

Module Sign-up Brochure 2024-25

QV31: English Literature and History

Stage 1 going into Stage 2

1. Do your research

Read through the information on the SELLL website carefully, and make sure to watch our [online video](#) which has detailed instructions on how to choose your modules, and navigate this brochure.

2. Sign up Online: Wednesday 1st May, from 9am

- Have the rules for your programme, from this brochure, with you when you log onto S3P: <https://s3p.ncl.ac.uk/login/index.aspx>
- Compulsory modules will already be selected and optional modules will be listed for you to choose.
- The portal will close on **8th May at 8:00pm**.
- Further guidance and screenshots are available here: <https://www.ncl.ac.uk/student-progress/registration/s3p/modules/>

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): rosalind.haslett@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 Ella Mershon (ella.mershon@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

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	SEL2218	Research Project in English Literature and History	20		20
<i>Pre 1800 Literature</i> Pick 1 or 2	SEL2201	Renaissance Bodies	20		20
	SEL2202	Writing New Worlds, 1660-1800	20		20
	SEL2203	Revolutionary Britain: 1789-1832	20	20	
	SEL2219	Monsters, Misery & Miracles: Heroic Life in Old English Poetry	20	20	
<i>Post 1800 Literature</i> Pick 1 or 2	SEL2232	Stagecraft in Early Drama	20	20	
	SEL2204	Victorian Passions: Victorian Values	20	20	
	SEL2206	Contemporary Cultures	20	20	
	SEL2207	Modernisms	20		20
	SEL2215	Creative Practice	20	20	
History Modules Pick 2 or 3	SEL2233	Literatures of Decolonisation	20		20
	HIS2027	Africa: History of a Continent	20	20	
	HIS2219	Oral History and Memory	20	20	
	HIS2240	Greece from Ancient to Modern	20		20
	HIS2301	Communication in the Medieval World, from Europe to Asia	20	20	
	HIS2304	Crafting History: The Dissertation Proposal	20		20
	HIS2306	Famines in History	20		20
	HIS2308	History and Film: Representing the Past	20		20
	HIS2309	East Asia: from Antiquity to the Nineteenth Century	20	20	
	HIS2315	Violence in the American South: From the Colonial Era to Reconstruction	20	20	
	HIS2316	Researching History	20	20	
	HIS2317	Aftermath of War in Europe and Asia, 1945-56	20		20
	HIS2318	Revolutions of the Mind: European Thought, 1550 - 1750	20		20
	HIS2320	The Supernatural: The Cultural History of Occult Forces	20	20	
	HIS2321	Destroying Nature: Disasters, Diseases and Environmental Injustice			20
	<i>Optional Outside Modules</i> Pick no more than 20 credits	HIS2322	Diversities of Sexuality and Gender	20	20
HIS2323		A History of Contemporary Britain	20		20
HIS2325		The Mediterranean: A Connected Past	20	20	
SEL2224		Poetry Workshop	20		20
SEL2226		Theatre Script Workshop	20		20
SEL2227		Prose Workshop	20		20
SEL2228		Screenwriting Workshop	20		20
NCL2007		Career Development Module for second year students	20	10	10
HSS2110	Outside Dummy Module: 10 credits in Semester 1*	10	10		
HSS2210	Outside Dummy Module: 10 credits in Semester 2*	10		10	
HSS2120	Outside Dummy Module: 20 credits in Semester 1*	20	20		
HSS2220	Outside Dummy Module: 20 credits in Semester 2*	20		20	

* requires DPD approval. You will also need to complete a module change form at the beginning of Semester 1 in October 2024 to change your HSS code into your chosen outside module.

Module Descriptions

Further details of each module can be found in the module catalogue:
<https://www.ncl.ac.uk/module-catalogue/>

SEL2218 - Research Project in English Literature & History

Module Leader: Dr Rosalind Haslett

Semester 2, 20 credits

Students must have studied SEL1030, or have the permission of the module leader, to enrol on this module.

The Research Project guides students in the investigation of primary sources (which may be hard or digital; oral as well as written) which have significance for students studying both English Literature and History. The primary sources will vary according to the interests of staff members teaching from year to year. The module focuses on reading each source both as an object of historical information and as a literary text and asks students use their skills as historians and as literary critics to developing their own interpretation of the primary source text of their choice.

In addition, students will be directed in the processes necessary for handling and interpreting an archival collection (through hands-on research-skills workshops in an archival setting where required and on how to design a project that can be achieved within the specified timeframe.

Component	When Set	%	Comment
Case study	End	80	3000-word (or equivalent) case-study centred on one item within the archival collection
Report	Mid	20	Group presentation and submitted write-up, including response to feedback

SEL2201: Renaissance Bodies

Module Leader: Dr Emma Whipday

Semester 2, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

The Renaissance 'rebirth' of intellectual and artistic activity across Western Europe gave rise to new genres, onstage and on the page. From closet drama to Shakespearean tragedy, and from elite sonnets to popular printed prose, we will explore how writers aimed to stimulate the sensory experiences of their audiences. What did it feel like to be a body in Renaissance England? What did writers, readers, and audiences see, hear, touch, and smell? This module will trace how the rich and various genres of Renaissance literature imagine, represent, and affect the Renaissance body, in print, manuscript, and performance.

Component	When Set	%	Comment
Essay	End	70	EITHER an essay OR a creative portfolio (both 2500 words)
Written exercise	Mid	30	1500 words

SEL2202: Writing New Worlds, 1688-1789

Module Leader: Dr Laura Kirkley

Semester 2, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

The core idea of this module is that the literature of this period engages in diverse and complex ways with the discovery, understanding, and representation of 'new worlds' – not only geographical new worlds, but also social, cultural, and political ones too. Such engagement took place as many phenomena that we now recognize as modern (scientific experiment, celebrity, global trade, feminism) began. As we study works of prose, poetry, drama, letters, biography, and other kinds from the 1680s to the 1780s, we will examine how new worlds of such force were written into being that they still shape our thinking today.

Component	When Set	%	Comment
Written exercise	End	70	A 2500-word keyword essay OR a creative pastiche and related commentary totally 2500 words
Written exercise	Mid	30	A 1000-word analytical commentary
Written exercise	Mid	Formative	A 500-word plan

SEL2203: Revolutionary Britain, 1789-1832

Module Leader: Dr Jonathan Quayle

Semester 1, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

This module aims to explore the many dynamic ways in which writings of the late eighteenth and early nineteenth-century engaged with such major historical events as the French Revolution and the French Revolutionary and Napoleonic wars. Throughout the module, we will explore how writers of the Romantic period (c. 1789-c. 1832) used a range of genres - including the novel, poems, essays and prose 'pamphlets' - to address themes of national identity, gender, slavery, class, conflict, nature and place, the past, the figure of the poet, childhood and the family, and religion. Starting with the responses of British writers to the French Revolution in the 1790s, we will go on to examine the further re-shaping of literature in Britain after the end of the Napoleonic wars in 1814. Writings by the following authors are likely to be studied: Edmund Burke, Thomas Paine, Mary Wollstonecraft, William Blake, Samuel Taylor Coleridge, William Wordsworth, Jane Austen, Percy Shelley, Robert Wedderburn and William Hazlitt.

Component	When Set	%	Comment
Written exercise	End	75	A 3000-word essay on the work of one or two authors studied in weeks 4-10
Written exercise	Mid	25	A 1000-word essay responding to an extract from one of the texts studied in weeks 1-3

SEL2219: Monsters, Misery & Miracles: Heroic Life in Old English Poetry

Module Leaders: Dr Adam Mearns and Dr Caoimhe Whelan

Semester 1, 20 credits

No pre-requisites

This is a pre-1800 Language & Literature module.

This module introduces students to the poetry of the early middle ages in its original language, thereby allowing them to study the very beginnings of literature in English. Old English poetry covers a wide range of genres, including wisdom literature, religious verse, heroic and elegiac poetry, and innuendo-laden riddles. The module will explore literature that negotiates between the Germanic, heroic, Christian, and quotidian cultures that pervaded the age and

were especially relevant to the North of England. As such, this module is uniquely placed to address topics of race, gender, and othering, which have a deep and sometimes troubling association with an English past.

This module will focus on three main texts in their original language. It will start by examining the earliest dream poem in English, instrumental in establishing the conventions for describing religious experience, *The Dream of the Rood*. This will be followed by a deeply moving poem about loss and loneliness, *The Wanderer*. Finally, the module will examine one of the greatest poems about heroes, monsters, and warfare, *Beowulf*.

Students will 'slow read' these text by creating their own translations of the original Old English. They will gain an understanding of the key features of the language and its poetics and, in doing so, will have the opportunity to examine and reflect on their own poetic impulses. Students will also situate these texts in their literary contexts by reading a wider range of other Old English poetry in translation, as well as reflect on the place of Old English literature today.

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

SEL2232: Stagecraft in Early Drama

Module Leader: Dr James Cummings

Semester 1, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

This module involves studying pre-modern texts in their original language. It also involves reading parts aloud in seminars because we are approaching these plays as performances.

Themes explored in this module include:

- Performance (e.g. audiences, actors, staging, metadrama);
- Material culture (e.g. props, special effects, costumes);
- Dramatic representation and construction of identity;
- Politics and religion (e.g. containment v. subversion)

This module takes a creative, imaginative, and practical approach to pre-modern drama. Our focus on 'Stagecraft' means that we will be investigating scenes from late-Medieval and Renaissance plays to see how they actually worked under the conditions for which they were written and how they might be performed today. We will explore how you can conjure up a devil onstage, decapitate someone, what makes effective stage blood, and consider what it was like to see a female audience member hijack a performance. Early drama was partly a community-building exercise but also a commercial one, and yet it was often a subversive medium of entertainment, and so we will be exploring the wider social and political ramifications of these plays. If an actor can perform royalty simply by putting on a crown, then what really is the difference between a stage-king and a real one? Why does a strongly religious culture produce plays which contain blasphemous jokes or profanity?

Component	When Set	%	Comment
Written exercise	Mid	15	500-word participation and student reflection
Portfolio	End	85	3000-word final project
Written exercise	Mid	Formative	500-word quiz

SEL2204: Victorian Passions, Victorian Values

Module Leader: Dr Jacob Jewusiak

Semester 1, 20 credits

No pre-requisites

This is a post-1800 Literature module.

This module is designed to unpack the phrase, 'Victorian values', which nowadays invokes ideas of sexual repression, stifling middle-class morality, an unbending religious code, and jingoistic insularity. Yet the Victorians saw themselves as living in an age of unprecedented social change, engaging in passionate and controversial debates about the values of the world in which they lived. The module will explore five key debates – questions of gender/sexuality; religion; nature/science; class; race and empire – as they appeared in a range of different genres across the early, mid and late Victorian periods.

Each of the topics - gender/sexuality; religion; nature/science; class; race and empire - will be explored in a range of literary genres. Indicative texts and authors may include Thomas Hardy, *Tess of the d'Urbervilles*; Christina Rossetti, *Goblin Market*; Rudyard Kipling, *The Jungle Books*; George Bernard Shaw, *Mrs Warren's Profession*; Douglas Jerrold, *The Rent Day*; H. Rider Haggard, *She*; and queer poetry.

Keywords: femininity and masculinity; queer and transgressive sexualities; class conflict; race and empire; faith and doubt; ecocriticism and history of science; fantasy and realism; drama and theatre; poetry; novel; children's literature.

Component	When Set	%	Comment
Essay	End	75	3000 words
Written exercise	Mid	25	1000-word commentary
Portfolio	Mid	Formative	Essay plan and bibliography to prepare for final essay submission

SEL2206: Contemporary Cultures

Module Leader: Dr Chloe Ashbridge

Semester 1, 20 credits

No pre-requisites

This is a post-1800 Literature module.

This module will explore identity at the margins of contemporary culture. Twentieth and Twenty-first century modernity is heralded as a global interconnected landscape, within which members of society are encouraged to consider themselves as participants in wide-ranging and above all inclusive cyber and social networks. This interconnectivity is not only – or even primarily – geographical, but concerned with ideological and economic formations of the human body and identity. This module locates and discusses those figures who have fallen between the cracks of modernity, in order to demonstrate how, for a great many, contemporary culture is a space of isolation and alienation. The module will mobilise ideas of waste, in all of its critical potential, in order to place texts within a broader social context. We will look at waste in terms of ecological change and the detritus produced by contemporary culture, but also with regard to a more conceptual understanding of the word in the wasted lives, ambition and opportunities of certain social demographics.

Component	When Set	%	Comment
Essay	End	80	Comparative essay of 2500 words
Professional skills assessment	End	20	500-word reflective piece on learning and participation

Written exercise	Mid	Formative	1000-word essay
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SEL2207: Modernisms

Module Leader: Dr Mark Byers

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

This module aims:

- To introduce students to modernist texts and the critical debates surrounding them.
- To introduce students to the changes in literary form and practice that occurred during the early to mid-twentieth century.
- To encourage close analytical and critical reading of texts.
- To encourage consideration of the political and historical contexts within which texts are produced.

The module begins by situating the emergence of modernism in its historical contexts. Across the module we will study some of the major literary works of the period, and examine the major contexts for the emergence of distinctively modernist form and content. The emphasis throughout will be on the significance of formal innovation and experimentation.

Component	When Set	%	Comment
Essay	Mid	25	1000-word essay
Written exercise	End	75	3000-word essay

SEL2215: Creative Practice

Module Leader: Professor Jacob Polley

Semester 1, 20 credits

Pre-requisites: Students must have taken SEL1000 and SEL1031 in Stage 1 (QW38 students only). If this isn't possible, students should approach the Module Leader for permission BEFORE choosing the module in S3P.

This is a post-1800 Literature module.

In the lecture/workshops (and/or online equivalent) students will be introduced to a variety of creative practices, approaches and influences, and explore and discuss the ways that these can affect creative writing. Students will practice, evaluate and develop their own creative work as a response to the topics investigated during formal teaching, as well as carrying out independent research into their own creative practices, approaches and influences.

Component	When Set	%	Comment
Portfolio	End	100	A mixed portfolio of creative and essayistic work. The submission should not usually exceed 4000 words

SEL2233: Literatures of Decolonialisation

Module Leader: Professor James Procter

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

While the term decolonisation has recently gained a new currency within the Western academy, it was first used in the early twentieth century to describe and argue strategies for the dismantling of colonial power in locations such as Africa, the Caribbean and South Asia. Decolonisation refers in this context, not just to political formations (e.g. nationalism, anti-colonial resistance, independence movements) but also cultural formations, including those relating to language, psychology and literature. Decolonisation involves the conception of an alternative reality, and is therefore critically concerned with the work of the imagination.

By exploring the literature and thought of key African, Caribbean, Indian and black British writers from the twentieth century to the present, this module will introduce you to a range of texts that examine, narrate, and critique the cultural construction of decolonisation. We will focus on decolonisation as an ongoing process whose outcomes are often still being contested. In order to do so, we will consider a range of debates, themes and methodologies that include: globalisation, translation studies, migration and diaspora, and postcolonial studies.

Component	When Set	%	Comment
Essay	Mid	25	Comparative close reading exercise (1000 words)
Essay	End	75	Comparative essay (3000 words)

HIS2027: Africa – History of a Continent

Module Leader: Dr Christina Mobley

Semester 1, 20 credits

No pre-requisites

This module covers the history of Africa from roughly the dawn of history until the post-colonial period. The module is organized chronologically by region, in order to introduce students to the great diversity of peoples, cultures, and climates that characterize the African continent. In this module, students will learn that Africa was never the “dark continent” that it is often supposed to be. A major focus of the module will be Africa’s engagement with the outside world, including the trans-Saharan trade, Swahili city-states and the Indian Ocean, and Trans-Atlantic trade. The module will stress continuity across time periods in order to highlight the lasting impact of historical processes, especially the slave trade and European colonialism. By privileging interdisciplinary methodologies to recover African voices, ideas, and institutions, students learn how Africans have always been influential historical actors in world history, exploring how they interacted with their neighbours in ways that made sense to them and their communities.

Component	When Set	%	Comment
Essay	End	70	1750 words
Essay	Mid	30	1000 words
Written exercise	Mid	Formative	500-word essay

HIS2219: Oral History and Memory

Module Leader: Dr Sarah Campbell

Semester 1, 20 credits

No pre-requisites

Memories are living history and over the past seventy years, oral history has transformed the practice of contemporary history in many countries. This module will provide an overview of the historical development of oral history as a research method for historians, develop students’ awareness of memory as a historical source and

explore the changing uses of both since the 1950s. Through the use of a theme each year, students will examine the possibilities of using oral history as a way of understanding the past; develop an awareness of the ethical and practical issues involved and develop skills required to research, design, manage and undertake oral history interviews either in person or remotely.

There is a practical oral history project component to this module. You will work as part of a group on a topic related to a theme in contemporary history (there will be a theme each year) and conduct an oral history interview. This element of the module will provide you with experience in interviewing, transcribing, and analysis of oral histories, as well as exploring how they could be used in public histories.

Component	When Set	%	Comment
Essay	End	50	2000 words
Portfolio	Mid	50	Group work – conducting an interview and transcribing it
Prof skill assessment	Mid	Formative	Practising interview skills in small groups

HIS2240: Greece from Ancient to Modern

Module Leader: Professor Violetta Hionidou

Semester 2, 20 credits

No pre-requisites

The module will adopt a *longue duree* approach to the study of Greece. Beginning in the Archaic era, it will encompass Classical, Byzantine, Ottoman, and modern periods. Each of the contributors will explore a specific theme from the perspective of their own academic discipline whether that is ancient, modern or ottoman bringing along the discipline's concerns and historiography. Focusing on specific themes will allow us to make comparisons over time and to understand how changes can be radical at times but also in some respects how little societies may change over time.

Component	When Set	%	Comment
Essay	End	75	2500-word essay
Written exercise	Mid	25	A 750-word assignment
Written exercise	Mid	Formative	A 750-word assignment

HIS2301: Communication in the Medieval World from Europe to Asia: Prayer, Poetry, Pictures and Travel

Module Leader: Dr Nicola Clarke

Semester 1, 20 credits

No pre-requisites

This module will approach key themes in the medieval history of Europe and the Middle East through the motif of communication. By investigating the context and content of medieval communication, we will be able explore a range of social, political and religious relationships: within families and communities, between rulers and ruled, between past and present, and between the temporal and spiritual worlds. While much of the communication discussed will be accessed through primary source texts, there will be an important place in the module for visual material (art, buildings, objects), and for sources that span the textual/physical divide (such as descriptions of ritual). The module will also seek to unpick notions of the medieval world as static, unchanging, and monocultural, by looking at the movement of ideas and people, emphasizing networks of knowledge and cross-cultural connections.

Component	When Set	%	Comment
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Written Exercise	Mid	Formative	500-word annotated bibliography and plan for first essay
Essay 1	Mid	40	1500 words (incl. footnotes but not bibliography)
Essay 2	Mid	60	2000 words (incl. footnotes but not bibliography)

HIS2304: Crafting History: The Dissertation Proposal

Module Leader: Dr Fergus Campbell

Semester 2, 20 credits

No pre-requisites

This module serves as the major transition point between Stages 1 and 2, in which the student has developed specific skills about historiography and primary sources in focused ways, and Stage 3, where the dissertation is central. As such, this module is devoted to generating a fully-fledged dissertation proposal that is intellectually purposeful and logistically viable. It will articulate a working thesis that intervenes in a scholarly conversation and does so with a focused look at diverse primary source sets.

The first half of the module will be devoted to training in research skills, and guidance on tackling specific historical topics as a researcher; in the second half, the emphasis will be upon students putting those skills into practice by developing and completing an independent research assignment. As such, the bulk of the contact time will be placed earlier in the semester, with surgery hours available later in the semester to allow students to consult with staff one-to-one about their projects. More module time is also given over to Guided Independent Study, to reflect the more independent nature of the assessment.

Component	When Set	%	Comment
Research proposal	End	50	2000 words (including footnotes but not bibliography)
Written exercise	Mid	50	A reflective essay (personal reflection on family or local history topic), 1500 words
Written exercise	Mid	Formative	Source commentary, 500 words

HIS2306: Famines in History

Module Leader: Professor Violetta Hionidou

Semester 2, 20 credits

No pre-requisites

This module examines famines in history, focusing on nineteenth and twentieth centuries.

Questions as to why famines happen, how do they start and how do they end, who dies and who survives, and what is their legacy are addressed. Malthus' ideas of overpopulation and famine are discussed as those of Amartya Sen and his entitlements theory. Case studies are presented in detail looking at the specific circumstances of each of the famines. Case studies may include the Irish famine, the Greek famine of the 1940s, the 19th and 20th century Russian/Soviet famines and the Great Leap Forward. Some of the seminars engage with wider questions rather than focussing on specific famines. For example, is the use of blockades ethical? Are there winners in famines? What do people eat in famines? As famines affect every aspect of life, from politics to economy and from prostitution to family relationships, the study of famines, and consequently this module, is interdisciplinary.

Component	When Set	%	Comment
Written exercise	Mid	Formative	document commentary (1000 words)
Written exercise	Mid	25	document commentary (1000 words)

Essay	End	75	essay that addresses comparative issues (2000 words)
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HIS2308: History and Film – Representing the Past

Module Leader: Dr Nicola Clarke

Semester 2, 20 credits

No pre-requisites

This module will explore the history and theory of cinematic representations of the past. Using specific films as reference points, we will take cinema seriously as a mode of engagement with the past. Students will be introduced to different approaches and techniques in historical film; they will learn to contextualise production and reception, in multiple national and regional film industries, and how this context has changed over time; they will be encouraged to read films in terms of aspects such as cinematography, scoring, editing, and costuming, as well as story and dialogue, and consider how the various elements contribute to the whole.

The module will examine what it means to create a dramatic narrative of past events, what individual films tell us about collective and social memory of the past, and how controversy, contingency and uncertainty can or cannot be reflected on screen.

Component	When Set	%	Comment
Written Exercise	Mid	Formative	500 words of contribution to message board discussions
Essay	Mid	40	1500 words (inc. footnotes but not bibliography)
Essay	End	60	2000 words (inc. footnotes but not bibliography)

HIS2309: Ideas and Belief in premodern East Asia

Module Leader: Dr Philip Garrett

Semester 2, 20 credits

No pre-requisites

This module introduces students to East Asian history through the lens of the political, intellectual, and religious systems of East Asia, including Buddhism, Confucianism, and Daoism. It examines the core beliefs and debates within these traditions, as well as their connections to social and political contexts. In medieval and early modern times, the societies that became the modern nation-states of Japan, China, Vietnam, and Korea shared a common intellectual and religious heritage that made them recognisably part of a wider East Asian world. However, this common heritage was situated within very different, and changing, political and social systems, from the empires of China, to smaller kingdoms and states in Korea, Vietnam, and Japan, to societies that existed beyond the rule of states, typically in mountainous zones or in the northern steppe and forests. The major elements of East Asian culture also interacted with starkly different indigenous and folk religious beliefs. Major social changes occurred from the medieval through to the nineteenth century, with the rise of populations, the development of global trade networks, and commercialization of economies. The module examines the impact of these sorts of changes on religious and intellectual life.

Component	When Set	%	Comment
Design/creative project	Mid	Formative	Practice attempt at video project, feeding into 40% design/creative project
Design/creative project	Mid	40	Video podcast of 5-10 minutes duration
Essay	End	60	2400 words (including footnotes, excluding bibliography)

HIS2315: Violence in the American South: From the Colonial Era to Reconstruction

Module Leader: Professor Susan-Mary Grant

Semester 1, 20 credits

No pre-requisites

This module seeks to introduce students to the central roles that violence (and nonviolence) played in the social and political history of the American South from the colonial era through Reconstruction after the Civil War (1865-1877) to the Civil Rights era of the 1960s and after.

The American South is an unusual region in many ways, not least because of its perceived (and actual) relationship with violence. On the one hand, observers during the antebellum period noted that the South was exceptionally violent, a situation clearly based on the region's dependence on slavery and later continued in the form of lynching. On the other hand, during enslavement itself and Reconstruction, non-violence on the part of African Americans functioned as a challenge to the overt aggression of some aspects of the white South.

Component	When Set	%	Comment
Research paper	Mid	40	1000 words. Primary source research paper
Essay	End	60	2500 words. All marking online.

HIS2316: Researching History

Module Leader: Professor Bruce Baker

Semester 1, 20 credits

No pre-requisites

Researching History will build on the Stage 1 modules Evidence & Argument and Historical Sources & Methods, allowing students to develop and practice their research skills by undertaking an extended independent essay, on a topic of their choosing. Since no two fields of history present precisely the same research challenges, this topic must be distinct from those studied in the Stage 1 modules – that is, dealing with a different country or region in a similar time period, or the same country/region in a different time period (or both) – in order to broaden students' experience.

The module will also encourage student to think about employment, and give them chance to prepare an appropriate CV and job application responding to a specific advertisement.

Component	When Set	%	Comment
Written exercise	Mid	Formative	Detailed outline of research essay – 500 words
Essay	End	100	Independent research essay of 3000 words (incl. footnotes but not bibliography)

HIS2317: The Aftermath of War in Europe and Asia, 1945-56

Module Leader: Dr Robert Dale

Semester 1, 20 credits

No pre-requisites

This module focuses on problems faced by societies in Europe and Asia in the aftermath of the Second World War. It aims to survey a broad range of countries, within about a decade after the end of the War.

Core themes include:

- Justice: How did war crimes trials work? What similarities and differences were there between the trials in Nuremberg and Tokyo? How did different countries deal with people accused of collaborating with an occupation regime?
- Ongoing conflict: How did the Second World War spawn or transform other conflicts that continued in its aftermath?
- Reconstruction and healing: How did societies reconstruct from the damage of the War? What happened to refugees, the wounded, and traumatized? How did soldiers reintegrate into civilian life? In what ways were post-War social welfare initiatives shaped by the legacy of the War?
- The post-war political order. The post-war decade saw a dramatic and rapid transformation of the global political order. In Asia, the European colonies in South and Southeast Asia, and Japanese colonies in East Asia all gained their independence; while in Europe, Cold War divisions emerged alongside plans for integration in Western Europe. The module considers how these transformations were shaped by the legacies of War.

These questions will be pursued comparatively. A core aim of the module is for students to learn how to conduct comparisons, to understand for example; when it is appropriate or inappropriate to use a comparative methodology, and the sorts of conclusions that can be drawn from comparative study.

Component	When Set	%	Comment
Essay	Mid	35	Written assignment (1500 words)
Essay	End	65	Final essay (2500 words)

HIS2318: Revolutions of the Mind – European Thought, 1550-1750

Module Leader: Dr Simon Mills

Semester 2, 20 credits

No pre-requisites

The word Renaissance means a rebirth: beginning in Italy in the fourteenth century, the rediscovery of the cultures of ancient Greece and Rome breathed new life into the arts, literature, and learning. By the end of the sixteenth century, these influences had spread northwards – to France, the Low Countries, and, eventually, to England. Yet the same period when Europeans looked back to the classical past is known to historians as ‘early modern’. The age of ancient philosophy was also an era of cutting-edge science. The same men and women who pored over the Scriptures with Hebrew and Greek lexicons looked with telescopes at the stars. They prayed for their souls and pondered new fundamental theories in physics and philosophy. Within another two centuries, these different impulses threatened to tear apart established world views, so that by the end of the seventeenth century a new dawn of revolutionary modernity was on the horizon.

This module introduces students to the world of European ideas between the late Renaissance and the early Enlightenment – roughly the period from 1550 to 1750. Through the close study of primary sources, it will uncover what people during this period thought, how they argued, and why their ideas had such revolutionary consequences in religion, science, philosophy, and politics. Topics will thus range widely: from the dissident Jewish thinker Baruch Spinoza’s revolutionary reading of the Bible to the world-changing cosmology of Galileo; from the attempts of Europeans to learn the languages and reassemble the histories of the Ottoman Empire, China, and South America to the vision of the commonwealth at home sketched by the much-reviled Englishman Thomas Hobbes; from the Renaissance commitment to Aristotle’s natural world to the Royal Society, Isaac Newton and their ‘New Science’.

Students will also interrogate how, as historians, we can place these ideas in context. The age-old universities’ monopoly on learning was challenged during this period by new scientific societies, which, in turn, were forced to defend themselves against the charges of atheism and irrelevance. The printing press continued to expand the reach

of the written word; yet manuscripts, too, remained vital: ideas were argued over in letters, worked out in commonplace books, and scribbled in the margins of scholars' books. Correspondence, traditions of educational travel, and codes of sociability and friendship cohered into what many historians have identified as a 'Republic of Letters' – an ideal polity in which the virtues of learning might (or sometimes might not) transcend local allegiances to church and state.

Component	When Set	%	Comment
Written exercise	Mid	Formative	500-word essay plan
Written exercise	Mid	20	500-word written exercise
Essay	End	80	2500-word essay

HIS2320: The Supernatural - The Cultural History of Occult Forces

Module Leader: Dr Aidan Collins

Semester 1, 20 credits

No pre-requisites

Can we believe what we see and experience? Witchcraft, astrology, ghost-seeing and every kind of popular magic flourished in Britain and Europe between 1500-1900, while at the same time philosophers, scientists, clergymen, and ordinary people made judgements about what was believable and credible, unbelievable and incredible, natural and supernatural.

There are cultural and social histories behind the construction of the supernatural: through lectures and seminars this module will guide students through some of the key texts and debates associated with diverse supernatural phenomena. From sightings of the Devil to visions of ghosts to photographs of auras, the visual sense has been trusted and mistrusted throughout history, a battlefield which tells us much about the evolution of modern psychology.

This module will particularly explore Max Weber's "disenchantment of the world" hypothesis that science and enlightenment demystified modern western societies and eroded beliefs in the supernatural. It has become a frequent reference point for historians looking at early modern and modern social and cultural history. However, this was not the end of the story for supernatural beliefs and practice, as recent historical work has shown in thrilling detail the extent of 'magical thinking' in contemporary times.

Component	When Set	%	Comment
Written exercise	Mid	Formative	500-word essay plan
Reflective log	Mid	30	Students will be tasked with visiting a local or virtual site and reflecting on the supernatural stories they contain and how they link to module themes. This will form a reflective paper (1000 words)
Essay	End	70	2500 words

HIS2322: Diversities of Sexuality and Gender

Module Leader: Dr Willow Berridge

Semester 1, 20 credits

No pre-requisites

This module aims to survey diversities of sexuality and gender expression throughout history, as well as the manifold discourses and regulatory systems that have sought to restrain this diversity. In particular, it challenges students to explore the multiple experiences and contexts that have shaped the emergence of both modern and pre-modern

identity labels. Did the gender binary as we understand it exist in the Byzantium of late antiquity, or pre-colonial Igboland? Is our understanding of what it means to be 'gay' or 'transgender' specific to the era of Western modernity? Was Kabaka Mwanga of Buganda, denounced as a 'sodomite' by Christian missionaries, 'homosexual' in the same way as Alan Turing? And why have modern governments, religious movements and police systems found sexual otherness so threatening?

Component	When Set	%	Comment
Essay	Mid	Formative	500-word essay plan to allow students to secure feedback from course tutors on ideas for their main summative assignment
Portfolio	Mid	30	2 x 500-word submissions and 1 x 250-word submissions, totalling 1250 words
Essay	End	70	2000-word essay

HIS2323: A History of Contemporary Britain

Module Leader: Dr Martin Farr

Semester 2, 20 credits

No pre-requisites

This module practises contemporary history: the history of the present. It will consider all aspects of life in Britain, and Britain's relations with the wider world.

It will:

1. introduce and immerse the students in critical reflection around the social, cultural, economic, and political aspects of contemporary British history.
2. support students to better identify then develop their skills, including those traditionally associated with history teaching (independent research and study; critical and reflective thinking; information literacy; written expression), as well as broader skills.

Component	When Set	%	Comment
Written exercise	Mid	20	500-word written exercise
Essay	End	80	3000-word research essay

HIS2325: The Mediterranean: a connected past

Module Leader: Dr Anton Caruana Galizia

Semester 1, 20 credits

No pre-requisites

The aim of this module is to develop an understanding of the history of the Mediterranean, conceived as a zone of mobility and connectivity. Drawing on a wide range of expertise within the School, the module will focus on specific instances of connectivity and mobility across the Mediterranean, and a range of methods for contextualizing and interpreting source materials that are specific to those instances. Students will thereby be introduced to a range of disciplinary perspectives and to the value of interdisciplinary research in developing an understanding of the Mediterranean's past. From a broader perspective, students will be invited to re-evaluate conventional aspects of knowledge about the past in terms of chronologies, regional divisions, orientations, and disciplinary boundaries.

Component	When Set	%	Comment
Portfolio	Mid	50	2000-word log for critical reflection for teaching weeks 2-10

Essay	End	50	1500-word commentary on one piece of source material from a pre-set list
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SEL2224: Poetry Workshop

Module Leader: Professor Sinead Morrissey

Semester 2, 20 credits

Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only). Students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in S3P.

This is an optional outside module for QV31 students.

The module consists of a combination of lectures and seminars delivered weekly.

There will also be individual tutorials to be scheduled throughout the semester by teaching staff, at which each student may present a passage of their own writing for constructive criticism from their tutor, or submission plans may be discussed.

Component	When Set	%	Comment
Portfolio	End	100	Portfolio of 10-12 poems plus self-reflexive commentary of 1500 words

SEL2226: Theatre Script Workshop

Module Leader: Mr Andrew Thompson

Semester 2, 20 credits

Pre-requisites: Students must have taken SEL1000 (QW38 students only) and SEL1031 (all students) in Stage 1. Students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in S3P.

This is an optional outside module for QV31 students.

Students will attend seminars which will focus on the drafting process and may include reading and discussing student work.

Students will have discursive workshop/lectures, contemporary plays will be discussed and craft exercises undertaken.

Students will watch plays (in person or online) and attend a cross-module discussion group, Play Club in order to present on and discuss what they have watched.

There will also be individual and pair tutorials to be scheduled during the semester by teaching staff, during which each student will present a short extract of their own writing for constructive criticism from their tutor, or submission plans may be discussed.

Component	When Set	%	Comment
Portfolio	End	100	A short self-contained script (2000 words) for the stage, 300-word synopsis and a self-reflexive essay of 1500 words

SEL2227: Prose Workshop

Module Leader: Professor Lars Iyer

Semester 2, 20 credits

Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only). Students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in S3P.

This is an optional outside module for QV31 students.

Module aims:

1. Appreciation of the basic elements of fiction e.g. story arc, plot, narrative point of view, characterisation.
2. Development of voice and style to produce a short piece of fiction with consideration of intended audience.
3. Develop reading and writing skills in prose fiction.
4. Develop imaginative skills in relation to own creative work.
5. Experience in drafting and revising in response to a range of feedback and reading.
6. Developing skills of giving and receiving feedback on creative work.

Component	When Set	%	Comment
Portfolio	End	100	A portfolio of 2,500 words of prose plus an essay of 1000 words, and 1000 words of continuous assessment

SEL2228: Screenwriting Workshop

Module Leader: Dr Tina Gharavi

Semester 2, 20 credits

Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only). Students must have taken SEL2215 in semester 1. If this isn't possible, students should approach the Module Leader for permission to join BEFORE choosing the module in S3P.

This is an optional outside module for QV31 students.

Module Aims:

- Appreciation of the basic elements of fiction storytelling in screenwriting e.g. story arc, plot, narrative point of view, characterisation.
- Development of voice and style to produce a short piece of screenwriting fiction with consideration of intended audience.
- Develop reading and writing skills in screenwriting fiction.
- Develop imaginative skills in relation to own creative work.
- Experience in drafting and revising in response to a range of feedback and reading.

Component	When Set	%	Comment
Portfolio	End	100	2500 words (approx 10 pages) of script plus self-reflexive commentary of 1500 words or the equivalent in continuous assessment

NCL2007: Career Development Module for Second Year Students

Module Leader: Dr Gillian Mabbitt

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 NCL2007 Career Development module offers students the opportunity to undertake work-related learning or have a professional experience in a variety of environments, both on and off the University campus, or remotely if appropriate. Through engagement with the module, students will start to develop an understanding and awareness of their skills and attributes and how they might use these in future roles. Students will enhance their employability and graduate skills as well as contributing towards meeting the aims of their host organisation.

Component	When Set	%	Comment
Professional skills assessment 1	Mid	40	A summary of intended personal development actions towards module learning outcomes for the module
Professional skills assessment 2	Mid	50	Formal 10-minute presentation recorded online using PowerPoint and submission via a single submission date assessment point
Written exercise	Mid	10	Students must complete at least 12 of 15 tasks to gain the marks available