

Module Sign-up Brochure 2024-25

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 make sure to watch our [online video](#) which has detailed instructions on how to choose your modules, and navigate this brochure.

2. Submit History Module preferences: 26th April by midday

The History department requires you to fill in [this online form](#), which opens on the 22nd April ranking your preferences for capped Stage 3 History modules. Please ensure you read through the instruction carefully before submitting, as failure to do so may jeopardise your chances of enrolling on modules of your choice.

3. Sign up Online: Tuesday 30th April, from 9am

- Have the rules for your programme, from this brochure, with you when you [log onto S3P](#).
- Compulsory modules will already be selected with optional English and uncapped History modules listed for you to choose from. If you wish to take a capped History module, you will need to choose the History placeholder (**HIS0001 / HIS0002**) that corresponds with your choice. This will be substituted by a member of the School Office once student module preferences have been processed.
- The portal will close on **8th May by 8.00pm**.
- Further guidance and screenshots are [available online](#).

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.

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	SEL3377	Dissertation in English Literature and History	40	20	20
Literature Pick 2 <i>You must pick 1 from each Semester.</i>	SEL3379	Enlightened Romantics: 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
	SEL3422	War Writing: Heroic and Hostile Disclosures in Early Literature	20	20	
	SEL3444	Envious Show: Wealth, Power and Ambition in Narratives of the Country House, 1500-2000	20	20	
	SEL3451	Keats and Romantic Epic	20		20
	SEL3452	Shakespeare and Company: Gender, Power, Theatre	20	20	
	SEL3091	Sex and Money: Economies of the Victorian Novel	20		20
	SEL3346	Documentary Storytelling: Theory and Practice	20	20	
	SEL3347	Documentary Storytelling: Theory and Practice	20		20
	SEL3378	Landscapes of American Modernism	20		20
	SEL3395	Time, Change, and the Life Course in Literature of the Long Nineteenth Century	20		20
	SEL3397	American Poetry Now	20	20	
	SEL3409	Planetary Imaginations: Literature in the Time of Environmental Crisis	20		20
	SEL3428	Freedom and Imagination: US Literature 1850-1900	20	20	
	SEL3429	Deep North: Modern Literature of the North East	20	20	
	SEL3433	Popular Romance and Contemporary Political Discourse	20	20	
	SEL3434	Making Young Adult Literature	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			
SEL3450	Border Fictions: Migrations, Memory, Transgressions in Global Anglophone Literatures, 1900-Present Day	20	20		
History Pick 2 <i>You must pick 1 from each Semester.</i>	HIS3000	Reading History (<i>uncapped</i>)	20	20	
	HIS0001	Semester 1 Substitute Module for capped stage 3 History	20	20	
	HIS0002	Semester 2 Substitute Module for capped stage 3 History	20		20
Optional Outside Modules <i>You can replace 20 credits from Literature or History.</i>	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
TOTAL					



Capped History Modules

When you make your module selection through S3P your choices within history will look a little different. Unless you are choosing an uncapped stage 3 History Module (**HIS3000**) you will be asked to select either **HIS0001 or HIS0002, or both**, which will signify your interest in taking a stage 3 capped module.

All capped history modules will be showing as FULL so please don't be alarmed by this.

Once module preferences have been processed, the School Office will manually substitute these placeholders.

Although you will not be able to select these modules in S3P, we have included module details below to inform your decisions when submitting your preferences:

We know this might be a little confusing, so please do get in touch with (meg.holtom@newcastle.ac.uk) if you have any questions.

Code	Module Title	Total Credits	Which Semester?
HIS3204	The British Revolutions, 1640-1660	20	Semester 1
HIS3220	British Foreign Policy since Suez	20	
HIS3221	Birth Control in the 19 th and 20 th Centuries	20	
HIS3349	Healthy Spaces and Body	20	
HIS3351	Buddhism and Society in Medieval Japan	20	
HIS3355	The Gulag: A History of the Soviet Camps – Origins, Experiences and Aftermaths	20	
HIS3359	Nineteenth Century Aotearoa New Zealand: Māori, Pākehā & Tāiwi	20	
HIS3361	Body and Emotions in Early Modern Europe, 1450-1650	20	
HIS3362	War and Remembering: Recalling War in Oral Histories, c.1950-2022	20	
HIS3206	The Irish Revolution, 1879-1923	20	Semester 2
HIS3212	Reconstruction and the New South, 1865-1900	20	
HIS3232	Civil Rights and Armalites Northern Ireland since 1969	20	
HIS3240	Civil Rights in America, 1948-1975	20	
HIS3326	Women in Colonial South Asia: Tradition, Reform and Modernity	20	
HIS3335	Europe & Ottoman Empire	20	
HIS3336	Punishing the Criminal Dead	20	
HIS3344	The Rise and Fall of the Berlin Wall, 1961-1990	20	
HIS3346	The Rising Generation: Youth, Age and Protest in Cold War Britain	20	
HIS3348	Haitian Revolution	20	
HIS3352	Machiavelli	20	
HIS3354	Unfree Nation: Enslavement in the United States from the Colonial Era to Reconstruction	20	
HIS3365	British Colonialism in Sudan: Violence, Gender and Race, 1899-1956	20	
HIS3366	Fictional Histories: From Medieval to Modern	20	
HIS3367	Coronations and Ceremonial: Creating Soft Power in Tenth-Century Britain, Byzantium and Armenia	20	
HIS3368	Exhausted! The problem of sleep (and not sleeping) from 1750 to the present day	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/>

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 2, 20 credits

No pre-requisites

This is a pre-1800 Literature 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	4000-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 is a pre-1800 Literature module.

The aim of this module is to examine the ways in which a selection of writings from the late 1790s to the early 1820s engage with the idea of liberty in the public sphere (Britain and continental Europe in the Napoleonic era) and the private sphere (the family, local attachments, the natural environment).

The focus of the module will be on a variety of writings by four authors: William Wordsworth, Dorothy Wordsworth, Percy Shelley and Mary Shelley. The genres studied include poems, journals, a travel narrative, a tragedy and a novella.

Attention will also be given to 'writing', that is, the manuscripts and early editions of the writers we study. Students will get to handle such objects in Newcastle University Library's Special Collections and, it is hoped, during an in-person field trip to Dove Cottage (Wordsworth Grasmere), and see others through a live, virtual talk by the Curator of Keats-Shelley House, Rome.

Component	When Set	%	Comment
Essay	End	85	Final essay (2750 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

This is a pre-1800 Literature module.

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
Written exercise	End	15	500-word reflective piece on learning and participation
Portfolio	Mid	Formative	1000-word research plan and annotated bibliography for final essay preparation

SEL3442: War Writing: Heroic and Hostile Discourses in Early Literature

Module Leader: Dr Caoimhe Whelan

Semester 1, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

War Writing asks students to think about who medieval literature belongs to today. It examines ideas of patriotism, national identity, and the intersection of religion and race in narratives of 'us' and 'them'. It therefore revisits dialogues of warfare but, moreover, storytelling and the power of the narrative to manipulate readers and to create biases that still have influence today. The module gives students the opportunity to develop detailed knowledge of Medieval Literature and to broaden their understanding of the wider themes and contexts, the conceptual and contextual approaches, and the critical methods germane to the study of the literature of this period.

Component	When Set	%	Comment
Research proposal	Mid	15	c. 600 words or equivalent
Written exercise	End	85	c. 3400 words or equivalent

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

This is a pre-1800 Literature module.

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

SEL3451: Keats and Romantic Epic

Module Leader: Dr Meiko O'Halloran

Semester 2, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

This module explores John Keats's ambitions to revolutionise the highest literary form: epic poetry. We examine the personal motivations and broader cultural forces driving Keats's and his contemporaries' desire to write an epic poem for the Romantic age and for posterity—and the work they produced as part of their epic projects.

How did Keats negotiate the educational and professional class barriers that determined who could create great literature? In what ways does he respond to poetic forefathers who include Homer, Dante, and Milton? How and to what end did Keats and other poets of his day—like Wordsworth, Byron, and Shelley—rethink the role of the poet in society?

The focus of the module will be on Keats's poetry and selected letters—examined in relation to the work of other writers. Primary texts may include 'On First Looking into Chapman's Homer', 'When I have fears that I may cease to be', 'Sleep and Poetry', 'Endymion', the Odes, 'Hyperion' and 'The Fall of Hyperion'.

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

Prof Skill Assessment	End	15	Participation in seminar and study group discussions
Essay	Mid	Formative	1000-word practice essay

SEL3452: Shakespeare and Company: Gender, Power, Theatre

Module Leader: Dr Emma Whipday

Semester 1, 20 credits

No pre-requisites

This is a pre-1800 Literature module.

This module explores performances of gender and power on the early modern stage and page. In a world where your clothes signalled your status, men were expected to rule the household, and women were expected to be chaste, silent, and obedient, the theatre turned societal expectations upside down: boy players performed women, rulers and tricksters disguised themselves, and Shakespeare's female protagonists frequently cross-dressed. On this drama-centred module, we will examine how masculinity, femininity, and social status were performed on- and off-stage in early modern playhouses. In so doing, we will situate plays in their wider theatrical, social, cultural, and political contexts, exploring the rich, complex, and often troubling world of Shakespeare and his contemporaries.

Possible module plays include plays by Shakespeare (e.g. Measure for Measure, Twelfth Night, Winter's Tale), by other prominent early modern dramatists (e.g. Thomas Middleton, Ben Jonson, John Webster, John Ford), and by counter-canonical writers (possibilities include 'anonymous' and elite female playwrights).

Component	When Set	%	Comment
Written exercise	Mid	25	Close reading (1000 words)
Essay	End	75	Essay (3000 words)

SEL3091: Sex and Money: Economies of the Victorian Novel

Module Leader: Dr Ella Dzelzainis

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

This module explores the Victorian period as a time of social and political turbulence – an era of contested gender relations and rapid commercial expansion – and considers how key Victorian novelists used fiction to examine the relationship between sex and money. Notable now for its plaiting together of a range of genres – including realism, melodrama, satire, gothic – the Victorian novel was, in its own time, often seen as a formal repository of social 'truth' and many novelists acquired the status of cultural commentators. We study a range of literary bestsellers from the period, roaming across a range of subgenres such as the silver-fork novel, satirical realism, Chartist fiction, the Bildungsroman, and the sensation novel. In addition to the idea of the Victorian marriage market, we will typically be considering the sexual and commercial connotations of topics such as women and luxury; homosexuality, homosociality and consumption; prostitution; counterfeiting and the idea of the gentleman; gender and speculation.

Component	When Set	%	Comment
Essay	End	75	3000 words
Written exercise	Mid	25	1000-word commentary linking text to context

Portfolio	Mid	Formative	Essay plan and bibliography to prepare for final essay submission
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SEL3346/7: Documentary Storytelling: Theory and Practice

Module Leader: Dr Tina Gharavi

Semester 1 OR 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

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

SEL3378: Landscapes of American Modernism

Module Leader: Dr Fionnghuala Sweeney

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature 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*

Component	When Set	%	Comment
Essay	End	60	2700-word essay
Essay	Mid	40	1800-word essay

SEL3395: Time, Change, and the Life Course in Literature of the Long Nineteenth Century

Module Leader: Dr Jacob Jewusiak

Semester 2, 20 credits

Pre-requisites

This is a post-1800 Literature module.

This module examines how characters mature and develop (or fail to do so) in the Victorian novel. As we will see, the way an individual is represented as growing up reflects deeply held beliefs about the value of societal progress and reform. Through a detailed analysis of Victorian novels, we will reflect upon how the human lifespan changes in response to the burgeoning modernity of the nineteenth century. We will explore how the novel form contributes to the construction of subjectivities across the life course and consider a broad range of questions, including the following: How did social expectations about gender and sexuality change with age? How did industrialisation create and shut down opportunities for young and elderly workers? What role did race and empire play in the perception of ageing? How was the concept of the life course informed by the partitioning of the novel into a beginning, middle, and end?

Component	When Set	%	Comment
Essay	Mid	25	Close reading essay (1000 words)
Research paper	End	75	Research essay (3000 words)
Portfolio	Mid	Formative	Essay plan and bibliography to prepare for final essay

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

Module Leader: Dr Ella Mershon

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

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*.

KEYWORDS: Anthropocene; climate crisis; nature/culture; literature/science; environmental justice; race and environmental racism; Indigenous literature and traditional knowledge; science fiction and speculative fiction; poetry

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)

SEL3397: American Poetry Now

Module Leader: Dr Mark Byers

Semester 1, 20 credits

No pre-requisites

This is a post-1800 Literature module.

This module explores American poetry from 2000 to the present. Placing an emphasis on innovative and/or experimental writing, the module examines the ways recent American poetry has confronted the public concerns and social crises of the United States in the period, notably those of identity, technology, racism, inequality, and the environment.

Over the course of the module, we will consider a range of forms and techniques associated with American poetry in the twenty-first century: its emphasis on the materiality/visuality of the text; its use of ‘found’ texts and procedural techniques; the emergence of documentary writing and ecopoetics, and its concern with the politics of literary form. We will also ask how American poetry responded to the major social and political events and transitions of the period, including the arrival of social media, the Financial Crisis and Occupy movement, and ongoing ecological crisis.

The module aims to give students a firm grounding in the formal practices and theoretical issues associated with recent American poetry. In particular, the module will give students an opportunity to explore the much-debated relationship between literary form and social experience.

Component	When Set	%	Comment
Essay	End	60	2500-word critical essay
Written exercise	Mid	40	1500-word close reading

SEL3429: Deep North: Modern Literature of the Northeast

Module Leader: Dr Alex Niven

Semester 1, 20 credits

No pre-requisites

This is a post-1800 Literature module.

This module will chart the development of a distinctive cultural imaginary in the North East of England from 1900 to the present, through study of its novels, poems, plays, films and political writings.

The North East is one of the historic birthplaces of literacy in the British Isles, though it has also often been marginalised from the centralised culture of the English literary establishment. This module will explore the fate of North East writing (in the broadest sense) from the post-Victorian era to the twenty-first century, a time when the region's slow industrial decline was offset by a series of experiments in imaginative idealism, energetic realism and countercultural eccentricity.

We will try to assess whether the modern history of North East cultural production offers any clues as to how the region and its people might move forward in the socially, environmentally and constitutionally vexed climate of the twenty-first century. We will also try to work out how such subjects affect our own status as temporary, putative or permanent citizens of Newcastle and its environs.

NB: For the purposes of this module, "the North East of England" is defined as the historic counties of Northumberland (plus Newcastle/Tyneside), County Durham (including modern Wearside and parts of modern Teesside) and the Teesside portion of Yorkshire (i.e. Middlesbrough and its environs).

Component	When Set	%	Comment
Essay	End	100	4000-word comparative and critical essay
Written exercise	Mid	Formative	Preparation for final assessment

SEL3428: Freedom and Imagination: US Literature 1850-1900

Module Leader: Professor James Annesley

Semester 1, 20 credits

No pre-requisites

This is a post-1800 Literature module.

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 Chesnut'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	3000-word critical essay

Prof skill assessment	End	15	Participation in class activities
Essay	Mid	Formative	1500-word essay

SEL3433: Popular Romance and Contemporary Political Discourse

Module Leader: Dr Rosalind Haslett

Semester 1, 20 credits

No pre-requisites

This is a post-1800 Literature module.

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

SEL3434: Making Young Adult Literature

Module Leader: Dr Lucy Pearson

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

Teenage literature, books for new adults, YA... while the name may have changed, specialist publishing for adolescent readers has existed in the UK since (at least) the 1950s. But how have people thought about this category of literature, and how has it been marketed, circulated and read? This module will explore the history of young adult books in the UK. It will consider:

- How ideas about adolescents and their relationship to literature have changed since the early twentieth century
- The poetics of young adult literature: do these books have distinctive literary characteristics, or is this just a marketing category?
- The ways in which books for this age group have been published and marketed

We will consider the influence of publishing traditions from elsewhere, but will focus on texts first published in the UK.

Students will have the opportunity to use archives and special collections to support the book history / publishing dimensions of the module. We will consider what the material book can tell us about attitudes to books for adolescents, and examine how publishers and authors have approached the field.

Component	When Set	%	Comment
Written exercise	End	75	2500 words
Oral presentation	Mid	20	25 minutes group activity / presentation. Alternative assessment (in case of PEC): 5 minutes individual recorded activity / presentation
Computer assessment	Mid	5	Multiple choice quiz

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

Module Leader: Dr Helen Freshwater

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

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 is a post-1800 Literature module.

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 is a post-1800 Literature module.

This module examines how borders have been imagined, narrated, resisted, and rewritten in global Anglophone literature since the late 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, inter-species, affective, psychological, and linguistic. 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); the unacknowledged traumas of the Partition that diffuse into the lives of a scattered diaspora; border control, surveillance, and passports; linguistic borders; gender/caste/race/sexuality as methods of bordering; human-nonhuman borders or thresholds.

The module will maintain a postcolonial and global (particularly diasporic and/or Black British) focus throughout, which means that students will get the opportunity to step beyond Anglo-American literary borders in their research and writing.

Component	When Set	%	Comment
Essay	End	80	One essay of 3000 words (that can be based on a self-created question)
Written exercise	Mid	20	A creative assessment (a design for a book cover/research poster/zine); OR 1000 words of close reading of a primary text in the module that critically reflects on the concept of borders.

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: Dr Benjamin Houston

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

HIS3204: The British Revolutions, 1640-1660

Module Leader: Professor Rachel Hammersley

Semester 2, 20 credits

No pre-requisites

The British Revolutions of the mid-seventeenth century are fundamental to British history. The period between 1640 and 1660 witnessed a bitter civil war which set the two components of the government (King and Parliament) against each other; the first public execution of a king in history; and the first and only republic in these islands. This period has also generated a huge amount of historical debate. This module will focus on the period 1640-1660 and will examine events not only in England, Scotland, Ireland and beyond. Since this is a Special Subject, the focus throughout will be on examining primary documents and texts and using them to reconstruct and interpret this period in British history.

The aims of this module are:

- To enable students to study the period of the British Revolutions (1640-1660) in depth and to engage with both primary sources from the period and the major historiographical debates concerning it.
- To give students the opportunity to gain in-depth knowledge of this short period of British history.
- To introduce students to historical research and to guide them in the analysis of primary documents and texts.
- Thereby to enable students to develop their own interpretation of the period.
- To provide an opportunity of investigating in some depth selected problems, including the appraisal of selected source material and the critical examination of current historiography.
- To provide an opportunity to acquire a sound general knowledge of the subject, reading widely and critically in the primary and secondary literature associated with it and to develop the capacity for independent study.

Component	When Set	%	Comment
Essay	End	75	Essay of 3000 words on a question agreed with the module leader
Essay	Mid	25	Doc commentary of 800 words (including footnotes but excluding bibliography)
Written exercise	Mid	Formative	Draft essay plan for discussion and feedback – 200 words

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
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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- consist of one section with gobbet questions to assess students' familiarity with key primary sources and their ability to analyse them and one section with an essay question to assess overall grasp and synthesis. 3 hours max
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 will serve as a means of assessing whether British foreign policy was tied to coherent national interests, or was prone to "delusions of grandeur". It goes through until the present, the Global Britain agenda of 2021.

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 1, 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, 3-hour 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 module 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. It will focus on the move towards conflict resolution on the island and in Britain, examining the roles of both the Dublin and London governments during the conflict and peace process.

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)
Written exercise	Mid	Formative	Project design plan – 300 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 examination	End	100	48hr take home exam (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: Women in Colonial South Asia: Tradition, Reform and Modernity

Module Leader: Dr Samiksha Sehrawat

Semester 2, 20 credits

No pre-requisites

- Students will learn about the role of gender in shaping historical developments
- Students will develop a critical understanding of the history and historiography on selected women's issues in colonial South Asia
- Students will understand how the position of women in indigenous society was used to justify colonial rule and to challenge it through reformist and nationalist discourses
- Students will develop a deeper understanding of how gendered subjectivities and identities were fashioned in colonial India through autobiographical narratives and ideas of domesticity and conjugality.

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.

HIS3335: Europe and the Ottoman Empire, 1453-1798

Module Leader: Dr Simon Mills

Semester 2, 20 credits

No pre-requisites

The early modern period is often defined as the age in which Europeans explored and colonised the New World, and by the 'shock of discovery' resulting from the European encounter with the peoples and the civilisations of the American continents. Yet the geopolitics of recent decades, from Western military interventions in Iraq and Afghanistan, to the unfolding of the 'Arab spring', to debates over the role of Islam in Europe and North America, have increasingly led historians to turn their attention to the ongoing relationship between Europe and the Islamic world during the period between the fall of Byzantine Constantinople and the Napoleonic invasion of Egypt.

In this module, we shall dig beneath overly simplistic accounts of Western representations of an 'Oriental' East and clichéd notions of a 'clash of civilizations' to discover some of the myriad connections which linked Europe and the Ottoman Empire throughout this period. We shall explore some of the institutions – mercantile, diplomatic, ecclesiastical, and scholarly – which transcended the boundaries between Christian Europe and the lands of Islam; and we shall encounter the lives and the often fascinating careers of the various individuals who moved between these worlds: from Barbary corsairs to Eastern Christian travellers; from Flemish diplomats to Jesuit missionaries.

Through these keyholes, we shall begin to catch sight of the flows of people, objects, and ideas between early modern Europe and the Ottoman Empire. We shall uncover how these interactions were played out in the port cities of Europe and the Middle East, and we shall learn to ask unexpected questions about these encounters: how did an Icelandic Lutheran minister end up as a slave on the North-African coast? How did Arabic books come to be printed in the Netherlands? And how did Luther come to write a preface to the Qur'an? This will lead us, in turn, to rethink some of the broader narratives of early modern European history, and indeed to question whether 'Europe' and 'the Ottoman Empire' can meaningfully be separated, or whether, as some historians have tried to do, we ought to look instead for new models of a more integrated historiography.

Component	When Set	%	Comment
Essay	Mid	40	Review essay of 1000 words (including footnotes, but excluding bibliography)
Essay	End	60	Research essay of 2500 words (including footnotes but excluding bibliography)
Written exercise	Mid	Formative	Source commentary of 500 words

HIS3336: Punishing the Criminal Dead: Crime, Culture and Corpses in Modern Britain

Module Leader: Dr Shane McCorristine

Semester 2, 20 credits

No pre-requisites

Histories of crime and criminals traditionally stop after execution. This ignores a range of sources and debates looking at where criminal corpses went if they were denied burial as a further punishment. This module looks at the history of post-mortem punishment in Britain, c.1752-1900, focusing on the journeys of the bodies of convicted criminals from courtrooms, to scaffolds, and then (after death) on to hospitals, dissection rooms, museums, and private collections. Starting with the Murder Act of 1752, we will examine how the notorious bodies and body parts of the criminal dead became part of a disturbing and frequently illegal corpse trade that drew together the judiciary, executioners, medical professionals, and workhouse officials. This subject matters because it continues to inform the modern organ/corpse trade as well as the ethics of using corpses for medical knowledge/experimentation. Students will be asked to frame these practices in the context of Elias's "civilising process" thesis. This module will place an

emphasis on the wide and rich variety of primary sources about the criminal dead, including court records, folklore and superstition, images, ballads, and material/medical collections.

Component	When Set	%	Comment
Case study	Mid	35	1000 words – including footnotes, excluding bibliography
Essay	End	65	Essay (25000 words – including footnotes, excluding bibliography)

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 2, 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
Oral presentation	Mid	Formative	Length: 10 Minutes

HIS3348: Haitian Revolution

Module Leader: Dr Christina Mobley

Semester 2, 20 credits

No pre-requisites

This module investigates the trans-Atlantic history of the African men, women, and children who endured slavery in Saint Domingue, helped win the most successful slave revolution in history – the Haitian Revolution (1791-1804) – and founded the first black republic, Haiti. Historians have rightly lauded the Haitian Revolution as the most radical of the Age of Revolutions. By granting freedom and citizenship to all Haitians regardless of skin colour, it represents a crucial moment in the history of the destruction of slavery and the construction of democracy. However, the most radical ideas of the Haitian Revolution remain the least well-known. During and after the Revolution, Africans and their descendants known as “Congos” rejected the European-style political project articulated by certain elites, especially wage labour and private property. Instead, they created a “counter-plantation” system, the *lakou*, a communal system of land tenure regulated by the public healing institution Vodou. Like their African ancestors, Haitians and practitioners of Haitian Vodou have been subjected to dehumanizing stereotypes, especially in the United States and Europe. This module goes beyond negative tropes to examine the background, process, and consequences of the Haitian Revolution, beginning in Africa.

Component	When Set	%	Comment
Essay	End	60	Research paper (guidance within module) of 2500 words, including footnotes but excluding bibliography
Essay	Mid	40	Essay (1000 words)
Written exercise	Mid	Formative	Written exercise formative to the research paper final assessment (500 words)

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

HIS3352: The Renaissance World of Florence, 1450-1550: Machiavelli, Mayhem, and Strife

Module Leader: Dr Katie East

Semester 2, 20 credits

No pre-requisites

This Special Subject uses the works of one of the greatest minds in the history of political thought, Niccolò Machiavelli (1469-1527), to explore the political, intellectual, and cultural world of Renaissance Florence. Through the lens of Machiavelli's political tracts, scholarship, plays, letters, and diplomatic texts, we will discover how various political, religious, and social issues informed his position, shaping the radical view he took of the world, a view which had an immense and lasting influence throughout Europe. We will encounter key figures of the period, such as Cesare Borgia, Caterina Sforza, Pope Alexander VI, Girolamo Savonarola, and members of the Medici family, and we will examine the tensions at work in Italy at this time, between city states and the Papacy, and with respect to external threats from France and the Holy Roman Empire. Florentine culture during the Renaissance will also be studied, particularly the importance of humanism, the arrival of print, the role of the genders, and the occupation with questions of morality.

Students will engage with a rich and active historiographical tradition, in which debates concerning the character of Machiavelli, his aims and beliefs, and his ultimate importance, will be confronted different approaches which instead of placing Machiavelli from front and centre broaden that focus to consider the world within which he moved. Students will also engage with a diverse array of sources, encompassing not only Machiavelli's written works of numerous genres, but also works by his contemporaries, examples of print and scholarship, and images drawn from the rich offerings of Renaissance Florence.

Component	When Set	%	Comment
Essay	End	70	2500 words (including footnotes but excluding bibliography)
Written exercise	Mid	30	1000 words (including footnotes but excluding bibliography)
Oral presentation	Mid	Formative	Each student will give a 5-10-minute presentation and provide a handout for that presentation for their peers

HIS3355: The Gulag: A History of the Soviet Camps – Origins, Experiences and Aftermaths

Module Leader: Dr Robert Dale

Semester 1, 20 credits

No pre-requisites

This module seeks to explore the social, economic, political and cultural history of the Soviet camp system, known as the Gulag. The module examines the history of the Soviet penal system from its inception in the early 1920s, through to the final dismantling of the Stalinist-era camps under the leadership of Nikita Khrushchev in 1960. Yet it also examines the antecedents and precedents for the Soviet camps in the Tsarist system of Siberian exile, as well as the long afterlife of the Gulag in Soviet and post-Soviet culture, and individual and collective memories. The Gulag played a central role in the Soviet Union, especially under the Stalinist dictatorship. Yet thanks to a wave of recent scholarship, historians are only just beginning to appreciate the complexity and diversity of the camp system, the range of different camp regimes, experiences of different categories of prisoners. The Gulag imprisoned men, women, and children, and prisoners of different nationalities, ethnicities, religions, and social and cultural backgrounds. The module, therefore, seeks to examine how the Gulag was established, the evolution of the camp system under Stalin and after, and the multiple entanglements and inter-relationship between the Soviet penal system, and wider society. At its core is an attempt to explore the different forms Gulag regimes took in different places, the differing experiences of different groups of prisoners, and how these changed over time. Furthermore, it will explore ongoing historiographical debates about the functions, purpose, and objectives of the Gulag, and their contribution to the wider Soviet project. In addition, the module will examine the impact of the Gulag upon its prisoners, survivors, and wider Soviet society. The Gulag shaped Soviet environments, landscapes, contributed to industrialisation and urbanisation. The seminars will explore the wide, vibrant and expanding scholarship of the Gulag, especially recent case studies which reveal the histories of individual camps, or specific groups of prisoners. These will also be supported by an examination of the rich variety of primary source material available in English for studying the Gulag system, including official documents generated by the Gulag administration, camp memoirs, camp literature, and other documents generated by the vast camp network and its millions of prisoners.

Component	When Set	%	Comment
Written exercise	Mid	40	A documentary commentary of 1500 words (including footnotes, but excluding bibliography) analysing primary sources
Essay	End	60	2000-word essay (including footnotes but excluding bibliography) focusing on a historiographical issue supported by primary sources
Oral presentation	Mid	Formative	Students will deliver a 5-minute presentation on a topic providing a max 500-word handout to accompany and structure the presentation

HIS3359: Nineteenth Century Aotearoa New Zealand: Maori, Pakeha & Taiwi

Module Leader: Dr Jen Kain

Semester 1, 20 credits

No pre-requisites

This module covers the history of Aotearoa New Zealand between approximately 1800 and 1900. It takes a chronological and thematic approach to the country's history to account for the settler colonialism which changed the country's demographics over the nineteenth century based on the appropriation of Maori land. This module considers the relations between Pakeha (white European) and Maori peoples in cultural, political and social terms. It also uses the term Taiwi (Maori for 'foreigners') which while is often used interchangeably with Pakeha, offers students the ability to consider who in terms of race, or 'undesirability' were excluded from a region idealised as the 'Britain of the South'. Moving into the latter part of the nineteenth century, the module situates New Zealand in a globalising world, in which its political and social reforms were heralded as state experiments.

Overall, this module will provide an opportunity for students to acquire a sound general knowledge of Aotearoa New Zealand's history using a wide range of primary and secondary material. It will challenge them to look more closely at indigenous/coloniser relations, biculturalism and how the region's history, culture and inhabitants are portrayed today.

Component	When Set	%	Comment
Written exercise	Mid	50	A documentary commentary of 2000 words (including footnotes, but excluding bibliography) analysing primary sources
Essay	End	50	2000-word essay (including footnotes but excluding bibliography)
Computer assessment	Mid	Formative	This will take the form of a multiple-choice Canvas quiz to test the students' knowledge of te reo Maori

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

Module Leader: Dr Luc Racaut

Semester 1, 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)
Essay	Mid	25	1500-word essay (including footnotes but excluding bibliography)
Written exercise	Mid	Formative	500 words on key concepts in the module

HIS3365: British Colonialism in Sudan: Violence, Gender and Race, 1899-1956

Module Leader: Dr Willow Berridge

Semester 2, 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 2, 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	Take a lead in class discussion during one week. Three options: 1 x 3-minute individual presentation; 1 x 500-word review, pre-circulated for class to read; 1 x participation in group presentation for workshop (15 minutes for whole group).

HIS3367: Coronations and Ceremonial: Creating Soft Power in Tenth-Century Britain, Byzantium, and Armenia

Module Leader: Ms Anne Redgate

Semester 2, 20 credits

No pre-requisites

In general:

- To provide an opportunity to acquire a sound general knowledge of the subject, reading widely and critically in the primary and secondary literature associated with it.
- To provide an opportunity of investigating in some depth selected problems, including the appraisal of selected source material and the critical examination of current historiography.
- To develop the capacity for independent study.

Module-specific aims:

- To undertake study in comparative history.
- To undertake interdisciplinary study, appraising artistic and literary source material, and the links between them.
- To identify and consider the various ceremonies in which tenth-century English kings, Byzantine emperors and Armenian kings presented themselves to various audiences
- To identify and consider the ideas of 'good rulership' that lay behind them
- To identify and consider the mechanisms whereby the rulers were presented as a 'good ruler' e.g. symbolism
- To establish the similarities and differences between the case studies.
- To investigate the contacts between the rulers of the three different regions (Britain, Byzantium, Armenia).
- To identify the sources of the images and ideas that are revealed in their royal and imperial ceremonies.

Component	When Set	%	Comment
Written exam	End	65	24-hour take-home written examination, word limit 2,400 words. Students should spend approx. 3 hours on the exam. Footnotes and bibliography are NOT required and should NOT be submitted
Portfolio	Mid	35	A feed-forward summative assessment. Portfolio of 2 documentary commentaries and 1 essay. The 3 elements are equally weighted. Word limit for the Portfolio is 1,600 words (including footnotes but excluding bibliography). Bibliography required

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

Module Leader: Dr Willow Berridge

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 eating, labour history, and imperial history. We will also get out of the classroom to visit a heritage site in order to think more about sleep in its environmental contexts.

Component	When Set	%	Comment
Written exercise	Mid	25	800-word report on primary sources
Essay	End	75	2500-word essay
Written exercise	Mid	Formative	500-word essay plan
