

Module Sign-up Brochure 2025-26

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 ask if you have any questions. If you're unsure of what modules you should be choosing, email UGOffice.elll@newcastle.ac.uk.

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

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

FAQs

How do I take an outside module?

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

How long will module selection take?

A few minutes.

What if I suffer technical problems?

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

Will I get my first choice of modules?

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

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

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

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

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

What if I change my mind or make a mistake?

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

Rules of your Programme

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	
	SEL2232	Stagecraft in Early Drama	20	20	
<i>Post 1800 Literature</i> Pick 1 or 2	SEL2204	Victorian Passions: Victorian Values	20		20
	SEL2206	Contemporary Cultures	20	20	
	SEL2215	Creative Practice	20	20	
	SEL2233	Literatures of Decolonisation	20		20
	SEL2240	Early 20 th Century American Literature	20		20
History Modules Pick 2 or 3	HCA2000	Sacred Words and Dirty Deeds: Thriving in Late Antiquity	20		20
	HCA2001	The Mediterranean: A Connected Past	20		20
	HIS2027	Africa: History of a Continent	20		20
	HIS2095	Social Histories of Alcohol	20		20
	HIS2219	Oral History of Modern Britain	20	20	
	HIS2300	1968: A Global Movement	20	20	
	HIS2301	Culture and Communication in Medieval Eurasia	20		20
	HIS2304	Crafting History: The Dissertation Proposal	20		20
	HIS2306	Famines in History	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
	HIS2321	Destroying Nature: Disasters, Diseases and Environmental Injustice	20	20	
	HIS2322	Diversities of Sexuality and Gender in History	20	20	
<i>Optional Outside Modules</i> Pick no more than 20 credits	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 2025 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 Kirsten MacLeod

Semester 2, 20 credits

Pre-requisites: SEL1033

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 a 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 derived from the research theme on the module.

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 time-frame.

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 1, 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'. These new worlds are not simply geographical; they are also social, cultural, ideological, political, environmental, and psychological. 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, and other kinds from the 1680s to the 1780s, we will examine how new worlds of such dynamism and significance were written into being that they still shape our thinking today.

Component	When Set	%	Comment
Written exercise	End	70	A 3000-word keyword essay OR a creative pastiche and related commentary totalling 3000 words.
Written exercise	Mid	Formative	Structured tasks undertaken throughout the semester.

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
Written exercise	Mid	25	A 1000-word essay

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	10	Weekly Canvas Quizzes
Written exercise	Mid	10	Participation and Student Reflection (500 words)
Portfolio	End	85	Final Essays or Project (3000 words)

SEL2204: Victorian Passions, Victorian Values

Module Leader: Dr Jacob Jewusiak

Semester 2, 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 Wilkie Collins, *The Moonstone*; 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 explores 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 therefore mobilises ideas of waste, in all of its critical potential, in order to place texts within a broader social and political context. Focusing on the wasted lives, ambition, and opportunities of certain demographics, students will apply several theoretical approaches to examine how global systems of power and inequality are registered culturally. Indicative topics may include race, class, geography, and bio-capitalism.

Component	When Set	%	Comment
Essay	End	80	Comparative essay (2500 words)
Professional skills assessment	End	20	Reflection on learning and participation of (250 words)
Written exercise	Mid	Formative	Essay (1000 words)

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** selecting the module in the Student Portal.

This is a post-1800 Literature module.

In the lecture/workshops 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 normally 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)

SEL2240: Early 20th Century American Literature

Module Leader: Dr Mark Byers

Semester 2, 20 credits

No pre-requisites

This is a post-1800 Literature module.

What literature was produced in the early 20th century United States, and how does it respond to and generate some of the major artistic and political concerns of the period? What are its formal and thematic concerns? How can the plurality of this writing be approached and understood?

This module explores a range of American literature and critical frameworks produced in the period after the Spanish American War to the beginnings of the Cold War. Themes addressed will include nativism and internationalism, innovation, racial and cultural identity, nature, war, economics and social struggle, and the relationship to history, amongst others. There will be an explicit address to literary form as a vehicle of meaning and to the literary innovations of the period. The module will also introduce the major critical frameworks used to approach the literary movements and wider representative concerns of the literature of the period, providing a basis for critical analysis of the works studied.

The following list of authors is intended to offer an indicative sense of possible module texts: Edith Wharton, Willa Cather, Djuna Barnes, William Faulkner, Marianne Moore, Gertrude Stein, John Steinbeck, Wallace Stevens, William Carlos Williams, Gwendolyn Bennett, Rudolph Fisher, Raymond Chandler.

Component	When Set	%	Comment
Essay	Mid	30	In course take-home exam (1500 words)
Essay	End	70	End of module essay (2500 words)

HCA2000: Sacred Words and Dirty Deeds: Thriving in Late Antiquity

Module Leader: Professor Rob Collins

Semester 2, 20 credits

No pre-requisites

The aim of this module is to develop an understanding of the historical era known as Late Antiquity through the range of sources and evidence available, and drawing on the wide and impressive range of specialist research and staffing available across the School of History, Classics & Archaeology.

Late Antiquity, circa 284-750, was a period of substantial transformation across Europe, North Africa and the Near East. The period can be characterised by key themes and historical narratives, all of which are fundamental to the subsequent formation of 'the West'. By introducing students to a diverse range of evidence, key sources and methods for gathering that evidence, and the different appearances of Late Antiquity across a range of geographies, students will achieve an interdisciplinary understanding of this fascinating period of history. Framing the learning through the lens of Late Antiquity, spanning the traditional chronological categories of Roman and Medieval, and geographic separation of East and West, students will build better skills to evaluate traditional interpretations and epistemologies the past in terms of chronologies, regional divisions, orientations, and disciplinary boundaries.

This module will draw on a wide range of expertise across Archaeology, Classics and History to create a learning programme that is both substantive and detailed. Detailed coverage of topics and specific case studies will vary depending on staff availability, but these will include:

1. A narrative overview of the period, which includes the demise of the Western Roman Empire, the continuation of the Eastern Roman & Byzantine state, the formation and demise of Sassanid Persia, expansion and dominance of Christianity across much of Europe, and the spread of Islam across North Africa and the Near East;
2. Those that rule - emperors/empresses, kings/queens, and chiefs
3. Legal frameworks
4. Those that fight - soldiers and warriors
5. Those that pray and their religions - saints, prophets, and priests of Christianity and Islam
6. Economic frameworks
7. Trade and technology
8. Landscapes of change

Component	When Set	%	Comment
Poster	Mid	30	Academic-style poster on key piece of evidence/source for Late Antiquity, estimated at 750 words
Essay	End	70	A 2,250 word essay, chosen from a list provide by module contributors that critically addresses a key debate

HCA2001: The Mediterranean: A Connected Past

Module Leader: Dr Anton Caruana Galizia

Semester 2, 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.

The module will draw on a wide range of expertise from contributors with a commitment to creating a programme of learning that is substantive and coherent. Depending on staff availability, topics covered in the module may include:

- Biomolecular evidence of Neolithic and Bronze Age mobility.
- The Etruscans: Connectivity, trade, and interactions within and outside Etruria.
- Pirates of the Mare Nostrum.
- The Peutinger Table.
- Roman shipwrecks.
- Privateers and Corsairs.
- Cold War Mediterranean.
- The Mediterranean and its connected historiographies.
- The movements of migrants and refugees, and attitudes towards these.
- Histories of inter-cultural contact and identity-formation.

Component	When Set	%	Comment
Portfolio	Mid	50	2,000 – word log for critical reflection for selected teaching weeks.
Essay	End	50	1,500-word commentary on one piece of source material from a pre-set list.

HIS2027: Africa – History of a Continent

Module Leader: Dr Christina Mobley

Semester 2, 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 neighbors in ways that made sense to them and their communities.

Component	When Set	%	Comment
Portfolio	Mid	50	1500 words
Essay	End	50	1750 words

HIS2095: Social Histories of Alcohol: Britain and Ireland, 1700 - Present

Module Leader: Dr Shane McCorristine

Semester 2, 20 credits

No pre-requisites

This module will feature several History colleagues who specialise in different fields, but will have a grounding in the nineteenth century.

The module will take a thematic (rather than chronological) approach to ‘drinking histories’, with a broad syllabus which may include:

- Alcohol and the city;
- The rise of connoisseurship in the c21st (case study: whisky politics);
- Alcohol and travel

- Cafe culture
- Chocolate and society
- Combatting alcohol – temperance, prohibition, alternatives
- Drinking and class – alcohol as a regulator of power
- Alcohol and the industrial revolution – from artisan to mass production: the economic and business history of alcohol production (case studies: Stu Brew + Scottish & Newcastle; Wylam);
- Drinking and crime;
- Gender and alcohol;
- Alcohol and creativity – literature, poetry, the creative arts;
- Drinking and alcohol in the imperial context;
- Alcoholism – from nuisance to disease: the evolution of its treatment.

Component	When Set	%	Comment
Case Study	Mid	25	Students will complete a case study (of a particular beverage, nation or theme) of 500 words.
Essay	End	75	3000 word research essay.
Essay	Mid	Formative	A research essay proposal will be developed, ensuring students will start working on their essays in good time and allowing for formative feedback. 300 words max.

HIS2219: Oral History of Modern Britain

Module Leader: Professor Matt Perry

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, transcribing it, and writing an analytical reflection of it. Approx 1 hour interview. 1000 words. Feed-forward.

HIS2300: 1968: A Global Moment?

Module Leader: Professor Matt Perry

Semester 1, 20 credits

No pre-requisites

In 1968, in various parts of the globe, seemingly stable governments and regimes were shaken by a wave of protest movements that ostensibly shared more than mere timing. It was a year of seismic social and political change globally. From the anti-Vietnam war and civil rights movements in the United States, student protests and revolutions across Europe, the rise of the New Left, and the emergence of second-wave feminism, the '1968 moment' is central to understanding the second half of the twentieth century. This module will highlight the similarities and differences in the 1968 experience across four key case studies: France, Germany, United States, and Northern Ireland. It will take a thematic approach, intersecting macro- and micro-level analysis and case studies. It will encourage students to consider the '1968 years' as a significant moment between postwar austerity and the Thatcher-Reagan years, and examine whether there is a common 1968 experience or conflicting ideals. By considering the trajectories of activists across the four case studies, including transnational links between them, the module will develop students' skills in comparative history and their awareness of memory as a historical source.

Component	When Set	%	Comment
Essay	End	50	2000 words (incl footnotes but not bibliography)
Written exercise	Mid	50	Comparative essay 1000-word based on a primary source: The Courier in 1968. Feed-forward.

HIS2301: Culture and Communication in Medieval Eurasia

Module Leader: Dr Nicola Clarke

Semester 1, 20 credits

No pre-requisites

This module will approach key themes in the medieval history of Britain, Europe, and Asia through the motif of communication. By investigating the context and content of medieval communication, we will be able to 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
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. Each student will undertake a short research project based on a short oral history interview with a member of their own family, and develop a research question which will enable them to use their data to answer a question raised by the secondary literature on that topic. In the process of undertaking this mini-research project, each student will learn how to conduct a short oral history interview, how to analyze primary source evidence, how to relate that data to a wider secondary literature and how to develop their own research questions. Where it is not possible to conduct an interview with a family member, students could also undertake research into the history of their locality or use an object or written evidence to research their own family history. Lectures will communicate the aims of family and local history, and also provide a summary of the history of the family; and instruct students as to how to conduct an oral history interview themselves.

In the second half of the module, after the Easter break, the emphasis will be upon students putting those skills into practice by developing and completing an independent research project. This may be based on what the students have done in the first half of the module but it does not have to be. During the second half of the module, the teaching will be directed towards guiding the students to develop a bigger research project that may become the basis for their third year dissertation. Lectures will communicate the kinds of primary sources that are available to them for a variety of topics; tell them what a dissertation is, and what we expect from them, and also provide them examples of previous dissertations which they can consult and which we will help them evaluate.

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

HIS2306: Famines in History

Module Leader: Professor Violetta Hionidou

Semester 1, 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 (750 words)
Written exercise	Mid	25	Document commentary (750 words)

Essay	End	75	Essay that addresses comparative issues (2,250 words)
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HIS2316: Researching History

Module Leader: Dr Benjamin Houston

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.

Sessions will include coverage of refining a research question, searching databases of archival resources, calibrating a thesis statement, outlining an argument, synthesising secondary literature, analysing primary sources, and improving writing clarity and similar skills-based modelling of the research method.

Component	When Set	%	Comment
Written exercise	Mid	Formative	Introductory paragraph setting out research context, question, and/or thesis statement and/or outline of 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 2, 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.

Students will also reflect critically on how we ought to understand these longue durée changes in the history of ideas. How did discoveries in science or historical scholarship affect debates in theology or philosophy? Should continuity take precedence over change? How useful is the notion of the ‘early Enlightenment’ inherited from the twentieth-century scholar Paul Hazard? And what kind of Enlightenment – radical, moderate, conservative, clerical – did these developments in learning set in motion?

Component	When Set	%	Comment
Written exercise	Mid	Formative	500-word essay plan
Written exercise	Mid	20	1000-word written exercise
Essay	End	80	2500-word essay

HIS2321: Destroying Nature: Disasters, Diseases and Environmental Justice

Module Leader: Dr Kristen Hussey

Semester 1, 20 credits

No pre-requisites

Humans and the environment have a complex and fraught history. Humans can transform or even destroy nature, while the natural world has shaped societies, cultures and places. In this module, we will explore this relationship through the perspective of disasters and diseases – examining how environmental change also cause or worsen existing injustices. These moments of stress or crisis can be unravelled to view the ways that natural and societal factors intersect in incendiary ways. We will place current issues such as the Climate Crisis and recent pandemics in their historical context ranging from the medieval period to the present. The module uses case studies from Britain, the Americas, Europe, the Indian subcontinent, Russia, and beyond to offer wide-ranging perspectives on the history of human-environment relationships across the world. As we face the climate crisis and biodiversity loss, the module provides vital reflections on the historical roots of the many current environmental, societal and health challenges.

The module features several workshops that may cover: (1) the creation and curation of museum collections; (2 & 3) using objects and other primary sources for the study of human-nature relationships (these will use the resources on site, and be run in conjunction with, the Great North Museum: Hancock); (4) museum label writing and the telling of stories using collections.

These workshops support the preparation of a summative creative written exercise where the students will re-write existing museum interpretation to highlight hidden human-nature interactions. This will also require students to reflect on the historical roots of a present-day environmental issue and/or a key theme in environmental history and develop participants' communication skills and ability to construct and communicate a compelling narrative and argument using primary sources and objects. Through engagement with environmental, social, health and cultural history, the module enables students to acquire a broad and detailed knowledge of human-nature interactions since the medieval period and reflect on the various ways in which colonialism, racism, industrialisation and societal change have impacted on diverse groups in unequal ways.

Component	When Set	%	Comment
Written exercise	Mid	Formative	A 200-word re-written label for an object related to environmental history
Written exercise	Mid	40	Reinterpretation of two museum object labels highlighting environmental history themes with a short reflective comment. 1000 words
Essay	End	70	Essay analysing an event demonstrating the impact of historical environmental and human interrelationships on the present. 2000 words.

HIS2322: Diversities of Sexuality and Gender in History

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 Igbo land? 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
Portfolio	Mid	30	3x 500 word submissions making 1,500 words in total.
Essay	End	70	2000-word essay

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).

All 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 the Student Portal.

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 an essay of 1500 words.

SEL2226: Theatre Script Workshop

Module Leader: Mr Andrew Thompson

Semester 1, 20 credits

Pre-requisites: Students must have taken SEL1000 (QW38 students only).

All Students must have taken either SEL2215 in Semester 1 or SEL1031 in Stage 1. If this isn't possible, students should approach the Module Leader for permission to join **BEFORE** choosing the module the Student Portal.

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 of the same and a self-reflective essay of 1500 words.

SEL2227: Prose Workshop

Module Leader: Professor Alex Pheby

Semester 2, 20 credits

Pre-requisites: Students must have taken SEL1000 in Stage 1 (QW38 students only).

All 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 the Student Portal.

The module consists of a programme of weekly 2 hour lectures and 2 hour seminars.

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

This module aims to develop:

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

Component	When Set	%	Comment
Portfolio	End	100	A portfolio of 2000 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).

All 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 the Student Portal.

This module aims to develop:

1. An appreciation of the basic elements of fiction storytelling in screenwriting e.g. story arc, plot, narrative point of view, characterisation.
2. Voice and style to produce a short piece of screenwriting fiction with consideration of intended audience.
3. Reading and writing skills in screenwriting fiction.
4. Imaginative skills in relation to own creative work.
5. 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 Michael Cook

Semesters 1 & 2, 20 credits total

No pre-requisites

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
