

# Module Sign-up Brochure 2026-27

## Q306: English Literature

### 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](mailto:UGOffice.e111@newcastle.ac.uk).

#### 2. Sign up Online: Tuesday 28<sup>th</sup> 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 **11<sup>th</sup> 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 5999](tel:01912085999) to log the issue. Alternatively, you can email [e111@ncl.ac.uk](mailto: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](mailto: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](mailto: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 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
Example	SEL1234	Example	20		20
Independent Work Pick 1	SEL3362	Dissertation: Long-Form Essay	40	20	20
	SEL3364	Independent Essay I (English Literature) *	20	20	
	SEL3365	Independent Essay II (English Literature) *	20		20
	SEL3400	Prose Portfolio **	40	20	20
	SEL3401	Theatre Script Portfolio **	40	20	20
	SEL3402	Poetry Portfolio **	40	20	20
	SEL3403	Screenwriting Portfolio **	40	20	20
	SEL3405	Dissertation: Digital Exhibition	40	20	20
	SEL3417	Dissertation: Digital Edition	40	20	20
Pre 1800 Literature Pick 1, 2 or 3 Post 1800 Literature Pick 1, 2 or 3	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, 1500-2000	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	
Post 1800 Literature Pick 1, 2 or 3	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		
Outside Modules Pick no more than 20 credits	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

\*Only available in exceptional circumstances and with the Degree Programme Director's and Module Leader's approval

\*\* SEL2224, SEL2226, SEL2227 and SEL2228 respectively are prerequisites, and students should see the Module Leader before choosing one of these modules

\*\*\*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/>

## SEL3362: Dissertation: Long-Form Essay

Module Leader: Dr Lucy Pearson

**Semesters 1 & 2, 40 credits total**

**No pre-requisites**

This module allows students to write at length on a self-directed topic in English Literature. Students will have considerable choice in terms of how they decide to proceed and could choose to orientate their research towards the analysis of written texts, or film or theatre, or indeed to shape a project that is interdisciplinary in character.

They 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 few weeks of semester 1 of their third year. In this process they will be supported by the module leader and provided with a series of guided learning activities to support them in their initial planning. They will be assigned a supervisor and be expected to work with that supervisor over the course of the dissertation module. In regular meetings, they will discuss the overall design of their dissertation and have the opportunity to receive feedback on a submitted plan and annotated bibliography at the mid-module point. Further guided learning activities throughout the year will support student reflection on academic skills, independent research, approaches to argument and scholarly presentation.

Component	When Set	%	Comment
Written exercise	Mid	10	The semester 1 written assessment will be a project plan of 500 words, plus an annotated bibliography of at least 15 items
Dissertation	End	90	A dissertation of between 8,000-10,000 words.

## SEL3364/5: Independent Essay (English Literature)

Module Leader: Dr Lucy Pearson

**Semester 1 or 2, 20 credits**

**Pre-requisites:** *This module is only available in exceptional circumstances and requires approval from the Module Leader and the Degree Programme Director.*

This module allows students to write an essay on a self-directed topic in English Literature. Students will have considerable choice in terms of how they decide to proceed and could choose to orientate their research towards the analysis of written texts, or film or theatre, or indeed to shape a project that is interdisciplinary in character.

They will be asked to identify their likely area of interest at the start of the semester. In this process they will be supported by the module leader and provided with guided learning activities to support them in their initial planning. They will then be assigned a supervisor and be expected to work with that supervisor over the remaining months of the module. In regular meetings, they will discuss the overall design of their essay. There will be further support in the form of guided learning activities relating to academic skills, independent research, approaches to argument and scholarly presentation.

Component	When Set	%	Comment
Written exercise	Mid	10	The mid-module will be assessed by a 250-word project plan and an annotated bibliography containing at least 10 items.
Essay	End	90	4,500-word essay, plus or minus 10%

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## SEL3400: Prose Portfolio

Module Leader: Professor Preti Taneja

**Semesters 1 & 2, 40 credits total**

**Pre-requisites:** Students should have taken **SEL2227** to be able to take this module.

This module aims to prepare a portfolio of work which may consist of: a complete long story; or a collection of short stories; or the opening chapters of a novel (plus a synopsis of 300-350 words).

To provide a self-reflexive commentary on the processes, influences, and themes of the work.

To develop skills in revision and feedback.

Component	When Set	%	Comment
Portfolio	End	100	8500 words of creative prose PLUS 1500-word commentary

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## SEL3401: Theatre Script Portfolio

Module Leader: Dr Zoe Cooper

**Semesters 1 & 2, 40 credits total**

**Pre-requisites:** Students should have taken **SEL2226** to be able to take this module.

Over the course of one-to-one tutorials, small group work sessions and independent research and a final workshop students will develop a self-contained play, synopsis of the same and self-reflective essay. In small group work sessions students will explore playtexts, online theatre and live theatre (if available) discussing this with other students in order to develop their understanding of contemporary theatre and present their findings to the tutor. In the one to one and small group work sessions they will reflect on drafts of their own creative work. In the final workshop they will listen to each other's work and offer critical feedback alongside their peers and tutor. The largest portion of the syllabus is taken up by independent research in which students will develop drafts of their plays and self-reflective essays.

Component	When Set	%	Comment
Portfolio	End	100	A self-contained one act play (4500-5000 words) and accompanying 300-500 word synopsis, plus 1500-word self-reflective essay.

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## SEL3402: Poetry Portfolio

Module Leader: Dr Tara Bergin

**Semesters 1 & 2, 40 credits total**

**Pre-requisites:** Students should have taken **SEL2224** to be able to take this module.

Students will gain an understanding of the process of selecting and planning an extended creative project and acquire an insight into the imaginative processes of writing at length and the affective power of language. They will understand key technical aspects of poetic form and expand their knowledge of a range of contemporary poetry. They will prepare and shape a portfolio of creative work consisting of a collection of about 20 poems or equivalent, and an accompanying reflection on the processes, influences, and themes of the work.

Component	When Set	%	Comment
Portfolio	End	100	20 poems PLUS 1500-word commentary

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## SEL3403: Screenwriting Portfolio

Module Leader: Dr Lee Goodare

**Semesters 1 & 2, 40 credits total**

**Pre-requisites:** Students should have taken **SEL2228** to be able to take this module.

The syllabus for SEL3403 is a focused portfolio module for Screenwriting, encompassing self-directed study and supervision. It aims for students:

1. To prepare a file of work which may consist of: approx. 20 pages of script for film or television
2. To show through the file a finally shaped work or body of work along with a self-reflexive commentary on the processes, influences, and themes of the work.

Component	When Set	%	Comment
Portfolio	End	100	Approx. 4000 words (approx. 20 pages) of screenplay PLUS 1500-word commentary.

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## SEL3405: Digital Exhibition

Module Leader: Dr Ruth Connolly

**Semesters 1 & 2, 40 credits total**

**No pre-requisites**

This module allows students to select a topic of their choice and to develop an online exhibition based on that topic. Students may draw on text, image, sound files and film clips to develop their exhibition. Students will learn:

1. how to choose and develop a topic suitable for an exhibition.
2. how to compose a narrative appropriate for the audiences accessing an exhibition.
3. how to use web-publishing platforms to create an online exhibition.

Component	When Set	%	Comment
Design / creative project	End	85	Online exhibition: 30-60 items with accompanying word count of 3500-4500 words
Report	End	15	Project outline including research bibliography -1000-1500 words

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## SEL3417: Dissertation: Editing Project

Module Leader: Dr James Cummings

**Semesters 1 & 2, 40 credits total**

**No pre-requisites**

This module gives students the opportunity to work with the Special Collections archive and to produce their own scholarly digital edition. In undertaking a digital edition students will learn:

1. how to work with archival primary sources
2. how to transcribe, edit, markup, and publish an edition
3. how to convey their editorial process to readers

Component	When Set	%	Comment
Research proposal	End of Sem 1	Formative	Edition plan including information about the student's choice of text, a summary of

			editorial work to be undertaken, and an annotated research bibliography. (500 words)
Portfolio	End	100	A Portfolio consisting of an Editorial Introduction to the Digital Scholarly Edition (4000 +/- 10% in length), and an Edition (4000 words +/- 10% worth of work).

## 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.

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

Since the Covid pandemic, psychological research has shown that although we are more likely to remember negative events than positive ones, in our day-to-day interactions, there is much more kindness in the world than we think (Hammond, 2022). 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 is a pre-1800 Literature module.*

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 is a pre-1800 Literature module.*

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

*This is a pre-1800 Literature module.*

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

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

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

Component	When Set	%	Comment
Essay	End	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

*This is a pre-1800 Literature module.*

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**

*This is a pre-1800 Literature module.*

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

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

## 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 is a pre-1800 Literature module.*

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 is a pre-1800 Literature module.*

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

How did Keats negotiate the educational and professional class barriers that determined who could create great literature? In what ways does he respond to poetic forefathers who include Homer, Dante, and Milton? How and 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 Chedgzoy

**Semester 1, 20 credits**

**No pre-requisites**

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

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**

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

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 is a post-1800 Literature module.***

This module explores the Victorian period as a time of social and political turbulence – an era of contested gender relations and rapid commercial expansion – and considers how key Victorian novelists used fiction to examine the relationship between sex and money. Notable now for its plaiting together of a range of genres – including realism, melodrama, satire, gothic – the Victorian novel was, in its own time, often seen as a formal repository of social 'truth' and many novelists acquired the status of cultural commentators. We study a range of literary bestsellers

from the period, roaming across a range of subgenres such as the silver-fork novel, satirical realism, Chartist fiction, the Bildungsroman, and the sensation novel. In addition to the idea of the Victorian marriage market, we will typically be considering the sexual and commercial connotations of topics such as women and luxury; homosexuality, homosociality and consumption; prostitution; counterfeiting and the idea of the gentleman; gender and speculation.

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**

***This is a post-1800 Literature module.***

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

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

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

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

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

			(including discussions, online discussions and homework)
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## SEL3378: Landscapes of American Modernism

Module Leader: Dr Fionnghuala Sweeney

Semester 2, 20 credits

No pre-requisites

**This is a post-1800 Literature module.**

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

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

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

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

Texts could include:

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

**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 19<sup>th</sup> Century

Module Leader: Dr Jake Jewusiak

Semester 1, 20 credits

No pre-requisites

**This is a post-1800 Literature module.**

This module examines how characters mature and develop (or fail to do so) in the Victorian novel. As we will see, the way an individual is represented as growing up reflects deeply held beliefs about the value of societal progress and reform. Through a detailed analysis of Victorian novels, we will reflect upon how the human lifespan changes in response to the burgeoning modernity of the nineteenth century. We will explore how the novel form contributes to

the construction of subjectivities across the life course and consider a broad range of questions, including the following: How did social expectations about gender and sexuality change with age? How did industrialisation create and shut down opportunities for young and elderly workers? What role did race and empire play in the perception of ageing? How was the concept of the life course informed by the partitioning of the novel into a beginning, middle, and end?

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

## SEL3397: American Poetry Now

Module Leader: Dr Mark Byers

**Semester 2, 20 credits**

**No pre-requisites**

*This is a post-1800 Literature module.*

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

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

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

Component	When Set	%	Comment
Written exam	End	70	Two hour exam answering unseen questions
Portfolio	End	30	Research diary, notes and annotations.

## SEL3415: Literature and Human Rights

Module Leader: Professor Neelam Srivastava

**Semester 2, 20 credits**

**No pre-requisites**

*This is a post-1800 Literature module.*

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**

***This is a post-1800 Literature module.***

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
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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**

*This is a post-1800 Literature module.*

Freedom and Imagination will give students the chance to develop their knowledge of US literature from the second half of the 19th Century by reading texts in terms mediated by an account of the social and historical contours of US society in the period, particularly the pressures created by Slavery/Post Slavery, the American Civil War, Westward Expansion and the annexation of territories from Native Americans, First Wave Feminism in the US (following the Seneca Falls Convention in 1848) and other relevant social contexts. Through the course of the module, we will be reading Henry David Thoreau's, *Walden*, Kate Chopin's, *The Awakening*, Charles Chesnut's, *The Marrow of Tradition*, Frederick Douglass', *Narrative of the Life of Frederick Douglass* and other texts from the period.

Component	When Set	%	Comment
Essay	End	85	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**

*This is a post-1800 Literature module.*

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

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

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

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

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

## NCL3007: Career Development for Final Year Students

Module Leader: Mr Darrin Beattie

**Semesters 1 & 2, 20 credits total**

**Pre-requisites:** Details of pre-requisite requirements can be found at: <https://www.ncl.ac.uk/careers/skills-and-experience/career-modules/career-development-module/>

Successful graduates are equipped with the necessary skills to perform and an ability to plan and manage their portfolio career, which is likely to be varied. The 3rd stage Career Development module therefore offers students the opportunity to learn about their skills and attributes and how they might apply these in future roles upon graduation. To aid this learning and development, they undertake work-related learning in a variety of different environments, both on and off the University campus. See <http://www.ncl.ac.uk/careers/modules/cdm/> for more information.

Supported by module tutors, students will reflect on and manage their own learning and development through a series of workshops, seminars and lectures, both on campus and online. Through engagement with both a professional experience and module teaching, students will enhance their employability and career readiness.

Students will join the module at the start of semester one and are expected to balance their work for the module, including engagement with their placement/professional experience, across the academic year.

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