

Module Sign-up Brochure 2026-27

QV31: English Literature and History

Stage 2 going into Stage 3

1. Do your research

Read through the information on the SELLL website carefully and ask if you have any questions. If you're unsure of what modules you should be choosing, email UGOffice.e111@newcastle.ac.uk.

2. Sign up Online: Tuesday 28th April, from 9am

- Have the rules for your programme, from this brochure, with you when you log onto The Student Portal. <https://studentportal.ncl.ac.uk/>.
- Compulsory modules will already be selected and optional modules will be listed for you to choose.
- The portal will close on **11th May at 8:00pm**.
- Further guidance and screenshots are available here: <https://www.ncl.ac.uk/students/student-portal/>.

FAQs

How do I take an outside module?

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

How long will module selection take?

A few minutes.

What if I suffer technical problems?

Please don't panic. You can call IT on [0191 208 5999](tel:01912085999) to log the issue. Alternatively, you can email e111@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): Neelam Srivastava (Neelam.srivastava@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 Shalini Sengupta (shalini.sengupta@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

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
Example	SEL1234	Example Module Title	20	20	
<i>Independent Work</i> Pick 1	SEL3377	Dissertation in English Literature and History	40	20	20
	SEL3405	Dissertation: Digital Exhibition	40	20	20
Literature Pick 2 <i>You must pick 1 from each Semester.</i>	SEL3379	Enlightened Romantics: A Revolution in Feeling	20		20
	SEL3391	Women on Trial	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	
	SEL3442	War Writing in Medieval Literature	20		20
	SEL3444	Envious Show: Wealth, Power and Ambition in Narratives of the Country House, 1550-2000	20	20	
	SEL3445	Unsex'd Females: Feminism in the Age of Revolution and Reaction	20		20
	SEL3451	Keats and Romantic Epic	20	20	
	SEL3455	Queer/Trans/Early Modern	20	20	
	SEL3459	Shakespeare's Show Business	20		20
	SEL3091	Sex, Money and the Victorian Novel	20	20	
	SEL3346	Documentary Storytelling: Theory and Practice	20	20	
	SEL3378	Landscapes of American Modernism	20		20
	SEL3395	Time, Change and the Life Course	20	20	
	SEL3397	American Poetry Now	20		20
	SEL3415	Literature and Human Rights	20		20
	SEL3422	Reading Freud	20	20	
SEL3428	Freedom and Imagination: US Literature 1850-1900	20		20	
SEL3458	Growing up Global: Children's Literature and the Child	20	20		
History Pick 2 <i>You must pick 1 from each Semester.</i>	HIS3000	Reading History	20	20	
	HIS3036	Public History in Practice	20		20
	HIS3206	The Irish Revolution, 1879-1923	20		20
	HIS3212	Reconstruction and the New South, 1865-1900	20		20
	HIS3220	British Foreign Policy Since Suez	20		20
	HIS3221	Birth Control in the Nineteenth and Twentieth Centuries	20	20	
	HIS3326	Gender and the British Empire: Violence towards Men and Women in the Making of Modern South Asia	20	20	
	HIS3341	Lunatic to Citizen	20		20
	HIS3344	The Rise and Fall of the Berlin Wall, 1961-1990	20	20	
	HIS3351	Buddhism and Society in Medieval Japan	20	20	
	HIS3355	The Gulag	20		20
	HIS3359	Nineteenth Century Aotearoa New Zealand	20		20
	HIS3362	War and Remembering	20		20
	HIS3364	May 1968: All Power to the Imagination	20	20	
HIS3368	Exhausted! The Problem of Sleep	20	20		



	HIS3370	Beyond Brexit: the UK and European Integration since 1945	20		20
	HIS3371	Riot, Reform and Revolution: c1760-1832	20		20
	HIS3372	The News Revolution in Georgian Britain	20		20
<i>Optional Outside Modules</i> You can replace 20 credits from Literature or History.	NCL3007	Career Development for final year students	20	10	10
	HSS3110	Outside Dummy Module: 10 credits in semester 1*	10	10	
	HSS3210	Outside Dummy Module: 10 credits in semester 2*	10		10
	HSS3120	Outside Dummy Module: 20 credits in semester 1*	20	20	
	HSS3220	Outside Dummy Module: 20 credits in semester 2*	20		20



**requires DPD approval. You will also need to complete a module change form at the beginning of Semester 1 in October 2026 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 Ella Dzelzainis

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

Pre-requisites: Students should have taken SEL1034 and SEL1035 to be able to take this module.

Since the Covid pandemic, psychological research has shown that although we are more likely to remember negative events than positive ones, in our day-to-day interactions, there is much more kindness in the world than we think (Hammond, 2022). While the past might seem like a foreign country, writers were asking very similar questions in the Eighteenth and Nineteenth centuries. The Eighteenth Century was a period in which sympathy and empathy (the idea of putting ourselves into the shoes of others) became central for writers who explored how it could be explored to represent those who were politically oppressed: a revolution of feeling which could envision a global society.

This module has two main aims: (1) to 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 and (2) through these voices, to consider how we, as readers, develop empathy with others and the social role.

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. The module takes students back to where the United Kingdom began and the diverse, and often hidden voices, who lived through these seismic changes.

A growing literary marketplace which included larger numbers of middle- and working-class readers, who 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
Reflective Log	Mid	30	500-word reflection on research process and personal learning
Written exercise	End	70	2500-word essay
Written exercise	Mid	Formative	1000-word exercise

SEL3391: Women on Trial: Gender, Power and Performance in Shakespeare's England

Module Leader: Dr Emma Whipday

Semester 1, 20 credits

No Pre-requisites

This module explores performances of gender and power on the early modern stage, page, and street. On this drama-centred module, we will study professional theatre and 'closet drama', as well as street literature and court records. We focus on women as subjects, translators, and performers of drama. We will explore how gender and power are represented and negotiated across a range of performance spaces: theatres, law courts, marketplaces, scaffolds, taverns, country houses, and at court.

We will study up to five plays from the professional stage. Indicative examples are Measure for Measure, A Woman Killed with Kindness, and Arden of Faversham. We will also look at one or more closet dramas, such as The Tragedie of Iphigenia, and a range of other texts that imagine, prompt, or record some sort of performance. These may be popular ballads, news pamphlets, printed trial accounts, masques, or court records.

Component	When Set	%	Comment
Written exercise	Mid	20	750-word close reading exercise
Essay	End	70	2750-word evaluative essay
Prof skill assessment	End	10	500-word log of participation and engagement

SEL3412: Writing Liberty in the Romantic Era

Module Leader: Professor Michael Rossington

Semester 2, 20 credits

No Pre-requisites

This module examines how writings of the Romantic era (early 1790s to early 1830s) engage with the struggle for liberty in Britain, continental Europe and globally, including republican liberty, women's liberty, and freedom from slavery. Texts studied include novels by William Godwin and Mary Shelley, a tragedy by Percy Shelley, poems by Wordsworth and Byron, and an autobiography by the abolitionist and former enslaved person, Mary Prince.

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

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

Module Leader: Dr Leanne Stokoe

Semester 1, 20 credits

No pre-requisites

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

Students will gain a thorough knowledge of the historical and cultural contexts which shaped the emergence of Gothic fiction. They will also combine this knowledge with some key philosophies of the human mind, in order to question whether the supernatural is 'real', or whether it can be 'explained' via the lens of patriarchal anxiety, forbidden desire, or fear of 'the Other'. We will connect these historical and cultural changes with formal and generic developments in the literature of the period, paying particular attention to the way that writers re-imagined

Gothic tropes to reflect upon their own age. The module culminates by considering the extent to which the sublime not only generates terror, but also drives us to channel this sensation into enlightenment and reform.

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

Component	When Set	%	Comment
Essay	End	100	3500-word essay
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 Aditi Nafde

Semester 2, 20 credits

No Pre-requisites

War Writing asks students to think about who early period 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 and Early Modern 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.

The module will explore themes and debates of war and storytelling, and also how writers responded creatively to new and old influences, how they explored authorship and their reading audience, and persistent themes such as gender, chivalry, patriotism, national identity, poverty, and protest. Topics may include:

- Old English narratives of otherness
- Early Middle English discourses of race and national identity
- Chaucer writing women and writing England
- Arthurian texts writing chivalry and gender
- Early drama and religious identity
- Early modern texts and narratives of early imperialism.

Component	When Set	%	Comment
Oral Presentation	Mid	20	A presentation on chosen research theme
Essay	End	80	3000 words

SEL3444: Envious Show: Wealth, Power and Ambition in Narratives of the Country House, 1500-2000

Module Leader: Dr Ruth Connolly

Semester 1, 20 credits

No pre-requisites

The module traces the history and impact of the country house and estate in Britain and Ireland over five hundred years. This interdisciplinary module will consider how the country house forms a crucible in which ideologies of

gender, race and class intersect with money, power and ambition. The country house's economic, political and cultural impact will be analysed using a diverse range of genres including but not limited to poetry, the eighteenth-century novel, estate papers, the boy's adventure story, tourist guides, the detective story, the crime novel and the Gothic memoir. Students will also study the history and fabric of a specific country house through estate papers and a field trip.

Component	When Set	%	Comment
Portfolio	Mid	40	Choice of written or spoken assessment. Students taking the presentation option may opt to submit a video of their presentation if a live presentation (in-person or remotely) is not possible
Written exercise	End	60	2500-word written exercise

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

Module Leader: Dr Laura Kirkley

Semester 2, 20 credits

No pre-requisites

This module aims:

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

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

SEL3451: Keats and Romantic Epic

Module Leader: Dr Meiko O'Halloran

Semester 1, 20 credits

No pre-requisites

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 why did Keats and other poets of his day—for example, 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	3,000 words
Prof skill assessment	End	15	Participation in seminar and study group discussions plus a 250-word log

SEL3455: Queer/Trans/Early Modern

Module Leader: Professor Kate Chedgoy

Semester 1, 20 credits

No pre-requisites

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

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

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

Component	When Set	%	Comment
Portfolio	End	100	3500-word portfolio of 2-4 items
Written exercise	Mid	Formative	Optional written exercise designed to support progress towards final assessment

SEL3459: Shakespeare's Show Business

Module Leader: Dr Kate De Rycker

Semester 2, 20 credits

No pre-requisites

In this course we will be dismantling the canonical status of William Shakespeare by examining his work and reputation in its original, collaborative, context. We will start by looking at the booming 'entertainment industry' that Shakespeare joined when he moved to London: how did collaborating with specific actors and writers shape his work? How did playwrights respond to Elizabethan 'culture wars' about the corrupting nature of the theatre? We'll then move on to look at the way in which print was used to turn writers into celebrities, resulting in the ultimate mythologising of Shakespeare's natural genius. Throughout, we'll be using digital resources to explore the material history of the early modern stage and page.

Component	When Set	%	Comment
Portfolio	Mid	30	1000 words
Portfolio	End	70	Student choice of essay, creative project, recording

SEL3091: Sex, Money and the Victorian Novel

Module Leader: Dr Ella Dzelzainis

Semester 1, 20 credits

No pre-requisites

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.

Indicative list of primary texts (novels may vary from year to year):

- Marguerite, Lady Blessington, *The Victims of Society* (1837)
- William M Thackeray, *Vanity Fair* (1848)
- George W M Reynolds, *The Seamstress; or, The White Slaves of England* (1850)
- Charles Dickens, *Great Expectations* (1862)
- Mary Elizabeth Braddon, *Lady Audley's Secret* (1862)
- Anthony Trollope, *The Way We Live Now* (1875)
- Oscar Wilde, *The Picture of Dorian Gray* (1891).

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

SEL3346: Documentary Storytelling: Theory and Practice

Module Leader: Dr Tina Gharavi

Semester 1, 20 credits

No pre-requisites

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

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

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

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

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

SEL3378: Landscapes of American Modernism

Module Leader: Dr Fionnghuala Sweeney

Semester 2, 20 credits

No pre-requisites

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

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

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

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

Texts could include:

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

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

Component	When Set	%	Comment
Oral Presentation	Mid	20	15-minute presentation to the module leader on a novel of the students' choice, followed by Q&A
Exam	End	80	2-hour invigilated exam

SEL3395: Time, Change and the Life Course in Literature of the Long 19th Century

Module Leader: Dr Jake Jewusiak

Semester 1, 20 credits

No pre-requisites

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

SEL3397: American Poetry Now

Module Leader: Dr Mark Byers

Semester 2, 20 credits

No pre-requisites

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
Written exam	End	70	Two hour exam answering unseen questions

Portfolio	End	30	Research diary, notes and annotations.
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SEL3415: Literature and Human Rights

Module Leader: Professor Neelam Srivastava

Semester 2, 20 credits

No pre-requisites

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

Component	When Set	%	Comment
Essay	End	80	3,000-word essay
Portfolio	Mid	20	The portfolio will consist of 2 components, both equally weighted: 1) Participation and contribution to class discussion, which will be assessed throughout the module 2) Student group activity
Essay	Mid	Formative	1500-word essay

SEL3422: Reading Freud

Module Leader: Dr Robbie McLaughlan

Semester 1, 20 credits

No pre-requisites

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

'political turn' in the late Freud's writing in which he focuses his psychoanalytic method upon the individual within society.

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

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

SEL3428: Freedom and Imagination: US Literature 1850-1900

Module Leader: Professor James Annesley

Semester 2, 20 credits

No pre-requisites

Freedom and Imagination will give students the chance to develop their knowledge of US literature from the second half of the 19th Century by reading texts in terms mediated by an account of the social and historical contours of US society in the period, particularly the pressures created by Slavery/Post Slavery, the American Civil War, Westward Expansion and the annexation of territories from Native Americans, First Wave Feminism in the US (following the Seneca Falls Convention in 1848) and other relevant social contexts. Through the course of the module, we will be reading Henry David Thoreau's, *Walden*, Kate Chopin's, *The Awakening*, Charles 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	2500 words
Prof skill assessment	End	15	Participation in class activities plus a portfolio of reflective and self-evaluative exercises, approximately 600 words
Essay	Mid	Formative	1000-word essay

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

Module Leader: Dr Emily Murphy

Semester 1, 20 credits

No pre-requisites

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

a number of important works of literary criticism to help understand the theoretical underpinnings of the key term 'global.'

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

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

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

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

HIS3000: Reading History

Module Leader: Dr Simon Mills

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

HIS3036: Public History in Practice

Module Leader: Dr Jack Hepworth

Semester 2, 20 credits

No pre-requisites

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

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

The module's aims are:

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

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

HIS3206: The Irish Revolution, 1879-1923

Module Leader: Dr Fergus Campbell

Semester 2, 20 credits

No pre-requisites

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

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

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

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

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

HIS3212: Reconstruction and the New South

Module Leader: Professor Bruce Baker

Semester 2, 20 credits

No pre-requisites

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

Component	When Set	%	Comment
Written exam	End	100	Traditional invigilated exam with essay questions and a section of define-and-connect questions. 2 hours 45 minutes
Written exercise	Mid	Formative	200 words. In-class practice with define-and-connect questions. Will be peer assessed and discussed in class to address any concerns with the assessment format and how to respond to it.

HIS3220: British Foreign Policy Since Suez

Module Leader: Dr Martin Farr

Semester 2, 20 credits

No pre-requisites

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

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

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

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

Module Leader: Professor Violetta Hionidou

Semester 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 (a documentary commentary of 750 words and an essay of 1750 words). 2hours 15 mins exam.
Essay	Mid	25	Essay/documentary commentary of 750 words (including footnotes but excluding bibliography). The feedback from this will feed-forward to the exam which will be made up of a documentary commentary of 750 words and an essay.

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

Module Leader: Dr Samiksha Sehrawat

Semester 1, 20 credits

No pre-requisites

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

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

This module will ask how South Asian men's bodies were treated differently - in times of war, were they used as cannon fodder? In times of peace, were they believed to require less care in settings such as hospitals? How did the bodies of colonized people respond - did they comply or seek to escape? The module will examine the issues that arose regarding masculinity, feminism through an examination of themes such as restriction of movement of bodies, creating a sense of self, what consent in marriage meant and how colonialism, nationalism and feminism created

new ideas about what it meant to be a modern man and a modern woman in the British Empire. Although the empire has gone away, these forms of modern masculinity and femininity continue to shape our present in an increasingly globalized world.

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

HIS3341: Lunatic to Citizen? Madness and Society since 1900

Module Leader: Dr Vicky Long

Semester 2, 20 credits

No pre-requisites

This module studies social responses to mental disorder in Britain over a period which saw the polarisation of sanity and madness give way to a belief that mental health and illness formed a continuum, culminating in the creation of community mental health services and the closure of psychiatric hospitals. Throughout the module, students will study different primary source materials which can be used to research the history of mental disorder and will explore the divergent interpretations advanced by different historians to account for the ways in which society - and the medical profession - has responded to mental disorder. The module adopts a thematic approach, focusing each week on a particular topic, such as treatment methods, patient perspectives, the anti-psychiatry movement of the 1960s and community care. Students will be expected to read the assigned secondary texts in preparation for the seminars and will critically engage with primary materials pertinent to their studies. The project component encourages students to apply historical knowledge to contemporary needs, thereby identifying the ongoing contemporary relevance of the historical issues covered over the module.

Component	When Set	%	Comment
Report 1	End	100	2,500 word project.
Written exercise	Mid	Formative	Students will complete a short form, indicating how they propose to meet the requirements of the project assignment. 250 words.

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

Module Leader: Dr Felix Schulz

Semester 1, 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

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	Mid	40	2000-word essay (inclusive of footnotes, exclusive of bibliography)
Design/creative Project	End	60	Visual presentation of key concepts focusing on transferrable communication skills. Suitable formats include poster, video, PowerPoint, or website.

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

Module Leader: Dr Robert Dale

Semester 2, 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, and into the influence of the Gulag on post-Soviet penal systems. 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 supporting 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 1,500 words (including footnotes, but excluding bibliography) analysing primary sources.
Essay	End	60	2,000 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

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

Module Leader: Dr Jen Kain

Semester 2, 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.

Component	When Set	%	Comment
Written exercise	Mid	25	A documentary commentary of 1,000 words
Essay	End	75	3000-word essay

HIS3362: War and Remembering: Recalling War in Oral Histories, c.1950-2022

Module Leader: Professor Graham Smith

Semester 2, 20 credits

No pre-requisites

Wars are both remembered and forgotten, while some play an important part in popular memory, others do not. While the significance of some wars as turning points in history are debated by both historians and amongst the wider public, others are not. They are however, all remembered by participants. Despite a growing body of literature on the politics of war commemoration, war remembering and its relationship to the production of history has been relatively unexplored. The meanings that memories of war make are mediated by a wide range of institutions and experiences, including everyday history making. There are a small number of oral history studies that explore the relationship between veterans' accounts and the way histories have shaped their remembering, but

these are far fewer in number than the large numbers of interviews that have been generated from witnesses to warfare. They also tend to follow a similar path of looking at memory as “composed” or “discomposed” by historical narratives, while other aspects neglected, including emotional, tactile, embodied and social remembering.

Component	When Set	%	Comment
Essay	Mid	30	1000-word essay to cover oral history analysis and theory
Essay	End	70	2000-word essay to present a case study within wider historical context
Oral presentation	Mid	Formative	10 minute presentation offering an essay plan

HIS3364: May 1968: All Power to the Imagination

Module Leader: Professor Matt Perry

Semester 1, 20 credits

No pre-requisites

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

Component	When Set	%	Comment
Written examination	End	75	24hr take home exam set online (2 hours)
Essay	Mid	25	Essay/documentary commentary of 1000 words

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

Module Leader: Dr Kristen Hussey

Semester 1, 20 credits

No pre-requisites

Did you get enough sleep last night?

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

Through this module, students will be introduced to key issues in the historiography of sleep in the modern period right up to our contemporary moment. We will work with medical and scientific approaches to sleep as well as cultural and environmental perspectives. We will focus particularly on cultural and scientific attitudes towards sleep in America, Britain and the British Empire. We will ask what sleep is, what role it plays in our lives, and whose sleep matters. Students will obtain a close understanding of this exciting area of historical research as well as its closely connected areas like the history of medicine, labour history, environmental history and imperial history. We will use

postcolonial theory, spatial theory, and embodied approaches to develop a more nuanced understanding of how to approach sleep in the past. We will pay particular attention to the challenge of drawing sleep from the historical record by considering how to identify and interpret sources related to sleep practices from a wide variety of periods including objects, places, and scientific texts. If available, we will also hear from scientists at Northumbria University sleep laboratory about their contemporary research.

Component	When Set	%	Comment
Oral presentation	Mid	40	Solo creative project - students will produce a podcast, blog, poster or piece of creative writing. 1,000 words or equivalent for poster.
Essay	End	60	2000-word essay
Written exercise	Mid	Formative	800-word plan for creative assessment

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

Module Leader: Dr Lindsay Aquí

Semester 2, 20 credits

No pre-requisites

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

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

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

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

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

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

Module Leader: Professor Rachel Hammersley

Semester 2, 20 credits

No pre-requisites

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

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

Component	When Set	%	Comment
Portfolio	Mid	50	4 x 500 words
Essay	End	50	Research essay of 2000 words
Written exercise	Mid	Formative	200-word essay plan

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

Module Leader: Dr Katie East

Semester 2, 20 credits

No pre-requisites

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

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

Component	When Set	%	Comment
Written exercise	Mid	50	Research essay of 2000 words
Portfolio	End	50	4 x 500 words

NCL3007: Career Development for Final Year Students

Module Leader: Mr Darrin Beattie

Semesters 1 & 2, 20 credits total

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

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

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

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

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