the texts we encounter.

The module has three central characteristics:

1. It is based in the idea that narrative tropes and dramatic scenarios provide social scripts that inform the way that people interact in personal, social and/or political contexts
2. It considers a range of different kinds of texts comparatively, including: plays, performances, novels and audiobooks; oral histories and personal testimonies; political speeches and debate; government and academic reports; social media campaigns and podcasts.
3. It requires students to participate in weekly research activities and to maintain an independent critical/creative writing practice.

Component	When Set	%	Comment
Portfolio	End	100	A research portfolio of 4000 words or equivalent
Portfolio	Mid	Formative	A draft of work intended for the end-of-module portfolio. 1000 words or equivalent

SEL3447: Exposing Ourselves: Privacy, Contemporary Performance and the Public Sphere

Module Leader: Dr Helen Freshwater

Semester 2, 20 credits

No pre-requisites

How do theatre and performance help us establish what can be shared in public and what cannot? What role do they play in the maintenance and negotiation of the boundary between public and private realms? How does contemporary performance address the tension inherent in a form which has often involved sharing representations

of intimate and highly personal experiences with groups of strangers? How does contemporary performance engage with concerns about data capture, state surveillance and unwanted public exposure?

This module explores these questions and many others as it reflects on theatre's capacity to expose and to conceal. It offers an overview of the way that theatre negotiates the distinctions between private and public realms, and explores how contemporary performance addresses and expresses growing concerns about privacy. It develops skills of performance analysis and provides opportunities to make direct connections between theories of privacy and recent productions of performance, enabling reflection on performance's role and function in contemporary culture.

The module involves analysis of live and recorded performance as well as scripts, engaging with a number of productions and plays across a range of genres and forms. It places these 'primary texts' in dialogue with broader theoretical issues including the definition of privacy and our understanding of the constitution of the public sphere. These theories provide a framework for viewing, reading and analysing a range of contemporary plays and performances that enable us to reflect on the ways in which theatre and performance shape and are shaped by changes in cultural conventions relating to the public presentation of personal and intimate experience. The module is designed to enable creative as well as critical explorations of these issues. Students are given the opportunity to select between critical and creative options for their final assessment submission.

Component	When Set	%	Comment
Reflective log	Mid	15	The reflective log documents participation and engagement, such as contributions to study group presentations and peer review
Portfolio	End	85	Either individual performance presentation and commentary or essay (3500 words)

SEL3449: Devolutionary Fictions: Literature, Politics, and the British State since the 1960

Module Leader: Dr Chloe Ashbridge

Semester 2, 20 credits

No pre-requisites

This module traces the relationship between the British state and literary production since 1960. Placing an emphasis on ideological contexts of literary publication, marketisation, and reception, Devolutionary Fictions considers the political function of literary texts during a period of national instability. The module will therefore ask how challenges to the British state have been registered culturally. Students will pay close attention to developments in narrative style and form - including social realism, the demotic mode, the historical novel – as well as the ways in which the cultural industries have been inflected with government agendas. In doing so, students will gain in-depth knowledge of the intertwining of literature and politics in Britain since 1960. Topics may include but are not limited to: Scottish devolution and the post-Thatcher novel; multiculturalism and Black British writing; English regionalism and book prize culture; and the cultural and creative industries (particularly Northern publishing).

Component	When Set	%	Comment
Presentation	Mid	15	25-minute group activity / presentation (to be delivered in class) Alternative assessment (in case of PEC): 5 minutes individual recorded activity / presentation.
Essay	End	85	3500-word comparative essay

SEL3450: Border Fictions: Migration, Memory and Transgression in Global Anglophone Literatures, 1900-1960

Module Leader: Dr Shalini Sengupta

Semester 1, 20 credits

No pre-requisites

This module examines how borders have been imagined, narrated, and resisted in global Anglophone literature since the twentieth century. Far from creating a borderless world, contemporary globalisation has generated a proliferation of borders. Borders begin with us, long before they are ever inscribed in the land. They are, instantaneously, points of arrival and departure: equally a beginning and an end; equally crucial and immaterial. Every border is—as we shall see—its own story, bestowed with new contemporary relevance. At the heart of this module lies an attempt to interrogate what a border really is and understand its relevance in the context of ongoing migration and the current intensification of border regimes.

Students will begin with an understanding of political borders, or the racial ordering of geographical space, and gradually move on to an understanding of how borders are felt internally in the body. We will look at diverse material to study borders that are interpersonal, political, affective, and psychological. Topics may include, but are not limited to: the Partition of the Indian Subcontinent in 1947 (one of the largest instances of border-crossings in human history) and its 'post-memory'; border control, checkpoints, and surveillance; QTMS (queer and trans migration studies); queer asylum; and gender borders.

Borders, both fluid and littoral (land-based) will be discussed through novels, animated documentaries, poetry, and prose-poetry. The module will maintain a postcolonial and diasporic focus throughout, which means that students will get the opportunity to step beyond Anglo-American literary borders in their research and writing. Border Fictions is also structured around the ethics and politics of slow pedagogy, which means that there will be some texts that are discussed over two weeks instead of one, allowing students more contact hours for deep learning.

Component	When Set	%	Comment
Essay	End	85	One essay of 2500 words
Prof skill assessment	End	15	Attendance and engagement with study group, lecture/seminar activities will receive a summative mark on the module
Written exercise	Mid	Formative	It can either be a creative submission (alternate book cover/photo-essay/video or short film) on the module topic or a 1500-word essay on any of the texts discussed in the first half of the module.

SEL3458: Growing up Global: Children's Literature and the Child

Module Leader: Dr Emily Murphy

Semester 1, 20 credits

No pre-requisites

Since the end of World War I, children have been cast as the ideal “global citizen”: able to embody the flexible form of citizenship needed to survive in a time when changes in migration patterns and advances in technology increasingly required adults to interact with people of other nationalities and cultures. When tracing the origins of global citizenship, however, it becomes evident that this concept has often been deployed as a means of securing and expanding national power rather than as a means for building a world community. This module will consider the emergence and development of the concept of the child as global citizen. To this end, students will be introduced to a number of important works of literary criticism to help understand the theoretical underpinnings of the key term 'global.'

Students will also read a range of texts published for children and will consider how these texts construct the child as 'global citizen' as well as a 'global' children's literature. Module lectures and seminars will be supplemented by a range of exciting interactive sessions, including a virtual study abroad exchange with one of Newcastle University's global children's literature network partners.

At the end of this module you should be able to:

1. Understand how and why childhood is a site of extensive cultural and social interest
2. Interpret texts for children in a nuanced and critically appropriate way
3. Contextualise these texts within wider cultural, social and historical ideas about the child and global citizenship

Component	When Set	%	Comment
Portfolio	End	50	2000 words
Portfolio	Mid	50	2000 words

NCL3007: Career Development for Final Year Students

Module Leader: Mr Darrin Beattie

Semesters 1 & 2, 20 credits total

Pre-requisites: Details of pre-requisite requirements can be found at:

<https://www.ncl.ac.uk/careers/modules/cdm/registration/>

This is a Careers module offered as an optional / additional module.

The Career Development module offers students the opportunity to undertake work-related learning in a variety of environments, both on and off the University campus. Through engagement with the module, students will learn about themselves, enhancing their employability and personal enterprise skills as well as contributing towards meeting the aims of the host organisation.

Component	When Set	%	Comment
Portfolio 1	Mid	50	N/A
Portfolio 2	End	50	N/A

HIS3000: Reading History

Module Leader: Professor Bruce Baker

Semester 1, 20 credits

No pre-requisites

This module represents one of the capstones of the Newcastle history degree programme. Constructed around the study of a single seminal secondary text, it is designed to enable students to explore the themes, evidence, approach, argument, literary merit and methodology of said text within the broader context of the historiography within which it is positioned and the intellectual skills acquired at Stages 1 and 2 of the Newcastle degree programme, and to employ these in a genuinely independent and intellectually robust way as preparation both for the writing of a dissertation (the 'Writing History' module) if appropriate and for the challenges of the world beyond academia.

Component	When Set	%	Comment
Written exercise	Mid	25	Book review of 1000 words in length. This should not be a review of the core text

			itself, but of a suitable companion text, of reasonable length
Essay	End	75	2500 words in length
Essay	Mid	Formative	Up to 500 words of a plan for the final essay

HIS3236: Public History in Practice

Module Leader: Dr Jack Hepworth

Semester 2, 20 credits

No pre-requisites

The discipline of public history takes many forms: from digital exhibitions to heritage sites, from historical fiction to podcasts, from television documentaries to popular history publications, and beyond. These diverse outputs are unified by a central objective: to enhance public engagement with the past.

This special subject module gives students the opportunity both to examine public history in practice, and to create an original public history project. Engagements with regional, national, and international partners offer students insights into how public history practitioners across a range of sectors communicate the past to wider audiences. Finally, students undertake independent research to create their own public history project on a topic of their choice.

The module's aims are:

- To enable students to analyse public history in practice across a range of media and forms, and in different national contexts;
- To familiarise students with critical awareness of scholarly literature on public history in practice;
- To enable students to engage directly with public history practitioners and to think creatively about how practitioners might enhance and enrich public engagement with the past;
- To support students to undertake independent research to create and curate an original public history project.

Component	When Set	%	Comment
Written exercise	Mid	30	1500-word critical analysis of a case-study of public history in practice: case study of the student's choice
Design/Creative project	End	70	A creative public history output on the topic/theme of the student's first written exercise: 10-minute video with accompanying 500-word discussion document

HIS3206: The Irish Revolution, 1879-1923

Module Leader: Dr Fergus Campbell

Semester 2, 20 credits

No pre-requisites

This module will consider the origins and dynamics of the Irish revolution (1916-1923) in the broader context of political, social, economic and cultural change between 1879 and 1916.

In particular, the module will examine popular political activity and explore the ideas, activities and experiences of ordinary men and women in Ireland during this turbulent period. The revolutionary era witnessed an extraordinary outpouring of radical ideas, and a wide range of nationalist, socialist and feminist texts will be analysed alongside more conventional political documents.

Finally, the module will consider the applicability of the broader theories of revolution to the Irish case.

At a more general level, the module will provide students with an opportunity to investigate selected problems in some depth, including the appraisal of selected source material and the critical examination of current historiography.

Component	When Set	%	Comment
Essay	Mid	40	Essay of 1500 words
Essay	End	60	Essay of 2000 words
Essay	Mid	Formative	Formative assessment of 500 words

HIS3212: Reconstruction and the New South

Module Leader: Professor Bruce Baker

Semester 2, 20 credits

No pre-requisites

The American Civil War brought the slave society of the South to an end and raised questions that would take half a century, and more, to answer: how could those who controlled the land continue to produce cotton and other export staples in a labour regime that was based on race but without the compulsions of slavery? How could former slaves find a place in new social and political systems? What effects would the integration of the region into national economic structures have on the lives of its inhabitants? This course examines these questions, studying the rise and fall of African American political power during Reconstruction, the changes in agriculture and the rise of industrialisation, racial violence and the origins of the segregation and disfranchisement of African Americans, and the fate of Progressive Era reform in the South. We will use a wide range of primary source material, including published works, manuscript collections, newspapers, and government records, most available in digital form.

Component	When Set	%	Comment
Written exam	End	100	A 24-hour take-home exam- section 1 with gobbet questions to assess students' familiarity with key primary sources and their ability to analyse them and section 2 essay question to assess overall grasp and synthesis. 3 hours max (3,800 words)
Written exercise	Mid	Formative	200 words. In-class practice with gobbet question analysing primary sources. Will be peer assessed and discussed in class to address any concerns with the assessment format and how to respond to it. This feeds into both parts of the exam.

HIS3220: British Foreign Policy Since Suez

Module Leader: Dr Martin Farr

Semester 1, 20 credits

No pre-requisites

The module aims to explain British foreign policy since the Suez crisis of 1956, after which point Britain's reduced global status was finally undeniable, and the country was infamously accused of having "lost an empire, but not yet found a role". It considers Churchill's conception of Britain at the centre of three concentric circles – the US, Europe, and Commonwealth – and the determinants of foreign policy, both external and internal. Case studies - often ongoing - will serve as a means of assessing whether British foreign policy was tied to coherent national interests, or was prone to "delusions of grandeur".

Continues through until the present (including events that have yet to take place), such as Britain's response to the Russian invasion of Ukraine, the AUKUS treaty with the US and Australia, the October 2023 crisis in Gaza, and the general election of 2024.

Component	When Set	%	Comment
Essay	Mid	20	1000-word essay
Essay	End	80	3000-word research essay

HIS3221: Birth Control in the 19th & 20th Centuries

Module Leader: Professor Violetta Hionidou

Semester 2, 20 credits

No pre-requisites

In England couples started consciously reducing the number of children they had from around 1870. In less than 100 years ALL couples were doing so. A similar transition occurred earlier in France and the USA. Why did such a transition occur in the nineteenth century for the first time? This module examines the availability of birth control methods (including abortion) as well as the knowledge and acceptance of the various methods by the people. We will explore the methods used by members of the different classes and the reasons for the wide variation between them. By 1918, the central issue for the middle classes, who had already achieved very low fertility, was centred on the husband-wife sexual relationship. We will be using the most popular sex manual as our main primary text, *Married Love* by Marie Stopes, and we will examine its impact in shaping expectations. We will also explore the role of eugenics in shaping much of the birth control discourse in the early part of the twentieth century. The various players such as medical doctors, the church and the state and their stance towards birth control will also be discussed. Last but not least, we will assess the importance of the pill and whether this was really responsible for the sexual revolution. While the geographical focus of the module is on Britain, we will also be drawing parallels with the experience of other European countries and the USA.

Component	When Set	%	Comment
Written examination	End	75	Take home exam- 24 hours. 2500 words (a documentary commentary of 750 words and an essay of 1750 words). 2hours 15 mins exam.
Essay	Mid	25	Essay/documentary commentary of 750 words (including footnotes but excluding bibliography). The feedback from this will feed-forward to the exam which will be made up of a documentary commentary of 750 words and an essay.

HIS3232: Civil Rights and Armalites Northern Ireland since 1969

Module Leader: Dr Sarah Campbell

Semester 2, 20 credits

No pre-requisites

The Northern Ireland conflict, or the 'troubles' first broke out in 1969 and have proved to be one of the most intractable conflicts in Europe since the Second World War. In proportion to its size, it is argued that Northern Ireland is the most heavily researched area on earth, but what caused a war of this scale to break out in Ireland, and what perpetuated it for over 35 years, with a death toll of over 3,500 people? At the heart of the conflict are a tangle of interrelated questions. Who should govern Northern Ireland and what should the constitutional position be? How can social and economic inequalities, especially in the field of employment and housing, be remedied? How can the

state accommodate religious and cultural differences relating to education, the Irish language and the broad spread of cultural expression? How can political disputes be conducted and resolved without resorting to violence? How can security and order be justly and inclusively administered in a deeply divided society? This will study the political, religious, social and cultural history of the region since 1969 and, using primary source documents and oral histories, will investigate and dispel the myths that surround some of the debates.

Component	When Set	%	Comment
Written exercise	Mid	30	Annotated bibliography relating to final project (1200 words)
Portfolio	End	70	Project of choice (either written essay or creative project based on themes) (2500 words)

HIS3240: Civil Rights in America, 1948-1975

Module Leader: Dr Benjamin Houston

Semester 2, 20 credits

No pre-requisites

It took almost 100 years before a sustained and coordinated challenge was mounted against the Reconstruction legacy of Jim Crow in the southern states. When it came, it was explosive, and radically altered race relations in the USA, both in the northern and southern states. In this module, we will look at the origins and early development of the civil rights movement, the relationship between civil rights and black nationalism, the strategies of both mainstream and marginal organisations, and how the era forced Americans to reconsider key issues of equality, racism, liberty and nation.

Component	When Set	%	Comment
Written exercise	End	100	Set questions essay (3500 words)
Report	Mid	Formative	Each student will, in an assigned week, generate an analytical synopsis of the secondary readings to share with the class (500 words)

HIS3326: Gender and the British Empire: Violence towards Men and Women in the Making of Modern South Asia

Module Leader: Dr Samiksha Sehrawat

Semester 2, 20 credits

No pre-requisites

Students who are interested in non-European history or in how being a man or a woman depends on social expectations will enjoy this module, which uses workshops, seminars and film screenings to discuss a very important aspect of Asian societies: how did the empire shape modernity in the non-Western world by changing gender relations. Empire and violence went hand in hand through much of modern history but students get few opportunities to explore how violence and race combined to create specific patterns of violence. On the one hand, the British Empire created a tradition of criticizing gender discrimination in India challenged some forms of violence towards Indian women, such as the practice of burning widows - sati. On the other hand, it declared that some Indian men were effeminate while simultaneously recruiting large numbers of South Asian men in the armies that fought the British Empire's war and died on the fields of the First World War. Understanding this complex and paradoxical pattern of imperial violence and how it shaped modern ideas of being a man or a woman is important to understand not just South Asian history but also modern global Britain and our place in it.

Debates about 'traditional' Indian society and efforts to reform and modernize it often became debates about how Indian women should be treated and whether Indian men would be allowed in certain clubs and whether they could fight against white soldiers. British Rule in India was known for the banning of Sati in the early nineteenth century. Sati was the practice of burning widows on the funeral pyres of their husbands and was believed by missionaries to signify the low position of women in Indian society. Laws were passed by the British colonial government to prohibit Sati or widow-immolation and to prevent child-marriage. This course will ask whether these debates were about preventing violence towards Indian women or to strengthen British rule in South Asia.

This module will ask how South Asian men's bodies were treated differently - in times of war, were they used as canon fodder? In times of peace, were they believed to require less care in settings such as hospitals? How did the bodies of colonized people respond - did they comply or seek to escape? The module will examine the issues that arose regarding masculinity, feminism through an examination of themes such as restriction of movement of bodies, creating a sense of self, what consent in marriage meant and how colonialism, nationalism and feminism created new ideas about what it meant to be a modern man and a modern woman in the British Empire. Although the empire has gone away, these forms of modern masculinity and femineity continue to shape our present in an increasingly globalized world.

Component	When Set	%	Comment
Essay	Mid	25	Documentary commentary of 1,250 words (including footnotes but excluding bibliography)
Essay	End	75	2250-word essay, including footnotes but excluding bibliography
Written exercise	Mid	Formative	200-word exercise on how studying gender history in this module has changed student's understanding of history and society.

HIS3344: The Rise and Fall on the Berlin Wall, 1961-1990

Module Leader: Dr Felix Schulz

Semester 2, 20 credits

No pre-requisites

If you do not like it here. 'Piss off, and go over there!' This was the shorthand slogan often employed after 1949 against those who complained in West Germany. But more than of a latent conservatism the phrase is symptomatic for the fact that both Germanies had to live with the fact that they could not escape from each other, nor could they ignore the physical scar that was running through Berlin, the rest of the country, and in fact the whole continent after 1961. The Berlin Wall is, thus, emblematic for a whole era in German, European and International history: the cold war. This special subject will explore both the wider and specific history of the Berlin Wall and with it the histories of the two German States from the construction of the wall to the eventual downfall.

Component	When Set	%	Comment
Written exercise	Mid	20	500-word commentary
Written exercise	Mid	20	500-word commentary
Essay	End	60	2000-word essay
Written exercise	Mid	Formative	This is the first source commentary (500 words) that will be formative. It will happen early on in the semester

HIS3346: The Rising Generation: Youth, Age and Protest in Cold War Britain

Module Leader: Dr Laura Tisdall

Semester 1, 20 credits

No pre-requisites

This module considers how both conservatives and radicals used the language of age and life-stage to construct visions of the future between 1960 and 1989. How far can protest movements - second-wave feminism, black civil rights, gay liberation and CND - be understood as generational conflicts? And how does employing age, gender, class, race and sexuality as categories of historical analysis change the way that we do history?

This module aims to introduce students to important empirical and methodological questions about age, gender and sexuality, using a case study of Cold War Britain. It will consider the histories of 'muted groups' such as children, women, people of colour and LGBT people, but also demonstrate how the language used about such groups is used to structure power relations in society; for example, how groups and individuals are demeaned by being told 'that's childish' or 'you're acting like a girl'. The module will draw on a wide range of primary sources - for example, periodicals, photographs, maps, oral histories and self-narratives - and will be situated in the relevant historiography on post-war and Cold War Britain.

Component	When Set	%	Comment
Essay	End	70	2500-word essay
Portfolio	Mid	30	1000-word portfolio

HIS3349: Healthy Spaces for Healthy Bodies: Medicine, Humans, Places

Module Leader: Dr Claire Hickman

Semester 1, 20 credits

No pre-requisites

Human health has always been interlinked with that of the environment and this is becoming an increasingly urgent matter for public health policy. This module will look at key ways in which humans have adapted their environment since 1800 in relation to their own concerns regarding health and disease. Through a series of key case studies over time and place such as an investigation of attempts to control air pollution in the late nineteenth century, the mid-twentieth century and today, students will gain an understanding of the historical and cultural contexts of such debates and the interrelationships between human and environmental health. They will also gain an understanding of how people in the past conceived the relationship between different environments and health and how that has changed over time. Although predominately focused on Britain, the module will consider transnational and global contexts in relation to the use of forests for the treatment of Tuberculosis in Germany and Australia as well as the development of strategies to deal with malaria and yellow fever in India and the US.

Component	When Set	%	Comment
Design/Creative project	Mid	40	Solo project designing a podcast, blog or poster which communicates complex ideas to the public. Word count for this is 1,000 or the equivalent for posters
Essay	End	60	2000-word essay including footnotes but excluding the bibliography and appendices
Research proposal	Mid	Formative	1000-word plan with bibliography as preparation for producing their creative project

HIS3351: Buddhism and Society in Medieval Japan

Module Leader: Dr Philip Garrett

Semester 1, 20 credits

No pre-requisites

This Special Subject proceeds from the premise that there was no such thing as 'religion' in medieval Japan, and at the same time that there was no activity or organisation in medieval Japan which was not 'religious'. Through reading key texts in the Esoteric, Pure Land, and Zen traditions, we will study the permeation of Buddhist thought and institutions through Japanese society in the late classical and early medieval periods, with a focus on the interwoven functions and authority of the trifunctional elite of civil, military, and monastic authority in the Kamakura period. We will take a multidisciplinary approach to developing our understanding of the period, drawing together study of religion, philosophy, and ritual with human (and sacred) geography, institutional and legal history.

Component	When Set	%	Comment
Essay	End	60	2000-word essay (inclusive of footnotes, exclusive of bibliography)
Design/creative Project	Mid	40	Visual presentation of key concepts in 1500 words, using both images and text in poster, PowerPoint, or website form. Concepts and feedforward support final essay topics

HIS3361: Body and Emotions in early modern Europe 1450-1650

Module Leader: Dr Luc Racaut

Semester 2, 20 credits

No pre-requisites

This module explores the history of the body and emotions in late medieval and early-modern Europe, 1450-1650. Seminars will draw from primary and secondary material and question the continuities and discontinuities with previous and subsequent periods of European History. The history of the body and emotions has evolved considerably in the past two decades and the module will offer an appraisal of contemporary historiography.

Component	When Set	%	Comment
Written exercise	End	75	24hr take home exam set online (2 hours, 2000 words)
Essay	Mid	25	1500-word essay (including footnotes but excluding bibliography)
Written exercise	Mid	Formative	500 words on key concepts in the module

HIS3364: May 1968: All Power to the Imagination

Module Leader: Professor Matt Perry

Semester 2, 20 credits

No pre-requisites

The events of May 1968 were a profound psychological shock to de Gaulle's Presidency and the Fifth Republic. A student rebellion at Paris's prestigious Sorbonne University sparked a general strike of roughly ten million workers. Scenes of factory and university occupations as well as mass demonstrations and street-fighting suggested a profound political radicalisation of both the labour and students' movements and the events are widely seen as the catalyst of the French women's movement. This module will examine the events and the political, social and intellectual context through the use of primary documents. This module will consider how the events pitted activists, union and party leaders, the government, and the police against one another in complex and fast-changing ways. The module will analyse the rich variety of primary documents and representations associated with May 1968.

Component	When Set	%	Comment
Written examination	End	75	24hr take home exam set online (2 hours)

Essay	Mid	25	Essay/documentary commentary of 1000 words
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HIS3365: British Colonialism in Sudan: Violence, Gender and Race, 1899-1956

Module Leader: Dr Willow Berridge

Semester 1, 20 credits

No pre-requisites

This module explores British colonialism in Sudan in the period of the Anglo-Egyptian Condominium (1899-1956). Formally ruling in co-partnership with the Egyptian monarchy, in practise Britain ruled through the Sudan Political Service and attempted to restructure Sudanese society in accordance with contemporary colonial ideas about tradition, gender and race. British colonial governance contributed to many of the structural inequalities conflict of the post-independent Sudanese state, notably in Darfur and southern Sudan (later the independent nation of South Sudan). At the same time, British colonialism in Sudan was always resisted, whether through the rise of the Mahdist State (1885-1898), the military nationalism of the 1924 White Flag League, or the civil nationalism of the 1940s and 1950s. This module will work particularly closely with the collections available in Durham's Sudan Archive, many of which are available digitally and will support teaching that is focused on critical analysis of colonial sources.

Component	When Set	%	Comment
Written exercise	Mid	40	1500-word documentary commentary consisting of two individual 750-word answers assessing two separate primary sources
Essay	End	60	2000-word essay
Written exercise	Mid	Formative	500-word essay plan

HIS3366: Fictional Histories: from Medieval to Modern

Module Leader: Dr Nichola Clarke

Semester 1, 20 credits

No pre-requisites

The purpose of this module is to examine representations, recreations, and receptions of the past in multiple forms of medieval and modern fiction. We will analyse and contextualise a selection of films, epic poems, television shows, novels, and games, in order to explore the complex relationship between history and fiction. In the process, we will draw upon and respond to critical evaluations of these fictions, historiography on the periods represented (and the periods in which the fictions were produced), and scholarship on public history. What do historical fictions tell us about a society's relationship with its past(s)? How are these fictions created, and how do audiences respond to them? Which stores and settings are portrayed time and again, and which ones are more marginalised?

At the same time, we will reflect upon the role of imagination in the work of the historian and in the creation of 'factual' histories. What can we gain by thinking about historical questions through fiction? How far do historiographical debates and cultural controversies filter through into fictional representations? What does it mean to create a narrative out of the past, whether it is intended as fiction or not? To paraphrase Robert Rosenstone, can fiction be a valid way of doing history?

Ultimately, this is a module about taking historical fictions seriously on their own terms, rather than nitpicking factual accuracy.

Component	When Set	%	Comment
Portfolio	Mid	25	1000-word portfolio of reviews

Essay	End	75	2500-word essay
Oral presentation	Mid	Formative	Draft review of one film for the portfolio - 500 words.

HIS3368: Exhausted! The problem of sleep (and not sleeping) from 1750 to the present day

Module Leader: Dr Kristen Hussey

Semester 2, 20 credits

No pre-requisites

Did you get enough sleep last night?

We spend a third of our lives sleeping – and yet sleep has not been a serious area of study for historians until recently. While we may think of sleeping as an absence of action, whether we get enough sleep has enormous impacts on how we feel, how we work, and how we view the world. Who can sleep, when, and how much can reveal societal attitudes towards power, efficiency, class, race, sexuality, community and more. In this module, we will dive into the history of sleep by focusing on the problem of sleep (and not sleeping) from the 1750s to the present day.

Through this module, students will be introduced to key issues in the historiography of sleep in the modern period right up to our contemporary moment. We will work with medical and scientific approaches to sleep as well as cultural and environmental perspectives. We will focus particularly on cultural and scientific attitudes towards sleep in America, Britain and the British Empire. We will ask what sleep is, what role it plays in our lives, and whose sleep matters. Students will obtain a close understanding of this exciting area of historical research as well as its closely connected areas like the history of medicine, labour history, environmental history and imperial history. We will use postcolonial theory, spatial theory, and embodied approaches to develop a more nuanced understanding of how to approach sleep in the past. We will pay particular attention to the challenge of drawing sleep from the historical record by considering how to identify and interpret sources related to sleep practices from a wide variety of periods including objects, places, and scientific texts. If available, we will also hear from scientists at Northumbria University sleep laboratory about their contemporary research.

Component	When Set	%	Comment
Oral presentation	Mid	25	8-10 minute oral presentation of a primary source from a provided list, equivalent to 1000 words written
Essay	End	75	2500-word essay
Written exercise	Mid	Formative	500-word essay plan

HIS3369: Insiders and Outsiders: Migrants, Refugees, and the Making of Modern Europe

Module Leader: Dr Katalin Straner

Semester 1, 20 credits

No pre-requisites

Recent migration and refugee 'crises' in Europe have demonstrated the continued relevance of debates about citizenship, inclusion and exclusion, multiculturalism, and immigration policy. Historians can make important contributions to these debates, by asking questions about the intersections of identities such as gender, class, race, ethnicity, and religion, in the experience of migration, or whether the hostilities experienced by migrant groups at particular historical moments can be linked to wider social tensions. This module aims to contextualise these questions and debates within the history of European immigration since the late 19th century, examining the

construction and impact of citizenship and nationality laws, immigration policies, and public discourse in countries such as Britain, France, Germany, Austria, and Hungary. Through a case studies, students will explore political, social, and cultural aspects of immigration: e.g. the role of empire and nation state in shaping citizenship and national belonging; the relationship between citizenship, inclusion, and equality; racism and the rise of the xenophobic right; and the language(s) used to talk and write about migration. In addition to discussing state policies, students will explore migrants' experiences, voices, and agency through primary sources such as memoirs, interviews, film, and news media, paying attention to often marginalised groups like women, children, people of colour, and (former) colonial subjects.

Component	When Set	%	Comment
Written exercise	Mid	30	1000-word historical thinkpiece using contemporary news media as a starting point
Essay	End	70	2500-word research essay including footnotes but excluding the bibliography and appendices
Written exercise	Mid	Formative	500-word essay plan

HIS3370: Beyond Brexit: The UK and European Integration since 1945

Module Leader: Dr Joseph Lawson

Semester 1, 20 credits

No pre-requisites

This module considers the history of both European integration and the UK's relationship with it in the period from 1945 to the present day. The European Union (and its predecessor organisations) and the UK are central to the module, but other organisations, such as the European Free Trade Association (EFTA), and the role of other actors, such as France's role in the development of the EU, are also explored.

One of the key questions we explore in this module is whether the UK's relationship with the EU was doomed from the beginning. In examining this question we look at key concepts in the secondary literature, such as the idea that the UK has been an 'awkward partner' in Europe or a 'reluctant European'. As such, key moments in the development of UK-EU relations are considered. These include, but are not limited to, the UK's exclusion from the Schuman Plan, the failed attempts to gain entry to the EEC in the 1960s, the 1975 referendum, the Maastricht Treaty and the 2016 referendum.

This module also seeks to look 'beyond' Brexit and challenge the idea that the UK has always been an awkward partner by interrogating periods when the UK has played a constructive role in European institutions, such as the development of the Single Market and the UK's role in the enlargement of the EU in the 1990s/00s.

It considers traditional 'elite' actors in international affairs but also explores the presentation of European integration in the British press and public opinion. Particular attention is paid to the role of the Murdoch press in the development of Eurosceptic discourse in the UK.

Component	When Set	%	Comment
Design/Creative project	Mid	30	A campaign poster or pamphlet and a 500-word reflective essay
Essay	End	70	2500-word essay
Written exercise	Mid	Formative	Essay outline and annotated bibliography (max 1000 words)

HIS3371: Riot, Reform and Revolution: Britain c.1760-1832

Module Leader: Professor Rachel Hammersley

Semester 1, 20 credits

No pre-requisites

The period between 1760 and 1832 was a tumultuous time in British history. Opening with the accession of George III and culminating with the passing of the Great Reform Act, the period was punctuated - and shaped- by the outbreak of first the American and later the French Revolution, both of which had a profound impact on British politics and political thought. From the Wilkes and Liberty demonstrations which brought lively crowds onto the street in support of a maverick politician, to vociferous calls for the abolition of the slave trade, and the rise of working class radicalism, this period saw the entry of previously excluded groups into political discourse. As a result it also witnessed the invention of innovative methods of sharing political ideas including penny pamphlets, punch bowls, coins and tokens, songs, and even graffiti.

The module will focus on the interaction between political thought and political action. As a Special Subject it will involve a particular focus on understanding this period via the analysis of primary sources. The range of sources analysed will be diverse and students will be encouraged and guided in using textual, visual, and material sources to craft a convincing historical argument.

Component	When Set	%	Comment
Written exercise	Mid	25	Documentary commentary of c.800 words
Essay	End	75	A thematic essay of c.3,000 words
Written exercise	Mid	Formative	200-word essay plan

HIS3372: Read All About It! The News Revolution in Georgian Britain, 1714-1780

Module Leader: Dr Katie East

Semester 2, 20 credits

No pre-requisites

This module will explore the dramatic consequences of the explosion of news media in Georgian Britain. The political and social upheavals of these decades, together with the expansion of print culture, meant that news was shared more quickly, more widely, and in a greater variety of forms than ever before. This transformed political culture in Britain, as public opinion became a powerful force with which to reckon, paving the way for a more radical, democratic politics. It allowed opposition voices, critical of those in power and determined to hold them to account, a platform. It also focussed attention on questions of free speech and freedom of the press, informed by the wider Enlightenment context, establishing the tensions between those in power and the press which would define their relationship from then on.

In this module we will use news reporting as a lens through which to study some of the major events and themes of the eighteenth century. We will examine how major developments of the period – the Jacobite Risings; the spread of British colonisation; the existence of an increasingly competitive electoral politics; the rise and fall of Britain's first prime minister – were reported on and debated in this public forum. Students will engage closely with the newspapers, pamphlets, and satirical prints which made up this news revolution, while also exploring the physical spaces in which news was discussed, such as coffee houses and debating societies. We will also focus closely on Newcastle's own active news ecosystem, using local archives to do so.

Component	When Set	%	Comment
Written exercise	Mid	30	A source analysis (1000 words, including footnotes but excluding bibliography)
Essay	End	70	Thematic essay (3000 words, including footnotes but excluding bibliography)

